

REPORT TO SPCSA FOR
ARGENT PREPARATORY ACADEMY

December 8, 2017

APPENDICES

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Appendix A

The TenSquare Performance Audit

Silver State Charter High School

Performance Audit

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Prepared by



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I. Executive Summary

Background

Silver State Charter High School (Silver State) first opened its doors in 2004 with a hybrid learning model. The vision of Silver State was “to meet the educational needs of high achieving students who prefer a non-traditional way of learning and to meet the specific needs of students who want one-on-one instruction that does not exist in the traditional setting.”

On October 26, 2015, the Nevada State Public Charter School Authority (SPCSA), which authorizes and oversees charter schools in the state of Nevada, notified Silver State that it would be closed for: 1) engaging in a pattern of fiscal mismanagement and 2) investing in a derivatives account. The SPCSA held a public hearing on January 4, 2016, and voted to revoke Silver State’s charter. Subsequently, the SPCSA then held a second hearing on March 9, 2016, and Silver State attorneys gave notice that they planned to file a petition for Judicial Review, noting that there were procedural and substantive issues that might affect the closure of the school. At that stage the SPCSA then directed its Counsel to work with Silver State’s Counsel to reach a Settlement Framework that would enable the school to remain open under a Receivership.

As part of the Settlement Framework, both Silver State and SPCSA agreed to jointly petition the First District Court of Nevada to appoint a “neutral, independent and qualified receiver” to take over responsibilities of the Silver State Governing Board. On June 28, 2016, the Court appointed Joshua Kern, a respected charter leader and founding partner at TenSquare, a national charter school support organization, as Receiver for the school.

Under this agreement, the Receiver is charged with operating the school in the best interests of the students. Additionally, the school has been tasked with meeting several milestones over the next three years.

By the end of the 2017-18 school year, the Receiver and Silver State agreed to:

- Work with the SPCSA to reconstitute Silver State’s Board of Directors and appoint Board members that are deemed capable of supporting Silver State’s transformation
- Achieve an adjusted cohort graduation rate, as determined by Nevada state law, of 45%
- Obtain clean financial audits, with no material findings.

By the end of the 2018-19 school year, Silver State agreed to:

- Achieve a rating of “Adequate” on SPCSA’s academic performance framework
- Achieve a 60% or greater adjusted cohort graduation rate
- Earn a 3 Star rating (or equivalent satisfactory rating) on Nevada’s Alternative Framework (if the school were to be recognized as an “Alternative School;” and
- Continue to obtain clean financial audits, with no material findings.

The Receiver hit the ground running in July and subsequently worked with school staff to ensure that the school could successfully open at the start of the 2016-17 school year. The Executive Director was placed on administrative leave prior to the start of the school year, and the Receiver worked with existing team members to appoint a leadership team. At the same time, the Receiver

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has been working to overhaul Silver State’s financial operations to ensure that the school’s budgeting and reporting is an accurate reflection of the school’s current condition.

In addition to addressing the immediate fiscal and operational crises at Silver State, the Receiver initiated a TenSquare School Performance Audit to look deeply at Silver State’s academic program—to identify strengths, challenges, and opportunities in the areas of school performance and student achievement; curriculum, instruction, integration of technology, teacher coaching, and professional development; leadership; and school culture.

TenSquare School Performance Audit

TenSquare’s school improvement practice works with schools, local education agencies, and their leadership teams to conduct in-depth school performance audits; develop data-driven, actionable recommendations and strategic operational roadmaps; and provide targeted hands-on assistance to improve organizational effectiveness and student achievement—all of which lead to significant gains in school and organizational performance.

TenSquare School Performance Audits are rigorous reviews of school performance. They include detailed analyses of:

- student enrollment, demographics, outcomes and overall school performance
- academic programming—assessing a school’s instructional program, curriculum, integration and use of technology, teacher coaching, and professional development
- school culture—determining the extent to which there is a culture of achievement for students and a culture of accountability and high performance for adults
- and, leadership capacity and human capital.

Audits serve as a tool to pinpoint critical challenges and identify a roadmap for improvement. While they highlight school strengths, they apply an expert and critical eye to help even the best-performing schools continue to improve their practice and outcomes for students. The standard used for judging schools is nothing short of excellence. TenSquare has worked with scores of schools around the country to conduct these audits, and then develop and implement targeted plans for change, leading to dramatic school improvement.

To assess Silver State’s strengths and challenges, TenSquare team members conducted a School Performance Audit from September 15-November 15, 2016. The TenSquare audit team completed extensive data analysis, conducted on-site interviews and structured classroom observations, and reviewed documents and other materials in the areas of student performance, academics, school culture, and leadership.

This report shares findings and recommendations to inform a targeted school improvement action plan for Silver State.

Key Findings

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Strengths

Silver State can build upon several important strengths:

- Silver State staff members are devoted and genuinely interested in positive outcomes for students. Silver State staff members want the school and its students to thrive.
- Teachers have taken a team approach and are working to help the new leadership be successful. Staff members will often stay late and work on extra projects as needed to help the school succeed.
- Most students are respectful to one another and adults while in classrooms.
- The school has strong infrastructure (a good building site and busses) in place.
- Though she has only been in her position for a short while, the primary instructional leader has developed a good rapport with staff and appears to have gained their trust.

Challenges

Despite these strengths, however, the audit also uncovered several challenges that the Receiver and Silver State must address as they work to continue to improve.

- Silver State lacks crucial data management systems present in high-performing schools. There is no comprehensive system to track, manage, and use data to improve teaching and learning, and to ensure that Silver State is compliant with federal, state, and local reporting requirement.
- Despite excellent recent progress, our analysis of enrollment and student achievement data suggests that it will be very challenging for Silver State to reach the required 60% adjusted cohort graduation rate benchmark by school year 2018-19.
- Silver State's hybrid educational model (part online and part classroom-based) appears to be ill-defined and lacks sufficient support for many of its students to be successful.
- Silver State's instructional model is touted as a blended learning model, with a mix of online, one-on-one, and in-class instruction. In practice, though, teachers still largely see themselves as traditional educators who teach classes with a defined scope and sequence, while students who come to school see that time as an opportunity to complete online work. This mismatch in practice does not provide the best learning opportunities for students who must complete credit recovery programs or who otherwise require more support.
- Silver State's attendance policy and current program structure do not permit teachers

to plan for and engage students in relevant, rigorous learning. Currently students can come in on any number of days and sit in any number of “courses.” Teachers cannot predict who will be in what “class” on any given day of the week. Thus, students do not appear to be benefitting from their time on campus, or Silver State’s blended learning model.

- Silver State currently uses several different online curricula and teacher-sourced materials for its courses. It is not clear that curriculum materials are sufficiently rigorous and aligned to state learning standards. Moreover, this mixture of curriculum materials makes it difficult for teachers to work together to plan and effectively manage student learning.
- Instructional practice and teacher professional development are inadequate. There does not appear to be a shared vision for what excellent instruction—and student learning— should look like at Silver State. The school lacks an effective professional development plan, and there is no consistent instructional coaching process in place to improve teacher practice.
- The current leadership team, while respected, lacks the necessary turnaround expertise, clear vision for improvement, and support (leadership coaching) needed to help Silver State meet agreed upon improvement objectives.

Recommendations

Now that many of the most immediate fiscal and operational crises are being addressed at Silver State, the Receiver should concentrate on providing rapid and targeted support for the school’s academic leaders. We recommend that the Receiver:

- Rapidly procure data oversight and management expertise, and ensure that someone is responsible for accurately managing student performance data and meeting all federal and state compliance requirements in a timely manner. Provide training to school leaders so that they can manage and use student data to improve school performance.
- Engage outside academic expertise to articulate a coherent vision for the school, develop a comprehensive school improvement plan, and implement an aligned, goals-driven process for school performance management focused on improving graduation outcomes.
- Conduct a deeper assessment of Silver State’s personalized learning model and the various curriculum resources and materials the school is using—to ensure that they are rigorous and appropriate for Silver State’s student population.
- Restructure the academic program to allow teachers to focus on preparing and managing personalized learning plans, and intentionally grouping students on campus to provide targeted instruction and support.
- Reassess the credit recovery program’s effectiveness and implementation.

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- Assess the skills of the current leadership team to determine best fit to goals and priorities, and to build on leaders' strengths; provide training for instructional leaders on school improvement strategies.
- Work with the leadership team to outline clear student learning and achievement priorities, and align curriculum, instruction, assessment, and professional development to meet those priorities.
- Provide in-depth training and support for all academic leaders on best practices to improve student learning; use teacher coaching and clear, consistent feedback to increase the urgency and quality of instruction; and institute a targeted coaching program for teachers on high-impact strategies.
- Provide in-depth training for school leaders on Nevada school law and how it applies to Silver State's current policy and practices.

II. Audit Methodology

TenSquare conducted a School Performance Audit of Silver State Charter High School from September 15 – November 15, 2016. The audit included extensive document review and data analysis; on-site interviews with teachers and leadership team members; and structured classroom and school culture observations. The on-site observations and interviews took place on September 28, 2016.

Auditors conducted eight classroom observations across grades 9-12, totaling more than 170 minutes. An additional 60 minutes were spent observing common spaces such as hallways, the cafeteria, arrival, and dismissal. Observation data were normed across two TenSquare team members—former leaders and teachers and who have conducted performance audits of multiple K-12 schools across the country.

Documents reviewed include Silver State's:

- School calendar
- Assessment calendar
- School bell schedule
- Master schedule
- Daily schedules
- Special education teacher schedules
- RTI (Response to Intervention) plans
- Organizational chart
- Assessment and student outcomes data for 2015-2016
- Student and teacher demographic data
- Attendance data
- Floor plan of school buildings
- Enrollment data
- Staff, parent, and student handbooks
- Professional Development plans from 2015-16
- English language arts (ELA) and math scope and sequence documents
- Other curriculum materials
- A prior school-wide needs assessment conducted in 2015-16
- Teacher and school leader observation and evaluation tools
- Pre-service schedules

TenSquare also interviewed a cross-section of school stakeholders through group and individual interviews, including:

- The Principal
- The Operations Director
- Classroom teachers (four of seven teachers, representing grades 9-12)

III. Student Enrollment and Demographic Data

Overview

Readers should keep in mind that **the data presented here are provisional**. Data included in the tables below are drawn directly from reports shared with the TenSquare Audit Team. There are discrepancies and anomalies in the data, however, that the school and the SPCSA should address as the school seeks to meet its improvement targets.

Student Demographics and Enrollment

Silver State's enrollment patterns look very different from that of the surrounding district and Nevada as a whole; these discrepancies are likely related, in part, to data errors. Silver State has historically enrolled a disproportionately low percentage of Hispanic students, when compared with the surrounding county, Nevada charter sector, and Nevada overall. The percent of students identifying as Asian or Black/African American is low compared to the state and sector, but is in line with surrounding county trends for the past three years. In the past two years, Silver State has had a disproportionately high percentage of white students compared to the surrounding county, charter sector, and state.

Table 1: Enrollment Trends, by Student Groups, 2013-14 to 2015-16*

Enrollment	School Year	Asian	Black/ African American	Hispanic/ Latino	White	2 or More Races	IEP	ELL	FRL
Silver State	2013-14	0%	0%	9%	60%	4%	0%	0%	0%
Carson City	2013-14	2%	1%	42%	50%	3%	14%	17%	53%
Nevada Charter	2013-14	6%	9%	16%	62%	3%	7%	2%	28%
Nevada State	2013-14	6%	10%	41%	36%	6%	12%	15%	53%
Silver State	2014-15	0%	1%	14%	78%	4%	0%	0%	0%
Carson City	2014-15	2%	1%	43%	49%	3%	13%	17%	50%
Nevada Charter	2014-15	6%	9%	19%	57%	6%	8%	4%	23%
Nevada State	2014-15	6%	10%	41%	35%	6%	12%	16%	53%
Silver State	2015-16	0%	1%	14%	78%	4%	0%	0%	0%
Carson City	2015-16	2%	1%	43%	49%	4%	14%	18%	36%
Nevada Charter	2015-16	6%	9%	24%	52%	7%	8%	5%	21%
Nevada State	2015-16	5%	10%	42%	34%	6%	12%	17%	49%

Note: values that are disproportionately low are in ***bold italics***. Values that are disproportionately high are in **bold**. *Please note that the school has not kept accurate data on students' special education, English language learner, and free and reduced-priced lunch status. Percentages reported here are drawn directly from school-reported data. It should also be noted that percentages reported do not add to 100%, but are based on data submitted by the school for this audit.

Over the past four years, Silver State’s enrollment has declined markedly. From a high of more than 400 students in the 2013-14 school year, Silver State’s overall enrollment declined to 180 students at the beginning of the 2016-17 school year. In part, this can be explained by the closure of the middle school prior to the beginning of the 2015-16 school year—eighth graders were allowed to continue at Silver State during the 15-16 school year. And this year, declines are most likely related to the controversy surrounding (and near closure of) Silver State during the 2015-16 school year. Additionally, the existence of a competing school and a lack of clear ownership over the enrollment process at Silver State may have contributed to this decline as well. See Table 2 for more detail.

Table 2: Overall and Grade Level Enrollment Over Time

Grade Level	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Grade 7	22	17		
Grade 8	76	67	28	
Grade 9	93	43	44	20
Grade 10	93	72	61	29
Grade 11	91	75	96	39
Grade 12	51	134	130	90
All Students	426	408	359	180

Silver State has few systemized ways to collect and analyze student data; methods for managing information are inefficient and ineffective. In some cases, data systems are antiquated and prone to error. For example, teachers and operations staff reported that daily attendance is taken by hand. The student enrollment process is similarly a work in progress. No staff member could point to a concrete plan for recruitment and retention, based on appropriate data.

In other cases, data systems are non-existent. One teacher noted, for instance, “we did not do any data driven instruction last year. Our new administrator is working with us as a team to plan out what that should look like but... we are still not collecting data.”

Summary Findings

- Silver State’s enrollment patterns look different than the surrounding district and Nevada generally; this is likely due in part, however, to Silver State’s poor data collection and data management practices.
- Silver State’s enrollment has declined considerably over the past four years; enrollment declines have larger implications for the school’s staffing and financial picture over time.
- Silver State lacks crucial data management systems present in high-performing schools. There is no comprehensive system to track, manage, and use data to improve teaching and learning, and to ensure that Silver State is compliant with federal, state, and local reporting requirements.

Summary Recommendations

- Silver State should rapidly develop and implement effective data management processes, to ensure that it has accurate enrollment and student performance data, and that leaders and teachers can use those data to improve student performance.
- Silver State should look at the longer-term implications of smaller student enrollment and develop an enrollment plan going forward.

IV. Student Outcomes—Graduation Rate Analysis

Overview

Historically, Silver State's cohort graduation data have been very poorly tracked, making it difficult to determine an accurate adjusted cohort graduation rate (ACGR) for Silver State. For the 2016 cohort (students entering 9th grade in 2012), Silver State leadership invested significant resources in cleaning up data and investigating whether former students were truly dropouts or legitimate transfers (which removes them from the cohort). As a result of Silver State's efforts to clean up data, the School achieved a 45% ACGR for the class of 2015-16.

Silver State must continue to improve graduation rates to continue to operate. While there are no specific requirements for the 2017 cohort, the school must achieve a four-year ACGR of 45% for the 2018 cohort (primarily 11th graders this school year) and 60% for the 2019 cohort (primarily 10th graders this school year). To meet the 2018 target, Silver State just needs to maintain the level just achieved with the 2016 cohort. However, the 60% target for the class of 2019 will be a challenge.

There is no question that the School can improve graduation rates by providing remediation support for students that are behind. However, since the school accepts students regardless of prior academic achievement, cohort graduation rates will likely continue to be low. Students have very little opportunity to graduate with their cohort because they have not earned enough credits at prior schools.

For example, for the 2017 Cohort, of the students currently at Silver State, only 37% started with Silver State in their freshman year or beginning of their sophomore year. Therefore, the majority came mid-year sophomore year or after. While not all of those students were lacking credits, many were already behind when they entered Silver State.

Current Silver State Students

Most Silver State students are in the 2017 Cohort. While Silver State's enrollment is fluid, both in terms of new students entering on a rolling basis and some students opting to transfer, an analysis of the current student body is helpful in attempting to determine future graduation rates. Of 180 students currently enrolled, more than one-third are in Cohort 2017.

Table 3: Silver State Student Cohorts

Cohorts	Number of Students	Percent of Total
Prior Cohorts (did not graduate in 4 years)	23	12.8%
Cohort 2017 (primarily seniors)	62	34.4%
Cohort 2018 (primarily juniors)	40	22.2%
Cohort 2019 (primarily sophomores)	32	17.8%
Cohort 2020 (primarily freshmen)	23	12.8%

As the above chart illustrates, Silver State’s enrollment increases each cohort year, with the 2017 cohort making up the largest part of the school. This is opposite of a typical school, where enrollment begins with large 9th grade classes that shrink up until 12th grade, as students drop out or transfer. This atypical enrollment pattern makes it difficult for Silver State to match the ACGR of a school where most students begin their high school career at that school.

Additional data for Cohort 2017, show that the vast majority of Silver State’s students enter high school somewhere else.

Table 4: 2017 Cohort, by Year of School Entry

Cohort 2017 Year Entered	Number of Students	Percent of Total
Beginning of Freshman year	12	19%
Mid-year Freshman	4	6%
Beginning of Sophomore year	7	11%
Mid-year Sophomore	6	10%
Beginning of Junior year	9	15%
Mid-year Junior	5	8%
Senior year	19	31%

Further analysis of the data show that most of Silver State’s students are behind where they should be at this point in their high school tenure, not surprising given how many transfer to Silver State after freshman year. For example, in Cohort 2019 (for which Silver State needs to meet 60% cohort graduation rate), just 50% of students have five or more credits (out of the 22.5 needed for graduation). Students who take a typical class load and pass their classes would have finished freshman year with six credits.

Table 5: Students “On Track” for Graduation, by Cohort

Cohorts	Number	Number Close to On Track with Credits	% “On Track”
Cohort 2017 (primarily seniors)	62	24 (with 16 or more credits)	39%
Cohort 2018 (primarily juniors)	40	14 (with 10 or more credits)	35%

Cohorts	Number	Number Close to On Track with Credits	% “On Track”
Cohort 2019 (primarily sophomores)	32	16 (with 5 or more credits)	50%
Cohort 2020 (primarily freshmen)	23	N/A	N/A

Credit Recovery

Since so many students matriculate at Silver State with fewer credits than they should have for their grade level, the school has invested in credit recovery. However, the current credit recovery program while helpful, has not been as successful as the school hoped it would. As with any credit recovery program, students that have struggled with a “regular” load of classes have great difficulty being successful with an increased class load without substantial help. Moreover, the credit recovery program has been funded by a grant which will either need to be renewed or replaced. Longer term, Silver State must figure out how to build credit recovery into their program without the need for an external grant.

Summary Findings

- Silver State’s ability to track ACGR data improved markedly this year, leading to a graduation rate of 45%.
- Cohort analysis data indicate that it will be difficult for Silver State to achieve the 60% ACGR required by the Receivership Agreement for the 2019 Cohort.
- Silver State’s model is one that makes the school attractive to students who are under-credited. Silver State’s credit recovery program, however, is not working as effectively as the school had hoped it would.

Summary Recommendations

- Silver State should immediately determine an accurate assessment of the school graduation rate and work with the State Public Charter School Authority to ensure data are accurately reported.
- The school should consider applying for alternative status, and should also work with the SPCSA to adjust the 60% ACGR currently required for the 2019 Cohort.
- The school should create or enhance efforts to interview students when they opt to transfer to understand why they are not completing at Silver State. Silver State should also look at creating incentives to keep students who are on track.
- To continually improve Silver State’s ability to track ACGR data, staff should follow up with every student who transfers or stops coming to school, within two weeks and again within a few months, to try and ascertain where the student went. Include students and all staff in trying to track down students via social media.

- Silver State should develop personalized learning plans for each student, enhance credit remediation programs, and talk with students early about the need to take classes year-round to catch up on credits.

V. Academic Program

Overview

To accurately assess Silver State’s academic program, we reviewed several key features of the program, including: the program model, curriculum, instructional delivery, access to and integration of technology, and teacher coaching and professional development. Findings and recommendations are based on an in-depth review of policy and practice documents, curriculum and instructional resources, interviews with teachers and leaders, and classroom observation data.

Program Model

Misalignment between Silver State’s vision and educational practice leads to confusion among teachers and administrators; neither the model nor staff roles clearly align to a vision of a strong online education, with personalized learning. According to Silver State’s April 2015 Charter Amendment application, Silver State exists to serve students who are in danger of dropping out of school; “recover” students who have withdrawn from school or are behind in credits; and serve students who cannot attend school during regular school hours, who have disabilities and are homebound, or who have young children and therefore cannot attend regularly.

The school is designed to “improve the opportunity for students to learn by offering a comprehensive high school curriculum, that will be offered with a flexible individualized delivery, utilizing online delivery and 24/7 availability. Our staff will be there to help the student both during the day and the early evening.”

Our review of the Silver State program model, however, found that the flexible, individualized experience has been only partially realized. Silver State appears to have combined a traditional high school model, with online learning opportunities. Teachers do not see themselves as tutors, mentors, and learning counselors who are there to help provide personalized instruction to students when they come to campus (or even support students while they learn online), but rather as traditional classroom teachers. Teachers expressed frustration about the wide variety of learning needs they have to meet and the lack of student attention in their “classes.” For Silver State to be successful, the school must define what effective personalized instruction looks like, and provide the right supports (professional development, data management, online and adaptive learning tools, etc.) to educators to realize that vision.

Silver State’s diverse student population (with students who have very different needs and supports) creates challenges for building an effective hybrid learning model. The teachers and office staff we interviewed described Silver State’s population as a “diverse group” and anecdotally identified four distinct groups of students:

- The first group of students included those who have a significant impediment to attending traditional school (e.g. have a disability, medical condition, or children of their own).
- The second group was comprised of “quirky” kids who were bullied or did not fit in at their traditional school.
- The third group included distance learning students who traveled regularly, such as children living in migrant farming families or rodeo students.
- And, the fourth group included under-credited, disengaged students for whom attendance at some type of school is mandatory and Silver State serves as an option of last resort.

While these descriptions are staff-reported, and based on anecdotal rather than quantitative data, they do provide helpful information about the challenges of serving Silver State’s student population.

According to staff, the first two groups of students tend to visit campus more frequently, making use of the supports the school offers. This is not to say they are universally successful, but rather that Silver State teachers report that they are able to “reach” these students and get them to school more readily.

The third group of students visit campus infrequently, according to teachers, but they are generally more diligent about work completion. It is important to note that for all three of these groups there is a heavy reliance on parent support as the primary mechanism for ensuring student engagement.

A strong staff-student relationship or additional structural supports might be of assistance in better engaging these students. Successful online programs tend to utilize a coach/mentor model in addition to the teacher to build a rapport with students and get them invested in work completion. Further, internal data mechanisms that better track student engagement across metrics and demographics would be of use.

The fourth group of students represent a significant struggle for Silver State educators. These students attend on-campus sessions infrequently, and must have significant prompting to attend. They accumulate credits at a slower rate, and their work completion is not as strong as other students’ as well.

Silver State’s proposed solution for strengthening student engagement and achievement is improved parent engagement, but research done by the Harvard Family Research Project (HFRP) found that this is a limited strategy for improving student achievement. The HFRP’s work indicates that parental expectations and beliefs about long term outcomes (i.e. an expectation of college attendance and an emphasis on a growth rather than fixed mindset) is positively correlated with improved performance. However, the impact of parental engagement is not as significant as high quality instruction, an achievement oriented school culture, and clear expectations. In fact, parental engagement without these other factors has a minimal effect on student outcomes.

For all groups of students, there are models of on-campus, blended learning that do not rely so heavily on parental engagement. If Silver State can clarify its model, this will improve the likelihood that this fourth group of largely disenfranchised students is more successful

Silver State’s blended learning model is poorly defined, and this lack of definition likely undermines the effectiveness of the program. In theory, Silver State seeks to provide a highly individualized, largely on-line experience using heavily vetted and approved platforms. In practice, however, teachers are currently trying to teach “classes” and prepare some “direct instruction.” Moreover, teachers often deviate from provided materials and make their own because they find flaws in the online programs.

For the hybrid learning model to be effective, the school must define the right blend of online and “in class” learning, and it must help teachers redefine their roles. There are models of more successful online schooling that do not rely on additional in-person time. Schools such as Keystone employ asynchronous classes, synchronous 1:1 instruction, and regular meetings with a mentor or “success advisor” to maintain engagement. Models that employ more successful blended learning include Rocketship and Summit, both of which emphasize personalization and computer based learning in the context of an on-campus experience.

The current student groupings and daily schedule hinder the learning and planning process. Currently students are required to be physically present on campus for part of the week, but are welcome to come to campus on other days. Students are assigned days of mandatory physical attendance, but teachers reported that these were poorly tracked. Furthermore, students who drop in on unscheduled days may do so without prior notice. As such, Silver State teachers struggle to effectively manage and analyze data, predict daily class configurations, and plan to ensure high quality learning. As one teacher explained, “I teach 10 classes in three periods. That holds me back considerably. I did a lesson on writing process, but when I have students in English Foundations, 3a, 3b, and credit recovery in one room, direct instruction is very challenging.”

The unpredictable nature of student attendance means that teachers spend most of their time monitoring students as they work on computers, instead of helping them meet personalized learning goals with a structured learning plan. Direct instruction was observed less than 40% of the time. When direct instruction is provided, it must be broadly applicable to multiple classes, grade levels, and student ability levels. When larger numbers of “unplanned-for” students were present, direct instruction provided no substantive value to the class and constituted largely an inefficient use of time. For example, during a language arts class in which a large number of “unplanned-for” students were present, a twenty minute “lesson” detailing the steps of the writing process was provided. It was not customized or differentiated to meet the individual needs of students.

To maximize the impact of the time students spend on campus, it is important that teachers are able to anticipate who will be in their classes (or who they will be supporting) on what days. A process must be put into place that will allow teachers an opportunity to plan for specific student participants. It is also crucial that teachers not only know what students will be in their classes and when, but on what assignments they should be working. In every classroom observed some students were engaged in tasks that they identified as more important (for example, a large assignment due for another class) or more urgent (e.g. completion of a credit recovery assignment). Systematization of personalized learning plans and assignments will benefit teachers’ ability to support students through group and individual work.

The current program allows students to easily misrepresent their participation and performance. The auditors witnessed cheating during three observations. In one case, students were speaking to each other about an assessment they were taking. In the other two, students who were taking quizzes copied the content of a question, placed it in Google, and searched for the answer. Teachers who were present in two cases were occupied working with other students, while in the third case, the teacher was seated at his desk working at the computer. As one teacher noted, “having an attendance policy and actual classes has helped, but attendance could be clearer as to where they should be when and on what they should be working. It would make planning better.”

In addition to the relative ease with which overt cheating occurred, students were also able to “attend” class while completing other course work and when asked, two students noted that there were ways around virtual attendance policies. This is in part, they noted, because for students attending virtually, the default assumption is to mark students as present for every class. Three students also shared with one observer that they “usually binge the online assignments so that [we] can use class time to hang out.” While this is not explicitly against any rules, it does speak to the potential for students to manipulate the online system and the seriousness with which they treat instructional time.

Curriculum

Silver State Charter School uses online distance learning coupled with intermittent onsite instruction that could loosely be described as blended learning. Teachers report that they create materials to supplement the online learning platform, but receive minimal guidance in their creation. Teachers did not give consistent answers to questions about expectations for lesson planning, and most were unable to speak knowledgeably about the state standards. Similar confusion existed about the curriculum. This is not surprising as information regarding instruction is sparse.

When asked for curricular documents, the school provided a document entitled “Academic Program, Curriculum Scope Sequence Documents” for English language arts (ELA) and mathematics. For mathematics, the document contained a list of lesson objectives with a brief narrative description of the content covered by each lesson. It also contained a curriculum map that provided similar information in tabular form with the addition of Common Core standards that “align” to the lessons. *The document did not reference a specific online platform.* The ELA curriculum contained a list of unit names and topics accompanying a “syllabus” that listed objectives and assessments for each lesson. No other materials were available or provided regarding instruction and curriculum.

There is no “curriculum” per se; the school’s online platform has changed several times, and teachers are supplementing the online platform, which may or may not be aligned to state learning standards, with materials of their own choosing. Per leadership team members, the school has changed learning management systems at least twice in the last year. The operations lead shared that “[The former school leader] switched the learning management system. We went from Brainhoney to Plato but then got no training, and she switched us back to Brainhoney.”

Additionally, teachers expressed concern about the overall quality of the online curriculum materials. One teacher stated that she adds "... lessons to the online platform because I have concerns that the online platform is not aligned to the level of expectation and rigor. I try to do some things that are Common Core aligned."

Additionally, it is not clear if the online platforms provide materials that are aligned to state standards. What *is* clear is that there is significant suspicion by the faculty that they do not. As a result, teachers are supplementing the online platforms with lessons of dubious quality. For example, in one class the audit team observed a teacher teaching a lesson on "the writing process." His lecture style required students to simply memorize and state the steps in the writing process, rather than use the steps. Moreover, 11 of 15 students ignored him as they did their own online work.

Teachers reported using Plato, fueleducation, Brainhoney, and "other sites" coupled with teacher made materials, literature texts, and "found materials" to create the curriculum. Such cobbling together requires a highly skilled teaching force thoroughly trained in pedagogy and able to deconstruct state standards while making aligned performance tasks and lessons. There was no evidence that this level of skill is present in the teaching staff at Silver State.

Students need more opportunities for scaffolded writing practice and feedback. The assessment and assignment opportunities provided by the online materials the audit team reviewed rely heavily on multiple choice answers. Teachers expressed concern about the quality of some of the online writing materials as well. One teacher stated, "I give the option of handing in the work we did together instead of the essay online. I supplement in-class work with outside work [that is aligned] to the English Standards."

Additionally, the limited number of writing assignments teachers asked students to complete in classes rarely rose to a level of rigor that aligned to state standards. While we observed one teacher refer to the assignment rubric in his one-on-one consultations with individual students, no other teachers articulated expectations for written work during an observation.

In some cases, the teachers appear to be on the right track in terms of writing instruction. For example, one teacher noted that she "[Tries] to teach the class as content literacy. It's helpful for kids who come to campus... I feel the work on campus is working well and we can use document based questions" to help students improve their writing (document based questions allow students to develop written responses that cite text references in short answer questions or short essays). She then provided examples of multiple rigorous texts that she is using. Other teachers referenced the use of document based questions (DBQs) in reading and content areas. Unfortunately, the timeline for completing DBQs is so generous that it reduces the level of rigor. High school students should be able to craft brief but thoughtful DBQs within one or two class periods. Teachers at Silver State are allowing students to take more than two weeks to complete such assignments.

To meet the level of rigor required by state learning standards, students must be challenged to produce written responses to literature with length and complexity that aligns to the state assessment. Moreover, students must produce such work in a finite period.

It is not clear that the current credit recovery program will be sufficient to provide students with the credits they need to graduate. In every class observed, we saw students completing credit recovery work. They did so even when it had nothing to do with the class in which they were participating. On the one hand, such a high degree of flexibility and student-directedness is laudable. On the other, it means that students are not completing work for some classes to try to recover credits.

The emphasis on credit recovery is not surprising given this year's focus on improving graduation rates. As one teacher put it, "Our main goal is to help students recover credits and bring up the graduation rate." Another also put an emphasis on credit recovery saying the school's graduation goal would be achieved if they "incorporate credit recovery and make sure kids understand the credits system and what they need to graduate."

Silver State teachers are aware that many students are behind. One teacher shared, "We receive juniors and seniors with no credits and it's almost impossible for them to graduate in two years – we get held accountable for not having on time graduation." The operations lead verified this with an example, saying, "the last six seniors who enrolled with us are credit deficient and cannot possibly graduate [on time]."

The current strategy appears to be simply emphasizing credit recovery and making it the priority for student work time. There is no strategic approach to supporting student learning or achievement. Students are simply working, often urgently, to recover credits, to understand the credit system, and to make up missed assignments so they do not fall further behind. As the data show, and teachers confirm, Silver State has enrolled a significant number of students are credit deficient, come to campus infrequently, and show little sign of improving.

The PE curriculum needs to be rewritten to provide more accountability. In physical education (PE) classes students were observed completing work for other classes. Students shared that this is typical for their PE class. One student pointed out that they do sometimes do health related work, and she was seen completing work for a health elective.

It appears that because physical activities are completed elsewhere and simply recorded, that PE is often treated as a study hall. When we asked a student if she completed the exercise she was recording, she laughed said, "I worked on my car for three hours, so I figure that counts for my cardio." Given the prevalence of health tracking apps, Silver State should have no problem providing more robust accountability for meeting PE credits.

Instruction

TenSquare visited eight classrooms during the site visit. Two auditors observed classes for 20-30 minutes at a time.

Most classroom instruction lacked appropriate grade-level rigor. Classes that did receive direct instruction had a very low bar of rigor. One history classroom, for example, had students

working through a Document Based Question (DBQ) - which is an appropriate task. However, the way students were engaged was very elementary and not appropriately rigorous for high school. Students were given small sections of text to read, and then the teacher provided most of the answers when the class regrouped. Students were passive learners. This is a missed opportunity to enable students to collectively analyze the text and debate their conclusions.

The pacing of the DBQ was also inappropriate for high school students. High school students should be able to complete the DBQ in one or two class periods. Instead the teacher said they would continue to work on this assignment for the next month. Silver State's structure contributes to this problem, since the teacher does not know when each of these students will be back again in the next few weeks to complete the task.

The limited student work on display in the halls and classrooms was significantly below grade level as well. It was much more appropriate for middle school or upper elementary students. There were many misspellings and simple grammar mistakes evident in the work. Additionally, the work itself was very basic. All of the work displayed asked students to use drawings to explain a basic scientific or a historical concept. There was no evidence of any student writing or mathematical work in the entire school. Students need to use more sophisticated and age-appropriate methods of expressing their understanding of material.

Assignments reviewed during the TenSquare visit included highly varied levels of rigor. In one class, the audit team observed students taking a quiz consisting entirely of recall questions. In two other classes, however, the team witnessed students answering more complex questions with more than one correct answer, or using short essays. Similarly, in a science class a discussion of the ethical dilemmas surrounding genetic engineering had the potential to be sufficiently rigorous, and four of the eight students provided robust, grade appropriate responses. However, two students did not speak at all, another slept, and one provided monosyllabic answers.

Last, the TenSquare team found that teachers were unable to articulate state standards or graduation requirements for their courses. During interviews, teachers could not clearly identify what skills, standards, and assessments were required for students to meet the requirements for successfully completing their courses. This clearly speaks to the need for teachers to engage in professional development that will provide them with this information as well as strategies for engaging students in rigorous learning opportunities when they are in the building.

There is no evidence that Silver State Charter School has used data to inform critical decisions; instructional decision-making is particularly devoid of a connection to data.

Many staff members cited a historic lack of data use, with several pointing to a significant systemic gap around tracking student performance. Silver State has not used a benchmarking or interim assessment system, and because teachers may be teaching many classes simultaneously, they have not integrated student progress data into their daily planning.

Teachers did not know if their online platform has the capacity to support adequate data analysis, performance prediction, and reteach planning, for example. As one teacher stated, "We have no unified way to know what students do or don't know. If they don't come in with any data [from their previous schooling] we have no way to know their skills. We have tried... [but] using our

current systems we can't keep track of them.” Two teachers noted that data collection had begun with an outside consulting firm (Public Consulting Group), but were unable to describe what data practices were being put in place.

High performing schools have robust systems for data management, display and analysis—systems that enable teachers to “own” and take responsibility for student learning and progress. Interim and benchmark assessments are critical for determining students’ literacy and math levels and learning needs. Silver State teachers interviewed reported that they believe many students *are performing three or more grade levels below grade level*, but teachers also reported that this was just guesswork on their part.

Teachers cannot adequately meet students’ needs if they do not know what those needs are. Benchmark testing will help teachers establish a baseline for each of their students. This will provide teachers with the information needed to create targeted student groupings and personalize support for students. Interim assessments are needed to monitor student progress towards goals. This will allow to teachers to determine the effectiveness of various intervention strategies.

While Silver State has recognized the need to improve data systems, they must accelerate their implementation of effective data management practices. While the planned creation of a “data room” may be part of a broader strategy, it is currently the only concrete action to which staff could point.

Since there are no clear expectations or a shared vision for what excellent instruction should look like at Silver State, instruction has lacked focus, consistency, and intentionality.

Typically, school leadership is responsible for communicating a vision for instructional excellence and implementing a framework to support best practice. In high-performing schools, this vision is evident throughout the school—leaders and teachers can clearly articulate the vision and we see it in practice throughout classrooms.

During observations at Silver State, however, it became clear that instruction lacks focus and intentionality. There was no common approach for working with students. Some classrooms had direct instruction for a small group of students while a larger group worked online. In most classes, students worked independently online the entire time. It is not clear what teachers and students should be working on during class time on campus. Some teachers actively walked around to look at screens and answer questions; while others sat at their computer during the entire class observation. Few classrooms had any posted work, objectives, or other relevant academic language.

The current program structure presents several obstacles for teacher planning and targeted instruction. Students can come to campus whenever they would like Monday through Thursday. Consequently, teachers do not know who they will be supporting from day to day. For example, one math class had 14 students working on either Algebra, Math Foundations, or credit recovery courses. Without a clear learning plan for each student—and clear expectations around teachers’ support for students—it becomes very difficult to teachers to facilitate student learning. Additionally, teachers find it very difficult to plan engaging, relevant, and targeted lessons to support and enhance students’ online learning. Thus, auditors tended to observe either generic

irrelevant lessons or no added support at all.

Another challenge with the current program structure is the number of classes each instructor must teach. The sole English teacher is responsible for managing 10 different courses. These range from credit recovery to literature classes. The English teacher must manage the coursework, grading, data management (e.g. tracking student results), and instructional delivery. The amount of time and effort required to manage 10 courses does *not* allow teachers to plan thoughtfully or appropriately. When asked about the ability to plan, one teacher stated, “Plan? I just prepare for the next onslaught!” Teachers must be given an appropriate course load and student load, so that they can invest the proper amount of time and energy needed for students to make gains.

Teacher Coaching and Evaluation

Teacher coaching and evaluation must be at the center of every school improvement plan. A consistent, focused and intentional coaching and evaluation cycle is one of the most effective methods for improving student outcomes.

The existing formal evaluation system does not give teachers enough feedback about their annual performance and has little to no impact on the quality of student learning. Best practices across top-performing charter schools around the country promote a culture of excellent instruction, which includes frequent opportunities for instructional feedback. At Silver State, teachers receive one-two evaluations per year, which are used to formally grade the teacher, rather than improve student learning.

The culture at Silver State has not been rooted in continuous teacher development—teachers reported receiving neither constructive criticism nor praise in previous school years, and it is assumed that a teacher is doing well if he/she does *not* receive feedback.

To foster best practice, annual performance evaluations should be conducted separately from coaching. Although informal observations could potentially inform some components of the annual teacher evaluation, the quality of student learning will only be improved through a continuous coaching and feedback cycle.

There is no mechanism to provide consistent coaching and feedback for teaching staff. Routine coaching and feedback through teacher observations is among the most impactful methods of teacher improvement. Informal observations provide a structured format for instructional leaders to provide regular, bite-sized, constructive feedback that improves a teacher’s practice. They are central to the improvement of instructional practice and student learning.

Currently at Silver State, there is no mechanism to provide consistent coaching and feedback for the teaching staff. Teachers note that administrators conduct informal “pop-ins” to check in on staff and will, from time to time, leave informal feedback regarding the observed instruction. However, this communication is inconsistent and not aligned to a systematic and formal observation, coaching and feedback loop. Leaders do not provide constructive feedback that

pushes a teacher's practice. No teacher described informal observations that focused on how teachers can improve student learning.

Observations and feedback must be intentionally planned by coaches/academic leaders and systematically tracked to note when teachers are observed and how they are progressing toward their coaching goal. Furthermore, through an intentional focus on clear goals throughout a coaching cycle, teachers will have an opportunity to hone their practice and can move forward with continuous development.

Professional Development

Leaders lack a streamlined, overarching plan for professional development. When asked by TenSquare to explain the professional development (PD) program, we were told that there was none in previous school years.

Initial PD planning this school year appears to be inadequate as well. Teachers reported that 2016-17 pre-service professional development was nonexistent. Pre-service PD should be spent on collaborative planning and academic preparation for the upcoming year. Instead, the previous administration scheduled a rafting trip (one day) and optional on-site time (two days) and two sessions with FuelEd (two days). There were no agendas available for the FuelEd sessions to determine the scope of the sessions.

This year, Silver State will meet with staff on Friday mornings for professional development throughout the year. Leaders mentioned that these would become data days, but at the time of the visit, they had not yet developed a clear plan for how these days would be used. Fridays had been used as time for all teachers to enter attendance and other data from the week. This is an inefficient use of time. Data collection and initial analysis should be done prior to meeting.

During interviews, teachers articulated the need for several PD sessions. Teachers desire and need more support, resources and training on how to contact and interact effectively with students' families. New to Silver State this year is an advisory program, where each staff member is responsible for tracking student data and communicating with each student's family. Although staff members like this idea, they expressed frustration with the process—from data collection challenges to an inability to reach families. Some teachers have embraced this program and are creating advisory lessons for their students. Other teachers use that time as a study hall time. Clear expectations and PD around this new initiative are critical to its success.

Public Consulting Group's services should be critically assessed to ensure best fit with Silver State's current needs. Silver State's previous administration contracted with Public Consulting Group (PCG) to provide PD and support this year. During TenSquare's visit, however, only one general introductory PowerPoint was available for review. It states that PCG is contracted for 300 hours from August 2016 to June 2017 to provide "collection and analysis of student data, identify appropriate intervention strategies, support with reaccreditation process through Advance-ED and support faculty."

It is not clear from the presentation materials what PCG's plan for professional development is

and if it aligns with the school's needs. The only mention of professional development session for teaching staff is optional online courses through Pepper (a system developed by PCG). Auditors did not have access to Pepper to determine its level of appropriateness for Silver State staff. What is clear is that Silver State needs an intensive, focused, customized PD program, with data and instructional coaching designed to help Silver State build an effective personalized learning program.

Summary Findings

Program

- The blended learning model is poorly defined and as such does not serve all of Silver State's current student population.
- The current hybrid learning program model lacks definition and clear roles for teachers to support student learning.
- Organizational policies have not been systematically developed to ensure an efficient, effective program devoid of duplicative or conflicting practices.
- Current systems for taking attendance and conducting assessments provide too much latitude and allow for cheating.
- Student groupings and attendance policies hinder teachers' abilities to plan for direct instruction opportunities and to support student learning effectively.

Curriculum

- Silver State Charter School lacks a clear and cohesive academic vision that aligns curriculum, instruction, assessment, and professional development.
- The online learning management systems that Silver State has selected are not fully understood or used by the staff.
- The online learning management systems and supplemental materials that Silver State teachers are using do not appear to be fully aligned to state standards.
- The current credit recovery practice at Silver State does not systematically support credit recovery and disrupts student learning in non-credit recovery classes; it is unlikely to result in an increase of "on time" graduations.
- The quality of student assignments is highly varied and many do not consistently align to the level of rigor required by state standards; this is especially true for writing assignments.
- The PE curriculum is an area where weak tracking and accountability for student work is particularly evident.

Instruction

- Silver State lacks clear expectations, a data-driven process, and a shared vision for what excellent instruction should look like across classes.
- Teachers do not use any benchmark or interim testing and hence teachers have a very limited grasp of students' mastery or baseline learning levels. Moreover, there is no tracking of students' progress on personalized learning plans.

- The onsite instructional program presents several challenges to ensuring high-quality learning: namely the lack of clarity on attendance expectations, the current grouping of students, and the number of classes and students teachers are managing.
- Silver State’s classroom-based instructional support lacks intentional planning and appropriate grade-level rigor.

Teaching Coaching and Evaluation

- Silver State’s current teacher evaluation system does not meaningfully evaluate teachers’ instructional practice, or serve to improve the quality of student learning.
- Silver State does not employ a consistent observation and feedback loop for teachers, and lacks an effective system for growing and improving student learning through instructional coaching.

Professional Development

- Silver State currently lacks a strategic plan for year-long professional development to enhance instruction.
- There is no clear plan in place to support improved student learning and achievement through targeted instructional coaching.

Summary Recommendations

Program

- To realize the full potential of its hybrid learning model, Silver State must clarify its learning model. The school should research best practices in personalized learning, clearly define the role of the teacher and the purpose of onsite instructional support, and develop reasonable class/student loads so that teachers can support students effectively.
- Silver State must develop and implement policies regarding work completion and class attendance so that students are not “binging” on assignments and then using “class” time to socialize. Silver State could also look at the possibility of developing co-curricular activities and social events that would allow students to have in-person social interaction with other students, without missing key face-to-face learning opportunities.
- Silver State must also develop and implement clear policies regarding when and where make-up, remedial, and credit recovery work may be completed.

Curriculum

- Silver State should work with an experienced school improvement leader, with expertise in personalized learning, to assess and select online curricula and learning platforms to ensure that they are 1) rigorous, 2) in alignment state standards, and 3) are a “best fit” in terms of Silver State’s needs.
- Teachers should be provided with weekly professional development focused on how to maximize use of the learning management systems, online curricula, supporting materials.

- Teachers should be provided with weekly professional development designed to improve their understanding of state standards and ability to create their own complementary materials, activities, and in-person learning experiences that complement and enhance the online learning platform.
- The PE curriculum must be revised and systematized. Other classes should be examined to determine if similar issues exist.
- Credit recovery should occur at a set time, with clear parameters for those students who need credit recovery to graduate.

Instruction

- The administration must define what constitutes excellent teaching and learning at Silver State Charter School; this vision should be quickly and collaboratively developed and rolled out to the staff, so that it can be aligned to teacher observation and evaluation.
- Silver State must launch a “data driven” learning framework that holds teachers accountable for incorporating grade-level rigor and standardized test preparation into their instructional support for students.
- Silver State leadership should monitor grade level rigor by consistently reviewing weekly lesson/learning plans and observing student learning, to ensure that teachers are using higher-level questioning and appropriate rigor, and that they are meaningfully grouping students to enhance learning.
- Teachers should be provided with high-impact training on how to interpret data, how to create and implement any necessary “re-teaching” plans based on test results, and how to design effective small-group instruction to meet students’ individual needs.

Teaching Coaching and Evaluation

- Leaders should review and update evaluation systems and tools, 1) so that the evaluation rubric is clear and transparent, and 2) so that each teacher receives a minimum of two formal observations with detailed feedback directly linked to the evaluation rubric.
- Silver State leaders should create a yearlong coaching cycle for all teachers, to increase professionalism among the staff and to ensure that all teachers are meeting instructional expectations.

Professional Development

- Silver State leadership should develop a year-long professional development plan to provide teachers with the training necessary to effectively implement the curriculum and increase student learning and achievement.
- Leaders should strategically use regular Friday PD times so that teams can review interim assessment data, plan learning, and modify (or adapt) curriculum materials and instructional strategies to improve student learning and achievement.
- Silver State should critically reassess the professional development offered by Public Consulting Group for alignment with best highly effective practices.

VI. School Culture

Overview

Silver State's current leadership has the trust and support of the staff. Staff members care deeply about the school and its students. In interviews, every staff member spoke about their unwavering commitment to the school and the students' success. A number of Silver State policies and practices, however, undermine a culture of achievement for students and a culture of high performance for adults. Supports for the home school connection must also be re-examined.

Staff Commitment

Staff express an investment in and commitment to the students and the school. Every staff member we spoke with was clearly invested in the school and its success. Teachers expressed a commitment to do whatever is necessary to make the school work. Several teachers shared that the night before school opened most the staff stayed late to complete preparations that had not been completed by the previous leadership. They see one another as part of a team, and they are committed to working together to make the school a success.

Staff perspectives on student preparation and achievement appear to be based on assumptions, not rooted in concrete student data. Though staff members expressed commitment to the school, they also noted that they face challenges and obstacles that make their jobs very difficult. The staff reported that they are held to an "unattainable standard," that the student population has many unique challenges. Staff members claimed, for example, that an excess of students arrive without credits, that families use the school model to "get around" traditional attendance policies, and that many students are not able to do the work because they are significantly below grade level. They could not substantiate these claims with data, however. To address staff concerns, and to understand and effectively address student needs, Silver State must engage in a systemic data collection process.

Accountability and Communication

Silver State's shared leadership culture appears to be undermining a clear vision for improvement, and has created a situation where staff are not held accountable for improving student outcomes. The entire Silver State staff espouses "shared leadership," a seemingly positive operating value that may in fact have a negative effect on the school. In this model, various tasks and responsibilities are spread among the entire staff. As a result, however, Silver State lacks a clear vision for improvement and an accountability system that holds staff members responsible for improvement.

For example, there are two teachers who share responsibility for assessments. When staff members were asked in interviews about what assessments students needed to take for graduation or to meet other requirements, staff were unable to answer this question. Typically, one staff member is responsible for assessment, and that administrator clearly leads professional

development for staff around assessment requirements, preparation etc. This model is diffusing leadership as opposed to strengthening it. It is clear that this leadership model developed when the previous administration was removed earlier this year—and might have made sense in the short-term. To make immediate school improvement, however, Silver State needs to realign leadership and ensure that effective accountability structures are put in place.

The absence of a structured family communication plan results in poor family involvement and staff frustration. Currently, Silver State enrolls 180 students—yet only 15 of 180 families attended the family orientation night this year. Other than the one night, there are no other opportunities or set expectations for families to be involved in the learning process. Silver State’s hybrid model of learning is premised on a clear link between home and school to ensure that students can reap the benefits of the model. High performing schools have multiple opportunities for family involvement. Teachers noted that they have a difficult time reaching families to discuss each student’s progress. All teachers interviewed said that they have little to no contact with their students’ families; they wish they had more. Teachers have also received no training or guidance on best practices surrounding family communication and outreach strategies.

Student Culture

Most students followed directions and were respectful; the few students that were disrespectful, however, were not corrected. Behavior was respectful from both students and teachers during classroom time. Dismissal and transitions proved to be more challenging. Students took advantage of these times to be rowdy and ignore staff directions. This was especially evident during dismissal. The entire student population lined up to sign out on two computer terminals. This resulted in a very long line that moved relatively slowly. Students quickly began to exhibit frustration and began to shove one another. The administrative assistant was the only adult in the area.

School wide incentives (Eagle Bucks) are not age appropriate and consequently students have very low investment in earning them. Incentive systems must be consistently and accurately used to be effective. During the audit visit, we only saw a teacher use Eagle Bucks once. One student was told she earned Eagle Bucks for her hard work. The student dismissed the rewards and told the teacher that she did not care about them. “I have lots, but I can’t use them for anything anyway...” the student murmured as the teacher walked away from her. Moreover, the Bucks system, as detailed in organizational materials, is not developmentally appropriate for high school aged students. A more meaningful incentive system would leverage students’ desire for greater autonomy and control by supporting appropriate behavior, allowing students to earn greater privileges.

Summary Findings

- School staff express an unwavering commitment to Silver State and its success. They are eager to contribute to the school's improvement and success. Although staff are devoted to the school, they believe that the school has significantly more challenges than are recognized by outside agencies.
- The lack of an effective leadership structure undermines accountability for school improvement and the creation of a culture of high performance.
- Silver State lacks a culture of student achievement. Current discipline policies are not implemented to create a safe and respectful school climate during non-class times. The positive behavior incentive system in place is used only sporadically and, because it is developmentally inappropriate, it is not likely to be effective with high school students.
- Additionally, school wide incentives systems do not have the desired outcome of rewarding desirable behavior.
- Family communication is minimal. Staff members expressed a frustration with how to best engage families in the learning process.

Summary Recommendations

- Silver State must reassess its discipline policies to create effective systems. The school should design and implement a school-wide discipline/reward system that is consistently enforced on every level and high school appropriate. The system should involve close attention to detail and appropriate responses to low and high level infractions.
- Silver State educators should receive support and training to develop and implement an effective family involvement and communication plan, designed to support students' personal learning plans.
- Silver State should review and reestablish transition and dismissal protocols for effectiveness, efficiency, and student safety, and increase adult presence during all transitions.

VII. Leadership

Overview

The findings and observations below are based on interviews with individuals, a review of school- and school-system level data and documents, and classroom and school wide observations and interviews with teachers and staff at each campus.

Silver State Charter School began the year with a significant leadership transition, with the departure of the school leader. The school is currently managed by a team of two: the new school leader and the executive assistant who is serving as a business and operations lead. This is the current principal's first time in a school leader role and it is the operations leader's first time in a significant managerial role. It is important to note that many of the problems currently facing

Silver State Charter School pre-date either of the two school leadership team members' appointment to their current roles. The new administration is faced with difficult circumstances and is doing their best to make the appropriate corrections.

Capacity

Current Leaders appear to lack appropriate experience and seem overwhelmed by their new positions. School turnaround situations require seasoned, transformational leaders with the experience necessary to drive significant change to improve student outcomes. The current leadership team, while hard working, appears to lack the expertise needed to turn Silver State Charter School around. As noted, this is the first school leadership role for the current principal. Moreover, the executive assistant, serving as a business and operations lead, expressed repeatedly in her interview that she lacks sufficient training for her role.

While the principal and the executive assistant have taken responsibility for the vast majority of leadership responsibilities, leadership is distributed across the school. Several tasks have been assigned to other staff members. Coordination of testing has been assigned to two teachers, for example, but according to teacher interviews they lack any formal authority with their peers. Moreover, the principal and executive assistant are responsible for all duties traditionally assigned to school counselors and school data leads.

The wide range of responsibilities required of the principal and the operations lead prevent them from taking on true leadership roles. They spend a great deal of time either learning how to do tasks or doing the tasks themselves. The leadership team should be reconfigured to capitalize on the strengths of current members, eliminate duplication of low skill task expertise, and acquire team members with the experience needed to transform the school.

The team is missing key finance and data management skills. The leadership team also lacks finance and data expertise. There has been significant turnover among office and financial staff, and while bookkeeping has improved, interviews with staff demonstrated a lack of access to and understanding of basic financial information. A new finance manager has been hired and a part-time bookkeeper is in place but it is unclear why these two roles are needed.

Additionally, the school is not yet using data-driven decision to drive school improvement. Teachers do not currently participate in any data protocols, and most data work is being done by the school leader in cooperation with an external consultant. In interviews, the registrar was identified as data expert on staff, but he spends the majority of his time maintaining the student information system.

Mission, Vision, and Goals

Silver State Charter School lacks a clear vision and mission to inform decision making.

While SSCS has written mission and vision statements, interviews and observations suggest that the mission and vision do not guide decision making at the school. For example, while the mission statement is present on the school's website, it is not present in any handbook and teachers were unable to identify it in interviews. A school's mission and vision should contribute to the

community's sense of identity, but SSCS' mission and vision do not appear to do so. Interviews with staff demonstrated confusion about the reasons for the school's existence and the identity of the school's target population.

Clear and measurable goals, aligned to mission and vision, have not been established.

When asked about goals for the school, four of six interviewees noted the need to improve academic performance and the graduation rate. However, no two interviewees gave the same answer about school goals, and no interviewees spoke to the school's mission or vision.

One teacher stated "[Our] main goal is to help students recover credits and bring up graduation rates. We have taken a more proactive approach to graduation." Another said, "Our goals – increase parent contact, increase graduation rate, credit recovery. Student achievement is something we work on with parent contact, although I work with the kids first." A third noted, "[We] incorporate credit recovery and make sure kids understand the credits system and what they need to graduate." A cohesive vision and mission would ensure teachers understand both the institutional goals and the role they play in realizing them.

Moreover, when asked about evaluations, teachers did not speak to progress toward goals. They also cited a history of infrequent observations and no clear connection between teacher evaluations and student outcomes. For example, one teacher said, "During my first two years I received some observations but very few. [The current leader] is more visible. She comes in a lot to just hang out or for other reasons."

Silver State Charter School provided the Licensed Employee Appraisal Form used to evaluate teachers. However, evaluation forms were not available for school leaders. When asked, no staff member, including the school leader, could give a comprehensive explanation of the basis for school leader evaluation. The School Performance Plan, professional development plan, and handbooks that the current leadership team inherited do not constitute a coherent plan that employs clear and accurate data to support and evaluate teachers.

High performing schools tightly align goals for individual team members to the school's mission and vision. Required levels of performance should be backward mapped to current levels of student performance, so that goals are aligned to and help to drive student achievement.

Nevada school law and policies are often cited as excuses for poor policy and decision making.

Rather than take advantage of the freedoms afforded to charter schools, SSCS has been hindered by a belief that the school's work is constrained by laws and policies that the school leaders appear to only partially understand. For example, the current attendance policies are hindering the school's progress, but the rationale provided for their existence is that they are required by Nevada state charter law.

Similarly, the drop in enrollment, from 360 to 180 students, was attributed in multiple interviews to the Charter School Authority bringing to light fiscal and academic issues at the school. Interviewees identified changes in the online learning platform as an additional factor for attrition. The limited number of state approved programs, coupled with capricious decision making by the previous leader, was identified as the root cause.

It is essential that the school leaders have a comprehensive grasp of Nevada school law and policies, especially as they pertain to online charter schools.

Summary Findings

- Leaders currently lack a leadership evaluation system, clear job descriptions, and goals tied to overall school performance.
- Leadership team members lack training and experience on how best use student performance data to drive decision making.
- Leadership team members would benefit from training and assistance to develop goals that drive school improvement and support the realization of the school's mission and vision.
- Leaders would also benefit from a clear understanding of relevant Nevada State Charter policies and how those policies affect Silver State.

Summary Recommendations

- Silver State Charter School's leadership team should be reorganized and reconstituted to leverage existing individual strengths, eliminate duplication of skills and roles, and bring on board individuals with expertise to execute an effective turnaround.
- Leadership team job descriptions must be created to ensure that leadership is aligned to support high performance and that leaders are accountable for school outcomes. This process must ensure that Silver State puts effective data systems in place, and that data are used to drive school performance.
- Leaders must have a deep understanding of Nevada State Charter law and policy.

Appendix B

Settlement Framework

SETTLEMENT FRAMEWORK SILVER STATE CHARTER SCHOOL

The following constitutes an outline for settlement of Silver State Charter School's ("SSCS") possible petition for judicial review of the State Public Charter School Authority's ("SPCSA") decision to close the school after hearings on December 4 and January 4.

The following proposal was approved by the SPCSA Board on March 25, 2016.

1. The current members of the SSCS governing body will be replaced by a receiver to fulfill the duties of the governing body until such time as the Authority can confirm members of the reconstituted governing body of SSCS. Once a quorum has been appointed, the receiver may step down.
2. The SPCSA will select the receiver, which will be confirmed by a court of competent jurisdiction after a joint petition by and between SPCSA and SSCS is approved by counsel for both entities. The order of receivership appointment will be between SSCS, the SPCSA and the receiver, such that the current governing body of SSCS will act to approve said order of appointment before stepping down. The petition shall be filed with the court not later than July 1, 2016 or this agreement becomes voidable by SSCS or the SPCSA;
3. Until a receiver is appointed, the governing body of SSCS will continue to fulfill the duties of that board;
4. The Authority and the receiver shall use best efforts to reconstitute the board, which shall occur not later than July 1, 2019;
5. Both the SPCSA and the SSCS boards acknowledge that this agreement does not constitute renewal of the charter and should the SPCSA decide not to renew SSCS's charter, this agreement will have no further force or effect. Both boards acknowledge that the reconstituted SSCS board's task is formidable and may take up to three years to make progress improving the school's performance to a satisfactory level as specified by statute and Nevada Administrative Code. However, the school must show progress to earn the full length of time necessary for complete turnaround by meeting initial milestones at the end of two years (by the end of the 2017-18 school year). The measures in the renewal will be objectively consistent with those set forth in the statutory scheme for charter contracts and will include specific milestones, each and all of which must be met, or the SPCSA shall consider closure of the school. The parties recognize that entrance into the Alternative Framework may require a recommendation from the sponsor of a charter school. The Parties agree that nothing in this agreement obligates the SPCSA as sponsor of Silver State to recommend Silver State for an Alternative Framework beyond the general duty of good faith and fair dealing implied in all contracts.
 - a. Milestones after two years (at the end of the 2017-18 school year) include: 1) the reconstitution of a Board that the Receiver believes is capable of completing a transformation, 2) graduation rate, as calculated by the Nevada Department of Education for the 2017-18 graduating class, or the 2013-14 adjusted cohort in accordance with 34 C.F.R. §200.19(b), increase to 45%, and 3) clean financial audits with no material adverse findings relating to transactions, occurrences, or events that occurred after approval of this agreement.
 - b. Milestones after three years to (at the end of the 2018-2019 school year) include 1) "Adequate" on the SPCSA's academic performance framework, 2) 60% or greater graduation rate, as calculated by the Nevada Department of Education for the 2018-19 graduating class, or the 2014-15 adjusted cohort in accordance with 34 C.F.R. §200.19(b), 3) 3 star rating or equivalent satisfactory rating on a statutorily created Alternative Framework, as it

may or may not exist, and 4) continued clean financial audits with no material adverse findings relating to transactions, occurrences, or events that occurred after approval of this agreement.

6. Upon approval of the renewal, SSCS will waive its appellate rights in relation to the closure at issue any and all alleged violations of NRS 233B, and the SPCSA will agree to take no action on any currently agendized notices of closure and pursue no further closure for past graduation rates or as to other academic matters prior to the application for renewal except for those included in this agreement;
7. Upon the receiver's appointment by a court pursuant to a joint petition the current members of the SSCS governing body will dissolve. The receiver will step in as the governing body subject to all current contracts, obligations, employment agreements, etc., of SSCS.
8. The SPCSA and SSCS Board's agree to jointly submit the names of three trustees to the Court that appoints the receiver. The court shall appoint one trustee whose sole duty shall be to hold the capacity to bring action on behalf of SSCS to enforce the receivership appointment. No other entity shall have standing to enforce the appointment on behalf of SSCS. Should the Trustee bring an action to enforce the receivership appointment which is unsuccessful and the court determines to be in bad faith, the SPCSA shall have the right to declare this agreement void and proceed with any and all accountability measures against the school.

Appendix C
Accreditation Report



Accreditation Report

Argent Preparatory Academy

State-sponsored Charter Schools

788 Fairview Dr
Carson City, NV 89701-5790

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Silver State High School is a public charter school located in Carson City, Nevada. Silver State serves a diverse population of 150 students in grades nine through twelve. Silver State was the first operating charter school in the state of Nevada. Our high school serves a vast geographic area including Churchill, Lyon, Douglas, Carson and Washoe County. A large percentage of our students are bussed in from rural Nevada; some travel as far as 50 miles to school. We seek to serve 350 students as we gain momentum in our restructuring process. Currently 30% of our enrolled students are receiving special education services, and 45% are receiving free or reduced lunch. Silver State saw amazing strides in our graduation rate from 2015 to 2016, with an increase from 26% to 45%. As demonstrated in our School Improvement Plan, as a staff we are implementing goals, objectives, strategies and actions so that those numbers grow even more in the next few years. Many students who come to Silver State are credit-deficient making on-time graduation a daunting task. But through our new data-driven credit recovery program, students are able to make up credits at an accelerated pace. This is the first year of the program, and already we are seeing many successes as students are earning enough credits to graduate on time with their cohort. The school prides itself on its ability to serve these at-risk students well, and to offer them a chance to succeed where traditional educational programming has not.

Our school utilizes a unique model of blended learning. Our classes are delivered in an online platform that grants the students maximum flexibility. In addition to the distance-learning format, we provide onsite instruction and support up to 5 days a week of onsite instruction for students, depending on their individual needs. Silver State has a highly committed administrative staff consisting of one administrator, an academic adviser, a dean of academic success, and a director of special services. Our teaching staff is a highly motivated and qualified group of individuals consisting of 5 full time teachers and 2 special education teachers. Of these individuals 3 have master's degrees and all have their bachelor's degrees or above with teaching credentials. This group has been selected because of their skill and desire to provide differentiated learning suited to the unique needs of our high risk population.

The last two years have been a stressful time for Silver State Charter School. In the 2015-2016 academic year Silver State received notice of possible closure by the State Public Charter Authority. That warning resulted in the disbanding of the SSHS school board, and the negotiations yielded a court appointed receiver assigned the duties of the school board. Additionally the academic director was replaced. In response to this struggle the school has sought out resources for professional development including the currently implemented Turn Around Grant which greatly invigorated the school. To assure the successful revitalizing of the school, Silver State has developed a practical but innovative Improvement Plan with the goals of increasing student on-site attendance, increasing proficiency rates for all subject areas, and creating a continuous and self-reflective improvement process system by improving organizational policies, procedures, and culture. As an example, SSHS staff are now working on creating a new student manual to provide structure and support in areas of previous neglect.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Silver State High School is to provide a quality, public secondary non-traditional career-focused experience which improves the opportunities of its students to learn and to succeed beyond high school.

The vision of Silver State High School is to meet the educational needs of high achieving students who prefer a non-traditional way of learning and at the same time, to meet the specific needs of those students who want the one-on-one instruction which does not exist in the traditional school setting. Silver State High School, one of the premier Nevada charter schools, is an excellent school for at-risk students, or who are in need of credit recovery, and a great choice for students who are unable to attend high school during normal school hours, or who are homebound because of a disability.

Our Nevada charter school avails itself of a comprehensive high school curriculum that is offered with a flexible individualized delivery system utilizing on-line curriculum and constant availability. Our highly experienced licensed educators are available to help students in the early morning hours, throughout the day, and into the early evening, spending the extra time and devoting the extra care to increase student achievement. They use effective methods of teaching to motivate and nurture the students' to success. Emphasis is placed on preparing the student for the world of work and adulthood while completing all the requirements to earn a high school diploma.

Our committed staff works diligently to fulfill our mission and vision and to best serve the students and families of our community. Staff devotes extra time after regular school hours to answer student's emails and questions about assignments to ensure students' consistent success.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Silver State High School's administration, teachers and staff are committed to a large scale improvement of the school. The staff collaborates on a weekly basis on ideas to improve the quality of education that our students receive. The principal is highly motivated and has created an environment that gives much credence to the input of the teachers. This collaboration has led to the implementation of a variety of new programs that benefit the students. One of these new programs is our Back-on-Track program implemented after the first term of the 2016-2017 school year. We saw amazing growth between term one and term two in student pass rates. Our pass rates jumped approximately 20%. The next program that was implemented in the 2016-2017 school year was the Academic Mentor program. This program has created a new level of tracking for students. Each teacher is assigned a group of students, and Mentor and students monitor student progress and growth on a weekly basis. If the student is struggling academically the Mentor contacts the parents of the student and schedules a meeting to implement an academic success plan. This plan has created accountability on the student's part and has engaged families in their students' education. The Back on Track plan includes more days on campus or academic success logs. Additionally we began a new partnership with our local community college to offer a dual credit program called Jump Start. Students that enroll into this program will be given the opportunity to earn a two-year associates degree upon high school graduation or a technical certificate in a variety of fields. We are not yet where we want to be but we are steadily making improvements to our school and our students.

The achievements of the school are relative to the difficulties faced by the populations it serves. The issues of attendance, academic apathy and home lives not conducive to healthy development all create adversity in student success. Silver state continues to seek an effective attendance policy based on accountability while being compassionate to the inherent struggles of the students. Our online curriculum provides many freedom's not available to a traditional brick and mortar school. With that freedom the adversity of keeping students interested in their education is an issue we continue to improve upon. The engaging technological component of our school encourages student attentiveness, and we continue to grow and adapt as an educational facility to meet the needs of our students. Silver state staff and faculty are committed in the steadfast process of self- examination in search of ways to improve.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Silver State administrators and staff remain committed to providing the best education possible for our students. This has guided us in everything we are working on to improve our school. The crisis that put the school's future in question has resulted in intensive self-reflection by staff, parents, and students. Many improvements in the school's operational, academic, and cultural systems have already shown gains in academic achievement and stakeholder confidence in the school. A collaborative culture focused on constant evaluation of data and information drives the ongoing processes of continuous improvement.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Mission/Vision Statement •Collaborative Staff Meeting Description •Surveys •School Improvement Plan •Agendas <p>Silver State High School is undergoing a massive overhaul. Parents, staff, students & community members are engaged in shaping the school's future with input on what the purpose, mission, & objectives should be. Examples of outreach are the use of SSHS's website to communicate with stakeholders, our school's manual, the & school's newsletter.</p>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •SSHS has a commitment to teaching and learning shared by all the school community. We are working to create a more cohesive way of documenting our progress through the evaluation of data. We continue to collect data and information to unify our system of continuous improvement. 	Level 3

Accreditation Report

Argent Preparatory Academy

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•The school continuous improvement plan•SSHS is doing a great job on data collection and we use it to guide our overall functioning. We need to implement a systemic process for all our improvement work. We continue to track and analyze data, with a monthly review to create systemic programs for achieving success.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The school overall is a 3 out of 4 on the rating rubric, yet breaking down those 4's into smaller categories gives us directed inspiration to grow.

Areas of Strength:

The staff works together as a learning community to share information about students through conversations driven by review of data on student progress, and growing knowledge of specific strategies to help students achieve.

Specifically, we are increasingly documenting how, why and what motivates students. We meet as mentors with students to support their academic progress and to keep up on counseling them.

Areas of Need:

We need a clearer and more systemic (and systematic) process for documenting our findings based on our many sources of data and information.

We need to continue improving our outreach, including communicating a relevant and effective purpose indicative of the many improvements we have made.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Staff uses conflict resolution effectively and bases decision-making on shared protocols. Parent nights and email communications assures common commitment to the school's code of ethics and responsibility to students, staff, and parents. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Stakeholder input and feedback •Communications regarding board actions •Agendas and minutes of meetings •There is ongoing communication with the receiver, assuring that the school remains focused on acting within the approved charter, and on continuous improvement, especially to increase academic achievement through improving the student graduation rate. 	Level 4

Accreditation Report

Argent Preparatory Academy

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none">•Examples of decisions in support of the school's continuous improvement plan•The staff has implemented a mentor program for each student. The school has implemented interactive notebooks and surveys to keep an ongoing communication with students a part of the strategy to communicate and facilitate high expectations for every student. Students who are not performing to expectations are placed on academic probation and closely mentored.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none">•Survey responses•Involvement of stakeholders in a school improvement plan•Staff uses phone calls, emails, and surveys to solicit feedback from stakeholders that shape school improvement efforts. Stakeholders participate in school improvement efforts such as the Self Assessment.	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Representative supervision and evaluation reports•Evaluation reports are used to align professional development planning. Logs are adjusted to record progress towards the goals for professional development. Mentor meetings are occasions to problem-solve and engage in professional learning to support individual student success.	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength:

Stakeholders and staff function with a consistent commitment to providing the best education for the diverse student population. SSHS has made great progress towards improving the academic performance and motivation of students, and providing pathways for students to pursue future success beyond high school through its partnership with Western Nevada Community College. Each student has a student-centered portfolio (plan) for improvement.

Areas of Need:

Because SSHS is currently governed by a Receiver, there is a need to establish governing body policies for the future SSHS Board. This will include a process for the Board to evaluate its own compliance with all policies, procedures, laws and regulation relevant to its role supporting student learning.

Future Board members will be committed to serving the purpose, mission, and vision that is evolving as SSHS remakes itself as a school of the future, aligning all programs, protocols, and processes to supporting student success in high school and in the post-high school workforce.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.25

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Graduate follow-up surveys •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Course descriptions •Students work independently, exhibit organizational and communication skills. They share how SSHS courses have prepared them for college. Each course provides objectives. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Standards-based report cards •End of Course tests are State required tests for graduation. Curriculum Guides Analysis of data during Mentor discussions Small-school environment allows teachers to adjust curriculum and individual student support. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none">•Agenda items addressing these strategies•Professional development focused on these strategies•Examples of teacher use of technology as an instructional resource•Examples of student use of technology as a learning tool•Student work demonstrating the application of knowledge•Findings from supervisor walk-thrus and observations•Cross-disciplinary student writing (math) TED talks Khan Academy for math students Teacher interventions to support student achievement	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none">•Curriculum maps•Supervision and evaluation procedures•Peer or mentoring opportunities and interactions•Recognition of teachers with regard to these practices•Examples of improvements to instructional practices resulting from the evaluation process•Standards-aligned curriculum approved by State Changes in student-teacher interactions to support student success Many student supports Mentor competition Classroom walk-throughs Monitoring of logs and grades	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none">•Common language, protocols and reporting tools•Agendas and minutes of collaborative learning committees•Calendar/schedule of learning community meetings•Examples of improvements to content and instructional practice resulting from collaboration•Collaborative learning committees meet every FridaySupportive protocols have been put in place and are evidenced in attendance policies, academic probation mentor log	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none">•Examples of learning expectations and standards of performance•Examples of assessments that prompted modification in instruction•Samples of exemplars used to guide and inform student learning•Instruction is modified based on State testing and monitoring of student achievement such as credit and grade accrualPractice questions are built into courses before tests are administered	Level 3

Accreditation Report

Argent Preparatory Academy

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none">•Records of meetings and walk thrus/feedback sessions•Professional learning calendar with activities for instructional support of new staff•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none">•Survey results•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days•Calendar outlining when and how families are provided information on child's progress•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process•Mentor Program Four Family Nights per year Parents can log in to learning platform to check student grades Attendance policy	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none">•List of students matched to adult advocate•Master schedule with time for formal adult advocate structure•Description of formal adult advocate structures•Mentor program Small school allows all personnel to participate in student success Phone calls and parent meetings All staff involved in addressing student needs and supporting student success	Level 4

Accreditation Report

Argent Preparatory Academy

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none">•Evaluation process for grading and reporting practices•Sample report cards for each grade level and for all courses•Sample communications to stakeholders about grading and reporting•Policies, processes, and procedures on grading and reporting•Teacher evaluations support school-wide effective practices for promoting student achievementCourses are designed with consistent grading featuresCourses have a clear syllabus aligned to standardsReport cards are consistent across courses	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Results of evaluation of professional learning program.•Evaluation tools for professional learning•Brief explanation of alignment between professional learning and identified needs•Mentor sheetsGrade booksMentor logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none">•List of learning support services and student population served by such services	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength:

The school has many strengths. The mentor program allows staff to assess and guide student learning progress in a timely way.

Students are prepared for the future through acquiring life skills, responsibility for their own progress, college readiness, independence, and executive functioning.

SSHS's online platform provides fair and equitable access to success in achievement. Course outlines, syllabi, communicate objectives and rubrics communicate how students will be held accountable for their work.

There is extensive outreach to parents, with frequent phone calls and parent nights.

Teachers meet and collaborate weekly about student progress and issues about specific students that might affect student progress.

Teachers share relevant research about student learning and share problem-solving ideas for specific students.

Areas of Need:

There is a need (cited in 3.12) for professional development to support diverse learning styles.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.43

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Survey results •Assessments of staffing needs •Documentation of highly qualified staff •Certificated staff in instructional roles Supportive administration Executive Director is fully engaged in all stages of support for student achievement. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •Friday meeting agendas Mentoring program with Assignment Logs verified by instructors and administrators for each class. 	Level 4

Accreditation Report

Argent Preparatory Academy

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none">•Survey results•Documentation of compliance with local and state inspections requirements•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.•No-Bullying MeetingPick Up Trash MeetingOff-Campus Lunch eliminated because of smokingCustodial staff maintains campus effectivelyMonthly meeting with janitorial service	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Survey results•Use of social mediaSign-out at front deskText alert systemEffective communication through email & Brainhoney emailSchool WebsiteUse of Google	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none">•Survey results•Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none">•Student assessment system for identifying student needs•Social classes and services, e.g., bullying, character education•Frequent Family NightsBackpack ProgramBus Driver Turkeys and LunchesFriday Labs	Level 4

Accreditation Report

Argent Preparatory Academy

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Budget for counseling, assessment, referral, educational and career planning •Partnership with Western Nevada College (WNC) to put in place Career Planning system	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Many areas of strength include:

Skilled and qualified administrative and teaching staff, all of whom are adaptive and caring about student success

Exceptional mentoring program, supported by weekly verification of assignment logs.

Meetings and policies to support a positive school culture and safe, healthy school campus (No Bullying Meeting, no off-campus lunch, campus and equipment well-maintained by custodial staff.

Effective use of social media, new signage, text alert system, school website.

Mentors and those they are mentoring have weekly discussions which are significantly supporting students' affective and academic progress.

Partnership with Western Nevada College is providing expanded opportunities for student career preparation. Partnership is growing.

Homerooms are working well to facilitate conversations between mentors and mentored students.

Areas of Need include:

An Orientation or "Success" Class for students is needed so they can gain familiarity with our school, procedures, and programs.

Teachers and students need to have an opportunity to give input about technology.

Some licenses need to be updated (examples: Adobe, Plug Ins)

We need a counselor for entrance testing and for career counseling.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •All tests are standardized. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •Use of data at 3-week intervals Grade Trackers Academic Probation 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Survey results •Pepper Course Tri-weekly meetings 	Level 2

Accreditation Report

Argent Preparatory Academy

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Student surveys•Description of process for analyzing data to determine verifiable improvement in student learning•Examples of use of results to evaluate continuous improvement action plans•Remediation ClassesPlan of Studies (student)	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none">•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders•Survey results•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals•Executive summaries of student learning reports to stakeholder groups•Daily Executive Function PlannerPlan of StudyAcademic Probation LetterPhone Call to SSHS ReceiverAlignment with School Improvement Plan	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength:

Many protocols and processes have been put in place to assure that systemic analysis of data drives improvement planning and implementation of strategies to align instruction, student supports, and professional learning to the school's purpose.

The staff is committed to supporting each student by becoming knowledgeable about his/her needs, both affective and academic.

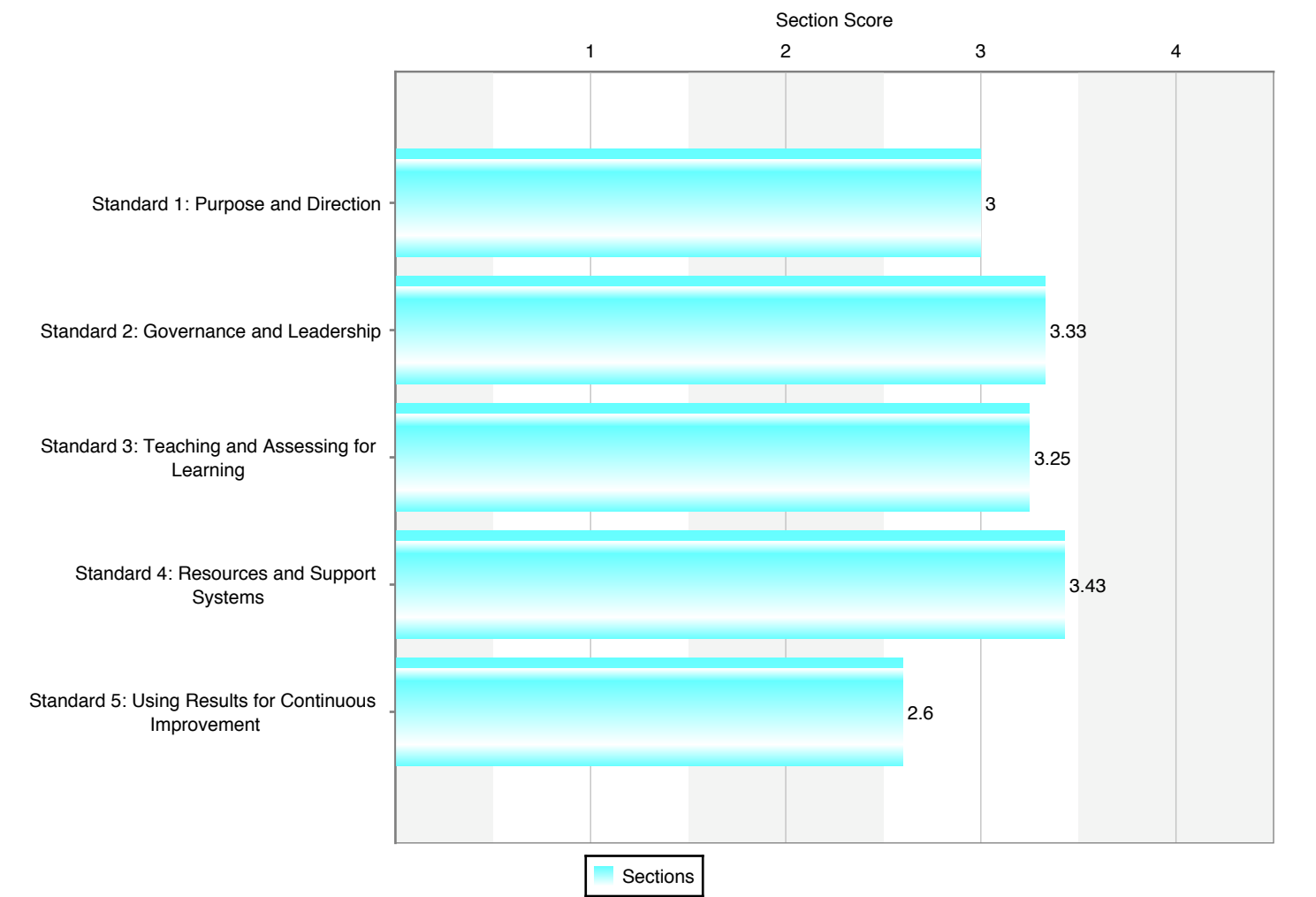
Areas of Need:

More focused professional development is needed to support data-driven decision-making.

A systemic process for embedding use of data and information into improvement planning, implementation and evaluation of success is needed.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Parents, staff, and students were asked to submit surveys electronically. A parent email was sent on two occasions with a link that parents could follow to take the survey online. On Parent Night, computers were available for parents to take the survey as well, school staff were available to assist in navigating to the link or providing accommodations for language barriers or to provide paper surveys. None of the above accommodations were needed. Follow up phone calls were made to remind parents about the survey and to target families to ensure results were reflective of the school population.	sshs survey summary.docx Parent Response Counts Student Response Counts Staff Response Counts Parent Average Score Summary Student Average Score Summary Overall Student Score

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The Average Score Summary for Standard 1, Purpose and Direction received the highest rating on all three surveys. Students rated Standard 1 as just under 4, while parents rated Standard 1 above 4.25, and staff rated Standard 1 as approximately 4.5. Students cited the availability of programs and services as well as clear communication of the school's purpose and expectations as assets, as well as teachers working together to improve student learning. Parents appreciated the clear communication of the school's purpose and focus on student success, as well as established goals and a plan for improving student learning.

Staff most highly rated the purpose statement clearly focused on student success and the school's continuous improvement process based on data, goals, actions, and measures for growth. They also appreciated that the school's leaders hold themselves accountable for student learning (4.0).

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Students responded favorably to the statement "My school prepares me for success in the next school year,(3.87)" and to the statement "My school considers students' opinions when planning ways to improve the school (3.73). Students also rated "...access to counseling, career planning, and other programs to help me in school" highly (3.81).

Parents rated sharing responsibility for student learning with stakeholders highly as well as providing excellent support services (4.19 and 4.08). Parents also valued highly that students are prepared for success in the next school year (4.1).

Staff expressed approval for an innovative and collaborative culture (4.14), providing qualified staff members to support student learning (4.35), maintaining facilities that support student learning and contribute to a safe environment (4.3 and 4.3).

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Parents who have attended the frequent Parent Nights, and who have participated in school improvement events such as the Self-Assessment Review and the School Improvement Planning meeting, have demonstrated support for and appreciation of the school's focus on student success. Both graduates and current SSHS students have expressed appreciation for the preparation for future success and the close attention to their needs, especially through the mentoring program. Staff have expressed that they value the collaborative work that starts with the sharing of information and data that occurs at weekly staff meetings, and is increasingly driving improvement strategies focused on meeting the needs of each student.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Students gave the lowest ratings to the following statements:

- "In my school, students treat adults with respect" (3.18)
- "All my teachers change their teaching to meet my learning needs" (3.31)
- "In my school, students help each other even if they are not friends" (3.3)
- "In my school, I can participate in activities that interest me" (3.34)

Parents, perhaps reflecting concern that the school is currently operating under a Receiver, not "a Charter School Board, rated the following lowest:

- "Our school's governing body operates responsibly and functions effectively" (3.96)
- "Our school's governing body does not interfere with the operation or leadership of our school" (3.67).

Staff gave lowest scores to the following:

- "All teachers use multiple types of assessments to modify instruction and to revise the curriculum" (2.76)
- "In our school, staff members provide peer coaching to teachers" (2.95). Staff also gave a moderately low rating to the statement "In our school, a formal process is in place to support new staff members in their professional practice" (3.05).

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Students rated being able to participate in activities that interest them moderately low (3.34).

Students also gave moderately low ratings to student demonstration of respect for adults (3.18), and students helping each other even when they are not friends (3.30).

Parents seek the stability of having a Board that is supportive of the purpose of the school and that is engaged in promoting the vision and mission of the school in order to assure the school will grow.

Staff understand that students learn through a variety of modalities, and that multiple measures of learning (multiple assessments) addressed through a variety of curricular designs can serve diverse student learners.

What are the implications for these stakeholder perceptions?

In the process of continuous improvement, school improvement planning must focus on addressing those stakeholder perceptions, both

within academic goals and within organizational goals. Along with data from the Student Performance Diagnostic and the Self-Assessment, these perceptions expressed as areas of lowest satisfaction and those expressed indicating decreasing stakeholder approval promoted deep reflection and discussion among stakeholders as they developed the School Improvement Plan.

The response to those needs is codified in the Goals, Objectives, Strategies and Activities of the School Improvement Plan:

Goal 1 - Increase Onsite Attendance

Goal 2- Increase Student Proficiency

Goal 3- Improve Organizational Policies, Procedures, and Culture

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Many of the strengths and challenges addressed in the previous questions for this section were also addressed as part of the information-gathering summarized in the diagnostic report, "Silver State Charter Schools 2015-2016: School Diagnostic Report (submitted by Public Consulting Group, Inc., Boston MA). However, the information gathered for the School Diagnostic Report was focused on more broad-ranging goals and plans for improvement in response to the threat of closure of Silver State High School.

Since the 2015-2016 School Diagnostic Report, considerable progress has been made to improve both the academic achievement of students and the culture of the school. Those changes informed the more recent identification of strengths and challenges identified in the 2016-2017 Stakeholder Survey, and are not so much a response to crisis as was the information gathered for the 2015-2016 School Diagnostic. In other words, the current Stakeholder Survey informs a school that has already met many benchmarks set as a result of earlier improvement planning and implementation.

Stakeholder Perceptions Informing 2015-2016 Diagnostic:

Students surveyed expressed appreciation for the small class sizes and teachers caring about student success. They also cited the flexibility of the schedule and online learning options as well as little or no bullying of disciplinary problems. They did express concern about needing more information about being successful in an online school, and the need for more motivation to get work done when not at school. They also expressed concern about the school's future if it does not meet its improvement goals under the Receivership.

Focus groups of teachers, students, and (then) governing board members shared the following strengths and challenges to Silver State High School:

Strengths:

students who do not succeed in other schools can "make it" at SSHS

small class size and a relatively small school population allows staff to know and support the student's efforts to learn and grow

a closed campus and improved class structure better support academic learning and school culture

communities of practice (Professional Learning Communities) enhanced student learning

Challenges:

students in distance learning needed more support to be successful in a program requiring self-motivation and focus

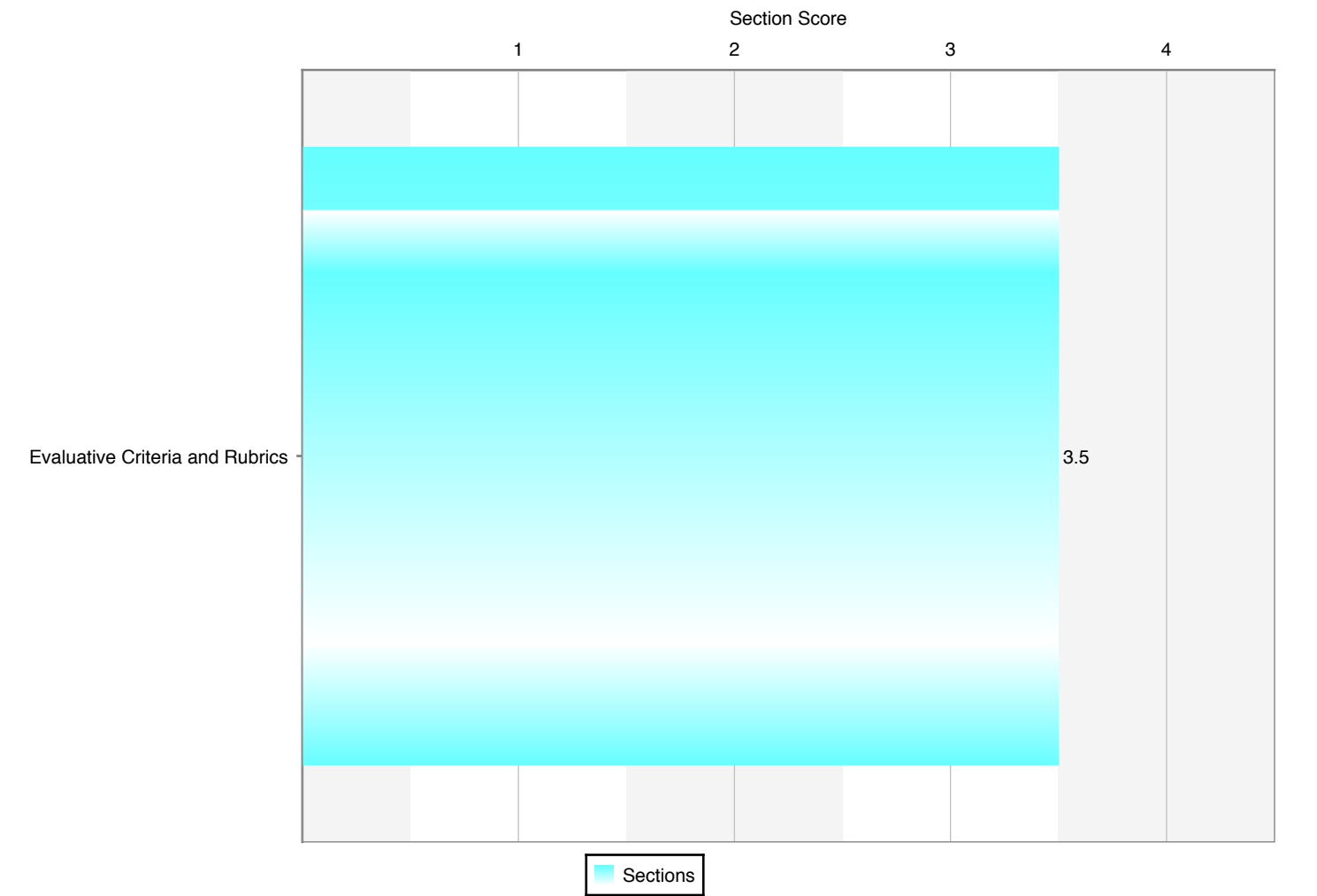
better methods to engage students in their own education

distance academy attendance policy allowed students to fall through the cracks

a new instructional schedule would allow teachers to focus more on learning and less on taking attendance.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The majority of students met expected levels of performance in all subjects on the EOC's and HSPE's (Figure 3.2 and School Overview Report). Additionally Students outperformed the state averages in science and writing exams. In 2014, half or more of students with IEP's achieved passing scores in English Language Arts (hereafter referred to as ELA), Reading and Math, as did 66% of Free and Reduced Lunch (hereafter referred to as FRL) students. In 2015/16 students taking the EOC's met required proficiency in ELA 1, ELA2, and Math 1 (Figure 3.1). It should be noted that our students performed best when tests results were required for high school graduation.

Describe the area(s) that show a positive trend in performance.

For 3 consecutive years (2012-2014) students met or exceeded benchmarks in most subjects that had a minimum score required for graduation (School Overview Report). In the recent past, we have seen a positive trend in scoring from ELA 1 to ELA 2 (Figure 3.2). Due to the inconsistencies in state level proficiency exams it is difficult to perform trend analysis over the most recent years.

Which area(s) indicate the overall highest performance?

Students indicate highest levels of proficiency in ELA since 2012 for all state mandated tests. (School Overview Report, Figures 1.3, 2.3 & 3.2).

Which subgroup(s) show a trend toward increasing performance?

Due to the inconsistencies in state level proficiency exams it is difficult to perform a long-term trend analysis. In both the ACT and the ACT Aspire, Hispanics increased achievement in all subjects (Figures 1.1- 1.4). Additionally students with Individualized Education Plans (hereafter referred to as IEP's) have improved scores in Science, English and Reading with 10-50% rise in Math from 2012 to 2014. Similarly from 2012 to 2014 we saw a 30-67% increase in English and Reading across all students (School Overview Report).

Between which subgroups is the achievement gap closing?

The achievement gap has been narrowed between the general testing population (aka 'all students') and those with IEP's from 2012 to 2014 in Math and ELA, and this trend continued from 2014 to 2016 in English (School Overview Report, Figures 1.1 & 1.2). The ACT Aspire administered in 2014/15 saw Caucasians outperform Hispanics across all subjects, but in 2015/16 Hispanics closed the gap and scored better than Caucasians in all subjects. A similar trend can be identified with the performance of Hispanics on the Science HSPE's from 2014 to 2016 (Figures 2.1, 2.2, 4.3, 4.4).

Which of the above reported findings are consistent with findings from other data sources?

We are confident positive trends should continue. In fact, at the onset of Term 2 this year we implemented school-wide data collection every three weeks. Analysis of these data sets have shown an almost 20% increase in course rates, along with an increase in on-site attendance, which can correlate with improved student performance.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

From 2012 to 2014 our students were below the state average scores on the Mathematics proficiency exams (School Overview Report). For the ACT and the ACT Aspire, the majority of our students did not meet national benchmark scores across all subject areas (Figures 1.1-2.4). Again it should be recognized that our students do better on those tests required for high school graduation than those tests not required. This is supported by our most recent EOC scores, which has shown marked improvement over ACT and ACT Aspire average scores.

Describe the area(s) that show a negative trend in performance.

Generally scores decreased in ACT and ACT Aspire from 2014/2015 to 2015/2016 except in English, which remained consistent (Figures 1.1- 2.4).

Which area(s) indicate the overall lowest performance?

On average, our students performed the lowest in Mathematics from 2012 to 2014 (especially our students with FRL status) and these scores were consistently lower than state averages (School Overview Report). Also, when compared to national averages our students performed lower as measured by ACT and ACT Aspire (Figures 1.1-2.4).

Which subgroup(s) show a trend toward decreasing performance?

According to scores on the ACT Aspire, males and students with FRL status show trends towards decreased overall performance and readiness in all subjects from 2014/2015 to 2015/2016 (Figures 2.1- 2.4). It should be noted that preliminary analysis indicates that our students perform better when required to pass for high school graduation.

Between which subgroups is the achievement gap becoming greater?

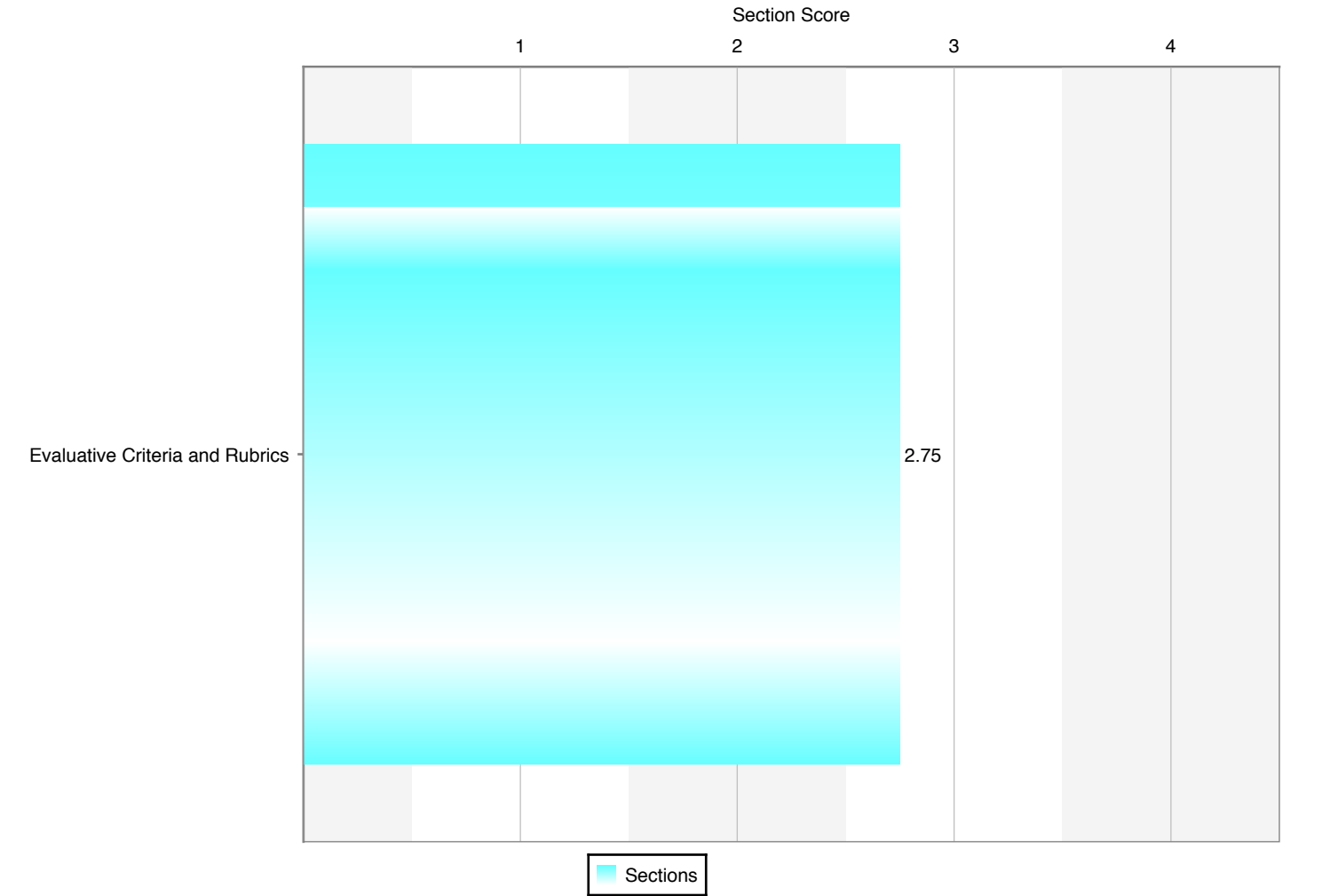
There is no data to support a growing achievement gap in any subgroup.

Which of the above reported findings are consistent with findings from other data sources?

The above reported data is consistent with average student performance across Nevada for the ACT. Clear and comprehensive trend analysis on student performance is difficult to obtain as a result of inconsistencies in the form, content, and accountability of state level testing in the last several years.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities 	Yes	See attached word document titled: List of Substantive Changes.	Missionvisionstate ment SPCSA & SSCSSettlement 20162017Staffing ListofSubstantiveC hanges @0162017Bell schecule SchoolCalendar Studentpophthatcau ses FY17

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	Our state-approved written security and crisis management plan is attached below.	EmergencyManage mentPlan

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	See the attached document for the audit of the fiscal year 2016.	FY16Audit

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	The School Improvement Plan is located in ASSIST, but attached here also.	SSCS 2016_17 SchoolPerformance Plan.pdf

Accreditation Action Plan

Overview

Plan Name

Accreditation Action Plan

Plan Description

The following plan includes strategies and specific activities to help ensure our school achieves it's academic and organizational goals. These goals and their respective actions have been developed as a result of stakeholder surveys and self assessment, along with years of self reflection, exploration, and, most of all, a deep commitment to continuously improving for the future of our students.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase On-Site Attendance	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$2500
2	Increase Student Proficiency	Objectives: 1 Strategies: 4 Activities: 18	Organizational	\$887625
3	Improve Organizational Policies, Procedures, and Culture	Objectives: 1 Strategies: 5 Activities: 22	Organizational	\$395500

Goal 1: Increase On-Site Attendance

Measurable Objective 1:

collaborate to increase the percentage of students on-site a minimum of two days per week by 30% by 05/31/2018 as measured by attendance record keeping.

Strategy 1:

Improve Student Accountability - Mentor teachers will track and enforce an attendance policy which requires all students to increase student attendance on-site.

Mentors will also work with students and families to develop an individualized program when necessary to accommodate student needs.

Research Cited: Williamson, Ronald (2012).. "Attendance and Truency". Education Partnerships, Inc. Research Brief.

<http://files.eric.ed.gov/fulltext/ED538205.pdf>

Southern Regional Education Board (2015). "Personalizing School to Engage Students in Learning."

https://www.sreb.org/sites/main/files/file-attachments/personalizing_school.pdf

Activity - Improve Attendance Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop attendance policy that requires more days on-site until students demonstrate proficiency with technology and curriculum. An individualized plan for proficient students will then be developed that stipulates expectations and consequences.	Academic Support Program, Behavioral Support Program, Recruitment and Retention, Policy and Process	08/22/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success; All faculty

Activity - Back-on-Track Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A program will be established for students who are not passing on or more courses for a sustained period of time during the term. This program will be individualized for each underperforming student so that it provides greater supports and accountability to help ensure their future success.	Academic Support Program, Tutoring, Behavioral Support Program, Parent Involvement, Recruitment and Retention, Policy and Process	08/22/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success; All faculty
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Strategy 2:

Increase Student Performance Tracking - Mentors will increase tracking of students' grades through weekly reports in the Family Support Mentor Program. Every three weeks mentors will also compile data across all of their 'mentorees' on attendance and other factors related to achievement in order to will allow administration to identify data trends relating student participation to academic performance.

Research Cited: National Center for Quality Afterschool Programs (2017). "Monitoring and Communicating About Student Progress and Communicating About Student Progress"

http://www.sedl.org/afterschool/toolkits/homework/pr_student_progress.html

Madison County High School (2017). Teachers-As-Advisors Program.

<http://www.madison.k12.ga.us/schools/mchs/school-resources/mchsguidanceoffice/advisement/>

Activity - (Shared Activity) Family Support Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will guide a cohort group of students as a part of a Mentoring Program. Administrators will designate a faculty member to lead students through the entirety of their enrollment at Silver State. Mentors will track student status via the use of mentor logs, to be updated weekly; communicate weekly with students, family, and other educational stakeholders; establish positive relationship with each student; conduct parent conferences to discuss academics, behavior, and goal setting; help students develop skills to be successful; and hold students accountable for their attendance, daily progress on their courses, and adherence to Individual Success Plan, Back-on-Track Program, and Behavioral Contracts.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Parent Involvement, Recruitment and Retention, Technology	10/24/2016	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success; All faculty

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Activity - Tri-Weekly Data Collection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every three weeks, each mentor records the details of each of their students on a sharable spreadsheet. This spreadsheet tracks the amount of time spent on campus, time on task in courses, current grades, attendance, credits, and, if the student in the Back-on-Track Program, what his/her requirements are. Select data collected tri-weekly will be shared with stakeholders as appropriate.	Academic Support Program, Parent Involvement, Recruitment and Retention	10/24/2016	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success; All faculty

Strategy 3:

Increase Communication with Students - Faculty and Administration will increase communication on progress through the Family Support Mentor Program and through the posting and updating of Data Walls throughout the school and in Homerooms. Additionally, the school will implement a comprehensive orientation process for both parents and students, both to help place students in academically appropriate classes, along with familiarize students with the processes necessary to maximize their performance.

Research Cited: Education World (2017). "Using Data Rooms to Map Your Way to Success."

http://www.educationworld.com/a_admin/admin/admin392.shtml

National Center on Intensive Intervention (2013). "Using Academic Progress Monitoring for Individualized Instructional Planning"

<http://www.intensiveintervention.org/sites/default/files/March%20webinar%20qa%20final.pdf>

Activity - (Shared Activity) Family Support Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will guide a cohort group of students as a part of a Mentoring Program. Administrators will designate a faculty member to lead students through the entirety of their enrollment at Silver State. Mentors will track student status via the use of mentor logs, to be updated weekly; communicate weekly with students, family, and other educational stakeholders; establish positive relationship with each student; conduct parent conferences to discuss academics, behavior, and goal setting; help students develop skills to be successful; and hold students accountable for their attendance, daily progress on their courses, and adherence to Individual Success Plan, Back-on-Track Program, and Behavioral Contracts.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Parent Involvement, Recruitment and Retention	10/24/2016	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success; All faculty

Strategy 4:

Increase Frequency of Enrichment - Faculty will collaborate to develop enrichment and engagement activities for students to bolster student culture and motivation through implementation of student clubs, homeroom competitions, and an enrichment period.

Research Cited: Johnson, Bethany; Rutledge, Merryn, and Poppe, Margaret (2004).

Habits of Mind: A Curriculum for Community High School of Vermont Students

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<http://doc.vermont.gov/programs/educational-programs/wdp-materials/habits-of-mind-curriculum>

City of Calgary, Alberta (2004). "A Guide to Youth-Friendly Practices: Engagement"

<http://youthcore.ca/download.php?id=96>

Activity - Bi-Weekly Enrichment Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Enrichment Period will support increased attendance on-site. This period will meet twice a week for forty-five minutes each session. Various clubs (e.g. garden club, student council, yoga/meditation, etc.) or other events, suggested and organized by staff and students, will be conducted by faculty members at this time.	Community Engagement, Behavioral Support Program, Recruitment and Retention	08/22/2017	05/31/2022	\$500	General Fund	School Principal; Academic Adviser; Dean of School Success; All faculty

Activity - Homeroom Competitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homeroom Competitions to be organized by staff. Homeroom competitions will be implemented, in which classes will receive a reward for pass rates and attendance, as well as high performance compared with school, state, and national achievement data.	Behavioral Support Program, Recruitment and Retention	08/22/2017	05/31/2022	\$2000	General Fund	School Principal; Academic Adviser; Dean of School Success; All faculty

Goal 2: Increase Student Proficiency

Measurable Objective 1:

collaborate to increase student proficiency for all subject areas by 05/31/2018 as measured by course pass rates.

Strategy 1:

Increase Student Motivation - Faculty will work to increase student engagement. Staff will use a mentoring program, including homeroom periods scheduled twice a day, to meet with, motivate, track, support, and teach students study skills. The school will develop a partnership with Western Nevada College to incentivize participation in academic and career-related programs as a motivation for students to take an active role in their education. The faculty will bolster the Positive Behavior Intervention Supports (PBIS) program to reward productive behavior. The staff will collaboratively develop homeroom curriculum to enhance student performance. In addition to the homeroom curriculum to bolster student performance, the staff will develop a, Orientation/Study Skills course to more thoroughly explore the skills that all students need to be successful in academics.

Research Cited: U.S. Department of Education, Office of Safe and Drug-Free Schools (2009). "Research and Practice: The Role of Evidence-Based Program Practices in the Youth Mentoring Field."

Mentoring Resource Center FACT SHEET No. 30, September 2009.

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<http://educationnorthwest.org/sites/default/files/resources/role-of-evidence-based-practices.pdf>

National Dropout Prevention Center/Network (2005). "Student Attendance and Truancy Prevention"

http://new.auhsd.us/district/media/files/15Effective_Strategies4Dropouts.pdf

Western Nevada College (2017). "Career and Technical Education Offers Something for Everyone"

<http://www.wnc.edu/career-technical-education-offers-something-everyone/>

Algozzine, R.; Barrett, S.; et al (2004). "School-wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment." OSEP Center on Positive Behavioral Interventions and Supports.

<http://www.pbis.org/resource/713/school-wide-positive-behavior-support-implementers%E2%80%99-blueprint-and-self-assessment>

Attendance Works (2014). "Teaching Attendance: Strategies to Help Improve Attendance and Raise Achievement"

<http://www.attendanceworks.org/tools/assessments/>

Activity - Jump-Start Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will develop a partnership with Western Nevada College to foster a dual-credit program (aka Jump-Start) in order to transition our students into college and/or careers. Tuition, supplies, transportation, and mentorship will be provided by SSHS free of charge. Students will have the opportunity to earn an Associate's degree and/or professional certificate. We will provide WNC tuition free of charge. For any student that does not choose to enroll in the Jump-Start Program they will need to at least take part in the Bridge to Success Program, which provides the basics on how to enroll in, finance, and succeed at college.	Academic Support Program	01/03/2017	03/06/2017	\$858000	General Fund	Academic Advisor
Activity - (Shared Activity) Family Support Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will guide a cohort group of students as a part of a Mentoring Program. Administrators will designate a faculty member to lead students through the entirety of their enrollment at Silver State. Mentors will track student status via the use of mentor logs, to be updated weekly; communicate weekly with students, family, and other educational stakeholders; establish positive relationship with each student; conduct parent conferences to discuss academics, behavior, and goal setting; help students develop skills to be successful; and hold students accountable for their attendance, daily progress on their courses, and adherence to Individual Success Plan, Back-on-Track Program, and Behavioral Contracts.	Academic Support Program	10/24/2016	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success; All faculty

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Activity - (Shared Activity) Homeroom Emphasis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homeroom periods will be scheduled at the beginning and end of each day. All students will have their Family Support Mentor as their homeroom leader. Mentor/mentoree communications will take place during homeroom periods. During these periods mentors will build rapport with students. Administrators will disseminate data for display on Data Walls in Homerooms. These data will be reviewed and analyzed with students. Strategies for improving school performance will be brainstormed. Homeroom competitions will be implemented wherein classes will receive a reward for pass rates and attendance, as well as high performance compared with school, state, and national achievement data. Data Walls will be posted and updated in Homeroom periods.	Academic Support Program	01/10/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success; All faculty
Activity - Independent Success Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As students demonstrate proficiency on campus with the online curriculum, executive functioning, and overall academic performance, they will be given the opportunity to develop an Independent Success Plan to allow for more flexibility in how their attendance. ISPs will delineate individualized attendance expectations and accountability measures for students, and the frequency of re-visiting the plan by the student, parents, and mentor.	Academic Support Program	08/22/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success; all Faculty
Activity - Positive Behavioral Interventions and Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A system of Positive Behavior Intervention Supports (PBIS) will be used to recognize and reward student achievement. "Eagle Bucks" will be given to students by administrators, mentors, or teachers to recognize on-task, productive, collaborative, helpful, or otherwise positive behaviors in regards to character and academic performance. These bucks can be exchanged for items in the final homeroom of the day. Funding will be achieved through a student store that is available at lunch time. An end-of-term enrichment activity (e.g. field trips, games, etc.) will be provided as an incentive and reward for students who succeed in each class.	Behavioral Support Program	08/22/2017	05/31/2022	\$10000	General Fund	All staff
Activity - (Shared Activity) Homeroom Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty will collaborate in the development of curriculum for homeroom classes to help students navigate their for-credit classes. Curriculum will include technology training for information management system (currently BrainHoney), along with instruction on Interactive Notebook development and tracking; research, test taking strategies, and study skills; character development; and college and career readiness. Time will also be allocated during Homeroom for interim testing.	Academic Support Program	08/22/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success; All faculty
Activity - (Shared Activity) Develop Online Study Skills Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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An online study skills will developed and required to take by all students. In particular, all newly enrolled students will take this course their first term. The course will explore how our school works, executive functioning skills, technology training, interactive notebook use, and college and career readiness.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Recruitment and Retention, Technology	08/22/2017	05/31/2022	\$500	General Fund	School Principal; Academic Adviser; Dean of School Success; All faculty
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Strategy 2:

Improve Student's Executive Functioning Skills - Faculty will improve student's executive functioning skills through implementation of Weekly Assignment Planner/Logs. These will be monitored regularly by Homeroom and subject area teachers. The staff will collaboratively develop homeroom curriculum to enhance student performance. In addition to the homeroom curriculum to bolster student performance, the staff will develop an Orientation/Study Skills course to more thoroughly explore the skills that all students need to be successful in academics.

Research Cited: Bridges for Kids (2008). "Improving Executive Function Skills—An Innovative Strategy that May Enhance Learning for All Children"

<http://www.bridges4kids.org/articles/8-08/CEC8-08.html>

Guare, Richard; Dawson, Peg; and Guare, Colin (2012) Smart but Scattered Teens: The "Executive Skills" Program for Helping Teens Reach Their Potential. Barnes and Noble.

Activity - Weekly Planner/Logs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will oversee the implementation and continuous use of student Weekly Assignment Planner/Logs. Students and teachers schedule assignments on a student's calendar, based on the goals and abilities of that student. In order to minimize off-task behavior, students and teachers monitor and assess progress each hour to assure satisfactory progress by each student in each class throughout the day. Students will be required, either through an electronic or hard copy, to present to teachers in each subject, the written plan which schedules each assignment, for each course, each week.	Academic Support Program	10/24/2016	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success; All faculty

Activity - (Shared Activity) Homeroom Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Faculty will collaborate in the development of curriculum for homeroom classes to help students navigate their for-credit classes. Curriculum will include technology training for information management system (currently BrainHoney), along with instruction on Interactive Notebook development and tracking; research, test taking strategies, and study skills; character development; and college and career readiness. Time will also be allocated during Homeroom for interim testing.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Recruitment and Retention, Technology, Direct Instruction	08/22/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success; All faculty
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Activity - (Shared Activity) Develop Online Study Skills Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An online study skills will developed and required to take by all students. In particular, all newly enrolled students will take this course their first term. The course will explore how our school works, executive functioning skills, technology training, interactive notebook use, and college and career readiness.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Recruitment and Retention, Technology	05/31/2017	08/22/2017	\$0	No Funding Required	School Principal; Academic Adviser; All faculty

Strategy 3:

Increase Tracking of Student Progress - Faculty and administration will increase tracking of student progress and reporting to parents through the Family Mentor Support Program. Mentors will report to parents on a weekly basis; foster improved relationships with students with frequent conversations; monitor and facilitate the completion of interactive binders to help students organize and plan their work; and, host Homeroom periods twice daily. Administration will also place students in courses based on their scores on MAP test scores in core subjects.

Research Cited: North West Evaluation Association (2017). "A Comprehensive Guide to the MAP K – 12 Computer Adaptive Interim Assessment"

<https://www.nwea.org/resources/comprehensive-guide-map-k-12-computer-adaptive-interim-assessment/>

McMillan, James H.; and Hearn, Jessica (2008). "Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement." Educational Foundations, Fall 2008.

<http://files.eric.ed.gov/fulltext/EJ815370.pdf>

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Activity - (Shared Activity) Family Support Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will guide a cohort group of students as a part of a Mentoring Program. Administrators will designate a faculty member to lead students through the entirety of their enrollment at Silver State. Mentors will track student status via the use of mentor logs, to be updated weekly; communicate weekly with students, family, and other educational stakeholders; establish positive relationship with each student; conduct parent conferences to discuss academics, behavior, and goal setting; help students develop skills to be successful; and hold students accountable for their attendance, daily progress on their courses, and adherence to Individual Success Plan, Back-on-Track Program, and Behavioral Contracts.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Parent Involvement, Recruitment and Retention, Technology	10/24/2016	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success; All faculty

Activity - Facilitate Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Friday the faculty will participate in Professional Learning Community meetings. Instructors will present teaching techniques with their peers. These are strategies that they have developed themselves or they have borrowed from elsewhere. Topics could include how to more efficiently operate our information management systems, instructional strategies, executive functioning/occupational efficiency skills, team-building activities, or other strategies aimed at improving instructor performance.	Academic Support Program, Behavioral Support Program, Professional Learning, Recruitment and Retention	08/22/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success; All faculty

Activity - (Shared Activity) Homeroom Emphasis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homeroom periods will be scheduled at the beginning and end of each day. All students will have their Family Support Mentor as their homeroom leader. Mentor/mentoree communications will take place during homeroom periods. During these periods mentors will build rapport with students. Administrators will disseminate data for display on Data Walls in Homerooms. These data will be reviewed and analyzed with students. Strategies for improving school performance will be brainstormed. Homeroom competitions will be implemented wherein classes will receive a reward for pass rates and attendance, as well as high performance compared with school, state, and national achievement data. Data Walls will be posted and updated in Homeroom periods.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Recruitment and Retention, Technology, Direct Instruction	01/10/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success; All faculty

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Activity - Interactive Binder	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each student will be provided with and will be responsible for maintaining an Interactive Binder. The Interactive Binder will facilitate the organization of essential resources the student needs to function effectively. These will include the student's course schedule, credit audit sheet, report cards, homeroom curriculum (syllabus), current course work and resource hard copies to be submitted to their classes, and the Weekly Assignment Planner/Log. Faculty will coach and monitor the use of these binders.	Academic Support Program, Recruitment and Retention	10/24/2016	05/31/2022	\$500	General Fund	School Principal; Academic Adviser; Dean of School Success; All faculty
Activity - Course Placement based on Proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New students will be required to take MAP Survey Test at enrollment to determine their proficiency in Language Arts and Mathematics. This data will then be used to place them in the appropriate courses.	Academic Support Program	08/22/2017	05/31/2022	\$18125	General Fund	School Principal; Academic Adviser; Dean of School Success

Strategy 4:

Increase Communication on Progress - Faculty and Administration will increase communication on progress through the Family Support Mentor Program and through the posting and updating of Data Walls throughout the school and in Homerooms. Additionally, the school will implement a comprehensive orientation process for both parents and students, both to help place students in academically appropriate classes, along with familiarize students with the processes necessary to maximize their performance.

Research Cited: Southern Regional Education Board (2009). "Guidance and Advisement Programs Are Proof that Schools Want Their Students to Succeed"

http://publications.sreb.org/2009/09V0_BestPractices_Guidance_Advisement.pdf

Ames, Carole and Archer, Jennifer (1988). "Achievement Goals in the Classroom: Students' Learning and Motivation Processes." 1988 Journal of Educational Psychology, Vol. 80, No. 3, 260-267

http://www.unco.edu/cebs/psychology/kevinpugh/motivation_project/resources/ames_archer88.pdfhttp://www.unco.edu/cebs/psychology/kevinpugh/motivation_project/resources/ames_archer88.pdf

Activity - (Shared Activity) Family Support Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Each teacher will guide a cohort group of students as a part of a Mentoring Program. Administrators will designate a faculty member to lead students through the entirety of their enrollment at Silver State. Mentors will track student status via the use of mentor logs, to be updated weekly; communicate weekly with students, family, and other educational stakeholders; establish positive relationship with each student; conduct parent conferences to discuss academics, behavior, and goal setting; help students develop skills to be successful; and hold students accountable for their attendance, daily progress on their courses, and adherence to Individual Success Plan, Back-on-Track Program, and Behavioral Contracts.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Parent Involvement, Recruitment and Retention, Technology	10/24/2016	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success; All faculty
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Activity - School-wide Data Walls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Walls will be used to disseminate data about homerooms' and the school's performance. School administrators will carefully curate data to encourage competition between homerooms. Data walls will report attendance rates, pass rates, test proficiency, and homeroom performance. Data Walls will be displayed throughout the school building. Favorable data will be shared through social media and through Public Relations channels to the general public and stakeholders. As a means of generating motivation through homeroom competitions and to keep students abreast of their status, homeroom attendance and pass rates will be displayed on a data wall inside each classroom.	Academic Support Program, Community Engagement, Behavioral Support Program, Recruitment and Retention	08/22/2017	05/01/2022	\$500	General Fund, No Funding Required	School Principal; Academic Adviser; Dean of School Success; All faculty

Activity - (Shared) Implement a Comprehensive Orientation Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A standardized induction and enrollment orientation process will be developed and implemented for parents and students. MAP survey testing in language arts and mathematics will be conducted in order to help place students in appropriate classes. Specific instruction will be conducted on how the school works, including review of the revised student handbook. Students and parents will receive an overview of the learning management system. Students will receive college and career transition plan information.	Academic Support Program, Tutoring, Behavioral Support Program, Career Preparation/Orientation, Parent Involvement, Recruitment and Retention, Technology, Direct Instruction, Policy and Process	08/22/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success

Goal 3: Improve Organizational Policies, Procedures, and Culture

Measurable Objective 1:

collaborate to improve organizational policies and procedures, along with overall school culture by 05/31/2018 as measured by annual administrative audits and bi-annual stakeholder surveys.

Strategy 1:

Develop Improved Policies and Procedures - Administration will endeavor to develop, implement, and monitor improved policies and procedures, including quarterly and annual reviews of handbooks, staff duties, and the School Improvement Plan. Data walls will be utilized to publicize performance data. Meeting minutes will be recorded and filed. Stakeholder surveys will be conducted periodically to gauge our overall progress. Grants will be written to increase funding streams in order to facilitate school improvement.

Research Cited: Senge Peter M.; Kleiner Art; and Roberts, Charlotte (1999) The Fifth Discipline Fieldbook. Abridged Audiobook by Bantam Doubleday Dell Audio

Garvin, David A. (1993) Building a Learning Organization. THE JULY–AUGUST 1993 ISSUE, HARVARD BUSINESS REVIEW
[FHTTSP://HBR.ORG/1993/07/BUILDING-A-LEARNING-ORGANIZATION](https://hbr.org/1993/07/building-a-learning-organization)

Kools, Marcos and Stoll, Louise (2016) “What Makes a School a Learning Organization?” OECD White Paper, 05 July 2016 Education Working Paper No. 137

[http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP\(2016\)11&docLanguage=En](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2016)11&docLanguage=En)

Koenig, Michael E.D, (2012) “What is KM? Knowledge Management Explained”

<http://www.kmworld.com/Articles/Editorial/What-Is-.../What-is-KM-Knowledge-Management-Explained-82405.aspx>

Activity - Quarterly Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A quarterly review will be implemented, which includes possible revision of staff duties and responsibilities as well as a progress and fidelity update on the School Improvement Plan.	Policy and Process	08/21/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success

Activity - Annual Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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An annual review will be conducted to reflect on and revise staff handbook, curriculum, evaluation process, and mission/vision statement.	Policy and Process	08/22/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success
Activity - Annual School Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A list of organizational events, goals, strategies will be developed at the beginning of each year, along with a timeline to guide implementation and completion.	Policy and Process	08/21/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success
Activity - Improved Record Keeping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Notes and Agendas will be kept more conscientiously in staff meetings by an appointed scribe.	Academic Support Program, Policy and Process	01/10/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success
Activity - Increase Frequency of Grant Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grant writing opportunities will be sought out by administration, and individuals (either on staff or adjunct) will be tasked with writing grants to increase funding.	Community Engagement, Policy and Process	08/22/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success
Activity - Bi-annual Stakeholder Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-annual surveys will be conducted so that administrators will have feedback from stakeholders in our educational community, which will allow for more informed decisions to be made.	Community Engagement, Parent Involvement, Professional Learning, Recruitment and Retention, Policy and Process	08/22/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success

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Strategy 2:

Increase Faculty Training and Accountability - Faculty training and accountability will be increased through professional development; professional learning community participation; performance evaluations in the form of classroom walk-throughs by administrators; and, quarterly feedback meetings to discuss the data collected in administrative observations.

Research Cited: Wiggins, Grant (2012) "Seven Keys to Effective Feedback". September 2012 | Volume 70 | Number 1, Feedback for Learning Pages 10-16
www.ascd.org/.../vol70/num01/Seven-Keys-to-Effective-Feedback.aspx

Calvert, L. (2016). "Moving from Compliance to Agency: What Teachers Need to Make Professional Learning Work". Oxford, OH: Learning Forward and NCTAF.
<https://learningforward.org/docs/default-source/pdf/teacheragencyfinal.pdf>

Activity - School-Specific Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development opportunities that focus on online education, classroom management, PBIS, school enrichment, community engagement, sensory processing, and college and career readiness will be increased.	Professional Learning, Policy and Process	08/21/2017	05/31/2022	\$225000	General Fund	School Principal; Academic Adviser; Dean of School Success

Activity - (Shared Activity) Facilitate Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Friday the faculty will participate in Professional Learning Community meetings. Instructors will present teaching techniques with their peers. These are strategies that they have developed themselves or they have borrowed from elsewhere. Topics could include how to more efficiently operate our information management systems, instructional strategies, executive functioning/occupational efficiency skills, team-building activities, or other strategies aimed at improving instructor performance.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Parent Involvement, Professional Learning, Recruitment and Retention, Technology, Policy and Process	08/21/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success; All faculty

Activity - Faculty Monitoring and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administrators will enhance collaboration and support with teachers by standardizing and systematizing walk-throughs, online check-ins, and data collection.	Professional Learning, Policy and Process	08/21/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success
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Activity - Quarterly Staff Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly feedback meetings will be conducted with individual staff members in order to increase fidelity, staff support, positivity, and accountability.	Professional Learning, Policy and Process	08/21/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success

Strategy 3:

Increase Parent Involvement - Administration will work to increase parental involvement through enrollment orientations, stakeholder surveys, newsletters, regular technology nights on-site, and opportunities to volunteer.

Research Cited: California Department of Education, California Comprehensive Center, Center for Prevention & Early Intervention at WestEd (2014). Family Engagement Framework: A Tool for California School Districts (2014 Edition).

<https://www.wested.org/resources/family-engagement-framework-a-tool-for-california-school-districts/>

School Community Network, Academic Development Institute (2014). "The Family Engagement Tool: Five steps to a stronger school community."

<http://www.schoolcommunitynetwork.org/FET.aspx>

Activity - (Shared Activity) Implement a Comprehensive Orientation Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A standardized induction and enrollment orientation process will be developed and implemented for parents and students. MAP survey testing in language arts and mathematics will be conducted in order to help place students in appropriate classes. Specific instruction will be conducted on how the school works, including review of the revised student handbook. Students and parents will receive an overview of the learning management system. Students will receive college and career transition plan information.	Academic Support Program, Community Engagement, Behavioral Support Program, Parent Involvement, Recruitment and Retention, Technology, Policy and Process	08/21/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success

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Activity - Bi-annual Stakeholder Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bi-annual surveys will be conducted so that administrators will have feedback from stakeholders in our educational community, which will allow for more informed decisions to be made.	Parent Involvement, Professional Learning, Recruitment and Retention, Policy and Process	08/21/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success
Activity - SSHS Newsletter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Once a month a newsletter will be sent out to all parents/guardians and interested stakeholders about the state and progression of the school.	Parent Involvement, Recruitment and Retention, Technology	08/21/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success
Activity - Monthly Technology Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will help plan, publicize, and coordinate a monthly event that invites families to the school to help them better understand how to operate our learning management system.	Parent Involvement, Recruitment and Retention, Technology	08/21/2017	05/31/2022	\$500	General Fund	School Principal; Academic Adviser; Dean of School Success
Activity - Parent Volunteers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will seek out opportunities for parents/guardians to volunteer and contribute to the successful function of the school.	Community Engagement, Parent Involvement	08/21/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success

Strategy 4:

Restructure to Increase Enrollment and Retention - Administration will increase student population through restructuring enrollment processes; re-branding; increasing marketing efforts and social media presence; increasing outreach through traditional media outlets; and bolstering our partnership with Western Nevada College.

Research Cited: SMT Magazine (2015). "Rebranding Your School"

<http://www.smtmagazine.co.uk/rebranding-your-school/>

McPhershon, Michael (2009). "Taking Control of the Message: The ABCs of Branding Your School." October 28, 2009

<https://www.slideshare.net/cmndesign/taking-control-of-the-message-the-abcs-of-branding-your-school>

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ADVANCE/CTE (2017) New Skills for Youth Phase One Snapshot: Nevada

<https://careertech.org/resource/nevada-phase-one-nsfy-snapshot>

Activity - Track School Improvement Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will implement, monitor, and assess School Improvement Plan as a basis for restructuring the school.	Recruitment and Retention, Policy and Process	08/21/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success

Activity - Dean of Student Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will create position, Dean of School Success, that focuses on restructuring, rebranding, and marketing the school.	Community Engagement, Recruitment and Retention, Policy and Process	08/21/2017	05/31/2019	\$140000	General Fund	School Principal; Academic Adviser; Dean of School Success

Activity - Rebranding and Marketing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will facilitate a variety of activities to change the school's image and market this new image to the community. The school will hire a digital advertising firm to propagate the school's new image and structure. Staff, students, and press will be encouraged by the administration to compose newspaper articles highlighting school and student achievement. Administration will seek out ways to increase social media presence, along with increase outreach and public school events whenever possible. In order to improve community image, the school will change it's name to Argentum after the 2016-2017 school year.	Community Engagement, Recruitment and Retention	08/22/2017	05/31/2018	\$30000	General Fund	School Principal; Academic Adviser; Dean of School Success

Activity - (Shared Activity) Jump Start Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will develop a partnership with Western Nevada College to foster a dual-credit program (aka Jump-Start) in order to transition our students into college and/or careers. Tuition, supplies, transportation, and mentorship will be provided by SSHS free of charge. Students will have the opportunity to earn an Associate's degree and/or professional certificate. We will provide WNC tuition free of charge. For any student that does not choose to enroll in the Jump-Start Program they will need to at least take part in the Bridge to Success Program, which provides the basics on how to enroll in, finance, and succeed at college.	Community Engagement, Recruitment and Retention, Policy and Process	01/04/2017	05/31/2022	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success

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Strategy 5:

Improve and Standardize Staff Induction - Administration will improve and standardize staff induction by collaborating with the staff to rewrite the Staff Handbook, along with clarify and increase staff involvement in the operations of the school. Additionally, administration will establish a faculty mentoring program.

Research Cited: Burgess, Jan and Bates, Donna (2014). Other Duties as Assigned. Chapter 1. Shared Leadership.

<http://shop.ascd.org/GoogleSearchResults.aspx?search=Other Duties as Assigned&c=1>

Dolci Grimm, Emily; Doty, Trent-Kaufman; and Doty, Dave (2014). "Rethinking Classroom Observation" in Professional Learning Reimagined. May 2014 | Volume 71 | Number 8

<http://www.ascd.org/publications/educational-leadership/may14/vol71/num08/Rethinking-Classroom->

Activity - Revise Staff Handbook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will collaborate with the staff to revise the Staff Handbook in order to acknowledge changes outlined in School Performance Plan and School Improvement Plan, along with improve school culture, fidelity, and overall performance.	Professional Learning, Policy and Process	05/31/2017	08/22/2017	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success; All faculty
Activity - Increase Staff Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will create committees and positions concerning the maintenance and improvement of our school. All staff members will be required to contribute to one or more of these committees/positions. Administration will delegate, monitor, and assess staff duties and responsibilities regularly to ensure that each staff member is reaching towards the full potential of their involvement in increasing the success of our school.	Professional Learning, Policy and Process	05/31/2017	08/22/2017	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success
Activity - Faculty Mentorship Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will collaborate with faculty to create a program that pairs experienced staff members with teachers in need of assistance and new hires.	Professional Learning, Policy and Process	05/31/2017	08/22/2017	\$0	No Funding Required	School Principal; Academic Adviser; Dean of School Success

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SSHS Newsletter	Once a month a newsletter will be sent out to all parents/guardians and interested stakeholders about the state and progression of the school.	Parent Involvement, Recruitment and Retention, Technology	08/21/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success
(Shared Activity) Jump Start Program	The school will develop a partnership with Western Nevada College to foster a dual-credit program (aka Jump-Start) in order to transition our students into college and/or careers. Tuition, supplies, transportation, and mentorship will be provided by SSHS free of charge. Students will have the opportunity to earn an Associate's degree and/or professional certificate. We will provide WNC tuition free of charge. For any student that does not choose to enroll in the Jump-Start Program they will need to at least take part in the Bridge to Success Program, which provides the basics on how to enroll in, finance, and succeed at college.	Community Engagement, Recruitment and Retention, Policy and Process	01/04/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success
(Shared Activity) Homeroom Curriculum	Faculty will collaborate in the development of curriculum for homeroom classes to help students navigate their for-credit classes. Curriculum will include technology training for information management system (currently BrainHoney), along with instruction on Interactive Notebook development and tracking; research, test taking strategies, and study skills; character development; and college and career readiness. Time will also be allocated during Homeroom for interim testing.	Academic Support Program	08/22/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success; All faculty

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(Shared Activity) Implement a Comprehensive Orientation Process	A standardized induction and enrollment orientation process will be developed and implemented for parents and students. MAP survey testing in language arts and mathematics will be conducted in order to help place students in appropriate classes. Specific instruction will be conducted on how the school works, including review of the revised student handbook. Students and parents will receive an overview of the learning management system. Students will receive college and career transition plan information.	Academic Support Program, Community Engagement, Behavioral Support Program, Parent Involvement, Recruitment and Retention, Technology, Policy and Process	08/21/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success
Weekly Planner/Logs	All teachers will oversee the implementation and continuous use of student Weekly Assignment Planner/Logs. Students and teachers schedule assignments on a student's calendar, based on the goals and abilities of that student. In order to minimize off-task behavior, students and teachers monitor and assess progress each hour to assure satisfactory progress by each student in each class throughout the day. Students will be required, either through an electronic or hard copy, to present to teachers in each subject, the written plan which schedules each assignment, for each course, each week.	Academic Support Program	10/24/2016	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success; All faculty
Facilitate Professional Learning Communities	Each Friday the faculty will participate in Professional Learning Community meetings. Instructors will present teaching techniques with their peers. These are strategies that they have developed themselves or they have borrowed from elsewhere. Topics could include how to more efficiently operate our information management systems, instructional strategies, executive functioning/occupational efficiency skills, team-building activities, or other strategies aimed at improving instructor performance.	Academic Support Program, Behavioral Support Program, Professional Learning, Recruitment and Retention	08/22/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success; All faculty
Parent Volunteers	Administration will seek out opportunities for parents/guardians to volunteer and contribute to the successful function of the school.	Community Engagement, Parent Involvement	08/21/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success
Faculty Mentorship Program	Administration will collaborate with faculty to create a program that pairs experienced staff members with teachers in need of assistance and new hires.	Professional Learning, Policy and Process	05/31/2017	08/22/2017	\$0	School Principal; Academic Adviser; Dean of School Success

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Increase Frequency of Grant Writing	Grant writing opportunities will be sought out by administration, and individuals (either on staff or adjunct) will be tasked with writing grants to increase funding.	Community Engagement, Policy and Process	08/22/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success
(Shared Activity) Family Support Mentor Program	Each teacher will guide a cohort group of students as a part of a Mentoring Program. Administrators will designate a faculty member to lead students through the entirety of their enrollment at Silver State. Mentors will track student status via the use of mentor logs, to be updated weekly; communicate weekly with students, family, and other educational stakeholders; establish positive relationship with each student; conduct parent conferences to discuss academics, behavior, and goal setting; help students develop skills to be successful; and hold students accountable for their attendance, daily progress on their courses, and adherence to Individual Success Plan, Back-on-Track Program, and Behavioral Contracts.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Parent Involvement, Recruitment and Retention, Technology	10/24/2016	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success; All faculty
(Shared Activity) Family Support Mentor Program	Each teacher will guide a cohort group of students as a part of a Mentoring Program. Administrators will designate a faculty member to lead students through the entirety of their enrollment at Silver State. Mentors will track student status via the use of mentor logs, to be updated weekly; communicate weekly with students, family, and other educational stakeholders; establish positive relationship with each student; conduct parent conferences to discuss academics, behavior, and goal setting; help students develop skills to be successful; and hold students accountable for their attendance, daily progress on their courses, and adherence to Individual Success Plan, Back-on-Track Program, and Behavioral Contracts.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Parent Involvement, Recruitment and Retention, Technology	10/24/2016	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success; All faculty
(Shared Activity) Family Support Mentor Program	Each teacher will guide a cohort group of students as a part of a Mentoring Program. Administrators will designate a faculty member to lead students through the entirety of their enrollment at Silver State. Mentors will track student status via the use of mentor logs, to be updated weekly; communicate weekly with students, family, and other educational stakeholders; establish positive relationship with each student; conduct parent conferences to discuss academics, behavior, and goal setting; help students develop skills to be successful; and hold students accountable for their attendance, daily progress on their courses, and adherence to Individual Success Plan, Back-on-Track Program, and Behavioral Contracts.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Parent Involvement, Recruitment and Retention, Technology	10/24/2016	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success; All faculty

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Quarterly Review	A quarterly review will be implemented, which includes possible revision of staff duties and responsibilities as well as a progress and fidelity update on the School Improvement Plan.	Policy and Process	08/21/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success
Improve Attendance Policy	Develop attendance policy that requires more days on-site until students demonstrate proficiency with technology and curriculum. An individualized plan for proficient students will then be developed that stipulates expectations and consequences.	Academic Support Program, Behavioral Support Program, Recruitment and Retention, Policy and Process	08/22/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success; All faculty
Increase Staff Involvement	Administration will create committees and positions concerning the maintenance and improvement of our school. All staff members will be required to contribute to one or more of these committees/positions. Administration will delegate, monitor, and assess staff duties and responsibilities regularly to ensure that each staff member is reaching towards the full potential of their involvement in increasing the success of our school.	Professional Learning, Policy and Process	05/31/2017	08/22/2017	\$0	School Principal; Academic Adviser; Dean of School Success
School-wide Data Walls	Data Walls will be used to disseminate data about homerooms' and the school's performance. School administrators will carefully curate data to encourage competition between homerooms. Data walls will report attendance rates, pass rates, test proficiency, and homeroom performance. Data Walls will be displayed throughout the school building. Favorable data will be shared through social media and through Public Relations channels to the general public and stakeholders. As a means of generating motivation through homeroom competitions and to keep students abreast of their status, homeroom attendance and pass rates will be displayed on a data wall inside each classroom.	Academic Support Program, Community Engagement, Behavioral Support Program, Recruitment and Retention	08/22/2017	05/01/2022	\$0	School Principal; Academic Adviser; Dean of School Success; All faculty
Annual School Plan	A list of organizational events, goals, strategies will be developed at the beginning of each year, along with a timeline to guide implementation and completion.	Policy and Process	08/21/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success

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Bi-annual Stakeholder Surveys	Bi-annual surveys will be conducted so that administrators will have feedback from stakeholders in our educational community, which will allow for more informed decisions to be made.	Community Engagement, Parent Involvement, Professional Learning, Recruitment and Retention, Policy and Process	08/22/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success
Improved Record Keeping	Notes and Agendas will be kept more conscientiously in staff meetings by an appointed scribe.	Academic Support Program, Policy and Process	01/10/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success
(Shared Activity) Family Support Mentor Program	Each teacher will guide a cohort group of students as a part of a Mentoring Program. Administrators will designate a faculty member to lead students through the entirety of their enrollment at Silver State. Mentors will track student status via the use of mentor logs, to be updated weekly; communicate weekly with students, family, and other educational stakeholders; establish positive relationship with each student; conduct parent conferences to discuss academics, behavior, and goal setting; help students develop skills to be successful; and hold students accountable for their attendance, daily progress on their courses, and adherence to Individual Success Plan, Back-on-Track Program, and Behavioral Contracts.	Academic Support Program	10/24/2016	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success; All faculty
Revise Staff Handbook	Administration will collaborate with the staff to revise the Staff Handbook in order to acknowledge changes outlined in School Performance Plan and School Improvement Plan, along with improve school culture, fidelity, and overall performance.	Professional Learning, Policy and Process	05/31/2017	08/22/2017	\$0	School Principal; Academic Adviser; Dean of School Success; All faculty
Independent Success Plan	As students demonstrate proficiency on campus with the online curriculum, executive functioning, and overall academic performance, they will be given the opportunity to develop an Independent Success Plan to allow for more flexibility in how their attendance. ISPs will delineate individualized attendance expectations and accountability measures for students, and the frequency of re-visiting the plan by the student, parents, and mentor.	Academic Support Program	08/22/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success; all Faculty

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Quarterly Staff Feedback	Quarterly feedback meetings will be conducted with individual staff members in order to increase fidelity, staff support, positivity, and accountability.	Professional Learning, Policy and Process	08/21/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success
(Shared) Implement a Comprehensive Orientation Process	A standardized induction and enrollment orientation process will be developed and implemented for parents and students. MAP survey testing in language arts and mathematics will be conducted in order to help place students in appropriate classes. Specific instruction will be conducted on how the school works, including review of the revised student handbook. Students and parents will receive an overview of the learning management system. Students will receive college and career transition plan information.	Academic Support Program, Tutoring, Behavioral Support Program, Career Preparation/Orientation, Parent Involvement, Recruitment and Retention, Technology, Direct Instruction, Policy and Process	08/22/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success
(Shared Activity) Family Support Mentor Program	Each teacher will guide a cohort group of students as a part of a Mentoring Program. Administrators will designate a faculty member to lead students through the entirety of their enrollment at Silver State. Mentors will track student status via the use of mentor logs, to be updated weekly; communicate weekly with students, family, and other educational stakeholders; establish positive relationship with each student; conduct parent conferences to discuss academics, behavior, and goal setting; help students develop skills to be successful; and hold students accountable for their attendance, daily progress on their courses, and adherence to Individual Success Plan, Back-on-Track Program, and Behavioral Contracts.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Parent Involvement, Recruitment and Retention	10/24/2016	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success; All faculty
Track School Improvement Plan	Administration will implement, monitor, and assess School Improvement Plan as a basis for restructuring the school.	Recruitment and Retention, Policy and Process	08/21/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success

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(Shared Activity) Develop Online Study Skills Course	An online study skills will developed and required to take by all students. In particular, all newly enrolled students will take this course their first term. The course will explore how our school works, executive functioning skills, technology training, interactive notebook use, and college and career readiness.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Recruitment and Retention, Technology	05/31/2017	08/22/2017	\$0	School Principal; Academic Adviser; All faculty
(Shared Activity) Facilitate Professional Learning Communities	Each Friday the faculty will participate in Professional Learning Community meetings. Instructors will present teaching techniques with their peers. These are strategies that they have developed themselves or they have borrowed from elsewhere. Topics could include how to more efficiently operate our information management systems, instructional strategies, executive functioning/occupational efficiency skills, team-building activities, or other strategies aimed at improving instructor performance.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Parent Involvement, Professional Learning, Recruitment and Retention, Technology, Policy and Process	08/21/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success; All faculty
Bi-annual Stakeholder Surveys	Bi-annual surveys will be conducted so that administrators will have feedback from stakeholders in our educational community, which will allow for more informed decisions to be made.	Parent Involvement, Professional Learning, Recruitment and Retention, Policy and Process	08/21/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success

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(Shared Activity) Homeroom Curriculum	Faculty will collaborate in the development of curriculum for homeroom classes to help students navigate their for-credit classes. Curriculum will include technology training for information management system (currently BrainHoney), along with instruction on Interactive Notebook development and tracking; research, test taking strategies, and study skills; character development; and college and career readiness. Time will also be allocated during Homeroom for interim testing.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Recruitment and Retention, Technology, Direct Instruction	08/22/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success; All faculty
Faculty Monitoring and Support	Administrators will enhance collaboration and support with teachers by standardizing and systematizing walk-throughs, online check-ins, and data collection.	Professional Learning, Policy and Process	08/21/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success
Back-on-Track Program	A program will be established for students who are not passing on or more courses for a sustained period of time during the term. This program will be individualized for each underperforming student so that it provides greater supports and accountability to help ensure their future success.	Academic Support Program, Tutoring, Behavioral Support Program, Parent Involvement, Recruitment and Retention, Policy and Process	08/22/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success; All faculty
Tri-Weekly Data Collection	Every three weeks, each mentor records the details of each of their students on a sharable spreadsheet. This spreadsheet tracks the amount of time spent on campus, time on task in courses, current grades, attendance, credits, and, if the student in the Back-on-Track Program, what his/her requirements are. Select data collected tri-weekly will be shared with stakeholders as appropriate.	Academic Support Program, Parent Involvement, Recruitment and Retention	10/24/2016	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success; All faculty

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(Shared Activity) Homeroom Emphasis	Homeroom periods will be scheduled at the beginning and end of each day. All students will have their Family Support Mentor as their homeroom leader. Mentor/mentoree communications will take place during homeroom periods. During these periods mentors will build rapport with students. Administrators will disseminate data for display on Data Walls in Homerooms. These data will be reviewed and analyzed with students. Strategies for improving school performance will be brainstormed. Homeroom competitions will be implemented wherein classes will receive a reward for pass rates and attendance, as well as high performance compared with school, state, and national achievement data. Data Walls will be posted and updated in Homeroom periods.	Academic Support Program	01/10/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success; All faculty
Annual Review	An annual review will be conducted to reflect on and revise staff handbook, curriculum, evaluation process, and mission/vision statement.	Policy and Process	08/22/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success
(Shared Activity) Homeroom Emphasis	Homeroom periods will be scheduled at the beginning and end of each day. All students will have their Family Support Mentor as their homeroom leader. Mentor/mentoree communications will take place during homeroom periods. During these periods mentors will build rapport with students. Administrators will disseminate data for display on Data Walls in Homerooms. These data will be reviewed and analyzed with students. Strategies for improving school performance will be brainstormed. Homeroom competitions will be implemented wherein classes will receive a reward for pass rates and attendance, as well as high performance compared with school, state, and national achievement data. Data Walls will be posted and updated in Homeroom periods.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Recruitment and Retention, Technology, Direct Instruction	01/10/2017	05/31/2022	\$0	School Principal; Academic Adviser; Dean of School Success; All faculty
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Accreditation Report

Argent Preparatory Academy

Rebranding and Marketing	Administration will facilitate a variety of activities to change the school's image and market this new image to the community. The school will hire a digital advertising firm to propagate the school's new image and structure. Staff, students, and press will be encouraged by the administration to compose newspaper articles highlighting school and student achievement. Administration will seek out ways to increase social media presence, along with increase outreach and public school events whenever possible. In order to improve community image, the school will change it's name to Argentum after the 2016-2017 school year.	Community Engagement, Recruitment and Retention	08/22/2017	05/31/2018	\$30000	School Principal; Academic Adviser; Dean of School Success
Jump-Start Program	The school will develop a partnership with Western Nevada College to foster a dual-credit program (aka Jump-Start) in order to transition our students into college and/or careers. Tuition, supplies, transportation, and mentorship will be provided by SSHS free of charge. Students will have the opportunity to earn an Associate's degree and/or professional certificate. We will provide WNC tuition free of charge. For any student that does not choose to enroll in the Jump-Start Program they will need to at least take part in the Bridge to Success Program, which provides the basics on how to enroll in, finance, and succeed at college.	Academic Support Program	01/03/2017	03/06/2017	\$858000	Academic Advisor
(Shared Activity) Develop Online Study Skills Course	An online study skills will developed and required to take by all students. In particular, all newly enrolled students will take this course their first term. The course will explore how our school works, executive functioning skills, technology training, interactive notebook use, and college and career readiness.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Recruitment and Retention, Technology	08/22/2017	05/31/2022	\$500	School Principal; Academic Adviser; Dean of School Success; All faculty
Bi-Weekly Enrichment Period	An Enrichment Period will support increased attendance on-site. This period will meet twice a week for forty-five minutes each session. Various clubs (e.g. garden club, student council, yoga/meditation, etc.) or other events, suggested and organized by staff and students, will be conducted by faculty members at this time.	Community Engagement, Behavioral Support Program, Recruitment and Retention	08/22/2017	05/31/2022	\$500	School Principal; Academic Adviser; Dean of School Success; All faculty
Dean of Student Success	Administration will create position, Dean of School Success, that focuses on restructuring, rebranding, and marketing the school.	Community Engagement, Recruitment and Retention, Policy and Process	08/21/2017	05/31/2019	\$140000	School Principal; Academic Adviser; Dean of School Success

Accreditation Report

Argent Preparatory Academy

Course Placement based on Proficiency	New students will be required to take MAP Survey Test at enrollment to determine their proficiency in Language Arts and Mathematics. This data will then be used to place them in the appropriate courses.	Academic Support Program	08/22/2017	05/31/2022	\$18125	School Principal; Academic Adviser; Dean of School Success
Monthly Technology Night	Administrators will help plan, publicize, and coordinate a monthly event that invites families to the school to help them better understand how to operate our learning management system.	Parent Involvement, Recruitment and Retention, Technology	08/21/2017	05/31/2022	\$500	School Principal; Academic Adviser; Dean of School Success
Positive Behavioral Interventions and Supports	A system of Positive Behavior Intervention Supports (PBIS) will be used to recognize and reward student achievement. "Eagle Bucks" will be given to students by administrators, mentors, or teachers to recognize on-task, productive, collaborative, helpful, or otherwise positive behaviors in regards to character and academic performance. These bucks can be exchanged for items in the final homeroom of the day. Funding will be achieved through a student store that is available at lunch time. An end-of-term enrichment activity (e.g. field trips, games, etc.) will be provided as an incentive and reward for students who succeed in each class.	Behavioral Support Program	08/22/2017	05/31/2022	\$10000	All staff
School-Specific Professional Development	Professional development opportunities that focus on online education, classroom management, PBIS, school enrichment, community engagement, sensory processing, and college and career readiness will be increased.	Professional Learning, Policy and Process	08/21/2017	05/31/2022	\$225000	School Principal; Academic Adviser; Dean of School Success
Interactive Binder	Each student will be provided with and will be responsible for maintaining an Interactive Binder. The Interactive Binder will facilitate the organization of essential resources the student needs to function effectively. These will include the student's course schedule, credit audit sheet, report cards, homeroom curriculum (syllabus), current course work and resource hard copies to be submitted to their classes, and the Weekly Assignment Planner/Log. Faculty will coach and monitor the use of these binders.	Academic Support Program, Recruitment and Retention	10/24/2016	05/31/2022	\$500	School Principal; Academic Adviser; Dean of School Success; All faculty
Homeroom Competitions	Homeroom Competitions to be organized by staff. Homeroom competitions will be implemented, in which classes will receive a reward for pass rates and attendance, as well as high performance compared with school, state, and national achievement data.	Behavioral Support Program, Recruitment and Retention	08/22/2017	05/31/2022	\$2000	School Principal; Academic Adviser; Dean of School Success; All faculty

Accreditation Report

Argent Preparatory Academy

School-wide Data Walls	Data Walls will be used to disseminate data about homerooms' and the school's performance. School administrators will carefully curate data to encourage competition between homerooms. Data walls will report attendance rates, pass rates, test proficiency, and homeroom performance. Data Walls will be displayed throughout the school building. Favorable data will be shared through social media and through Public Relations channels to the general public and stakeholders. As a means of generating motivation through homeroom competitions and to keep students abreast of their status, homeroom attendance and pass rates will be displayed on a data wall inside each classroom.	Academic Support Program, Community Engagement, Behavioral Support Program, Recruitment and Retention	08/22/2017	05/01/2022	\$500	School Principal; Academic Adviser; Dean of School Success; All faculty
Total					\$1285625	

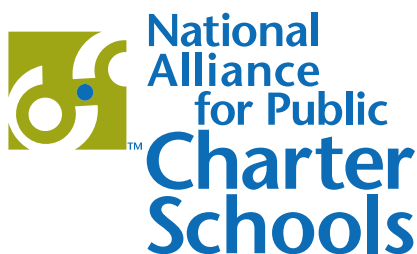
Appendix D

The Virtual Schools Report (2016)



A CALL TO ACTION TO IMPROVE THE QUALITY OF FULL-TIME VIRTUAL CHARTER PUBLIC SCHOOLS

JUNE 2016



INTRODUCTION

The first full-time virtual charter public schools opened in the late 1990s. Since that time, the number of these schools has greatly expanded across the country. As of August 2014, there were 135 full-time virtual charter schools operating in 23 states and D.C. – about twice as many as in 2008. These schools were serving approximately 180,000 students.

Students in full-time virtual charter public schools represent a broad cross-section of K-12 education: rural students seeking to avoid a lengthy bus ride to a brick-and-mortar building, student-athletes seeking a flexible schedule, home- or hospital-bound youth who want to stay in school despite an illness or a family challenge, and high school students looking for an alternative to dropping out. Although learning online full time is not the right answer for all K-12 students, there clearly exists a demand for it by certain students and families.

However, at the same time that full-time virtual charter public schools have seen significant growth, far too many have experienced notable problems. Governmental agencies such as the Colorado Department of Education and the Minnesota Office of the Legislative Auditor and such national media outlets as The New York Times, The Washington Post, and The Wall Street Journal have documented these problems.ⁱ

Most significantly, though, three research organizations – the Center for Reinventing Public Education, Mathematica Policy Research, and the Center for Research on Education Outcomes (CREDO) – released three separate reports in October 2015 that represented the most complete and comprehensive examination of full-time virtual charter schools to date.ⁱⁱ These reports examined the characteristics and the performance of full-time virtual charter schools, as well as the policy frameworks in which they operate. Most striking and troubling in these reports is the finding of large-scale underperformance by full-time virtual charter schools. If traditional public schools were producing such results, we would rightly be outraged. We should not feel any different just because these are charter schools.

The well-documented, disturbingly low performance by too many full-time virtual charter public schools should serve as a call to action to state leaders and authorizers across the country.

It is time for state leaders to make the tough policy changes necessary to ensure that this model works more effectively than it currently does for the students it serves.

It is also time for authorizers to close chronically low-performing virtual charter schools.

Our organizations plan to work actively with state leaders and authorizers as they embark on these efforts.

To be clear, our organizations support full-time virtual schooling. We have advocated in states across the country to make sure this option is available to the families who need it. Unfortunately, the results clearly show that significant problems exist within this part of the charter school movement. Left unchecked, these problems have the potential to overshadow the positive impacts this model currently has on some students. We urge state leaders and authorizers to address these problems head-on instead of turning a blind eye to them.

We have jointly produced this report to spur action by state leaders and authorizers. This report provides basic information about full-time virtual charter public schools, presents data about their results, and outlines a set of policy recommendations that states should adopt to improve the performance of full-time virtual charter schools across the country.

THE BASICS

Thirty-five states and D.C. allow full-time virtual charter schools. Of the 43 states and D.C. that have enacted charter school laws, 35 states plus D.C. allow full-time virtual charter schools. The eight that do not allow these schools are Delaware, Maryland, Massachusetts, New Jersey, New York, Rhode Island, Tennessee, and Virginia.

There are 135 full-time virtual charter schools in 23 states and D.C. As of August 2014, according to National Alliance research, there were 135 full-time virtual charter schools operating in 23 states and D.C., which represented 2 percent of the nation's charter schools that year.

There are 180,000 full-time virtual charter school students in 23 states and D.C. As of August 2014, according to National Alliance research, there were approximately 180,000 students attending a full-time virtual charter school in 23 states and D.C., which represented 7 percent of the nation's charter school students that year.

Ohio, Pennsylvania, and California are the “big three” when it comes to enrollment in full-time virtual charter schools. According to National Alliance research, enrollment in full-time virtual charter schools is highly concentrated in three states – Ohio, Pennsylvania, and California – which collectively enroll over half of full-time virtual charter school students nationwide.

One-quarter of full-time virtual charter schools account for almost 80 percent of the enrollment in these types of schools. Individual full-time virtual charter schools vary widely in size. Many are small, but a handful of large schools dominate. Almost a quarter (24 percent) of full-time virtual charter schools enrolled more than 1,000 students per school in 2012–2013, accounting for 79 percent of total enrollment in the sector.ⁱⁱⁱ

Most full-time virtual charter schools are operated by for-profit entities. According to National Alliance research, almost 70 percent of full-time virtual charter schools contract with for-profit education management organizations, compared to only 15 percent of all charter schools.

Full-time virtual charter schools serve significantly more white students and significantly fewer Hispanic students than traditional public schools. Full-time virtual charter schools serve a higher percentage of white students (69 percent vs. 49 percent), a lower percentage of Hispanic students (11 percent vs. 27 percent), and roughly the same percentage of black (13 percent vs. 15 percent), Asian/Pacific Islander (2 percent vs. 5 percent), Native American (1 percent vs. 1 percent), and multi-racial (4 percent vs. 3 percent) students as compared with traditional public schools.^{iv}

Full-time virtual charter schools serve more students in poverty and significantly fewer English-language learners than traditional public schools. Full-time virtual charter schools serve a higher percentage of students in poverty (48 percent vs. 39 percent), a significantly lower percentage of English-language learners (1 percent vs. 8 percent), and a slightly larger percentage of special education students (11 percent vs. 8 percent) than traditional public schools.^v

Almost all full-time virtual charter schools serve a general population of students. A large majority (90 percent) of full-time virtual charter schools reported that they serve a general population of students, whereas 10 percent focus primarily on serving a specific population of students with particular needs.^{vi}

The mobility rate for full-time virtual charter school students before they enroll in these schools is the same as it is for traditional public school students. Students who switch to full-time virtual charter schools have a mobility rate of 9 percent prior to enrolling in a full-time virtual charter school, compared to 8 percent of the comparison students in traditional public schools. These findings place doubt on the argument that students enrolling in full-time virtual charter schools have widespread, systematic academic deficits due to prior mobility.^{vii}

THE RESULTS

Compared to traditional public school students, full-time virtual charter school students have much weaker academic growth overall. Full-time virtual charter school students experience 180 fewer days of learning in math and 72 fewer days of learning in reading in comparison to traditional public school students.^{viii} Put another way, these data show that in a given year full-time virtual charter school students overall make no gains in math and less than half the gains in reading realized by their peers in traditional public schools.

Full-time virtual charter schools perform worse than traditional public schools in most states. Of the 17 states included in the state level results in the “Online Charter School Study” by CREDO, full-time virtual charter schools performed worse than traditional public schools in 13 states in reading, performed better in only two states, and the differences were not significant in two states. In math, full-time virtual charter schools performed worse than traditional public schools in 14 states, while the differences were not significant in three states.^{ix}

All subgroups of students have weaker academic growth in full-time virtual charter schools than in traditional public schools. All subgroups of students – white, black, Hispanic, Asian/Pacific Islander, Native American, multi-racial, those in poverty, English-language learners, and special education students – perform worse in full-time virtual charter schools than in traditional public schools.^x

The vast majority of full-time virtual charter schools perform worse than traditional public schools. In reading, 67 percent of full-time virtual charter schools have weaker growth than their comparison schools. Only 2 percent outperform their comparison schools, while 32 percent perform no differently.

In math, a full 88 percent of full-time virtual charter schools had significantly weaker growth than their comparison schools, with the remaining 12 percent performing no differently.^{xi}

The average full-time virtual charter school student stays for a short time. On average, students spend two years in full-time virtual charter schools.^{xii}

The mobility rates for students after they leave full-time virtual charter schools are extremely high. Full-time virtual charter school students have a mobility rate of 36 percent, meaning that students who leave full-time virtual charter schools have a more chaotic school experience after they leave full-time virtual charter schools than they did before they enrolled in such schools.^{xiii}

THE POLICY OPTIONS

Our organizations have consistently advocated for policies that support high-quality charter public schools. We believe that states should have clear minimum academic performance standards for charter schools in renewal. We also believe that states should have enforcement mechanisms in place to make sure that all charter schools, including full-time virtual charter schools, meet those minimums. There is no reason why a full-time virtual charter school shouldn't be able to meet all the academic standards that other schools meet. Were such standards being properly enforced for all schools, it would certainly address some of the shortcomings we see in full-time virtual charter schools.

Our organizations have also consistently pushed for policies that support high quality, accountable authorizing. We believe that states should have a method for holding all authorizers accountable for results, which should include an entity that regularly monitors the performance of authorizers to ensure that they are performing well. We also believe that states should require authorizers to demonstrate through annual audits that they are using all of their oversight money to perform oversight functions. Failing to perform well on these measures should put in jeopardy the right to continue authorizing charter schools.

However, these policies are not yet fully in place across chartering states – and we believe that existing policies for oversight of full-time virtual charter schools are particularly inadequate.

The breadth of the underperformance by full-time virtual charter schools convinces us that states need to change the policy framework within which these schools can operate. The specifics of the changes in each state will depend upon the sophistication of that state's funding, attendance, and accountability systems. Subject to circumstances in each state, one or more of these provisions will be most relevant. However, we encourage states to adopt as many of these options as possible to increase the state's chances of elevating the quality of full-time virtual charter schools.

A CALL TO AUTHORIZERS: CLOSE CHRONICALLY LOW-PERFORMING FULL-TIME VIRTUAL CHARTER SCHOOLS

We urge authorizers to work within existing state policy frameworks to close chronically low-performing full-time virtual charter schools. Authorizers can take the necessary steps to close such schools without any changes to state law. Authorizers have a legal and moral responsibility to close chronically low-performing charter schools of any kind, including full-time virtual charter schools.

Authorizing Structure. We recommend that states only permit authorizers that have been granted statewide or regional chartering authority to oversee full-time virtual charter schools that enroll students from more than one district, while still allowing districts to authorize full-time virtual charter schools that enroll students only from within their districts. In order to curb the temptation to authorize for financial gain, we also recommend that states cap the amount of authorizing fees that an authorizer can withhold from a full-time virtual charter school.

Enrollment Criteria. We recommend that states study the establishment of criteria for enrollment in full-time virtual charter schools based on factors proven necessary for student success.

Enrollment Levels. We prefer that states initially maintain a core principle that full-time virtual charter schools, like all other types of charter schools, must serve all students. However, should it be shown that other interventions prove unable to make full-time virtual charter schools successful with all students, state should study the creation of criteria for enrollment, a change which in many states may require that full-time virtual charter schools operate as something other than charter schools.

Accountability for Performance. We recommend that states require authorizers and schools to jointly determine additional, virtual-specific goals regarding student enrollment, attendance, engagement, achievement, truancy, attrition, finances, and operations and to include these goals in the schools' charter contracts. These goals are in addition to the rigorous goals that every charter school contract should contain. We recommend that authorizers make renewal and closure decisions based upon schools' achievement of the goals in their contracts.

Funding Levels Based on Costs. We recommend that states require full-time virtual charter school operators to propose and justify a price per student in their charter school applications. We also call on states to seek guidance from experts and researchers in determining responsible levels of funding based on the real costs of full-time virtual charter schools.

Performance-Based Funding. We recommend that as states establish valid cost levels for operating full-time virtual charter schools, they also fund full-time virtual charter school students via a performance-based funding system.

To be clear, we do not support these policy options for brick-and-mortar charter schools or “hybrid” charter schools that make use of both brick-and-mortar and online settings. These provisions are tailored to the unique problems that have emerged among too many full-time virtual charter schools, problems that call for states to enact significant policy changes for these schools.

Also, while we support making such changes in the context of a state’s public charter school law, we also realize that some of these changes may not fit within that context. States may need to consider governing full-time virtual schools outside of the state’s charter school law, simply as full-time virtual public schools. We will support state leaders that decide to govern full-time virtual schools in this way.

Authorizing Structure

We recommend that states only permit authorizers that have been granted statewide or regional chartering authority to oversee full-time virtual charter schools that enroll students from more than one district, while still allowing districts to authorize full-time virtual charter schools that enroll students only from within their districts. In order to curb the temptation to authorize for financial gain, we also recommend that states cap the amount of authorizing fees that an authorizer can withhold from a full-time virtual charter school.

If a full-time virtual charter school wants to serve students from multiple districts, states should require it to apply to an authorizer that has been granted statewide or regional chartering authority. We recommend that states consider the following options:

- A state could decide that only a state charter school board should oversee virtual schools operating outside the boundaries of a particular school district. Some current examples of this practice include the following: In Colorado, statewide full-time virtual charter schools must apply to the Colorado Charter School Institute; in Maine, the Maine Charter School Commission is the only entity that can authorize full-time virtual charter schools; and the Oklahoma Statewide Virtual Charter School Board is the only authorizer for full-time virtual charter schools in Oklahoma.
- Another approach particularly suited to large states like California and Texas is regional authorizers, designated by the state and possessing proven capacity to handle the kinds of issues raised by full-time virtual charter schools.
- Another approach would be for the state to identify authorizers with expertise in authorizing charter schools – universities, specialty purpose authorizers, or districts – to have authority to authorize full-time virtual charter schools more broadly. Any authorizer approved by the state should have to make an application that demonstrates its capacity and ability to authorize more broadly.

In all these cases, an entity should be monitoring the performance of these authorizers regularly and should periodically conduct a high-stakes review of their authority to authorize full-time virtual charter schools. These approaches would eliminate the kind of scenario we are already witnessing: a small district with scant authorizing capacity authorizing full-time virtual charter schools serving thousands of students spread across a state. In some current cases, the financial per-student windfalls

small districts receive for authorizing have undoubtedly become a driving factor in keeping these schools open despite their poor performance.

However, we stress that states should still allow districts to authorize full-time virtual charter schools that enroll students from within their own districts. If there is demand for a fully local virtual school option, districts should have the ability to meet that demand.

A related recommendation is for states to cap the amount of authorizing fees that an authorizer can withhold from a full-time virtual charter school. Because full-time virtual charter schools are often quite large in size, some authorizers may come to rely on funds generated from the school's authorizing fees for their operations – and that may create reluctance to close it despite poor performance. States need to calibrate the amount of authorizing fees that an authorizer can withhold from a full-time virtual charter school, providing funding enough for appropriate oversight but not so much as to create perverse incentives. The exact amount will differ by state.

These steps will ensure that only authorizers with the right expertise and capacity are able to take on this work. However, getting the authorizing structure right is just the first step, and not sufficient to significantly improve the quality of full-time virtual charter schools. States should also implement the remaining recommendations in this report to increase their chances of creating high-quality full-time virtual charter schools.

Enrollment Criteria

We prefer that states initially maintain a core principle that full-time virtual charter schools, like all other types of charter schools, must serve all students. However, should it be shown that other interventions prove unable to make full-time virtual charter schools successful with all students, states should study the creation of criteria for enrollment, a change which in many states may require that full-time virtual charter schools operate as something other than charter schools.

A foundational principle of the charter school movement is that charter public schools should provide open enrollment to students, meaning that all students must have an equal opportunity to attend charter schools and all student should receive supports designed to facilitate their success within the program. However, it is increasingly clear that full-time virtual charter schools are not a good fit for many children and that solely relying on self-selection in the enrollment process isn't working. Relatedly, it appears that many full-time virtual charter schools are not offering the accommodations needed to make them an appropriate educational setting for all students. Indeed many of the biggest operators of full-time virtual charter schools appear to have developed programs that are only designed to be effective with self-motivated students and/or students with highly involved parents.

Perhaps more than any other type of educational environment, full-time virtual charter schools require self-motivated students and highly involved parents. This observation is supported by both data and anecdote. First, the data, as provided by Mathematica Policy Research's "Inside Online Charter Schools":

- Seventy-six percent of full-time virtual charter schools include courses that are self-paced rather than tied to the calendar. One-third of full-time virtual charter schools rely exclusively on self-paced courses.^{xiv}

- Consistent with the prevalence of self-paced courses, the instructional method used most frequently in full-time virtual charter schools is individualized, student-driven independent study.^{xv}
- The small amount of synchronous instructional time provided by most full-time virtual charter schools is not coupled with extensive one-on-one interaction with teachers. **This suggests that most full-time virtual charter schools expect that the bulk of learning will occur during a student's individual engagement with the course material, perhaps with the help of a parent.**^{xvi}
- When asked an open-ended question about their greatest challenges in leading full-time virtual charter schools, principals most often identified student engagement – nearly three times as often as any other issue.^{xvii}
- Most full-time virtual charter schools have substantial expectations of parents, surely necessitated in part by the limits of the schools' tools for keeping students engaged.^{xviii} In fact, many full-time virtual charter schools —ranging from 43 percent in high school to 78 percent in elementary school—expect parents to actively participate in the student's instruction.^{xix}

These data are amplified in the following anecdotes:

- Maureen Behlen said her son thrived in K12's school because she “put everything into it,” spending several hours a day teaching him and guiding him through his coursework. She said an online school isn't the right fit for families who can't devote as much time to the program as she did. “Would you send a bunch of kids into a classroom with no teachers? Of course not,” said Behlen, who lives in the foothills in East San Jose, California. “There has to be an adult responsible for overseeing what they're learning, and if there isn't, you're setting them up to fail.”^{xx}
- As a special education student, Jenna – before she and her sister were forced to withdraw – was supposed to receive extra time to complete assignments and extra support from teachers. But, her mother, Carol, said, she didn't get it, and that made things even tougher for Jenna, 15. “If I could stay home with the kids and say, ‘OK, let's do this lesson,’ maybe it would have worked out for them,” Carol said.^{xxi}
- “My day is structured so when they're in school, that's what I'm doing. I'm doing school. The older ones are a lot more independent. I'm their facilitator,” Alicia Smith, mother of three full-time virtual charter school students.^{xxii}

These data points and anecdotes make clear that student self-motivation and parental support can make or break a student's success in full-time virtual charter schools in ways unique to the full-time virtual model. They also make clear the fact that many full-time virtual charter schools have created programs that are only designed to succeed with self-motivated students and/or students who have high levels of parent support. For other kinds of students, current full-time virtual charter schools are clearly not working. This is unacceptable. Policymakers should insist that, as a condition of receiving a charter contract, full-time virtual charter schools make the necessary adjustments to ensure that all kinds of students can prove successful, even if that means establishing some bricks and mortar settings and employing sufficient staff needed to provide the direct instruction that many students need to succeed.

Should current full-time virtual charter schools prove unable or unwilling to make the adjustments needed to ensure that all students may prove successful within their programs, we believe it is inevitable that policymakers will begin considering whether new enrollment criteria should be established to ensure that only those students who are prepared to succeed are able to enroll in a full-time virtual charter school. Some organizations have called for states to eliminate open enrollment requirements for full-time virtual charter schools and require these schools to establish criteria for admission in order to ensure quality and effectiveness.^{xxiii} Such a change would constitute a significant shift in policy, as the open-enrollment requirements of most state charter school laws do not currently permit consideration of these factors in the full-time virtual charter school admissions process.

We believe that states should study this idea. Should it be determined that adjusting enrollment criteria is the only means by which full-time virtual charter schools can avoid failing significant numbers of students who are not appropriate for the program, we believe that many states will decide that full-time virtual school offerings are simply incompatible with the goals of their charter school laws. In such cases, states should consider governing full-time virtual schools outside of those laws, as full-time virtual public schools and not charter public schools. However, we remain open to the possibility that some kind of new enrollment criteria can be devised within states' charter laws that are flexible enough to ensure that all students have a right to enroll in the school while also better ensuring that all who attend are set up to succeed.

The bottom line is that states need to ensure that all students are well served. Full-time virtual charter schools are currently not succeeding with too many students. Whether adjustments can be made permitting full-time virtual charter schools to continue operating as charter schools will be up to each state, but we encourage all states to retain a core principle that all charter schools, including full-time virtual ones, must demonstrate an ability to be successful with all students in order to remain as charter schools. better facilitate the matching process between prospective families and the unique learning environments found in full-time virtual charter schools. Whether that can be done within or outside of the state's charter school law is up to each state.

Enrollment Levels

We recommend that states require authorizers and schools to create desired enrollment levels for the full-time virtual charter schools in their states for each year of their charter contracts, not to exceed a certain number of students per school in any given year, and allow schools to grow – or not – based on performance.

While several states currently restrict the number of full-time virtual charter schools that can be established or limit their total enrollment numbers, these restrictions still often allow for large schools to operate. Most notably, Ohio law allows five new full-time virtual charter schools per year and sets base enrollment and enrollment growth limits. For full-time virtual charter schools opened as of the 2012-13 school year, the base enrollment is the school's enrollment number at the end of the 2012-13 school year. For schools that opened after the 2012-13 school year, the base enrollment is 1,000 students. For schools with more than 3,000 students, the allowable annual rate of growth is capped at 15 percent. For schools with fewer than 3,000 students, the allowable annual rate of growth is capped at 25 percent.

Notwithstanding these restrictions, the two largest full-time virtual charter schools in Ohio are:

- Electronic Classroom of Tomorrow with 15,058 students.
- Ohio Virtual Academy (operated by K12) with 10,802 students.

When the large size of many full-time virtual charter schools is combined with research showing that full-time virtual charter school students have much weaker academic growth overall than traditional public school students, caution is justified. The following two actions related to enrollment will help ensure that all students enrolled in full-time virtual charter schools will have a chance of success in this environment:

- Create maximum enrollment levels for full-time virtual charter schools that number in the hundreds of students instead of the thousands of students. This step will help ensure that operators will focus on enrolling students who will flourish in this type of environment, rather than just getting students in seats.
- Tie growth in full-time virtual charter schools enrollments to fulfillment of interim performance goals, rather than setting an arbitrary percentage cap that allows rapid growth with no reference to performance. Interim goals should include measurable targets for student enrollment, attendance, engagement, achievement, truancy, attrition, finances, and operations.

If states require full-time virtual charter schools to have enrollment criteria and create performance-based enrollment levels for these schools, we are optimistic that students most likely to succeed in this unique learning environment will be the ones that actually enroll – and stay enrolled – in a full-time virtual charter school.

Accountability for Performance

We recommend that states require authorizers and schools to jointly determine additional, virtual-specific goals regarding student enrollment, attendance, engagement, achievement, truancy, attrition, finances, and operations and to include these goals in the schools' charter contracts. These goals are in addition to the rigorous goals that every charter school contract should contain. We recommend that authorizers make renewal and closure decisions based upon schools' achievement of the goals in their contracts.

It is apparent that too many state policy environments lack key accountability provision needed for full-time virtual charter schools. Few states even require full-time virtual charter schools to provide detailed data (above what is required for all charter schools) on student enrollment, attendance, engagement, achievement, truancy, attrition, finances, and operations.^{xxiv}

Given the extremely high mobility rates of students in full-time virtual charter schools, it makes sense to establish new data gathering and reporting requirements specific to this model. As part of the application and contracting processes, authorizers and full-time virtual charter schools should jointly determine goals regarding student enrollment, attendance, engagement, achievement, truancy, attrition, finances, and operations. Arming authorizers with more timely and comprehensive data about full-time virtual charter schools will position them better to evaluate the progress of these schools, engage more thoughtfully with these schools as challenges emerge, and make more informed decisions about renewals and closures.

At the same time that we urge state leaders to make these policy changes regarding full-time virtual charter schools, **we also call on authorizers to hold full-time virtual charter schools accountable for**

their performance, including making the tough decisions to close those that are chronically low-performing.

Funding Levels Based on Costs

We recommend that states require full-time virtual charter school operators to propose and justify a price per student in their charter school applications. We also call on states to seek guidance from experts and researchers in determining responsible levels of funding based on the real costs of full-time virtual charter schools.

We know there is variation in the operating costs for full-time virtual charter schools. A study performed by Augenblick, Palaich and Associates compared the level of resources required to meet state academic standards in brick-and-mortar schools with full-time virtual schools and found that full-time virtual schools' costs were between 93 percent and 98 percent of those of a brick-and-mortar school.^{xxv}

And a 2011 study of online learning costs by the Thomas B. Fordham Institute identified five levers that determine resource-allocation strategies for full-time virtual schools:

- Labor
- Content acquisition
- Technology and infrastructure
- School operations
- Student-support services

The study estimated that the average per-pupil cost for a full-time virtual school is \$6,400, with a range between \$5,100 and \$7,700. For comparison, the study identified an average cost for a traditional brick-and-mortar school at \$10,000 (excluding central administrative costs).^{xxvi}

As one way to better align the per-pupil dollars going to these schools with the actual costs of these unique options, we recommend that states require full-time virtual charter school applicants to provide detailed costs for operating the school and propose a funding level per student for the school that is based upon these detailed costs. States should also ask respected research and policy centers to produce independent work assessing real costs and resource needs within their own states.

Performance-Based Funding

We recommend that as states establish valid cost levels for operating full-time virtual charter schools, they also fund full-time virtual charter school students via a performance-based funding system.

It is apparent that too many states rely on funding systems for full-time virtual charter schools that were designed with brick-and-mortar schools in mind. Few states, in fact, fund full-time virtual charter schools based on formulae that take into account the unique attributes of such schools.^{xxvii} As states institute new virtual-specific performance and reporting requirements, they should explore funding models for full-time virtual charter schools based upon the progress schools make toward interim and yearly goals, including funding based upon course completion.

As states develop policies in the specific area of performance-based funding, we recommend that they look to the emerging efforts in four states that are experimenting with completion-based funding systems: Florida, Minnesota, New Hampshire, and Utah. Completion standards vary by state, with Florida requiring students to pass an exam, Minnesota and Utah requiring course credit to be earned, and New Hampshire requiring demonstrated mastery. Three states assign themselves the responsibility to determine whether competencies have been met, while one state assigns that authority to the teacher. Two states allow partial payment for partial completion, while two states require students to complete the course before the school is eligible to receive payment. The table below summarizes these approaches.^{xxviii}

Competency-Based Funding System Attributes for Full-Time Virtual Charter Schools in Four States^{xxix}

State	Standard	Who Determines Successful Completion	Partial Payments
Florida	Pass End-of-Course Exam	State	No
Minnesota	Course Completions	State	No
New Hampshire	Competencies Mastered	Teacher	Yes
Utah	Credit Registration / Credit Earned	State Board of Education	Yes

CONCLUSION

We believe that full-time virtual charter public schools are meaningful and beneficial options for some students. Notwithstanding these success stories, the well-documented, disturbingly low performance by too many full-time virtual charter public schools should serve as a call to action for state leaders and authorizers across the country. It is time for state leaders to make the tough policy changes necessary to ensure that this model works more effectively for the students it serves. It is also time for authorizers to hold full-time virtual charter schools accountable for performance, using measures and metrics suited to their programs and closing those that chronically fail their students. Our organizations are committed to working with state leaders and authorizers as they embark on these efforts.

To reiterate, our organizations support full-time virtual schooling. We have advocated in states across the country to make sure this option is available to the families that need it. Unfortunately, the results clearly show that significant problems exist within this part of the charter school movement. Left unchecked, these problems have the potential to overshadow the positive impacts this model currently has for some students. We urge state leaders and authorizers to address these problems head-on instead of turning a blind eye to them.

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