



**Nevada State Public  
Charter School  
Authority**

# **2019 Academic and Demographic Needs Assessment**

*July 26, 2019*

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## **I. Executive Summary**

In 2019, the Nevada State Legislature voted to pass Assembly Bill 462. This legislation requires that the State Public Charter School Authority (SPCSA) conduct and incorporate the findings of “an evaluation of demographic information of pupils, the academic needs of pupils and the needs of any pupils who are at risk of dropping out of school in this State” into its charter school authorizing decisions. The deadline for the first evaluation was established in AB 462 as July 30, 2019, with a requirement that the evaluation be updated annually by January 31. To this end, the SPCSA has conducted an Academic and Demographic Needs Assessment in collaboration with the Nevada Department of Education (NDE) as well as local school districts and, moving forward, will undertake this process annually. The purpose of this document is to detail how the SPCSA has defined academic and demographic need, the findings of the needs assessment, and the implications of those findings.

In accordance with the requirements of AB 462, the SPCSA has worked in conjunction with local school districts and the Nevada Department of Education to establish definitions for demographic and academic needs that are transparent, grounded in student and school performance, and aligned to the Department’s accountability system. These needs reflect the current state of education in Nevada and will evolve over time in response to changes in our state’s educational context.

The SPCSA has defined demographic and academic needs as follows:

### **1. Demographic Needs**

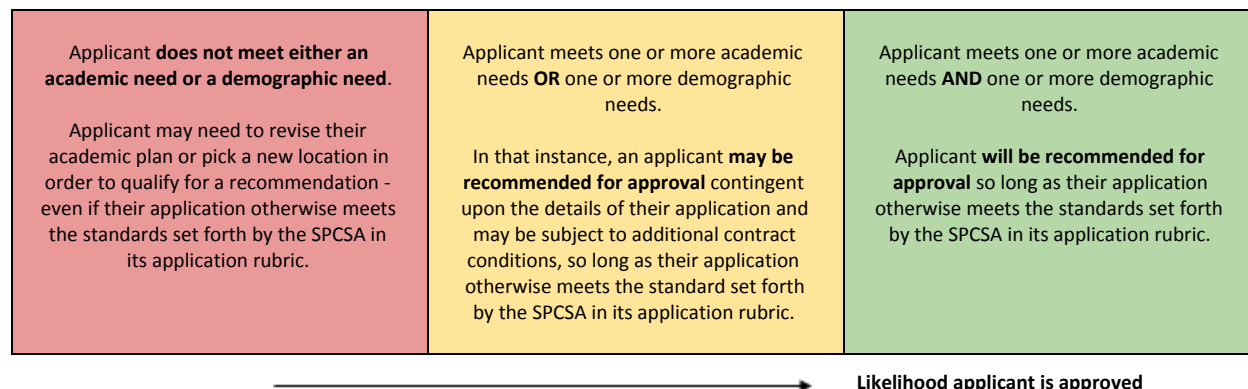
- a. Student populations that underperform according to graduation rate, the ACT Assessment, and the Smarter Balanced Assessment (both Math and ELA) for the last three years present a demographic need; these populations of students may benefit from the creation of high-quality school options focused on meeting their needs;

### **2. Academic Needs**

- a. Geographies with 1 and 2 star schools: In zip codes with a 1- or 2-Star school, students are enrolling in schools that are, by definition, inadequate and the addition of a 3, 4 or 5-Star school would provide an alternative for these students;
- b. Students at risk of dropping out: Despite a rapidly improving graduation rate, nearly one in five students does not graduate high school in four years , with certain subpopulations persistently graduating at lower rates than their peers;

Section 6.3 of AB 462 requires that approval of any charter application must include a determination that the proposed school meets one or more of the needs defined in the Academic and Demographic Needs Assessment. The SPCSA will evaluate charter applications based upon both the public charter school application rubric and the proposed school’s plans to

meet statewide academic and demographic needs found by the SPCSA's Needs Assessment, as shown below.



This first iteration of the Needs Assessment will be utilized for the summer 2019 charter application cycle. The Needs Assessment will be updated this fall and each fall thereafter, in collaboration with the Nevada Department of Education and local school districts, to ensure that each charter application process is reflective of the state's current academic and demographic needs.

Moving forward, the SPCSA will approve high quality applications that address the needs identified in the Needs Assessment. In reviewing and approving charter applications, the SPCSA will solicit input and feedback from local school districts, municipalities, other key stakeholders, and the public at large.

The SPCSA would like to thank the Nevada Department of Education, the staff of the Clark County School District, the staff of the Washoe School District, and the City of Henderson for their contributions to the Academic and Demographic Needs Assessment. The SPCSA looks forward to further engagement with school districts and their boards of trustees and has initiated outreach to other municipalities across the state and anticipates including input from these stakeholders in future iterations of the Needs Assessment. Further information on engagement with stakeholders can be found in Appendix D.

## **II. Introduction of Academic and Demographic Needs Assessment**

### *Legislative context and purpose*

In May of 2019, the Nevada State Legislature voted to pass Assembly Bill 462 which was then signed into law with an effective date of June 3, 2019. The legislation requires that public charter school sponsors make several changes to their authorizing and accountability practices. These changes included the requirement that the SPCSA conduct an annual assessment of statewide academic and demographic needs which, moving forward, will inform SPCSA's charter authorization planning and decisions.

AB 462 states that "the State Public Charter School Authority shall prepare, in collaboration with the Nevada Department of Education and, to the extent practicable, the board of trustees of each school district in this State and any other sponsor of a public charter school in this State, an evaluation of demographic information of pupils, the academic needs of pupils, and the needs of any pupils who are at risk of dropping out of school in this state." The law states that the SPCSA's initial assessment must be conducted by July 30, 2019. Thereafter, the SPCSA shall conduct this assessment annually and prior to January 31 of each year.

For each charter application, the SPCSA conducts an application review process according to which it makes recommendations to the board. Subsequently, the board reviews each application, its accompanying staff recommendation, and takes a vote to approve or turn down the proposal. In the past, this review process has required that an application both complied with applicable laws and regulations and that the applicant "demonstrated competence in accordance with the criteria for approval prescribed by the sponsor." Moving forward, in accordance with AB 462, the staff shall additionally "consider the degree to which the proposed public charter school will address the needs identified" and shall "solicit input from the board of trustees of the school district in which the proposed public charter school will be located" in determining their application recommendations to the board. Similarly, the board shall approve applications that, in addition to previous requirements noted, meet at least one need identified in the Academic and Demographic Needs Assessment and has received sufficient public input.

In accordance with AB 462, this document will address the following questions:

1. What are the standards and measures according to which the SPCSA we will measure which specific student populations may benefit from a public charter school option?
2. What are the standards and measures according to which we are going to assess whether a geography has a need for a public charter school option?
3. What are the standards and measures according to which we are going to assess the needs of students who are at risk of dropping out of school?
4. Based on the foregoing, which communities seem most likely to benefit from the strategic placement of a public charter school?
5. What are the implications of the foregoing for the SPCSA's authorizing practices?

The objective of this document is to assess statewide academic and demographic needs as outlined in AB 462. The specific measures outlined in this document are not however the only

factors that the SPCSA will consider in authorizing new schools. AB 462 also calls for public input in both this needs assessment and in the charter school authorizing process. In both processes moving forward, the SPCSA will consider many factors raised by the community, including evidence of demand for new schools, whether due to the need for additional facility capacity, students on public charter school waiting lists, or families desiring different educational options.

Furthermore, as the SPCSA develops new versions of the Academic and Demographic Needs Assessment in future years, the SPCSA will consider changes in Nevada's educational landscape and will propose changes to the way that needs are defined and measured as appropriate. In future years, the SPCSA will continue the practice of providing local school districts, municipalities, and other members of the public with the opportunity to provide input into and feedback on the proposed definitions of need and methodology of the assessment.

### **III. Definition of Academic and Demographic Need**

AB 462 requires that the Academic and Demographic Needs Assessment evaluate the “demographic information of pupils, the academic needs of pupils, and the needs of any pupils who are at risk of dropping out of school in this state.”

While the definitions of needs are specific, charter applicants will have the flexibility to determine how they would address one or more of the needs, if approved. These definitions will evolve over time to correspond to changes in Nevada’s academic and demographic needs.

#### **Identified Needs**

AB 462 requires that the Academic and Demographic Needs Assessment evaluate the “demographic information of pupils, the academic needs of pupils, and the needs of any pupils who are at risk of dropping out of school in this state.” Accordingly, the SPCSA has defined a set of needs that are:

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

#### **1. Demographics (see Appendix B for related statewide data)**

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

*Rationale: These populations have performed below the state average in graduation rate, ACT Assessment, Smarter Balanced Assessment (both math and reading) for the last three years based on statewide data from the Nevada Report Card and as shown in Appendix B. Historically, most school districts have used free and reduced-price lunch rates as a proxy measure for students in poverty.*

#### **2a. Academic Need: Geographies with 1 and 2 Star Schools (see Appendix C for definitions of Star ratings)**

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

*Rationale: The Nevada School Performance Framework was developed by the Nevada Department of Education with input from local school districts across the state. The Nevada School Performance Framework identifies 3-Star performance as adequate, while 1-Star schools are defined as not meeting standards and 2-Star schools are defined as partially meeting standards. In zip codes with a 1- or 2-Star school, students are enrolling in schools that are, by definition, inadequate and the addition of a 3, 4 or 5-Star school would provide an alternative for these students. The use of the star rating as a measure of success has been reaffirmed by the state's largest school district which has established a 5-year goal of achieving a rating of 3-Stars or better for all schools in the district.*

**2b. Academic Need: Students at Risk of Dropping out of School (see Appendix B for related statewide data)**

Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to prevent at-risk students from dropping out of school. Models may include but are not limited to programs designed for populations most at-risk of dropping out or programs aimed at enabling credit-deficient students to get back on track to graduate. Applicants should demonstrate a strong understanding of grade-level appropriate indicators for successful high school completion, such as early literacy, attendance, and credit sufficiency and plans to enable students to successfully meet these milestones.

*Rationale: Despite a rapidly improving graduation rate, nearly one in five students does not graduate high school in four years, with certain special populations persistently graduating at lower rates than their peers (see data in Appendix B). In addition, research has shown that there are early indicators for students at risk of dropping out of school that can be proactively addressed. According to research compiled by [Attendance Works](#), chronic absenteeism is a critical factor in student academic success and in certain circumstances is associated with increased risk of dropping out of school. In addition, research by the [Annie E. Casey Foundation](#) found that students “who do not read proficiently by third grade are four times more likely to leave school without a diploma than proficient readers.”*

Section 6.3 of AB 462 requires that approval of any charter application must include a determination that the proposed school meets one or more of the needs identified in the Academic and Demographic Needs Assessment. Moving forward, therefore, the SPCSA will adjust the charter application process such both the SPCSA staff's review of charter applications and the Authority's board's decisions on public charter school applications are both reflective of district input as well as the findings of the Needs Assessment. The SPCSA will conduct the Academic and Demographic Needs Assessment on an annual basis in order to ensure that each charter application process is reflective of the state's current academic and demographic needs.



## IV. Findings of Academic and Demographic Needs Assessment

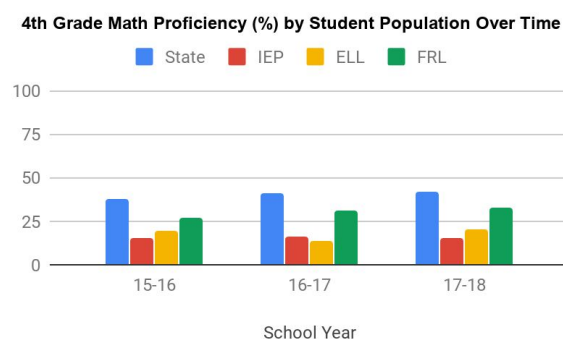
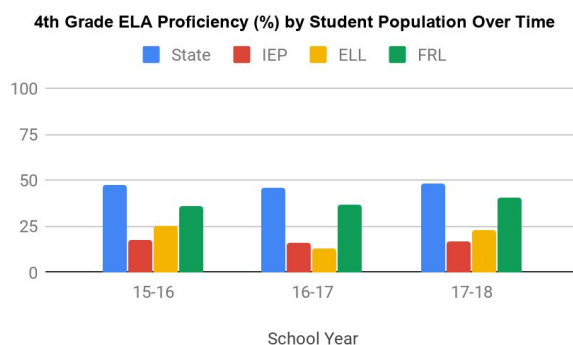
The SPCSA has collaborated with the Nevada Department of Education and local school districts statewide to conduct this Academic and Demographic Needs Assessment, will review charter applications in consideration of the needs assessment findings, and will approve high quality applications that address the needs identified in the Needs Assessment. In reviewing and approving charter applications, the SPCSA will solicit input and feedback from local school districts, municipalities, other key stakeholders, and the public at large.

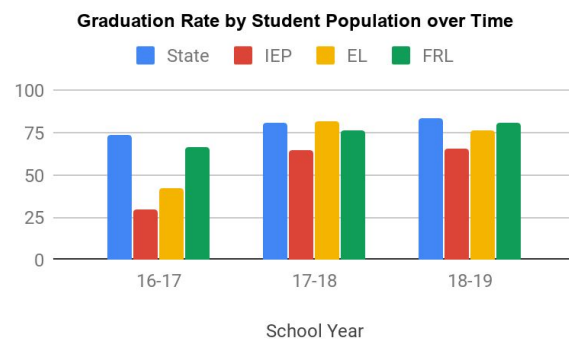
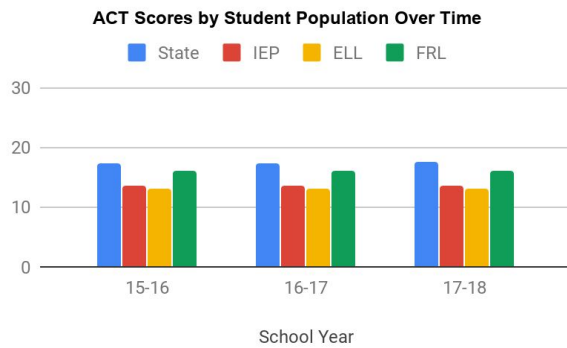
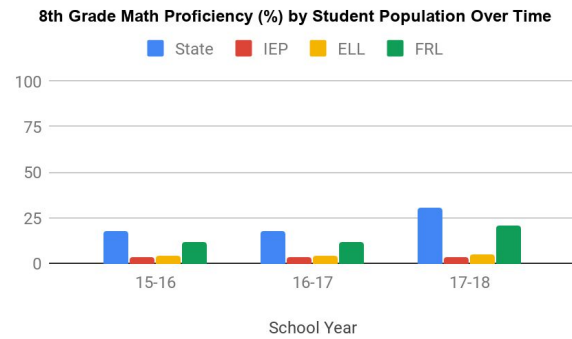
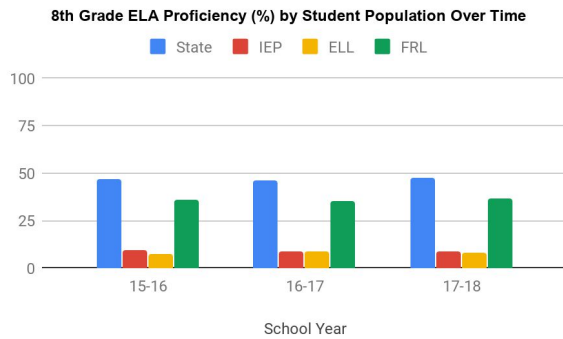
The information below provides a summary of current trends identified through this initial Needs Assessment. As required by AB 462, the SPCSA will update the Needs Assessment annually, with the first updates expected to be made in the fall of 2019. It is anticipated that as the educational landscape evolves, so too will the content and findings within the needs assessment.

### 1. Demographics

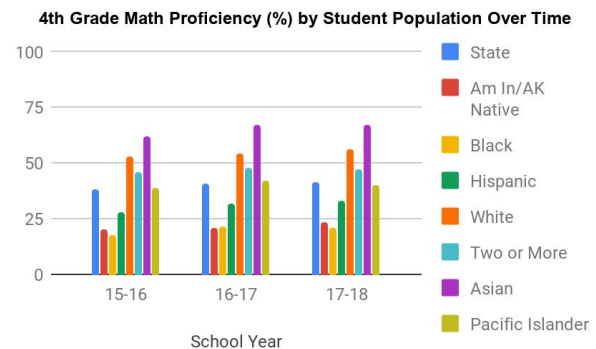
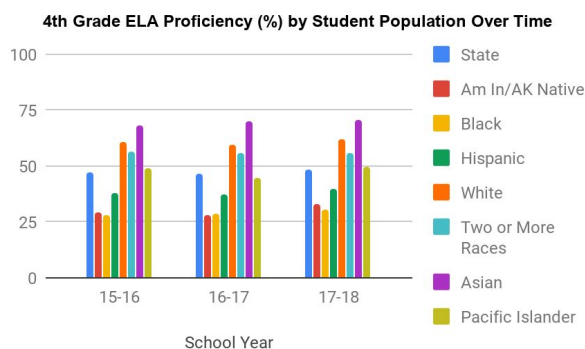
The following student populations have historically underperformed relative to the average Nevada students across multiple academic measures:

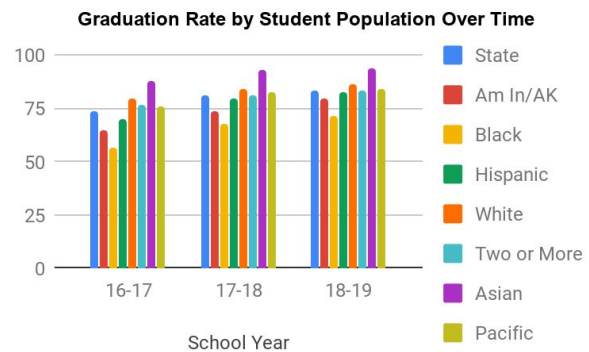
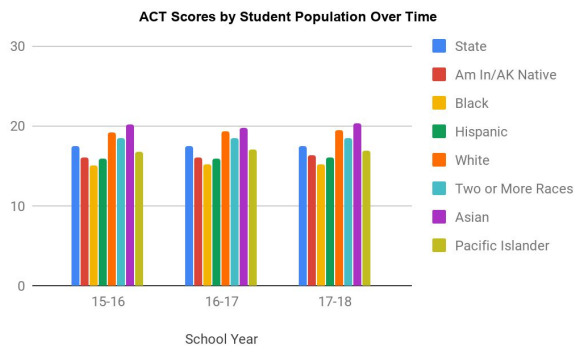
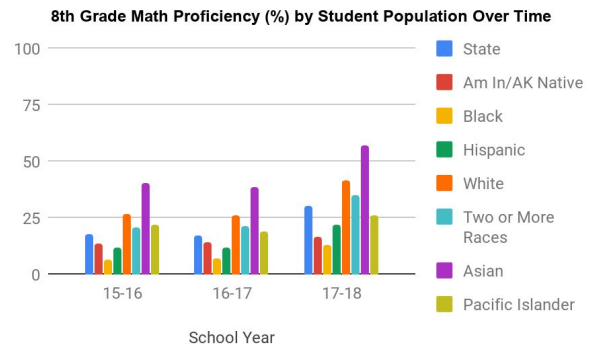
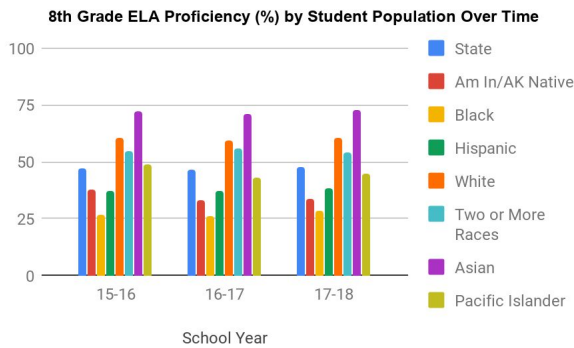
- Students qualifying for free or reduced-price lunch students underperformed relative to the average Nevada student in the 2015-2016, 2016-17, and 2017-18 school years according to graduation rate, ACT Assessment, and the Smarter Balanced Assessment (in both Math and ELA).
- English Learners underperformed relative to the average Nevada student in the 2015-2016, 2016-17, and 2017-18 school years according to graduation rate, ACT Assessment, and the Smarter Balanced Assessment (in both Math and ELA).
- Students who have Individualized Education Programs (IEPs) underperformed relative to the average Nevada student in the 2015-2016, 2016-17, and 2017-18 school years according to graduation rate, ACT Assessment, and the Smarter Balanced Assessment (in both Math and ELA).





In addition, while the focus of this analysis was on the three aforementioned student subpopulations, our analysis of data from the Nevada Department of Education showed that Black, Hispanic, and American Indian/Alaskan Native students underperformed relative to the average Nevada student in the 2015-2016, 2016-17, and 2017-18 school years according to graduation rate, ACT Assessment, and the Smarter Balanced Assessment (in both Math and ELA).





## 2a. Academic Need: Geographies with 1 and 2 Star Schools

The following analyses provide an overview of academic need, as measured by the existence of 1 and 2 star schools, in Nevada as a whole and in each local school district. These data do not include public charter schools authorized by the SPCSA. Please note that a detailed summary of each local school district, regardless of enrollment size can be found in Appendix A. These analyses reflect the most recent data available: the 2017-18 Nevada School Performance Framework data and 2018-19 enrollment data, both from the Nevada Department of Education.

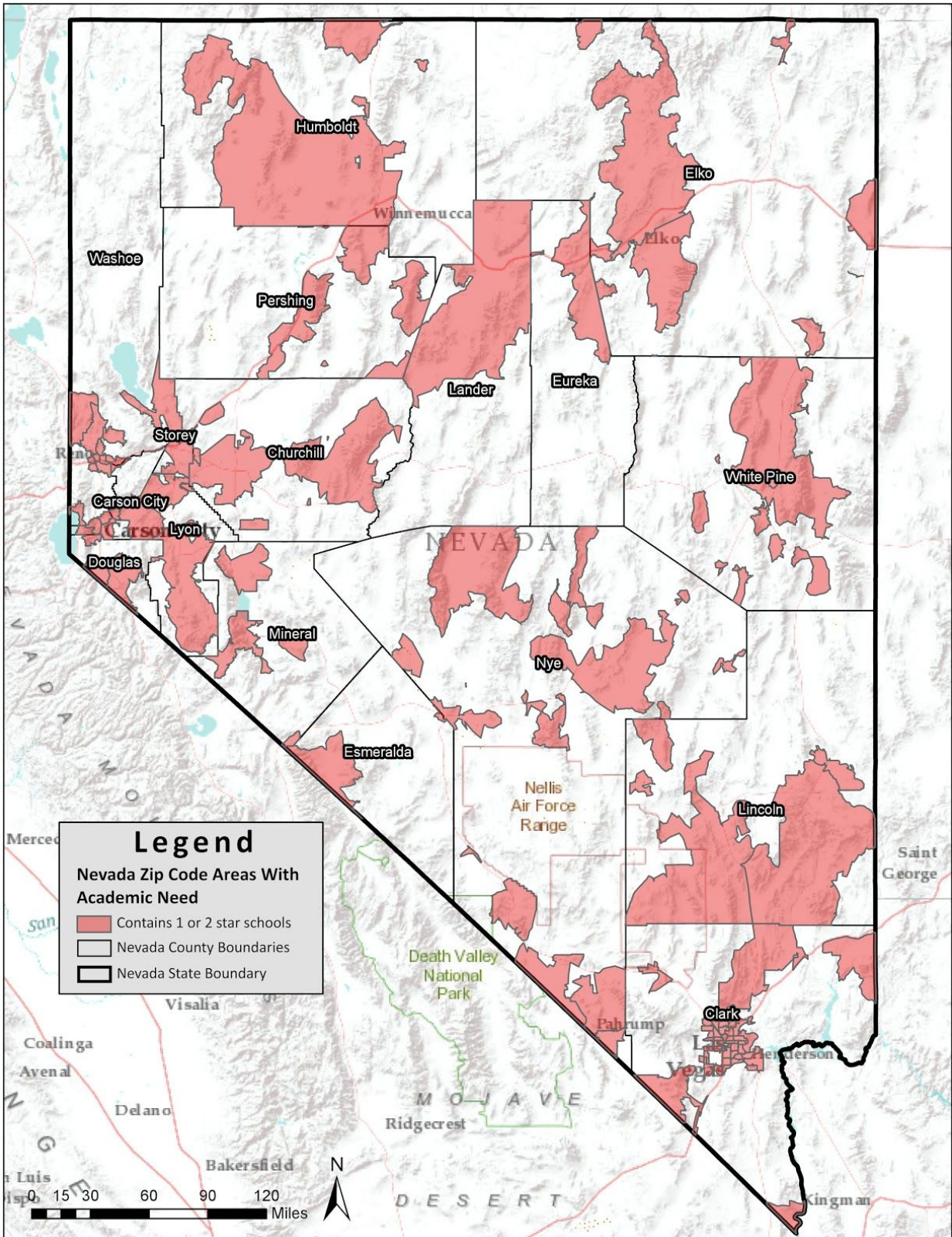
- Statewide (does not include SPCSA-sponsored charter schools)
  - In Nevada, 17 local school districts serve approximately 450,000 students;
  - Across the state, there are 262 schools rated 2-star or below and they serve approximately 165,000 students;
  - The zip codes with the greatest number of students attending 1- and 2-star schools are 89110, 89115, and 89107.
- Carson City
  - Carson City School District serves approximately 8,000 students;

- In the district, there are 6 schools rated 1 or 2 stars and they serve 2,786 students;
- The zip code with the greatest number of students attending 1 or 2 star schools is 89706.
- Churchill
  - Churchill County School District serves approximately 3,200 students;
  - In the district, there is 1 school rated 1 or 2 stars and it serves 704 students;
  - The only zip code with students attending 1 and 2 star schools is 89406.
- Clark
  - Clark County School District serves approximately 330,000 students;
  - In the district, there are 153 schools rated 1 or 2 stars and they serve 122,355 students;
  - The zip codes with the greatest number of students attending 1 and 2 star schools are 89110, 89115, and 89107.
- Douglas
  - Douglas County School District serves approximately 5,800 students;
  - In the district, there are 4 schools rated 1 or 2 stars and they serve 1,477 students;
  - The zip code with the greatest number of students attending 1 and 2 star schools is 89460.
- Elko
  - Elko County School District serves approximately 10,000 students;
  - In the district, there are 13 schools rated 1 or 2 stars and they serve 3,872 students;
  - The zip codes with the greatest number of students attending 1 and 2 star schools are 89801, 89883, and 89815.
- Esmeralda
  - Esmeralda County School District serves approximately 100 students;
  - In the district, there is 1 school rated 1 or 2 stars and it serves 57 students;
  - The only zip code with students attending 1 and 2 star schools is 89010.
- Eureka
  - Eureka County School District serves approximately 300 students;
  - In the district, there are no schools rated 1 or 2 stars.
- Humboldt
  - Humboldt County School District serves approximately 3,500 students;
  - In the district, there are 6 schools rated 1 or 2 stars and they serve 2,096 students;
  - The zip code with the greatest number of students attending 1 and 2 star schools is 89445.
- Lander
  - Lander School District serves approximately 1,000 students;
  - In the district, there is 1 school rated 1 or 2 stars and it serves 205 students;
  - The only zip code with students attending 1 and 2 star schools is 89820.
- Lincoln
  - Lincoln County School District serves approximately 1,000 students;

- In the district, there are 3 schools rated 1 or 2 stars and they serve 333 students;
- The zip code with the greatest number of students attending 1 and 2 star schools is 89001.
- Lyon
  - Lyon County School District serves approximately 9,000 students;
  - In the district, there are 10 schools rated 1 or 2 stars and they serve 4,585 students;
  - The zip codes with the greatest number of students attending 1 and 2 star schools are 89403, 89408, and 89447.
- Mineral
  - Mineral County School District serves approximately 600 students;
  - In the district, there are 3 schools rated 1 or 2 stars and they serve 442 students;
  - The zip code with the greatest number of students attending 1 and 2 star schools is 89415.
- Nye
  - Nye County School District serves approximately 5,300 students;
  - In the district, there are 11 schools rated 1 or 2 stars and they serve 2,342 students;
  - The zip codes with the greatest number of students attending 1 and 2 star schools are 89060, 89048, and 89049.
- Pershing
  - Pershing County School District serves approximately 700 students;
  - In the district, there are 2 schools rated 1 or 2 stars and they serve 458 students;
  - The only zip code with students attending 1 and 2 star schools is 89419.
- Storey
  - Storey County School District serves approximately 500 students;
  - In the district, there is 1 school rated 1 or 2 stars and it serves 48 students;
  - The only zip code with students attending 1 and 2 star schools is 89434
- Washoe
  - Washoe County School District serves approximately 68,000 students;
  - In the district, there are 42 schools rated 1 or 2 stars and they serve 21,008 students;
  - The zip codes with the greatest number of students attending 1 and 2 star schools are 89502, 89512, and 89506.
- White Pine
  - White Pine County School District serves approximately 1,700 students;
  - In the district, there are 5 schools rated 1 or 2 stars and they serve 1,024 students;
  - The zip code with the greatest number of students attending 1 and 2 star schools is 89301.

The subsequent page contains a statewide map indicated the zip codes that contain 1- and 2-star schools. See Appendix A for a map of each local school district.

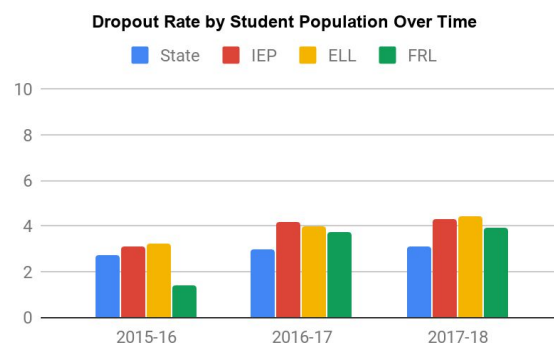
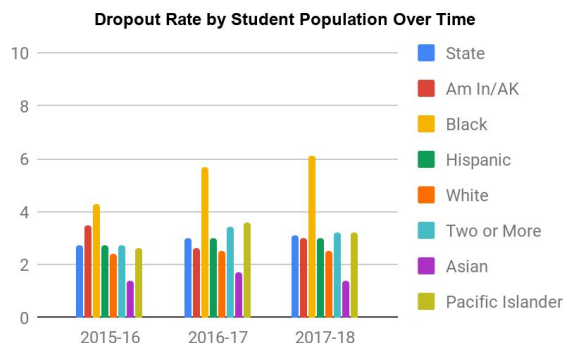




## 2b. Academic Need: Students at Risk of Dropping out of School

Minority students, special student populations, and economically disadvantaged students have higher dropout rates than their peers in at least some if not all grade levels.

- English Language Learners have a higher dropout rate overall and in each grade than the average of Nevada students between 6th and 12th grade.<sup>1</sup>
- Students who have Individualized Education Programs (IEPs) have a higher dropout rate overall and in each grade than the average of Nevada students between 6th and 12th grade.
- Students receiving free and reduced-priced lunch (FRL) have a higher dropout rate overall and in each grade than the average of Nevada students between 6th and 12th grade.
- Black students have a higher dropout rate overall and in each grade than the average of Nevada students between 6th and 12th grade.
- Hispanic students have a higher dropout rate than the average of Nevada students in 9th, 11th, and 12th grades.
- Pacific Islander students have a higher dropout rate than the average of Nevada students in 6th, 7th, and 8th grades.
- American Indian and Alaskan Native students have a higher dropout rate in 8th, 9th, 10th and 12th grades than the average of comparable Nevada students.
- Additionally, data on graduation rate and credit deficiency reinforce these trends.



<sup>1</sup> The exception to this is English Language Learners in 6th grade who have a drop out rate that is consistent with the state average.

## V. Implications for SPCSA Authorizing Practices

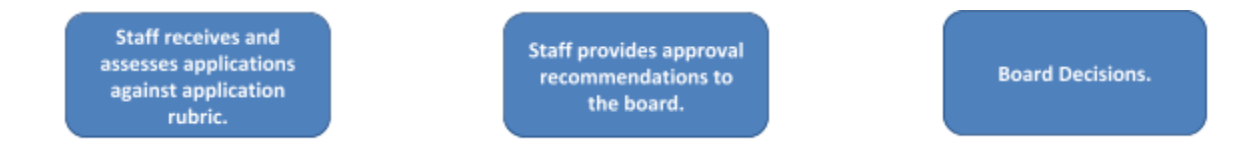
The SPCSA's charter application process has always required that charter applicant define the academic need the proposed school would serve as well as the school's academic, operational, and financial plans. Based on the information provided, SPCSA staff and third-party reviewers then evaluated applicants and recommend those that address each section with "specific and accurate information that shows thorough preparation, presents a clear, realistic picture of how the school expects to operate, and inspires confidence in the applicant's capacity to carry out the plan effectively in a way which will result in a 4- or 5-start school."<sup>2</sup> AB 462 does not contradict these historical practices, which are aligned to national best practices. It does however require that the SPCSA augment its authorizing process in important ways as described below.

The SPCSA will continue to evaluate whether public charter school applications comply with all applicable laws and regulations as well as evaluate whether the proposal demonstrates competence that will "likely result in a successful opening and operation of the charter school."

<sup>3</sup> Moving forward, however, charter school sponsors are required to conduct "an evaluation of [the] demographic information of pupils, the academic needs of pupils and the needs of any pupils who are at risk of dropping out of school in the geographic areas served by the sponsor" prior to approving public charter applications. Charter school sponsors are now required to approve only those public charter school applications that are found to address one or more of the needs identified in the sponsor's most recent evaluation.

In response to the requirements outlined by AB 462, the SPCSA will adjust the charter application process as shown below:

### Former Process



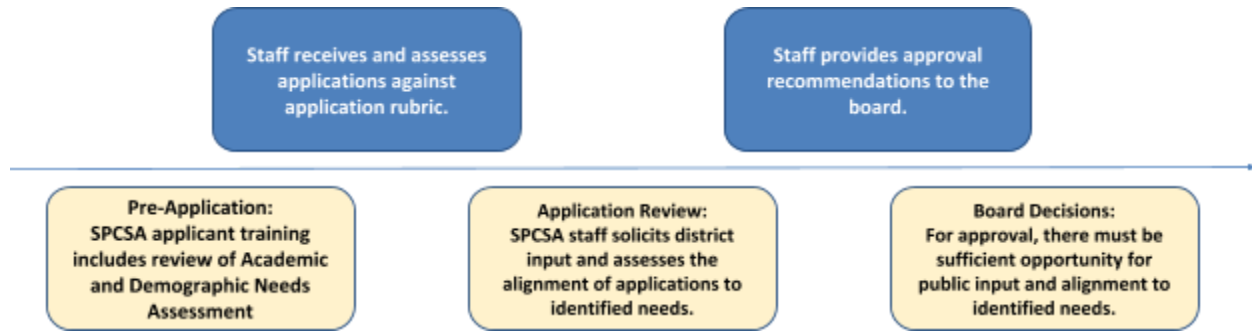
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<sup>2</sup> Per SPCSA application rubric.

<sup>3</sup> NRS 388A.249



## Updated Process Pursuant to AB 462:



The SPCSA staff review of charter applications and the Authority board approval of charter applications will still consider the quality of applications. Moving forward, both stages will additionally consider (1) an application’s alignment with the findings of the Academic and Demographic Needs Assessment as well, (2) district input on an application’s alignment with the Needs Assessment , and (3) public input on demand for new schools.

Phase	Details	Who Leads?	Who can provide input?
Review of Charter Applications	Charter application review assesses both the quality of the application as well as the application’s responsiveness to the findings of the needs assessment.	SPCSA staff	Local school district where the proposed public charter school will be located.
Approval of Charter Applications	<p>The SPCSA board will approve schools that (1) meet the standards for quality set by the SPCSA and (2) align to one or more needs identified in the Academic and Demographic Needs Assessment.</p> <p>In considering applications for approval, the SPCSA will solicit public input. This will involve targeted outreach to key stakeholders, including but not limited to local school districts and municipalities. The public input process will explicitly address questions of demand for new schools including district facility capacity and public charter school waiting lists.</p>	SPCSA board	SPCSA staff, members of the public.

In determining whether to approve a charter application, the SPCSA board will consider the findings of the Academic and Demographic Needs Assessment in making authorizing decisions as shown in the table below:

<p>Applicant <b>does not meet either an academic need or a demographic need.</b></p> <p>Applicant may need to revise their academic plan or pick a new location in order to qualify for a recommendation - even if their application otherwise meets the standards set forth by the SPCSA in its application rubric.</p>	<p>Applicant meets one or more academic needs <b>OR</b> one or more demographic needs.</p> <p>In that instance, an applicant <b>may be recommended for approval</b> contingent upon the details of their application and may be subject to additional contract conditions, so long as their application otherwise meets the standard set forth by the SPCSA in its application rubric.</p>	<p>Applicant meets one or more academic needs <b>AND</b> one or more demographic needs.</p> <p>Applicant <b>will be recommended for approval</b> so long as their application otherwise meets the standards set forth by the SPCSA in its application rubric.</p>
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—————→ Likelihood applicant is approved

## **VI. Conclusion**

In accordance with AB 462, the SPCSA has conducted the first iteration of the Academic and Demographic Needs Assessment in collaboration with School Districts and the Nevada Department of Education. This iteration of the Needs Assessment will be used as part of the 2019 Summer Application cycle to inform decisions about charter school applications. The SPCSA anticipates updating the Needs Assessment in fall 2019 and each fall thereafter.

Going forward, the Needs Assessment will provide up-to-date information about the demographics and academic needs of students across the state of Nevada. In addition, the Needs Assessment will be a key driver in the development of the Growth Management Plan which is also required by AB 462. While the Needs Assessment will provide a snapshot in time of the needs of students in Nevada, the Growth Management Plan will provide a preview of how new public charter schools will address the identified needs of students in Nevada.

Ultimately, AB 462 creates a platform for the strategic and informed growth of public charter schools. Taken together, the Needs Assessment and the Growth Management Plan will help the SPCSA to fulfill its responsibilities as an authorizer of public charter schools that are responsive to the needs of students and families throughout Nevada.

## VII. Glossary of Terms

*Unless otherwise noted, all definitions are from the [Nevada Report Card Website](#).*

**ACT Assessment:** The ACT is a nationally recognized college admissions exam that is accepted by all four-year colleges and universities in the United States.<sup>4</sup>

**Credit Deficiency:** Not having enough credits to progress to the next grade or graduate.

**Dropout:** Any pupil who withdrew during the previous school year for any reason specified in subsection 3 of NAC 387.215.

**English Language:** English Learners (EL) are students who have limited proficiency with the English language as measured by language assessment tools. Previously referred to as LEP.

**Free & Reduced Lunch:** Students who are from households that qualify by income to receive free or reduced-price lunch at their school.

**Graduation Rate:** The rate at which 9th graders graduate by the end of the 12th grade. (number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.)

**Individualized Education Program (IEP):** A written statement for each child with a disability that is receiving special education services; it is developed and reviewed by the IEP Team. (From IDEA)

**Smarter Balanced Assessment:** The Smarter Balanced assessments (SBAC) are a key part of measuring student progress in grades 3-8 towards success in college and career. The computer-adaptive format and online administration of the assessments provide meaningful feedback that teachers and parents can use to help students succeed. The assessments are aligned with the Nevada Academic Content Standards in ELA and mathematics. Results from SBAC are included on the Nevada Report Card.<sup>5</sup>

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<sup>4</sup> [http://www.doe.nv.gov/Assessments/College\\_Career\\_Readiness\\_Assessments\\_ACT/](http://www.doe.nv.gov/Assessments/College_Career_Readiness_Assessments_ACT/)

<sup>5</sup> [http://www.doe.nv.gov/Assessments/Smarter\\_Balanced\\_Assessment\\_Consortium\\_\(SBAC\)/](http://www.doe.nv.gov/Assessments/Smarter_Balanced_Assessment_Consortium_(SBAC)/)

## **VIII. Appendices**

***Appendix A - District Summaries***

***Appendix B - Statewide Academic Performance***

***Appendix C - Definitions of Star Ratings***

***Appendix D - Stakeholder Input***

# *Appendix A:*

## *District Summaries*

*District Summaries will be provided in a separate attachment due to the size of the document. The analyses reflected in this appendix reflect the most recent data available: the 2017-18 Nevada School Performance Framework data and 2018-19 enrollment data, both from the Nevada Department of Education.*

# *Appendix B:*

## *Statewide Academic Performance*

*In the data on the subsequent pages, the performance of each racial/ethnic subgroup and special population is compared to the state average for each of the last three years. The State average is highlighted in yellow. If a subgroup or special population performed better than the state average, the cell remains un-highlighted. However, if a subgroup or special population performed worse than the state average, the cell is highlighted in light orange.*

*Source: Nevada Report Card*

**ACT Composite Score (for 11<sup>th</sup> grade students) :**

SY	State	Am In/AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	ELL	FRL
17-18	17.5	16.3	15.2	16.1	19.4	18.5	20.3	16.9	13.5	13.1	16.1
16-17	17.4	16.1	15.2	15.9	19.3	18.4	19.8	17	13.5	13	16.1
15-16	17.4	16.1	15.1	15.9	19.2	18.4	20.1	16.8	13.5	13.1	16

**Smarter Balanced Assessment Proficiency:**

Test	Year	State	Am In/AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	ELL	FRL
Grade 3 - Math	17-18	48.3	35.6	29	40.9	60.7	54.3	73.2	50.4	21.6	31.1	40.1
	16-17	47.5	27.4	27.9	39	61.4	53.5	72.1	49.6	22.1	29.6	38.5
	15-16	44.9	28.2	25.9	35.4	58.5	53.3	71.1	45.7	23	27.9	34.5
Grade 3- ELA	17-18	46.1	32.5	29.4	38.2	59	53.3	66.5	45.8	18.2	23.8	37.8
	16-17	44.8	26.6	28.1	35.3	58.7	53.5	65.8	48.3	18.4	22.3	35.4
	15-16	46	29.6	28.5	36.1	60.2	54.9	69	45.1	21.5	25.6	34.6
Grade 4 - Math	17-18	41.6	23.3	21.2	33	56.1	47	66.9	40.4	15.2	20	32.9
	16-17	40.7	21	21.5	31.9	54.1	48.1	67.1	41.8	15.8	13.7	31.2
	15-16	38	20.3	17.9	27.9	52.8	45.7	61.7	38.7	15.3	19.1	26.8
Grade 4- ELA	17-18	48.5	32.7	30.4	40	62.1	55.7	70.7	49.6	17	22.9	40.1
	16-17	46.2	27.9	28.3	37.5	59.3	55.5	69.8	44.8	16.3	12.7	36.5
	15-16	47.1	29.2	28	37.7	60.7	56.4	68.1	48.9	17.4	24.8	35.7
Grade 5 - Math	17-18	35.9	17.1	17.2	26.8	49.5	42.7	63.8	37.7	10.2	7.5	26.9
	16-17	33.8	18.5	14.8	24.7	47.4	40.5	57.7	37.1	8.5	7.1	23.9
	15-16	32.2	18.5	13.3	22.3	46.3	39.6	55.6	33.1	10.3	8.1	21.7
Grade 5- ELA	17-18	50.4	28.9	32.2	42.5	62.7	58.8	73.8	52	14	11.6	42.2
	16-17	50.2	30	32	41.8	62.8	59.3	71.2	53.2	12.7	12.9	40.6
	15-16	50.6	36.1	33.1	41.2	63.8	58.6	73.4	51.4	14.4	14.6	39.9
Grade 6 - Math	17-18	31.9	16.1	12.7	22.1	46.5	38.8	59.2	34.6	6.4	4.4	20.9
	16-17	30.3	17	12.3	20.4	44.2	37.8	56.9	27.3	5.9	3.9	19.5
	15-16	30.3	19	11.5	20.7	43.7	35	55.9	29.1	6.8	4.8	19.6
Grade 6- ELA	17-18	44	27.9	25.6	34.3	57.6	53.8	69.4	48.6	8.9	5.4	32.7
	16-17	42.5	28.9	24.5	33.2	55.9	49.5	67.5	40.7	7	4.9	31.5
	15-16	41.9	24.9	22.4	32	55.5	49.1	69	38.7	8	6.1	30.3
Grade 7 - Math	17-18	31.5	22.3	13.4	21.7	44.8	38.8	60.2	29.4	4.8	4.6	20.8
	16-17	29.1	18	11.1	20.3	41.7	34.2	53.9	27.2	4.8	5.1	18.9
	15-16	29.3	18.6	12.1	19.8	42.3	34.3	55.3	24.3	6.3	5.3	19.2
Grade 7- ELA	17-18	47	33.5	28.9	37.5	60.3	55.7	72.9	45.7	8.5	7	35.9
	16-17	46.9	34.1	27.5	37.9	59.3	56	72.5	44.4	7.9	9.1	35.8
	15-16	46.9	34.4	26.8	36.7	60.7	55.9	71.1	43.9	9.7	7.6	35.5



**Smarter Balanced Assessment Proficiency (continued):**

Test	Year	State	Am In/AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	ELL	FRL
Grade 8 - Math	17-18	30.3	16.9	13.1	21.9	41.8	35.2	57.2	26.1	3.4	4.6	20.6
	16-17	17.5	14.2	7	11.7	26.3	21.4	38.4	19.2	3.3	4	11.6
	15-16	17.6	13.9	6.4	12.1	26.5	21	40.2	21.8	3.6	3.9	11.9
Grade 8- ELA	17-18	47.5	33.4	28.3	38.6	60.3	54.1	72.5	44.8	8.6	7.7	36.8
	16-17	46.4	33	26.1	37.1	59.6	55.6	71.2	43.1	8.8	9	35.4
	15-16	47	38	26.6	37.3	60.6	54.6	72	48.9	9.5	7.6	35.8

**Graduation Rate:**

Graduating Class	State	Am In/AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	EL	FRL
17-18	83.2	79.8	71.5	82.3	86	83.2	94.1	84.3	66	76	80.5
16-17	80.9	73.9	67.7	79.7	84.2	81.3	93.1	82.3	64.7	81.7	76.8
15-16	73.6	64.7	56.5	69.7	79.9	76.8	87.9	75.9	29.3	42.6	66.7

**Retention:**

SY	Kinder			1st			2nd		
	Retention Rate	Retention Rate LEP	Retention Rate FRL	Retention Rate	Retention Rate LEP	Retention Rate FRL	Retention Rate	Retention Rate LEP	Retention Rate FRL
18-19	1.8	2	2	2	2.8	2.4	1	1.6	1.3
17-18	0.7	0.8	0.6	1.9	2.9	2.4	1	1.5	1.2
15-16	2.1			2.2			1		

SY	3rd			4th			5th		
	Retention Rate	Retention Rate LEP	Retention Rate FRL	Retention Rate	Retention Rate LEP	Retention Rate FRL	Retention Rate	Retention Rate LEP	Retention Rate FRL
18-19	0.6	0.8	0.7	0.2	0.2	0.3	0.1	0.1	0.1
17-18	0.6	0.8	0.7	0.3	0.4	0.3	0.1	0.3	0.2
15-16	0.5			0.3			0.2		

SY	6th			7th			8th		
	Retention Rate	Retention Rate LEP	Retention Rate FRL	Retention Rate	Retention Rate LEP	Retention Rate FRL	Retention Rate	Retention Rate LEP	Retention Rate FRL
18-19	0.4	0.8	0.5	0.9	1.5	1.2	2	3.4	2.7
17-18	0.7	1.3	1	1.2	2	1.6	1.4	2.2	1.8
15-16	0.9			1.1			1.6		

### Credit Deficiency:

	9th Grade			10th Grade			11th Grade			12th Grade		
SY	Credit Deficient Rate	Credit Deficient Rate LEP	Credit Deficient Rate FRL	Credit Deficient Rate	Credit Deficient Rate LEP	Credit Deficient Rate FRL	Credit Deficient Rate	Credit Deficient Rate LEP	Credit Deficient Rate FRL	Credit Deficient Rate	Credit Deficient Rate LEP	Credit Deficient Rate FRL
17-18	12.1	18.5	16	16.7	26.5	21.9	16.9	32	22.1	9.5	19.1	13.1
16-17	12.7	18.6	16.5	17.3	33.1	22.3	19.4	38.4	24.8	10.6	20.3	14.7
15-16	0.8			12.7			16.5			16.8		

### Dropout Rate:

Group	SY	Total - Dropout Rate	Grade 6 - Dropout Rate	Grade 7 - Dropout Rate	Grade 8 - Dropout Rate	Grade 9 - Dropout Rate	Grade 10 - Dropout Rate	Grade 11 - Dropout Rate	Grade 12 - Dropout Rate
State	17-18	3.1	3.1	2.9	3.2	2.2	2.9	3.6	3.9
Am In/AK Native	17-18	3	1.4	2.2	3.3	2.8	3.6	2.9	5
Black	17-18	6.1	6.1	6	6.4	3.9	6	6.7	7.8
Hispanic	17-18	3	2.8	2.8	2.6	2.3	2.9	3.7	4.3
White	17-18	2.5	2.5	2.3	2.9	1.8	2.2	3	3
Two or More Races	17-18	3.2	3.9	2.8	3.8	2.4	2.8	3.6	2.7
Asian	17-18	1.4	2.1	1.4	1.9	1	1.2	1.4	1
Pacific Islander	17-18	3.2	4.2	3.2	4.4	2	2.1	3	2.9
IEP	17-18	4.3	3.2	3.1	3.5	2.8	3.9	5.7	9.4
ELL	17-18	4.4	3.1	3.5	3.6	3.4	5	7.3	8.4
FRL	17-18	3.9	3.7	3.6	3.6	2.9	3.9	4.9	5.3
State	16-17	3	2.8	2.7	3.1	2.3	2.7	3.7	4
Am In/AK Native	16-17	2.6	1.1	1.5	1.1	2.4	2.8	3.6	5.6
Black	16-17	5.7	5.1	5.7	6	4.7	4.7	6.5	7
Hispanic	16-17	3	2.6	2.3	2.8	2.2	2.7	4.1	4.7
White	16-17	2.5	2.4	2.4	2.6	1.9	2.4	2.7	3
Two or More Races	16-17	3.4	3.6	3.3	4.3	2.7	3.2	3.9	2.8
Asian	16-17	1.7	2.1	1.8	1.8	1.4	1.7	1.8	1.4
Pacific Islander	16-17	3.6	3.7	4	5.8	2	2.9	2	4.1
IEP	16-17	4.2	2.4	3.1	2.8	2.6	3.1	5.2	11.2
ELL	16-17	4	2.9	2.8	3.1	2.8	4.5	7.6	10.1
FRL	16-17	3.7	3.2	3.2	3.4	2.9	3.4	4.9	5.2

**Dropout Rate (continued):**

Group	SY	Total - Dropout Rate	Grade 6 - Dropout Rate	Grade 7 - Dropout Rate	Grade 8 - Dropout Rate	Grade 9 - Dropout Rate	Grade 10 - Dropout Rate	Grade 11 - Dropout Rate	Grade 12 - Dropout Rate
State	15-16	2.7	1.5	1.6	1.4	1.8	1.9	3.1	7.9
Am In/AK Native	15-16	3.5	2.4	1.9	1.5	2.4	2.3	4.1	10.3
Black	15-16	4.3	2.6	3.4	2.6	3.3	3.5	5.4	9.6
Hispanic	15-16	2.7	1.3	1.3	1.3	1.5	1.8	3.3	9.7
White	15-16	2.4	1.4	1.5	1.3	1.9	1.8	2.7	6.3
Two or More Races	15-16	2.7	1.8	1.8	1.4	2.1	2.7	2.7	7.3
Asian	15-16	1.4	0.9	0.9	1	0.5	0.7	1.2	4.4
Pacific Islander	15-16	2.6	1.6	2	1.6	1.4	1.2	3.3	7.9
IEP	15-16	3.1	0.8	1	1.4	1.2	1.8	3.9	13.3
ELL	15-16	3.2	1.6	1.9	1.6	1.7	3.4	6.4	15
FRL	15-16	1.4	0.5	0.5	0.6	0.9	1.1	1.7	5.9

# *Appendix C:*

## *Definitions of Star Ratings*

*The following pages include definitions of each star-rating level from the Nevada School Performance Framework.*

*Source: 2018 NSPF Guidance Document*

## Elementary and Middle School

Category	Policy Descriptors
★★★★★	Recognizes a <b>superior</b> school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.
★★★★	Recognizes a <b>commendable</b> school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.
★★★	Identifies an <b>adequate</b> school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.
★★	Identifies a school that has <b>partially met</b> the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.
★	Identifies a school that has <b>not met</b> the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state interventions.



## High School

Category	Policy Descriptors
★★★★★	Recognizes a <b>superior</b> school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.
★★★★	Recognizes a <b>commendable</b> school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school's graduation rate meets expectations. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.
★★★	Identifies an <b>adequate</b> school that has met the state's standard for performance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.
★★	Identifies a school that has <b>partially met</b> the state's standard for performance. Students and subgroups often meet expectations for academic performance but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.
★	Identifies a school that has <b>not met</b> the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state interventions.

# *Appendix D:*

## *Stakeholder Input*

*The following page provides a summary of stakeholder input into the 2019 Academic and Demographic Needs Assessment.*

Pursuant to AB 462, the State Public Charter School Authority conducted the first iteration of the Academic and Demographic Needs Assessment in collaboration with school districts and the Nevada Department of Education. Below is a summary of engagements with these key stakeholders.

Subject	Dates
<i>Initial meeting to discuss parameters for the Needs Assessment</i>	NDE: 5/18/19 CCSD staff: 5/9/19 WCSD staff: 5/9/19
<i>Send "Overview" document for feedback</i>	NDE: 6/5/19 CCSD staff: 6/5/19 WCSD staff: 6/5/19 Rural School District Superintendents: 6/5/19
<i>Meeting or call to discuss "Overview" document</i>	NDE: 6/14/19 CCSD staff: 6/12/19 WCSD staff: 6/13/19 <i>*Meetings were offered to all stakeholders and were scheduled at the request of school districts/department</i>
<i>Send "Preview of Needs Assessment" for feedback</i>	NDE: 6/24/19 CCSD staff: 6/24/19 WCSD staff: 6/24/19
<i>Send "Draft of Needs Assessment" for feedback</i>	NDE: 7/11/19 CCSD staff: 7/11/19 WCSD staff: 7/11/19 Rural School District Superintendents: 7/13/19

In addition, the SPCSA would like to thank the City of Henderson and the City of North Las Vegas for meeting with SPCSA staff to discuss this important work. The SPCSA looks forward to further engagement with school districts and their boards of trustees and has initiated outreach to other municipalities across the state and anticipates including their input in future iterations of the Needs Assessment.