

# Nevada State Public Charter School Authority

## Academic Performance Framework Technical Guide

**Adopted July 2024**

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# Notes on the SPCSA Academic Performance Framework

In 2024, Opportunity 180 worked in partnership with the Nevada State Public Charter Authority (SPCSA) to provide technical assistance to support updates and revisions to the SPCSA Academic, Financial, and Organizational Frameworks to align with national best practices and Nevada’s educational landscape through their 2020 State Entity Charter School Program Grant from the U.S. Department of Education. WestEd was solicited as third-party subject matter experts and supported this revision process.

# Overview of the Nevada State Public Charter School Authority

Created in 2011, the Nevada State Public Charter School Authority (SPCSA) is a governmental agency of the State of Nevada and the statewide charter school sponsor. The SPCSA authorizes public charter schools across the state and is responsible for oversight and monitoring of those schools, ensuring positive academic outcomes for students and strong stewardship of public dollars.

# The SPCSA Academic Performance Framework

## Framework Purpose

Nevada Revised Statute (NRS) [388A.273](#) requires each charter school sponsor to adopt a performance framework that must be incorporated into a charter contract to include academic, financial, and organizational components. Accordingly, the SPCSA has established academic, financial, and organizational frameworks. Per statute, the academic component of the framework must address charter school: (1) academic achievement and proficiency, including academic growth; (2) disparities in academic achievement and proficiency; and (3) graduation rates as well as college and career readiness (where relevant). The Academic Performance Framework (Framework) meets these requirements and provides charter school boards and leaders, as well as the public, with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy.

## Framework History

The initial version of the Framework was designed by SPCSA staff during 2019 and early 2020 with significant input from SPCSA charter school leaders and the Nevada Department of Education (NDE) Accountability team. The first iteration of the Framework (for the 2018-19 school year) was informational only and released to school leaders in March 2020. For the 2019-20 school year, the Framework report design was updated; notably, due to COVID-19 and a lack of NSPF school star ratings, schools did not receive an overall 2019-20 Framework rating. The lack of NSPF ratings in the 2020-21 school year again prohibited the publication of overall 2020-21 Framework ratings. Beginning in the 2021-22 school year, Framework ratings may be issued by the Authority in situations where the NDE releases NSPF index scores without corresponding star ratings. Framework ratings were [published](#) for the 2021-22 and 2022-23 school years, and will be published under the [system](#) effective for the 2023-24 school year. The current version of the Framework detailed within this document reflects updates that were made during 2024. SPCSA schools will be evaluated on this updated Framework for the first time in Fall 2025, based on 2024-25 school year academic performance data.

## Framework Principles

The Framework is composed of measures categorized under indicators. A school earns points based on their performance in the measures, according to point attribution tables (PATs).

Points earned for measures are totaled under their respective indicators, which are then summed to generate a final score worth a possible 100 points. This total Framework score corresponds to one of four academic performance levels: Exceeds Standard, Meets Standard, Does Not Meet Standard, or Below Standard. The table below outlines point ranges corresponding to these performance levels.

Score Range	Performance Level
≥80	Exceeds Standard
≥50 and <80	Meets Standard
≥20 and <50	Does Not Meet Standard
<20	Below Standard

The SPCSA may issue an Academic Framework performance level rating to a school when it either:

- Receives a star rating in that year’s Nevada School Performance Framework (NSPF), or
- In years where the NDE releases NSPF index scores without corresponding NSPF star ratings, receives an NSPF index score that would typically result in an NSPF star rating (i.e., a school meets NSPF rating requirements that would typically lead to an NSPF star rating. For more information on the NSPF, see the most recent NDE NSPF Manual, generally posted [here](#)).

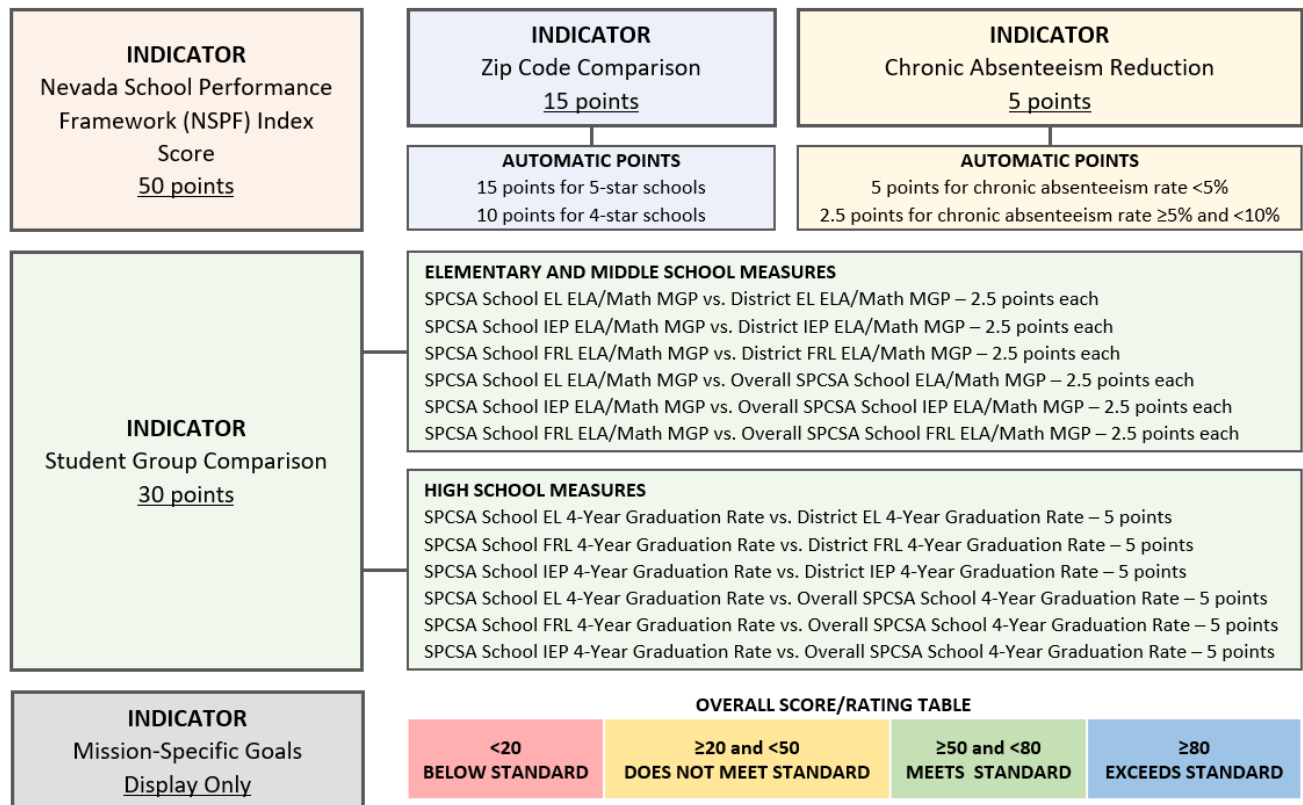
## Framework Overview

The Framework incorporates key performance measures that address Framework requirements outlined in [NRS 388A.273](#), such as academic achievement and proficiency, academic growth, English Learner (EL) growth, opportunity gaps, and graduation rates, including:

1. An NSPF Index Score Indicator (50 points), which uses corresponding school year NSPF data for SPCSA schools.
2. A Zip Code Comparison Indicator (15 points), which compares SPCSA charter school NSPF performance to that of other public schools within the same zip code.
3. A Student Group Comparison Indicator (30 points) that compares SPCSA school student group performance in specified academic measures to the local school district as well as the overall SPCSA school itself. The student groups evaluated under this indicator include English Learners (ELs), Economically Disadvantaged Students (FRL), and Students with Disabilities (IEP). The academic measures utilized under this indicator vary by school grade level configuration – elementary and middle schools are evaluated on ELA and Math Median Growth Percentile (MGP), while high schools are evaluated on four-year graduation rates.

4. A Chronic Absenteeism Reduction Indicator (5 points) that evaluates year over year reductions in chronic absenteeism rates for SPCSA schools.
5. A Mission-Specific Goals Indicator, where SPCSA schools provide a narrative describing how they met their mission-specific goals, which are goals that schools incorporate into their charters. This part of the Framework is display only and does not earn points on the Academic Performance Framework.

The following graphic provides an overview of the Framework:



## Framework Calculations and Reporting

The SPCSA does not round data. NSPF index scores and other academic data are truncated by the NDE to one decimal place, and one decimal place is maintained throughout measures in the Framework. As an example, a calculation resulting in a number such as 9.99 is truncated to 9.9 for both (1) awarding points and (2) reporting; it is not rounded to 10.

## Framework Indicators and Measures

### Nevada School Performance Framework (NSPF) Index Score Indicator: 50 points

The NSPF Index Score Indicator is based on SPCSA school performance in the Nevada school rating system, the Nevada School Performance Framework (NSPF). The number of points a school earns in this indicator is 50% of their NSPF adjusted index score from the corresponding school year’s NSPF release. For example, an SPCSA school with an NSPF score of 90 earns  $90 \times 0.5 = 45$  points in this indicator. NSPF Indicator scores are calculated and truncated to one decimal place.

Below are measures included in the NSPF, by school level. Points displayed are on the NSPF scale of 100 possible points and do not directly correspond to the SPCSA Academic Performance Framework. For more information on the NSPF, see the most recent NDE NSPF Manual, generally posted [here](#).

#### Elementary School NSPF Measures

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



### Middle School NSPF Measures

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

### High School NSPF Measures

INDICATOR/MEASURES	POINTS
<b>Academic Achievement Indicator</b>	<b>25</b>
Math Proficiency Measure	10
ELA Proficiency Measure	10
Science Proficiency Measure	5
<b>Graduation Rates Indicator</b>	<b>30</b>
4-year Adjusted Cohort Grad. Rate Measure	25
5-year Adjusted Cohort Grad. Rate Measure	5
<b>English Language Proficiency Indicator</b>	<b>10</b>
WIDA Adequate Growth Percentile (AGP) Measure	10
<b>College and Career Readiness Indicator</b>	<b>25</b>
Post-Secondary Preparation Participation Measure	10
Post-Secondary Preparation Completion Measure	10
Advanced/College Career Ready Diploma Measure	5
<b>Student Engagement Indicator</b>	<b>10</b>
Chronic Absenteeism Measure	5
9 <sup>th</sup> Grade Credit Sufficiency Measure	5

### Student Group Comparison Indicator: 30 points

The Student Group Comparison Indicator compares SPCSA school student group performance in specified academic measures to the local school district as well as the overall SPCSA school

performance itself. The student groups evaluated under this indicator include English Learners (ELs), economically disadvantaged students (Free- or Reduced-Price Lunch, or FRL), and students with disabilities (IEP). The academic measures utilized under this indicator vary by school grade level configuration – elementary and middle schools are evaluated on ELA and Math Median Growth Percentile (MGP), while high schools are evaluated on four-year graduation rates.

*Elementary and Middle Schools*

- For elementary and middle schools, the Student Group Comparison Indicator compares SPCSA school MGPs in ELA and Math for the EL, FRL, and IEP student groups versus both (1) the ELA and Math MGPs for the corresponding student groups for the corresponding school level (elementary or middle) for the school district in which the SPCSA school is physically located; and (2) the ELA and Math MGPs for the all-student group (i.e., overall MGPs) for the SPCSA school in question. The elementary and middle school Student Group Comparison Indicator therefore contains twelve measures, worth 2.5 points each, as follows:
  - SPCSA school EL ELA MGP versus Corresponding District EL ELA MGP
  - SPCSA school FRL ELA MGP versus Corresponding District FRL ELA MGP
  - SPCSA school IEP ELA MGP versus Corresponding District IEP ELA MGP
  - SPCSA school EL Math MGP versus Corresponding District EL Math MGP
  - SPCSA school FRL Math MGP versus Corresponding District FRL Math MGP
  - SPCSA school IEP Math MGP versus Corresponding District IEP Math MGP
  - SPCSA school EL ELA MGP versus Overall SPCSA School EL ELA MGP
  - SPCSA school FRL ELA MGP versus Overall SPCSA School FRL ELA MGP
  - SPCSA school IEP ELA MGP versus Overall SPCSA School IEP ELA MGP
  - SPCSA school EL Math MGP versus Overall SPCSA School EL Math MGP
  - SPCSA school FRL Math MGP versus Overall SPCSA School FRL Math MGP
  - SPCSA school IEP Math MGP versus Overall SPCSA School IEP Math MGP
- Points are awarded based on the difference in MGP per the following point table.

Difference in MGP	Points
<-5	0
≥-5 to >0	1.5
≥0	2.5

- The data source is the corresponding school year NSPF.
- For SPCSA schools that serve students statewide (i.e. statewide virtual schools), the comparison uses the MGP for the corresponding school level (elementary or middle) for the school district in which the majority of students from the SPCSA school reside.

### High Schools

- For high schools, the Student Comparison Indicator compares SPCSA school four-year graduation rates for EL, FRL, IEP student groups versus both (1) the four-year graduation rates for the corresponding student groups for the school district in which the SPCSA school is physically located; and (2) the four-year graduation rate for the all-student group (i.e., overall rate) for the SPCSA school in question. The high school Student Comparison Indicator therefore contains six measures, worth 5 points each, as follows:
  - SPCSA School EL Four-Year Graduation Rate versus Corresponding District EL Four-Year Graduation Rate
  - SPCSA School FRL Four-Year Graduation Rate versus Corresponding District FRL Four-Year Graduation Rate
  - SPCSA School IEP Four-Year Graduation Rate versus Corresponding District IEP Four-Year Graduation Rate
  - SPCSA School EL Four-Year Graduation Rate versus Overall SPCSA School Four-Year Graduation Rate
  - SPCSA School FRL Four-Year Graduation Rate versus Overall SPCSA School Four-Year Graduation Rate
  - SPCSA School IEP Four-Year Graduation Rate versus Overall SPCSA School Four-Year Graduation Rate
- Points are awarded based on the difference in four-year graduation rate per the following point table.

Difference in Four-Year Graduation Rate	Points
<-5	0
≥-5 to >0	1.5
≥0	2.5

- The data source is the corresponding school year NSPF. Note that graduation rate data are lagged (i.e. for the prior year graduating class) in the NSPF.
- For SPCSA schools that serve students statewide (i.e. statewide virtual schools), the comparison uses the four-year graduation rate for the school district in which the majority of students from the SPCSA school reside, as of the most recent official Nevada Department of Education validation day enrollment count.

### Zip Code Comparison Indicator: 15 points

The Zip Code Comparison Indicator compares an SPCSA school’s NSPF index score to the average NSPF index score for all rated public schools (which may include other SPCSA schools) for the corresponding school level (elementary, middle, or high) for the zip code in which the SPCSA school is physically located.

- To avoid situations in which a high-performing SPCSA school is compared to another high-performing school(s) and therefore earns limited points in this indicator, high-performing SPCSA schools earn automatic points in this indicator, as follows:
  - An SPCSA school that receives a 5-star NSPF rating in the corresponding school year NSPF automatically earns 15 points. In these cases, comparison results are calculated but not earned on top of the automatic points.
  - An SPCSA school that receives a 4-star NSPF rating in the corresponding school year NSPF automatically earns 10 points. In these cases, in addition to earning 10 automatic points, the school can earn comparison points per the comparison point table, up to the measure maximum (15 points).
- Average NSPF index scores are calculated and truncated to one decimal place.
- The following are excluded when calculating the average comparison NSPF index score:
  - The NSPF index score for the SPCSA school in question; and
  - The NSPF index scores for schools approved to be rated on the Nevada Alternative Performance Framework.
- Points are awarded based on difference in NSPF index score per the following point table.

Difference in Index Score	Points
<-15	0
≥-15 to <-12	1
≥-12 to <-9	2
≥-9 to <-6	3
≥-6 to <-3	4
≥-3 to <0	5
≥0 to <3	7
≥3 to <6	8
≥6 to <9	9
≥9 to <12	11
≥12 to <15	13
≥15	15

- The data source is the corresponding school year NSPF.
- For situations where there are zero schools of the corresponding school level (elementary, middle, or high) in the zip code of the SPCSA school in question, the comparison uses the average NSPF index score for all rated public schools (which may include other SPCSA schools) for the corresponding school level (elementary, middle, or high) for the school district in which the SPCSA school is physically located.
- For SPCSA schools that serve students statewide (i.e. statewide virtual schools), the comparison uses the average NSPF index score for all rated public schools (which may include other SPCSA schools) for the corresponding school level (elementary, middle, or high) for the county in which the majority of students from the SPCSA school reside, as

of the most recent official Nevada Department of Education validation day enrollment count.

### Chronic Absenteeism Reduction Indicator: 5 points

The Chronic Absenteeism Reduction Indicator awards points to SPCSA schools based on reduction of their chronic absenteeism rate year over year.

- To avoid situations in which an SPCSA school with minimal chronic absenteeism reduction but a low chronic absenteeism rate earns limited points in this indicator, SPCSA schools with low chronic absenteeism rates earn automatic points in this indicator, as follows:
  - An SPCSA school with a chronic absenteeism rate for the corresponding school year that is  $\leq 10\%$  automatically earns 5 points. In these cases, a chronic absenteeism reduction percentage is calculated but not earned on top of the automatic points.
  - An SPCSA school with a chronic absenteeism rate for the corresponding school year that is  $>10\%$  and  $\leq 15\%$  automatically earns 2.5 points. In these cases, in addition to earning 2.5 automatic points, the school can earn points for chronic absenteeism reduction per the reduction point table, up to the measure maximum (5 points).
- Points are awarded based on the percent of chronic absenteeism reduction per the following point table. Note reduction is percent reduction, not percentage point reduction; for example, a school with a 20% chronic absenteeism rate in the prior year and an 18% chronic absenteeism rate in the current year has achieved a 10% reduction.

Rate of Chronic Absenteeism Reduction	Points
<4	0
$\geq 4$ to <7	0.5
$\geq 7$ to <10	1
$\geq 10$ to <14	1.5
$\geq 14$ to <17	2
$\geq 17$ to <21	2.5
$\geq 21$ to <24	3
$\geq 24$ to <28	3.5
$\geq 28$ to <31	4
$\geq 31$ to <35	4.5
$\geq 35$	5

- The data sources are the corresponding school year NSPF and the prior school year NSPF.

**Mission-Specific Goals Indicator: Display Only**

The Mission-Specific Goals Indicator provides an opportunity for SPCSA schools to showcase the uniqueness of their individual programs. SPCSA schools provide a narrative that describes how they have met or are working toward their goals. This narrative should highlight specific aspects of their program and mission, recognizing student and school success beyond traditional academic achievement and progress measures. In developing mission-specific goals, charter schools may consider the desired cognitive and personal competencies acquired by their students.

## Intervention Ladder<sup>1</sup>

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

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

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

While the vast majority of performance concerns will first be addressed by a Notice of Concern, this may not always be the case. For example, if a school is found to be egregiously out of

<sup>1</sup> Information pulled from [SPCSA Charter School Performance Framework](#)

compliance, or becomes financially insolvent, it may receive a Notice of Breach, bypassing a Notice of Concern.

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

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

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

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

**[From Renewal Application Guidelines: \(p.7\)](#)**

SPCSA staff will include any Site Evaluations in the recommendation and provide documentation collected during visits to the Board as part of the renewal process. Additionally, SPCSA staff may consider and include the results of any subrecipient grant monitoring.

Renewal decisions for schools operating under charter contracts are based on historic performance data as evidenced by both the Nevada School Performance Framework (NSPF) as well as the SPCSA Performance Frameworks. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the report but will be given less weight when considered by the Authority in making renewal decisions. Additionally, renewal decisions will be based on the overall financial and organizational health of the public charter school.



[Relevant legislation:](#)

**TERMINATION OF CHARTER CONTRACTS**

**NRS 388A.300 Termination of charter contract or restart of charter school by sponsor: Grounds for termination or restart without adherence to procedural standards based upon ratings of charter school as underperforming; submission of written report to Department; regulations governing restart of charter school; exception.**

1. Except as otherwise provided in subsection 6, subsection 3 of [NRS 385A.720](#) and subsection 6 of [NRS 388A.274](#), the sponsor of a charter school shall terminate the charter contract of the charter school or restart the charter school under a new charter contract if the charter school receives, in any period of 5 consecutive school years, three annual ratings established as the lowest rating possible indicating underperformance of a public school, as determined by the Department pursuant to the statewide system of accountability for public schools.