

Nevada State Public Charter School Authority

Academic Performance Framework Technical Guide

Adopted July 2024

Notes on the SPCSA Academic Performance Framework	3
Overview of the Nevada State Public Charter School Authority	4
The SPCSA Academic Performance Framework	5
Framework Purpose	5
Framework History	5
Framework Principles	5
Framework Overview	6
Framework Calculations and Reporting	7
Framework Indicators and Measures	7
Nevada School Performance Framework (NSPF) Index Score Indicator: 50 points	7
Zip Code Comparison Indicator: 15 points	8
Chronic Absenteeism Reduction Indicator: 5 points	9
Student Group Comparison Indicator: 30 points	10
Mission-Specific Goals Indicator: Display Only	11
Appendix A: SPCSA Academic Performance Framework for Schools Serving Only Early Childhood Grade Levels (K, 1, 2, and/or 3)	12
K-3 Framework Purpose	12
K-3 Framework Overview	12
Framework Indicators and Measures	13
Kindergarten Entry Assessment Indicator: 44 points	13
Read-By-Grade-3 Assessment Indicator: 51 points	14
Chronic Absenteeism Reduction Indicator: 5 points	17
Mission-Specific Goals Indicator: Display Only	17
Appendix B: Measures in the Nevada School Performance Framework	18
Appendix C: Intervention Ladder	20
Appendix D: Relevant Legislation	22
Appendix E: Document Control	24

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 in the 2019-20 school year 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. Due to COVID-19 and a lack of Nevada School Performance Framework (NSPF) school star ratings, schools did not receive an overall 2019-20 or 2020-21 Framework ratings. As of the 2021-22 school year, a change was made where Framework ratings may be issued by the SPCSA Board (Authority) in situations where the NDE releases NSPF index scores without corresponding star ratings. Framework ratings were [published](#) under the prior Framework [system](#) for the 2021-22, 2022-23, and 2023-24 school years. The current version of the Framework detailed within this document reflects updates that were made during the summer of 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. In July 2025, the Framework was revised to outline how a Framework rating is calculated for certain schools that do not receive an NSPF rating.

Framework Principles

The Framework is composed of various academic performance indicators for grades K-12. A school earns points based on their performance according to point tables, and points earned are summed to generate a final score worth a possible 100 points. If a school is unable to earn a possible 100 points due to missing or non-applicable data, their final score is adjusted (example: a school earning 50 out of a possible 80 points receives a final score of $50/80 = 62.5$) This total Framework score corresponds to one

of four academic performance levels (ratings): Exceeds Standard, Meets Standard, Does Not Meet Standard, or Below Standard, as seen below.

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

The SPCSA issues Academic Framework ratings by NSPF school code (i.e. by grade level band, similar to the NSPF) when schools:

- Receive 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, receive an NSPF index score that would typically result in an NSPF star rating (i.e., a school meets NSPF rating requirements typically leading to an NSPF star rating).

Exceptions:

- Schools that only serve early childhood grade levels (K, 1, 2, and/or 3) are rated under the framework outlined in [Appendix A](#), as these schools do not have grade 3-8 state assessment results and/or assessment growth data required to receive an NSPF rating.
- Per [NRS 388A.274](#), charter schools approved by the Nevada State Board of Education to be rated on the Nevada Alternative Performance Framework are not rated on the SPCSA Academic Framework, as statute requires the SPCSA Academic Framework to be replaced by the Alternative Performance Framework.

Framework Overview

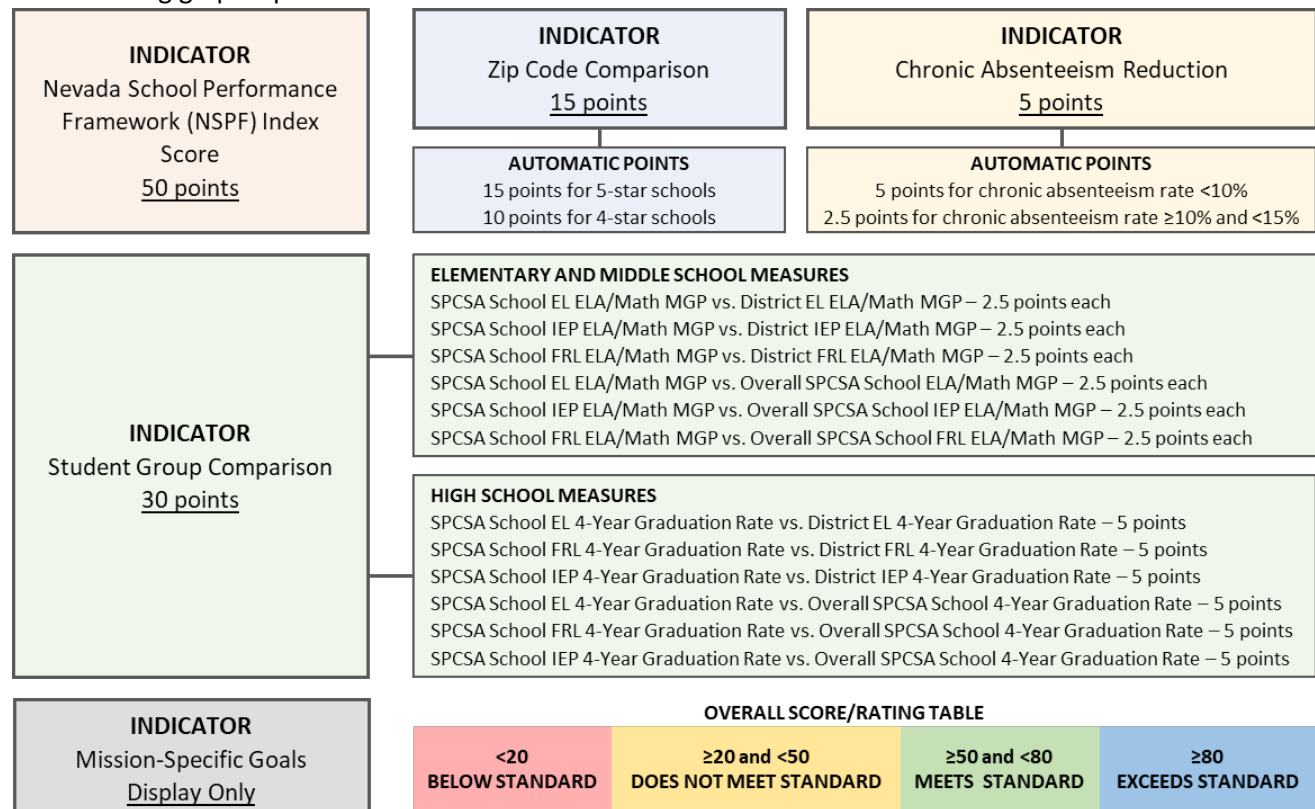
The Framework incorporates key performance measures that address requirements outlined in [NRS 388A.273](#), such as academic achievement and proficiency, academic growth, English Learner (EL) growth, opportunity gaps, and graduation rates, including:

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 Chronic Absenteeism Reduction Indicator (5 points) that evaluates year over year reductions in chronic absenteeism rates for SPCSA schools.
4. 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.

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 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, available [here](#). For example, an SPCSA school with an NSPF score of 90 earns $90 * 0.5 = 45$ points in this indicator. NSPF Indicator scores are calculated and truncated to one decimal place. For more information on the NSPF, see [Appendix B](#) for the measures included in the NSPF, by school level, as well as the most recent NDE NSPF Manual, generally posted [here](#).

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 (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;
 - The NSPF index scores for schools approved to be rated on the Nevada Alternative Performance Framework;
 - The NSPF index scores for full magnet schools (i.e. entire school is a magnet school); and
 - The NSPF index scores for statewide virtual schools.
- Points are awarded based on difference in NSPF index score per the following point table.

Difference in NSPF 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, available [here](#).
- 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 county 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 <10% automatically earns 5 points. In these cases, a chronic absenteeism reduction percentage is calculated but reduction points are not earned on top of automatic points.
 - An SPCSA school with a chronic absenteeism rate for the corresponding school year that is ≥10% and <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 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
≥4% to <7%	0.5
≥7% to <10%	1
≥10% to <14%	1.5
≥14% to <17%	2
≥17% to <21%	2.5
≥ 21% to <24%	3
≥ 24% to <28%	3.5
≥ 28% to <31%	4
≥31% to <35%	4.5
≥35%	5

- The data sources are the corresponding school year NSPF and the prior school year NSPF, available [here](#).

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). This indicator varies 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, available [here](#).
- 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, as of the most recent official Nevada Department of Education validation day enrollment count.

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	2.5
≥0	5

- The data source is the corresponding school year NSPF, available [here](#). 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.

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.

Appendix A: SPCSA Academic Performance Framework for Schools Serving Only Early Childhood Grade Levels (K, 1, 2, and/or 3)

K-3 Framework Purpose

To receive a standard SPCSA Academic Performance Framework rating, SPCSA-sponsored charter schools must first receive a Nevada School Performance Framework (NSPF) rating. Certain SPCSA-sponsored schools that serve only early childhood grades (K, 1, 2, and/or 3) do not receive an NSPF rating due to a lack of grade 3-8 state assessment proficiency and/or growth data and therefore cannot receive a standard SPCSA Academic Performance Framework rating. Accordingly, these schools are instead subject to evaluation on the following SPCSA K-3 Academic Performance Framework (K-3 Framework) that generally uses data available for and specific to K-3 grade levels. The Framework Principles and Framework Calculations and Reporting sections in the main document still apply.

K-3 Framework Overview

The K-3 Framework, approved as an addendum to the SPCSA Academic Framework by the Authority in July 2025, incorporates key performance measures that address requirements outlined in [NRS 388A.273](#), such as academic achievement and proficiency, academic growth, and academic disparities, including:

1. A Kindergarten Entry Assessment (KEA) Indicator (44 points), which evaluates spring Nevada KEA proficiency for an SPCSA school.
2. A Read-By-Grade-3 (RBG3) Assessment Indicator (51 points), which evaluates spring RBG3 proficiency and growth for an SPCSA school, along with proficiency and growth comparisons to schools in the SPCSA school zip code.
3. A Chronic Absenteeism Reduction Indicator (5 points), which evaluates year over year reductions in chronic absenteeism rates for an SPCSA school.
4. A Mission-Specific Goals Indicator, where an SPCSA school provides a narrative describing how they met their mission-specific goals, which are goals that a school incorporates into their charters. This measure is display only and does not earn points.

The following graphic provides an overview of the K-3 Framework:

INDICATOR Kindergarten Entry Assessment <u>44 points</u>	Proficiency Measures – 44 points Spring Percent of Students Meeting or Exceeding Expectations • Language Domain: 8 points (8b, 9d – 4 points each) • Cognitive Domain: 4 points (11a – 4 points) • Literacy Domain: 20 points (15a-b, 16a, 17a-b – 4 points each) • Mathematics Domain: 12 points (20a-c – 4 points each)				
INDICATOR Read-By-Grade 3 Assessment <u>51 points</u>	Proficiency Measures – 18 points Spring Percent of Students At or Above 65 th Percentile • Current School Year – 9 points • Current School Year Comparison to Zip Code – 9 points Growth Measures – 33 points Spring Percent of Students Meeting or Exceeding Growth Projection • Current School Year – 16 points • Current School Year Comparison to Zip Code – 17 points				
INDICATOR Chronic Absenteeism Reduction <u>5 points</u>	AUTOMATIC POINTS 5 points for chronic absenteeism rate <10% 2.5 points for chronic absenteeism rate ≥10% and <15%				
INDICATOR Mission-Specific Goals <u>Display Only</u>	OVERALL SCORE/RATING TABLE <table><tr><td><20 BELOW STANDARD</td><td>≥20 and <50 DOES NOT MEET STANDARD</td><td>≥50 and <80 MEETS STANDARD</td><td>≥80 EXCEEDS STANDARD</td></tr></table>	<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD		

Framework Indicators and Measures

Kindergarten Entry Assessment Indicator: 44 points

The Kindergarten Entry Assessment Indicator awards points based on SPCSA school performance on selected objectives from a spring checkpoint of the Nevada Kindergarten Entry Assessment (KEA).

- Per [NRS 388.157](#), Nevada schools serving kindergarten must provide a KEA to students within the first 45 days of school. Beginning in the 2025-26 school year, the Nevada KEA is the Teaching Strategies Gold (TSG). The TSG measures various [objectives](#) (many broken into one or more dimensions) across social-emotional, physical, language, cognitive, literacy, mathematics, and other domains. The Nevada KEA includes 11 objectives with a total of 17 dimensions.¹
- In addition to completing the fall KEA, SPCSA-sponsored schools subject to the K-3 Framework must additionally complete a spring checkpoint of the KEA for kindergarteners, which must, at minimum, include the following eleven objectives/dimensions used in the K-3 Framework:
 - Language domain: Objective 8 dimension b and Objective 9 dimension d.
 - Cognitive domain: Objective 11 dimension a.
 - Literacy domain: Objective 15 dimensions a-b, Objective 16 dimension a, and Objective 17 dimensions a-b.
 - Mathematics domain: Objective 20 dimensions a-c.

¹ See this [document](#). Includes the Social Emotional (1a-b, 2b-c, 3b), Physical (7a), Language (8b, 9d), Cognitive (11a), Literacy (15a-b, 16a, 17a-b), and Mathematics (20a-c) domains and objectives/dimensions.

- The K-3 Framework includes 11 KEA proficiency measures corresponding to the 11 dimensions noted above, worth up to 4 points each (up to 44 points total).
 - These measures evaluate the percentage of students meeting or exceeding expectations on the 11 dimensions at the spring checkpoint. Points are awarded for each dimension as follows:

Spring KEA Percent Meeting/Exceeding Expectations	Points
<45%	0
≥45% to <55%	1
≥55% to <65%	2
≥65% to <75%	3
≥75%	4

- The data source for the KEA measures is the spring checkpoint Snapshot Report from the TSG portal, by objective/dimension. Data are provided by the SPCSA school or pulled by SPCSA staff.

Read-By-Grade-3 Assessment Indicator: 51 points

The Read-By-Grade-3 Assessment Indicator awards points based on SPCSA school performance on the current Nevada Read-By-Grade-3 (RBG3) assessment. SPCSA schools are evaluated on current year proficiency and growth, and these metrics are also compared to schools in the SPCSA school zip code. Growth measures are weighted more than proficiency measures.

- Per [NRS 388.157](#) and [NAC 388.660](#), Nevada schools must assess grade K-3 student proficiency in reading. The current assessment is the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) Growth Reading assessment. Nevada requires kindergarteners to assess in the winter and spring, while grades 1-3 must assess in the fall, winter, and spring.
- The current year RBG3 proficiency measure, worth up to 9 points, evaluates the percentage of students at or above the 65th percentile on the spring administration.² Points are awarded as follows:

RBG3 Percent At/Above 65 th Percentile	Points
<15%	0
≥15% to <19%	1
≥19% to <23%	2
≥23% to <27%	3
≥27% to <31%	4
≥31% to <36%	5
≥36% to <40%	6
≥40% to <44%	7
≥44% to <48%	8
≥48%	9

² A linking [study](#) showed Nevada students scoring at or above the 65th percentile on the MAP Growth Reading assessment were likely on track to proficiency on the statewide summative ELA assessment (Smarter Balanced).

- The current year RBG3 proficiency comparison measure, worth up to 9 points, compares SPCSA school RBG3 proficiency (percent at/above the 65th percentile) versus that of schools in the SPCSA school zip code.
 - The RBG3 proficiency comparison rate is calculated using available K-3 n-counts for all schools serving RBG3-tested grade levels within the zip code where the SPCSA school is physically located. Schools with suppressed data (i.e., an insufficient population size for reporting) in the NDE file are excluded. If there are zero schools with RBG3 proficiency data in the SPCSA school zip code, the comparison uses RBG3 proficiency data for county in which the SPCSA school is physically located. Points are awarded as follows:

RBG3 Proficiency Comparison (Percentage Point Difference)	Points
<-8	0
≥-8 to <-6	1
≥-6 to <-4	2
≥-4 to <-2	3
≥-2 to <0	4
≥0 to <2	5
≥2 to <4	6
≥4 to <6	7
≥6 to <8	8
≥8	9

- The current year growth measure, worth up to 16 points, evaluates the percentage of students meeting or above their expected growth projection from fall/winter to spring. Points are awarded as follows:

RBG3 Percent Meeting/Exceeding Growth Projection	Points
<40%	0
≥40% to <41%	1
≥41% to <42%	2
≥42% to <43%	3
≥43% to <44%	4
≥44% to <46%	5
≥46% to <48%	6
≥48% to <51%	7
≥51% to <54%	8
≥54% to <56%	9
≥56% to <57%	10
≥57% to <58%	11
≥58% to <59%	12
≥59% to <60%	13
≥60% to <61%	14
≥61% to <62%	15
≥62%	16

- The current year RBG3 growth comparison measure, worth up to 17 points, compares SPCSA school RBG3 growth (spring percentage of students meeting or exceeding growth projection) versus that of schools in the SPCSA school zip code.
 - The RBG3 growth comparison rate is calculated using available K-3 n-counts for all schools serving RBG3-tested grade levels within the zip code where the SPCSA school is physically located. Schools with suppressed data (i.e., an insufficient population size for reporting) in the NDE file are excluded. If there are zero schools with RBG3 growth data in the SPCSA school zip code, the comparison uses RBG3 growth data for county in which the SPCSA school is physically located. Points are awarded as follows:

RBG3 Growth Comparison (Percentage Point Difference)	Points
<-8	0
≥-8 to <-7	1
≥-7 to <-6	2
≥-6 to <-5	3
≥-5 to <-4	4
≥-4 to <-3	5
≥-3 to <-2	6
≥-2 to <-1	7
≥-1 to <0	8
≥0 to <1	9
≥1 to <2	10
≥2 to <3	11
≥3 to <4	12
≥4 to <5	13
≥5 to <6	14
≥6 to <7	15
≥7 to <8	16
≥8	17

- The data source for these measures is the relevant year MAP file available on the [Nevada Accountability Portal](#).
- Point tables for proficiency and growth were designed using statewide 2023-24 school year MAP Reading data available on the [Nevada Accountability Portal](#). The lowest point-earning category was set at the approximate 15th percentile of school performance across the state (proficiency or growth), half points were set at the approximate 50th percentile, and full points were set at the approximate 80th percentile.
- The Nevada Legislature passed Senate Bill (SB) [SB 460](#) during the 2025 legislative session. A section of this bill allows school districts and charter schools to select and use an assessment other than MAP for the RBG3 assessment, provided certain parameters are met. As of mid-July 2025, the NDE is considering approval of i-Ready as an additional RBG3 assessment. If an SPCSA school opts to use i-Ready, the SPCSA will consider MAP/i-Ready linking studies and the i-Ready cut score (proficiency level) in determining RBG3 points under the K-3 Framework.

Chronic Absenteeism Reduction Indicator: 5 points

This indicator is identical to the Chronic Absenteeism Indicator in the standard SPCSA Academic Performance Framework. Please refer to that section of this document for more information.

Mission-Specific Goals Indicator: Display Only

This indicator is identical to the Mission-Specific Goals Indicator in the standard SPCSA Academic Performance Framework. Please refer to that section of this document for more information.

Appendix B: Measures in the Nevada School Performance Framework

Below are the 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.

Elementary School NSPF Measures

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

Middle School NSPF Measures

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

High School NSPF Measures

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

Appendix C: Intervention Ladder³

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
Notice of Concern	- Evidence of weak financial, academic or organizational performance through ongoing oversight or at the time of annual review. - Repeated or material failure to submit Reporting Requirement Manual items in a timely and/or complete manner.	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.
Notice of Breach	- Continued evidence and/or significant evidence of material weak financial, academic, or organizational performance through ongoing oversight or at the time of annual review. - Failure to make substantial progress towards remedying previously identified concern. - Failure to comply with applicable laws, regulations and/or the terms of the charter contract.	- Written notification to charter school governing body detailing area(s) of deficiency. - May require corrective action plan, a site visit and/or site evaluation.
Notice of Intent to Revoke	- Serious violations of laws, regulations and/or the charter contract through ongoing oversight or at the time of annual review; or - Patterns of failure to comply with performance standards.	Written notification to charter school governing body regarding termination and school closure.

³ Information pulled from [SPCSA Charter School Performance Framework](#)

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 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.

Appendix D: Relevant Legislation

Charter Performance Frameworks

[NRS 388A.273](#) Adoption of performance framework and incorporation into charter contract; establishment of annual performance goals; revision upon renewal of charter contract.

1. Each sponsor of a charter school shall adopt a performance framework and incorporate the performance framework into the charter contract pursuant to paragraph (a) of subsection 1 of NRS 388A.270. The performance framework must include, without limitation, performance indicators, measures and metrics for the categories of academics, finances and organization as follows:
 - (a) The category of academics addresses:
 - (1) The academic achievement and proficiency of pupils enrolled in the charter school, including, without limitation, the progress of pupils from year-to-year based upon the model to measure the achievement of pupils adopted by the Department pursuant to [NRS 390.125](#);
 - (2) Disparities in the academic achievement and proficiency of pupils enrolled in the charter school; and
 - (3) If the charter school enrolls pupils at the high school grade level, the rate of graduation of those pupils and the preparation of those pupils for success in postsecondary educational institutions and in career and workforce readiness.
 - (b) The category of finances addresses the financial condition and sustainability of the charter school.
 - (c) The category of organization addresses:
 - (1) The percentage of pupils who reenroll in the charter school from year-to-year;
 - (2) The rate of attendance of pupils enrolled in the charter school; and
 - (3) The performance of the governing body of the charter school, including, without limitation, compliance with the terms and conditions of the charter contract and the applicable statutes and regulations.
2. In addition to the requirements for the performance framework set forth in subsection 1, the sponsor of the charter school may, upon request of the governing body of the charter school, include additional rigorous, valid and reliable performance indicators, measures and metrics in the performance framework that are specific to the mission of the charter school and that are consistent with this chapter.
3. The governing body of a charter school shall, in consultation with the sponsor of the charter school, establish annual performance goals to ensure that the charter school is meeting the performance indicators, measures and metrics set forth in the performance framework in the charter contract.
4. If an application for renewal of a charter contract is approved, the sponsor of the charter school may review and, if necessary, revise the performance framework. Such a revised performance framework must be incorporated into the renewed charter contract.

Replacement of Academic Performance Framework with Alternative Performance Framework

[NRS 388A.274](#) Application to be rated using alternative performance framework; sponsor of charter school authorized to require charter school to take certain actions; evaluation of application; proposed sponsor to include certain language in charter contract upon approval.

[...]

5. If a proposed sponsor of a charter school approves an application to form a charter school and the proposed sponsor of the charter school determines that the charter school has a mission statement and an admissions policy which satisfy the requirements of subsection 4 of [NRS 385A.740](#), the proposed sponsor of the charter school shall include language in the charter contract entered into with the charter school which provides that:

[...]

(c) Upon approval of such an application by the State Board, the performance framework adopted by the proposed sponsor of the charter school will be replaced by the alternative performance framework.

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 subsections 5 and 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 3 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.

[...]

6. The sponsor of a charter school described in subsection 1 is not required to terminate the charter contract of the charter school or restart the charter school under a new charter contract if the charter school received a rating that is:
 - a. Within 5 points of the number of points required for the second lowest rating of performance pursuant to the statewide system of accountability for public schools or higher; or
 - b. Within 10 points of the number of points required for the second lowest rating of performance pursuant to the statewide system of accountability for public schools or higher and the charter school increased its rating from the immediately preceding school year by at least 50 percent. *[note: subsection 6 sunsets September 30, 2027]*

Appendix E: Document Control

Date	Summary of Changes
August 2024	Document created and posted on SPCSA website.
December 2024	Technical and non-substantive cleanup, including: • Moved the NSPF measure tables from the main document text to an appendix. • Added text stating that when data are missing or non-applicable, a school receives an adjusted final score based on points possible. • Added text stating that per statute, schools approved to be rated on the Nevada Alternative Performance Framework do not receive an SPCSA Academic Performance Framework rating. • Corrected the SPCSA Academic Performance Framework overview graphic to align the Chronic Absenteeism Reduction Indicator Auto Points rates with rates specified under the Chronic Absenteeism Reduction Indicator section of this document. • Updated the Zip Code Comparison Indicator section to state that NSPF scores from full magnet schools and statewide virtual schools are excluded when calculating the average comparison NSPF score. • Corrected the Student Comparison Indicator high school point table to reflect that measures are worth up to 5 points, not 2.5.
July 25, 2025	• Clarified Framework is only for grades K-12. • Added Appendix A regarding how an SPCSA Academic Framework rating is calculated for certain schools that do not receive an NSPF rating, along with corresponding changes within the main document. • Renamed subsequent Appendices per the prior change. • Added additional relevant legislation in Appendix D. • Minor technical clean up and formatting updates.