

## **Alaka'i Heritage Academy AB 462 New Charter Addendum**

(3) The SPCSA has defined demographic and academic needs as follows:

**Demographics:** 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.

**Academic Needs: Geographies with 1 and 2 Star Schools:** 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.

**Academic Need: Students at Risk of Dropping out of School:** 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.

Given the above definitions, please describe how your proposed school would meet one or more of the needs defined in the Academic and Demographic Needs Assessment. Note that 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 within the Needs Assessment. More information can be found within the Needs Assessment, which can be found [here](#).

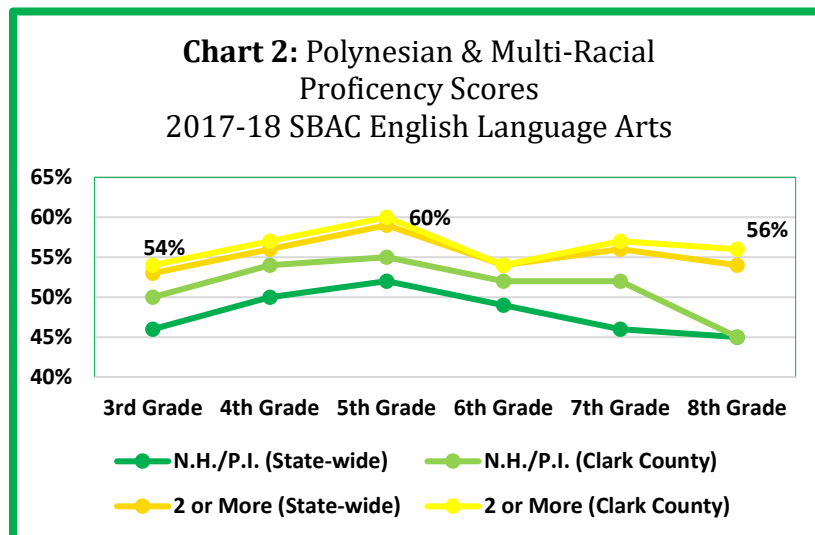
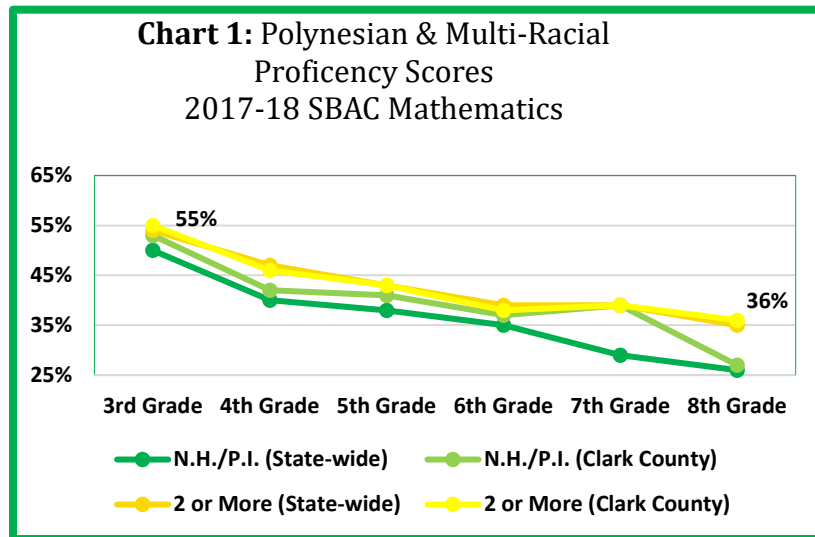
Alaka'i Heritage Academy (AHA) meets all of the needs defined in the Academic and Demographic Needs Assessment. The school proposes to serve underserved populations of Demographic Need, will be located in a zip code of Identified Academic Need, and proposes an educational model that is founded in research to prevent student dropout.

### **Demographic Needs**

Demographically, as mentioned in the Targeted Plan: Needs Assessment, AHA's proposed geographical area intends to serve traditionally underserved populations identified by the Nevada Department of Education. AHA's committee to form (CTF) selected their proposed area based primarily upon parent and community demand. Over the past two years, the CTF of AHA has been gathering an ever-growing number of letters of intent to enroll at the school. These letters currently number over 600 and are the result of online digital forms from the school's website as well as tangible paper forms, filled-out by

hand, by parents and students at various community outreach events. These intent to enroll forms reflect a population of students and families who are overwhelmingly Native Hawaiian/Pacific Islander, who currently reside in various zip codes throughout the valley. These zip codes include the following: 89002, 89014, 89030, 89031, 89032, 89081, 89108, 89110, 89113, 89115, 89121, 89123, 89129, 89131, 89139, 89141, 89142, 89148, 89179, and 89183.

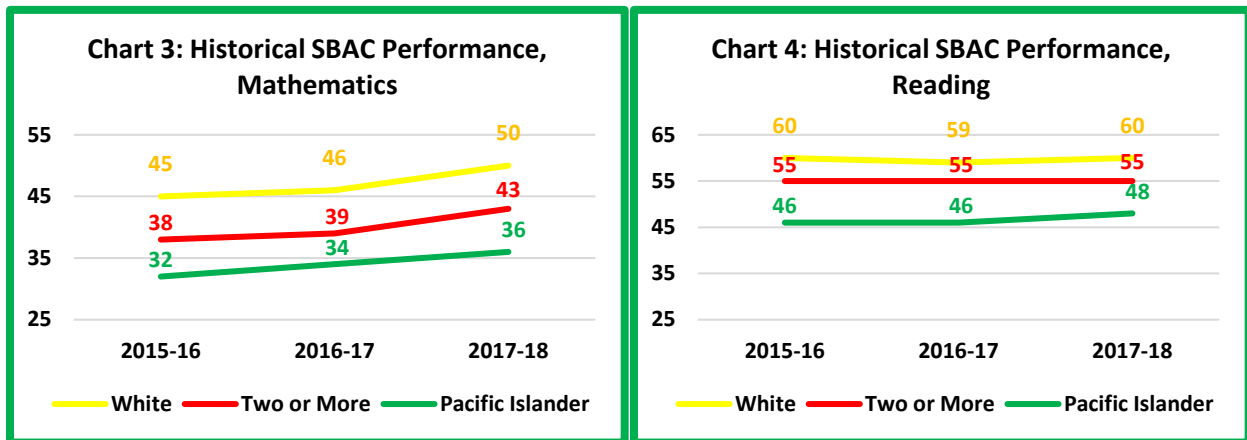
Historically, Native-Hawaiian/Pacific Islander students residing within Clark County, Nevada have been educationally underserved. The overall proficiency results of these students on the 2017-18 SBAC in Mathematics and English Language Arts are demonstrated in the charts below. (As a side note, the category “Two or More Races” has been included here as some Polynesian students and families have been known to select this category when filling identification paperwork.<sup>1</sup>)



<sup>1</sup> Hixson, Lindsay. Hepler, Bradford B. Kim, Myoung Ouk. (2012). *The Native Hawaiian and Other Pacific Islander Population: 2010*.

As demonstrated in **Charts 1<sup>2</sup>** and **2<sup>3</sup>** above, both Native-Hawaiian/Pacific Islander Students, as well as students who identify as Two or More Races, struggled to achieve above 60% proficiency on any tested subject area as well as in any grade level.

While these assessment results may closely mirror the average performance of the state overall (all ethnic demographics combined), they still leave tremendous room for improvement and is not the standard of academic focus AHA hopes to achieve for their students. Furthermore, students who identify as Pacific Islander or Two or More Races in Nevada have consistently underperformed on both the Mathematic and Reading SBAC for the past three years, when compared to their White peers. Please see **Charts 3** and **4** below:



Additionally, knowing that geographic proximity can be a strong factor in where students and families choose to attend, AHA has also examined all public elementary and middle schools in its proposed area to get an understanding of student demographics in this area. Findings from these schools were obtained from the *Nevada Report Card* website and then averaged together to produce the findings shown below in See **Table 1** below:

Table 1: Proposed Area Student Subgroups		
ELL	FRL	IEP
28%	81%	14%

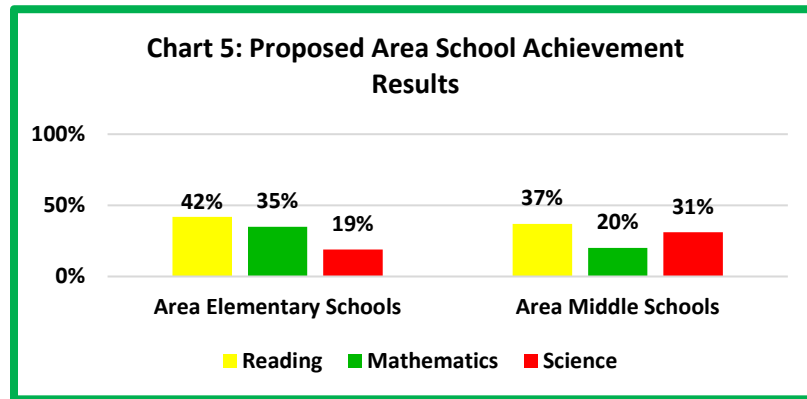
As demonstrated above, approximately 28% of the students in the proposed area are English Language Learners (ELL), with more than 80% of the population qualifying for Free-Reduced Lunch (FRL) services and 14% of students are on an Individualized Education Plan (IEP). As already recognized by the Nevada State Public Charter School Authority, “these populations have performed below the state average in graduation rates, ACT Assessment, Smarter Balanced Assessment (both math and reading) for the last three years”<sup>4</sup> and are in dire need of focus and attention in order to improve educational outcomes for all students.

<sup>2</sup> Nevada Report Card.

<sup>3</sup> Ibid.

<sup>4</sup> Nevada State Public Charter School Authority. 2019 Academic and Demographic Needs Assessment.

Recent academic results demonstrate less than 50% of both elementary and middle students attending public schools in the proposed area achieved proficiency in any subject as measured by the 2017-18 SBAC annual assessment. See **Chart 5<sup>5</sup>** below:



**Academic Needs**

In terms of identified academic needs, AHA’s proposed location is in an area of predominantly underperforming schools. Below is a table showing the surrounding schools within the zip codes of the proposed school. See Table 2 below:

Table 2: Data from Surrounding Schools				
Zip Code	# of 1-2 Star Schools	1-2 Star Enrollment	# of 1-2 Star ES	# of 1-2 Star MS
89120	4	2423	2	2
89014	2	1086	2	0
89074	1	675	1	0
89122	5	4449	4	1
89121	7	7057	3	2

While charter school enrollment is typically far reaching, these zip codes are within the targeted zone. Our enrollment efforts and community partnerships will target families in need and AHA will provide a high quality public education for families in these identified areas.

Furthermore, based on the aforementioned letters of intent to enroll, Native Hawaiian/Pacific Islander families interested in attending AHA hail from several zip codes of Identified Academic Need:

Table 3: Data from Intent to Enroll Forms				
Zip Code	# of 1-2 Star Schools	1-2 Star Enrollment	# of 1-2 Star ES	# of 1-2 Star MS
89002	1	672	1	0
89014	2	1086	2	0
89030	8	5583	4	3
89031	4	4962	2	1

<sup>5</sup> Nevada Report Card. “Interactive Data Portal”.

89032	7	6225	4	2
89081	3	2401	2	1
89108	7	5691	6	1
89110	13	13791	7	3
89115	10	8803	8	2
89121	7	7057	3	2
89123	1	571	1	0
89129	3	2318	2	1
89141	1	856	1	0
89142	3	3455	2	1
89148	1	841	1	0
89183	1	711	1	0

### At-Risk Of Dropping Out of School

As a proposed arts integration school, AHA is founded in research, which is associated with lower dropout rates, as well as improved academic outcomes for all students.<sup>6</sup>

AHA proposes to create a bridge between school, home, and community for all its students all through the arts. Through the arts, (music, dance, theatre, visual arts, and media production) students at AHA will be afforded the opportunity to learn in a way that meets their own unique cultural, intellectual, social, and emotional needs. Students' minds will be opened and understanding deepened through project-based learning. Learning will focus on creativity, problem-solving, collaboration, perseverance, and the ability to work through the rigorous demands, set forth by the Nevada Academic Content Standards (NACS). The school's program is modeled after specific arts integration learning methods and strategies that have proven successful in raising both student engagement and achievement.

A longitudinal study by the National Endowment for the Arts (NEA) affirmed that arts education predicts better graduation rates, regardless of a student's socio-economic status.<sup>7</sup> "After tracking more than 22,000 students for 12 years, the NEA researchers found that students with high levels of involvement in the arts were five times more likely to graduate high school than those with low involvement in the arts."<sup>8</sup>

Additionally, "research demonstrates a direct and powerful relationship between an arts education and dropout prevention. Arts learning increases academic self-efficacy and keeps students engaged and in school (Holochwost et al., 2016). It improves academic outcomes (Catterall et al., 2012), reduces suspensions, predicts higher levels of college attendance and graduation (Elpus. 2013), and promotes

<sup>6</sup> Brown, K. (2017). *The arts and dropout prevention: The power of art to engage* [White paper]. Clemson, SC: National Dropout Prevention Center/Network. Retrieved from [www.dropoutprevention.org/wp-content/uploads/2017/10/arts-and-dropout-prevention-2017-10.pdf](http://www.dropoutprevention.org/wp-content/uploads/2017/10/arts-and-dropout-prevention-2017-10.pdf)

<sup>7</sup> Catterall, J. S., Dumais, S. A., & Hampden-Thompson, G. (2012, March). *The arts and achievement in at-risk youth: Findings from four longitudinal studies* (Research Report #55). Washington, DC: National Endowment for the Arts. Retrieved from <https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf>

<sup>8</sup> Brown. *The arts and dropout prevention*. (2017).

desired personal characteristics (Holochwost et al., 2016). Arts education is a powerful tool that educators and policymakers can and should use more intentionally in the fight against high school dropout.”<sup>9</sup>

AHA meets the three designated areas of need as outlined by the 2019 Academic and Demographic Needs Assessment and is confident in the success their school will bring to our community of Las Vegas.

---

<sup>9</sup> Ibid.