

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2018 Renewal Report for Nevada Virtual Academy *Per NRS 388A.285 and R089-16A*

Issued June 29, 2018

CHARTER SCHOOL RENEWAL REPORT CONTENTS

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1. School Overview

- a. Address:
 - i. 4801 S. Sandhill Road Las Vegas Nevada 89121

- b. Campus Location:
 - i. Clark County

- c. Governing Board President
 - i. Samantha Morris

d. Academic Data Overview

The following data was compiled from the ratings generated by the Nevada State Performance Framework (NSPF). Please see Appendix A for more details.

Year	NSPF Rating
Rating issued in the Fall of 2013	Elementary: 2 Star Middle School: 2 Star High School: 2 Star
Rating issued in the Fall of 2014	Elementary: 2 Star Middle School: 3 Star High School: 2 Star
Rating issued in the Fall of 2015	Elementary: 2 Star (frozen from 2014) Middle School: 3 (frozen from 2014) High School: 2 Star (frozen from 2014)
Rating issued in the Fall of 2016	No star rating published by State
Rating issued in the Fall of 2017	Elementary: 1 Star Middle School: 3 Star High School: N/A

2. Summary of Issued Notices and Identified Deficiencies

a. Academic:

The Authority Board has issued the following Academic Notices to Nevada Virtual Academy:

- i.** The Authority issued a Notice of Concern on September 16, 2013. This Notice is attached as Appendix B.
- ii.** The Authority issued a Notice of Breach on December 15, 2014. This Notice is attached as Appendix C.
- iii.** The Authority conducted a high-stakes review during the current charter term, with results reported to the Authority Board in a memorandum dated February 22, 2016. This memorandum is attached as Appendix D.
- iv.** The Authority issued a Notice of Intent to Revoke the Nevada Virtual Academy Charter on February 21, 2018. This Notice is attached as Appendix E.

b. Financial:

The Authority Board has issued the following Financial Notices to Nevada Virtual Academy:

- i.** The Authority issued a Notice of Concern on July 14, 2017. This Notice is attached as Appendix F.

3. Summary of the Overall Performance of Nevada Virtual

Nevada Virtual is currently rated as a 1-star elementary school and a 3-star middle school according to the 2016 – 2017 NSPF. While Authority staff anticipates that there will be NSPF ratings for high schools for the 2017 – 2018 school year, no current ratings exist. It is noteworthy that the school has not earned more than a 3-star rating for the elementary, middle, or high school since the inception of the NSPF in 2012.

With regard to the elementary school program, Authority staff remains concerned with the low performance of students across all metrics within the NSPF. As noted in NSPF guidance document a 1-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. Students and subgroups are inconsistent in achieving performance standards and the school has not met the state's standard for performance. Authority staff is also concerned with the low-test participation rate. The State of Nevada requires not less than 95 percent participation of all students in each subgroup ..." (ESSA 1177-35(E)) and Nevada Virtual a received test participation warning in the 2016-2017 NSPF start rating report. The school consistently ranks below most all schools within the SPCSA portfolio in most achievement and growth measures. According to the 2016-2017 NSPF total of 17 elementary schools received a star rating and Nevada Virtual Academy elementary school is the second lowest school with multiple areas that require improvement (academic achievement, growth, student engagement and closing achievement gap). See Appendix A for more details.

The middle school program has fared somewhat better, earning a 3-star twice over the current charter term according to the NSPF. The school has achievement and growth scores that are more in-line with state performance expectations. The school state test achievement data, however, remains below the SPCSA average proficiency rate within the portfolio in both math and ELA. See Appendix A for more details.

While there are no high school program NSPF ratings for the current school year, the data is provided by Nevada Department of Education in December 2017. The school has achievement scores and graduation rate that are more in-line with SPCSA. The high school NSPF rating will be available on September 2018 with new indicators (such as ACT scores, College and Career Readiness -AP, IB, Advance Diploma etc.). See Appendix A for more details.

With regards to the financial performance of the school, SPCSA staff is concerned about the overall health and viability of the school. As noted in Appendix E, the school was issued a Notice of Concern after the annual financial audit revealed performance deficiencies during the 2015 – 2016 school year. The school exhibited problems in multiple metrics: enrollment projections, total margin, which measures whether or not the school is living within its available resources, and cash flow.

The organizational health and performance of the school has been fairly strong over the current charter term. The school has not received any notices regarding organizational performance.

4. Requirements for the Renewal Application

Applicants for renewal will receive an application template to populate and return to Authority staff between October 1 – October 15, 2018. This template will be provided to schools no later than July 31, 2018. **Schools are required to submit a notice of intent to submit an application for renewal not less than 45 days prior to submitting the renewal application.**

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed based on past performance. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision but the SPCSA Board will not give weight to such materials or testimony related to any contemplated changes during the renewal process. The inclusion of amendment materials will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application. Failure to submit the agenda and draft minutes into the appropriate areas in Epicenter prior to filing the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

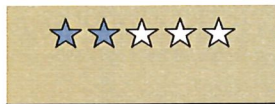
5. Criteria to be used for Making a Renewal Decision

As stated on the previous page, renewal decisions for schools operating under a charter contract are based on historic performance data as evidenced by both the Nevada State Performance Framework as well as the SPCSA Performance Framework. Historical anecdotes or unsolicited data, e.g. teacher turnover, leadership changes, or past programmatic adjustments, will not be 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. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of a school. The Epicenter platform will be used to inform the assessment of the organizational health of a school, and to help determine whether or not the school is compliant under local, state and federal law.

The Board will not give weight to materials or testimony related to such topics during the renewal process. The inclusion of unsolicited data, supplementary narratives, letters of support, or other unsolicited materials will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

Appendix A

Appendix A



School Overview Report





School Year: 2012-13

Nevada Virtual Academy (18404.1)

Title I

2 Star School:

A 2-Star School is a school that has room for improvement in whole school proficiency and growth. The required engagement of district leadership will support the school in improvement planning and implementation of specified and effective practices.

Performance Indicators	Points Earned	Points Eligible	Percentage of Points Earned
Growth Measure of Achievement	18.0	40	45.0% 
Status Measure of Achievement	15.0	30	50.0% 
Reductions in Achievement Gaps	3.0	20	15.0% 
Other Indicator	2.0	10	20.0% 
Total Index Score	[Points Earned(38.00)/Points Eligible(100)] X 100 = 38.00		
Reading/ELA Test Participation	97.8%	Math Test Participation	98.1%

Whole School Demographics (N = 1715)									
IEP	ELL	FRL	Am Indian/ AK Native	Asian	Black/ Afr American	Hispanic/ Latino	Pacific Islander	Two or More Races	White/ Caucasian
9.7%	0.0%	52.3%	2.2%	3.3%	13.6%	10.2%	2.0%	0.0%	68.7%

What do the performance indicators mean?

Growth Measure of Achievement	Status Measures of Achievement	
Student Growth is a measure of performance on the State assessments over time. Students who perform similarly on the first administration of the test are compared to each other after the second. Each student's relative performance to each other is measured as a percentile. This value is called the Student Growth Percentile or SGP. Separate SGP determinations are made for Reading/ELA and Math.	Status is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessments. Status Measures of Achievement are determined by calculating the percent of students in the school who met or exceeded standards on the State assessments. School-level calculations are made for Reading/ELA and Math.	
Reductions in Achievement Gaps	Other Indicator	
Student achievement targets to meet proficiency on the State assessments within three years are determined for each elementary and middle school student. These targets are called Adequate Growth Percentiles or AGP. Reduction in Achievement Gap is based on the percent of IEP, ELL or FRL students who meet their AGP targets. Separate calculations are made for Reading/ELA and Math. Subgroups are identified as students who are on an Individual Education Plan (IEP), are English Language Learners (ELL) or receive Free or Reduced-Price Lunch (FRL).	Currently, the Other Indicator is a measure of the student average daily attendance or ADA for a school.	
Test Participation	Star Rating	Index Score
Schools do not earn additional framework points for Test Participation, but in order for a school to be classified as a 2, 3, 4 or 5 star school, the school must meet the 95% participation rate threshold or have an average of 95% participation or better from the two or three most recent years of testing.	★★★★★	at or above 77
	★★★★☆	at or above 68 and below 77
	★★★☆☆	at or above 50 and below 68
	★★☆☆☆	at or above 32 and below 50
	★☆☆☆☆	below 32

"nd" displays when a point value is not determined due to an insufficient number of students in the group.

**** displays when data is suppressed because there are less than 10 students in the applicable group.

"N/A" displays when data is either not reported or not applicable.



School Overview Report

School Year: 2012-13

Nevada Virtual Academy (18404.2)

Title I

2 Star School:

A 2-Star School is a school that has room for improvement in whole school proficiency and growth. The required engagement of district leadership will support the school in improvement planning and implementation of specified and effective practices.

Performance Indicators	Points Earned	Points Eligible	Percentage of Points Earned
Growth Measure of Achievement	18.0	40	45.0%
Status Measure of Achievement	15.0	30	50.0%
Reductions in Achievement Gaps	6.0	20	30.0%
Other Indicator	2.0	10	20.0%
Total Index Score	[Points Earned(41.00)/Points Eligible(100)] X 100 = 41.00		
Reading/ELA Test Participation	97.8%	Math Test Participation	98.2%

Whole School Demographics (N = 1023)									
IEP	ELL	FRL	Am Indian/ AK Native	Asian	Black/ Afr American	Hispanic/ Latino	Pacific Islander	Two or More Races	White/ Caucasian
10.7%	0.0%	56.5%	2.0%	3.4%	13.5%	14.0%	3.1%	0.0%	64.0%

What do the performance indicators mean?

Growth Measure of Achievement	Status Measures of Achievement
Student Growth is a measure of performance on the State assessments over time. Students who perform similarly on the first administration of the test are compared to each other after the second. Each student's relative performance to each other is measured as a percentile. This value is called the Student Growth Percentile or SGP. Separate SGP determinations are made for Reading/ELA and Math.	Status is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessments. Status Measures of Achievement are determined by calculating the percent of students in the school who met or exceeded standards on the State assessments. School-level calculations are made for Reading/ELA and Math.
Reductions in Achievement Gaps	Other Indicator
Student achievement targets to meet proficiency on the State assessments within three years are determined for each elementary and middle school student. These targets are called Adequate Growth Percentiles or AGP. Reduction in Achievement Gap is based on the percent of IEP, ELL or FRL students who meet their AGP targets. Separate calculations are made for Reading/ELA and Math. Subgroups are identified as students who are on an Individual Education Plan (IEP), are English Language Learners (ELL) or receive Free or Reduced-Price Lunch (FRL).	Currently, the Other Indicator is a measure of the student average daily attendance or ADA for a school.
Test Participation	Star Rating
Schools do not earn additional framework points for Test Participation, but in order for a school to be classified as a 2, 3, 4 or 5 star school, the school must meet the 95% participation rate threshold or have an average of 95% participation or better from the two or three most recent years of testing.	★★★★★
	★★★★☆
	★★★☆☆
	★★☆☆☆
	★☆☆☆☆
	at or above 77
	at or above 68 and below 77
	at or above 50 and below 68
	at or above 32 and below 50
	below 32

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School Overview Report

School Year: 2012-13

Nevada Virtual Academy
(18404.3)
Title I

2 Star School:

A 2-Star School is a school that has room for improvement in whole school proficiency and growth. The required engagement of district leadership will support the school in improvement planning and implementation of specified and effective practices.

Performance Indicators				Points Earned	Points Eligible	Percentage of Points Earned			
Status/Growth Measure of Achievement				13.0	30	43.3%	<div></div>		
Reduction in Achievement Gaps				6.0	10	60.0%	<div></div>		
Graduation Measures				6.0	30	20.0%	<div></div>		
College and Career Readiness				8.0	16	50.0%	<div></div>		
Other Indicators				3.0	14	21.4%	<div></div>		
Total Index Score				[Points Earned(36.00)/Points Eligible(100)] X 100 = 36.00					
Reading/ELA Test Participation			98.9%		Math Test Participation			98.7%	
Whole School Demographics (N = 1759)									
IEP	ELL	FRL	Am Indian/ AK Native	Asian	Black/ Afr American	Hispanic/ Latino	Pacific Islander	Two or More Races	White/ Caucasian
11.0%	0.0%	52.5%	2.2%	3.4%	13.7%	16.1%	2.3%	0.0%	62.4%

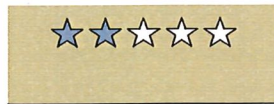
What do the performance indicators mean?

Status/Growth Measure of Achievement	Reduction in Achievement Gaps
The Status/Growth Measure includes the percent of students who pass the State assessments as 10th graders, the percent of 11th grade students who pass the assessments by spring of the 11th grade and the Median Growth Percentile or MGP for 10th graders. The School Median Growth Percentile is a summary of student Growth Percentiles (SGP) for a school. SGP is a measure of student achievement over time that compares the achievement of similar groups of students from one test administration to the next. Separate calculations are made for Reading/ELA and Math for each of the three performance indicators.	High school achievement gaps are calculated as the difference between the subgroup proficiency rate and the statewide proficiency rate for the "all students" group. Subgroups are identified as students who are on an Individual Education Plan (IEP), are English Language Learners (ELL) or receive Free or Reduced-Price Lunch (FRL). Since this value is computed as a difference, negative numbers are possible. When this measure is reported as zero it means there is no difference between the proficiency of the subgroup and the statewide proficiency rate.
Graduation Measures	College and Career Readiness
High school graduation is a combined measure of the school's graduation rate and a subgroup graduation gap analysis. Graduation gaps are defined as the difference between each subgroup's graduation rate and the statewide graduation rate. Subgroups are identified as students who are on an Individual Education Plan (IEP), are English Language Learners (ELL) or receive Free or Reduced-Price Lunch (FRL).	This indicator represents a combination of multiple measures of College and Career Readiness. It includes the percent of students requiring remediation in Nevada colleges and universities, the percent of students earning advanced diplomas, the percent of students passing Advanced Placement exams and the percent of students participating in the ACT or the SAT.
Other Indicators	Star Rating
Currently, Other Indicators is a measure of the student Average Daily Attendance or ADA for a school and the percent of 9th grade students who have earned at least five credits by the end of 9th grade.	★★★★★
Test Participation	Index Score
Schools do not earn additional framework points for Test Participation, but in order for a school to be classified as a 2, 3, 4 or 5 star school, the school must meet the 95% participation rate threshold or have an average of 95% participation or better from the two or three most recent years of testing.	at or above 77
	★★★★☆
	at or above 68 and below 77
	★★★★☆
	at or above 50 and below 68
	★★★☆☆
	at or above 32 and below 50
	★★☆☆☆
	below 32

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School Overview Report

School Year: 2013-14

Nevada Virtual Academy (18404.1)

Title I

2 Star School:

A 2-Star School is a school that has room for improvement in whole school proficiency and growth. The required engagement of district leadership will support the school in improvement planning and implementation of specified and effective practices.

Performance Indicators	Points Earned	Points Eligible	Percentage of Points Earned	
Growth Measure of Achievement	10.0	40	25.0%	
Status Measure of Achievement	15.0	30	50.0%	
Reductions in Achievement Gaps	3.0	20	15.0%	
Other Indicator	4.0	10	40.0%	
Total Index Score	[Points Earned(32.00)/Points Eligible(100)] X 100 = 32.00			
Reading/ELA Test Participation	98.2%		Math Test Participation	98.2%

Whole School Demographics (N = 1319)									
IEP	ELL	FRL	Am Indian/ AK Native	Asian	Black/ Afr American	Hispanic/ Latino	Pacific Islander	Two or More Races	White/ Caucasian
8.0%	1.1%	53.2%	2.1%	3.5%	13.6%	10.4%	3.0%	0.0%	67.3%

What do the performance indicators mean?

Growth Measure of Achievement	Status Measures of Achievement	
Student Growth is a measure of performance on the State assessments over time. Students who perform similarly on the first administration of the test are compared to each other after the second. Each student's relative performance to each other is measured as a percentile. This value is called the Student Growth Percentile or SGP. Separate SGP determinations are made for Reading/ELA and Math.	Status is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessments. Status Measures of Achievement are determined by calculating the percent of students in the school who met or exceeded standards on the State assessments. School-level calculations are made for Reading/ELA and Math.	
Reductions in Achievement Gaps	Other Indicator	
Student achievement targets to meet proficiency on the State assessments within three years are determined for each elementary and middle school student. These targets are called Adequate Growth Percentiles or AGP. Reduction in Achievement Gap is based on the percent of IEP, ELL, or FRL students who meet their AGP targets. Separate calculations are made for Reading/ELA and Math. Subgroups are identified as students who are on an Individual Education Plan (IEP), are English Language Learners (ELL) or receive Free or Reduced-Price Lunch (FRL).	Currently, the Other Indicator is a measure of the student average daily attendance or ADA for a school.	
Test Participation	Star Rating	Index Score
Schools do not earn additional framework points for Test Participation, but in order for a school to be classified as a 2, 3, 4 or 5 star school, the school must meet the 95% participation rate threshold or have an average of 95% participation or better from the two or three most recent years of testing.	★★★★★	at or above 77
	★★★★☆	at or above 68 and below 77
	★★★☆☆	at or above 50 and below 68
	★★☆☆☆	at or above 32 and below 50
	★☆☆☆☆	below 32

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School Performance Report
Nevada Virtual Academy (18404.1)

	Reading/ELA				Math				
Growth Measures	N Count	Points Earned	Measure	State Rate	N Count	Points Earned	Measure	State Rate	
MGP (Percentile)	287.0	2.0	32.0	51.00	289.0	2.0	29.0	51.00	
AGP (Percent Met)	287.0	4.0	40.8	59.01	289.0	2.0	26.0	44.84	
Points from Growth	6.0				4.0				
Growth Points Earned (eligible 40)	10.0								
Status Measures	N Count	Points Earned	Measure	State Rate	N Count	Points Earned	Measure	State Rate	
Proficiency Rate	491.0	9.0	56.0	67.52	491.0	6.0	47.7	68.54	
Proficiency Points Earned (eligible 30)	15.0								
Gap Measures *SuperGroup Used*	N Count	Points Earned	Measure	State Subgroup Gap	N Count	Points Earned	Measure	State Subgroup Gap	
% FRL Meeting AGP	156.0	nd	34.6	50.25	158.0	nd	17.1	36.13	
% IEP Meeting AGP	28.0	nd	28.6	26.51	29.0	nd	17.2	21.11	
% ELL Meeting AGP	**	nd	**	29.49	**	nd	**	22.00	
% Supergroup Meeting AGP	165.0	3.0	33.9	49.40	167.0	0.0	18.0	35.68	
Points from Gap (Supergroup)	3.00				0.00				
Gap Points Earned (eligible 20)	3.00								
Other Indicator	N Count	Points Earned	Measure	State Rate	Star Rating		Index Score		
Average Daily Attendance Rate	N/A	4.0	94.5	95.10	★★★★★		at or above 77		
Other Indicator Points Earned (eligible 10)	4.0				★★★★☆		at or above 68 and below 77		
					★★★★☆		at or above 50 and below 68		
Total Points Earned					32.00		★★★★☆☆		at or above 32 and below 50
Index Score					32.00		★★★★☆☆		below 32
[Points Earned(32.00)/Points Eligible(100)] X 100									
Star Rating					★★★★☆				

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"NA" displays when data is either not reported or not applicable.

"-" displays when calculations are not applicable.

Other Data and Trends
Nevada Virtual Academy (18404.1)

Student Achievement Comparison by School, District, State

School Year	% At/Above Proficiency											
	School				District				State			
	Reading/ELA	Math	Writing	Science	Reading/ELA	Math	Writing	Science	Reading/ELA	Math	Writing	Science
2013-2014	56	48	N/A	N/A	76	72	N/A	N/A	68	69	N/A	N/A
2012-2013	58	49	N/A	57	74	67	N/A	72	67	72	N/A	57
2011-2012	53	50	41	53	70	67	59	71	66	72	45	58

Student Achievement/Growth by Subpopulation

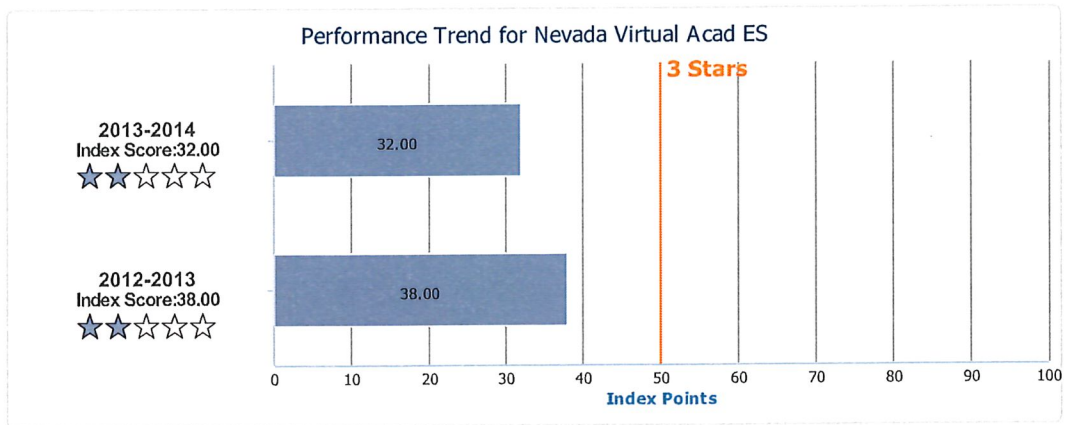
Subpopulation	% At/Above Proficiency						Median Growth Percentile (MGP)					
	Reading/ELA			Mathematics			Reading/ELA			Mathematics		
Year	2014	2013	2012	2014	2013	2012	2014	2013	2012	2014	2013	2012
AMO	N/A	68.92	65.83	N/A	70.85	73.56	N/A	N/A	N/A	N/A	N/A	N/A
IEP	26	27	20	17	22	17	32	29	26	33	39	29
ELL	**	36	**	**	46	**	**	**	N/A	**	**	N/A
FRL	48	47	47	39	37	43	32	32	36	18	32	28
Am Indian/AK Native	**	50	60	**	44	60	**	26	**	**	21	**
Asian	84	67	79	68	64	62	46	47	57	35	39	52
Black/Afr American	39	37	38	28	26	31	22	32	22	24	37	28
Hispanic/Latino	49	55	59	37	45	59	35	39	43	14	36	31
Pacific Islander	**	46	55	**	39	64	**	**	**	**	**	**
Two or More Races	**	**	**	**	**	**	N/A	N/A	N/A	N/A	N/A	N/A
White/Caucasian	59	62	62	52	54	58	32	39	42	29	41	34

Student Participation on the State Assessments by Subpopulation

Subpopulation	Reading/ELA			Math		
	2014	2013	2012	2014	2013	2012
All Students	✓	✓	✓	✓	✓	✓
IEP	✓	✓	✓	✓	✓	✓
ELL	✓	✓	✓	✓	✓	✓
FRL	✓	✓	✓	✓	✓	✓
Am Indian/AK Native	✓	✓	✓	✓	✓	✓
Asian	✓	✓	✓	✓	✓	✓
Black/Afr American	✓	✓	✓	✓	✓	✓
Hispanic/Latino	✓	✓	✓	✓	✓	✓
Pacific Islander	✓	✓	✓	✓	✓	✓
Two or More Races	✓	✓	✓	✓	✓	✓
White/Caucasian	✓	✓	✓	✓	✓	✓

✓ = Met participation requirement ✗ = Did not meet participation requirement

When a population/subpopulation does not meet the participation goal of 95%, the school will receive a Warning. Subsequent years of not meeting 95% participation will result in a Penalty.



The Nevada School Performance Framework (NSPF) Trend displays the amount of index points the school earns across each component of the NSPF and the total index points earned over time.

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School Overview Report





School Year: 2013-14

Nevada Virtual Academy (18404.2)

Title I

3 Star School:

A 3-Star School has some areas of success as well as some areas that need improvement relative to student proficiency and/or student growth on the State assessments. The school has negotiated flexibility with the school district in decision-making and, when appropriate, is acknowledged for its successes with public recognition.

Performance Indicators	Points Earned	Points Eligible	Percentage of Points Earned
Growth Measure of Achievement	18.0	40	45.0% 
Status Measure of Achievement	18.0	30	60.0% 
Reductions in Achievement Gaps	15.0	20	75.0% 
Other Indicator	6.0	10	60.0% 
Total Index Score	[Points Earned(57.00)/Points Eligible(100)] X 100 = 57.00		
Reading/ELA Test Participation	98.1%	Math Test Participation	98.1%

Whole School Demographics (N = 1195)									
IEP	ELL	FRL	Am Indian/ AK Native	Asian	Black/ Afr American	Hispanic/ Latino	Pacific Islander	Two or More Races	White/ Caucasian
10.8%	2.3%	51.9%	1.8%	3.8%	11.6%	14.0%	2.4%	0.2%	66.2%

What do the performance indicators mean?

Growth Measure of Achievement	Status Measures of Achievement	
Student Growth is a measure of performance on the State assessments over time. Students who perform similarly on the first administration of the test are compared to each other after the second. Each student's relative performance to each other is measured as a percentile. This value is called the Student Growth Percentile or SGP. Separate SGP determinations are made for Reading/ELA and Math.	Status is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessments. Status Measures of Achievement are determined by calculating the percent of students in the school who met or exceeded standards on the State assessments. School-level calculations are made for Reading/ELA and Math.	
Reductions in Achievement Gaps	Other Indicator	
Student achievement targets to meet proficiency on the State assessments within three years are determined for each elementary and middle school student. These targets are called Adequate Growth Percentiles or AGP. Reduction in Achievement Gap is based on the percent of IEP, ELL, or FRL students who meet their AGP targets. Separate calculations are made for Reading/ELA and Math. Subgroups are identified as students who are on an Individual Education Plan (IEP), are English Language Learners (ELL) or receive Free or Reduced-Price Lunch (FRL).	Currently, the Other Indicator is a measure of the student average daily attendance or ADA for a school.	
Test Participation	Star Rating	Index Score
Schools do not earn additional framework points for Test Participation, but in order for a school to be classified as a 2, 3, 4 or 5 star school, the school must meet the 95% participation rate threshold or have an average of 95% participation or better from the two or three most recent years of testing.	★★★★★	at or above 77
	★★★★☆	at or above 68 and below 77
	★★★☆☆	at or above 50 and below 68
	★★☆☆☆	at or above 32 and below 50
	★☆☆☆☆	below 32

"nd" displays when a point value is not determined due to an insufficient number of students in the group.

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"N/A" displays when data is either not reported or not applicable.








School Overview Report

School Year: 2013-14

Nevada Virtual Academy (18404.3) Title I

2 Star School:

A 2-Star School is a school that has room for improvement in whole school proficiency and growth. The required engagement of district leadership will support the school in improvement planning and implementation of specified and effective practices.

Performance Indicators				Points Earned	Points Eligible	Percentage of Points Earned			
Status/Growth Measure of Achievement				16.0	30	53.3%			
Reduction in Achievement Gaps				6.0	10	60.0%			
Graduation Measures				6.0	30	20.0%			
College and Career Readiness				8.0	16	50.0%			
Other Indicators				7.0	14	50.0%			
Total Index Score				[Points Earned(43.00)/Points Eligible(100)] X 100 = 43.00					
Reading/ELA Test Participation			98.3%		Math Test Participation			97.4%	
Whole School Demographics (N = 1155)									
IEP	ELL	FRL	Am Indian/ AK Native	Asian	Black/ Afr American	Hispanic/ Latino	Pacific Islander	Two or More Races	White/ Caucasian
12.9%	1.8%	51.6%	2.0%	3.7%	11.5%	14.6%	2.6%	0.0%	65.5%

What do the performance indicators mean?

Status/Growth Measure of Achievement	Reduction in Achievement Gaps	
The Status/Growth Measure includes the percent of students who pass the State assessments as 10th graders, the percent of 11th grade students who pass the assessments by spring of the 11th grade and the Median Growth Percentile or MGP for 10th graders. The School Median Growth Percentile is a summary of student Growth Percentiles (SGP) for a school. SGP is a measure of student achievement over time that compares the achievement of similar groups of students from one test administration to the next. Separate calculations are made for Reading/ELA and Math for each of the three performance indicators.	High school achievement gaps are calculated as the difference between the subgroup proficiency rate and the statewide proficiency rate for the "all students" group. Subgroups are identified as students who are on an Individual Education Plan (IEP), are English Language Learners (ELL) or receive Free or Reduced-Price Lunch (FRL). Since this value is computed as a difference, negative numbers are possible. When this measure is reported as zero it means there is no difference between the proficiency of the subgroup and the statewide proficiency rate.	
Graduation Measures	College and Career Readiness	
High school graduation is a combined measure of the school's graduation rate and a subgroup graduation gap analysis. Graduation gaps are defined as the difference between each subgroup's graduation rate and the statewide graduation rate. Subgroups are identified as students who are on an Individual Education Plan (IEP), are English Language Learners (ELL) or receive Free or Reduced-Price Lunch (FRL).	This indicator represents a combination of multiple measures of College and Career Readiness. It includes the percent of students requiring remediation in Nevada colleges and universities, the percent of students earning advanced diplomas, the percent of students passing Advanced Placement exams and the percent of students participating in the ACT or the SAT.	
Other Indicators	Star Rating	Index Score
Currently, Other Indicators is a measure of the student Average Daily Attendance or ADA for a school and the percent of 9th grade students who have earned at least five credits by the end of 9th grade.	★ ★ ★ ★ ★	at or above 77
Test Participation	★ ★ ★ ★ ☆	at or above 68 and below 77
Schools do not earn additional framework points for Test Participation, but in order for a school to be classified as a 2, 3, 4 or 5 star school, the school must meet the 95% participation rate threshold or have an average of 95% participation or better from the two or three most recent years of testing.	★ ★ ★ ☆ ☆	at or above 50 and below 68
	★ ★ ☆ ☆ ☆	at or above 32 and below 50
	★ ☆ ☆ ☆ ☆	below 32

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Rating From 2013-2014

School Overview Report

Nevada Virtual Academy (18404.1)

Title I

School Year: 2014-15

Focus School:

Based on 2013-2014 student achievement information, this school has been designated as a Focus School. A Focus School at the elementary or middle school-level is a Title I school that has room for substantial improvement in the area of student achievement with specific sub-group populations, such as, students with disabilities, English Language Learners, and/or low-income students.

Whole School Demographics (N = 1016)									
IEP	ELL	FRL	Am Indian/ AK Native	Asian	Black/ Afr American	Hispanic/ Latino	Pacific Islander	Two or More Races	White/ Caucasian
7.7%	2.2%	57.0%	nd	5.1%	13.6%	9.5%	2.6%	nd	68.2%

School Ratings

*Nevada's school rating system has been paused for the 2014-2015 school year. The rating displayed here reflects the school's rating from the 2013-2014 school year.

School reports for prior years are available from the Nevada School Performance website (nspf.doe.nv.gov) by selecting a district, school and desired school year in the upper right-hand corner.

Other information about this school's 2014-2015 school year may be found on the [Nevada Report Card](#) website. New school performance ratings are expected to be determined in September 2016.

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Rating From 2013-2014

School Overview Report

School Year: 2014-15

Nevada Virtual Academy (18404.2)

Title I

3 Star School:

Based on 2013-2014 student achievement information, this school has been designated as a 3-Star School. A 3-Star School has some areas of success as well as some areas that need improvement relative to student proficiency and/or student growth on the State assessments. The school has negotiated flexibility with the school district in decision-making and, when appropriate, is acknowledged for its successes with public recognition.

Whole School Demographics (N = 820)									
IEP	ELL	FRL	Am Indian/ AK Native	Asian	Black/ Afr American	Hispanic/ Latino	Pacific Islander	Two or More Races	White/ Caucasian
10.0%	2.9%	52.8%	2.4%	4.9%	12.8%	14.6%	nd	nd	62.9%

School Ratings

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School reports for prior years are available from the Nevada School Performance website (nspf.doe.nv.gov) by selecting a district, school and desired school year in the upper right-hand corner.

Other information about this school's 2014-2015 school year may be found on the [Nevada Report Card](#) website. New school performance ratings are expected to be determined in September 2016.

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School Overview Report

School Year: 2014-15

Nevada Virtual Academy
(18404.3)
Title I

Priority School:

Based on 2013-2014 student achievement information, this school has been designated as a Priority School. A Priority School is a Title I-served school that has room for substantial improvement in whole school proficiency and growth. Intensive district and community assistance will provide this school with support necessary for improvement.

Whole School Demographics (N = 796)									
IEP	ELL	FRL	Am Indian/ AK Native	Asian	Black/ Afr American	Hispanic/ Latino	Pacific Islander	Two or More Races	White/ Caucasian
11.1%	3.0%	51.5%	nd	3.9%	12.2%	14.3%	2.0%	nd	65.7%

School Ratings

*Nevada's school rating system has been paused for the 2014-2015 school year. The rating displayed here reflects the school's rating from the 2013-2014 school year.

School reports for prior years are available from the Nevada School Performance website (nspf.doe.nv.gov) by selecting a district, school and desired school year in the upper right-hand corner.

Other information about this school's 2014-2015 school year may be found on the [Nevada Report Card](#) website. New school performance ratings are expected to be determined in September 2016.

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School Year 2016-2017 Nevada School Rating for Nevada Virtual Academy



Nevada Virtual Academy

Orlando Dos Santos, Principal

Grade Levels: 0K-12

Website: www.k12.com/nv

School Level: Elementary School

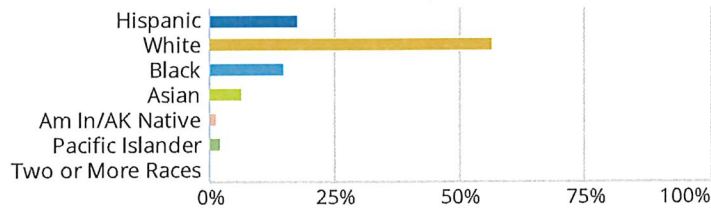
4801 South Sandhill Road

Las Vegas, NV 89121

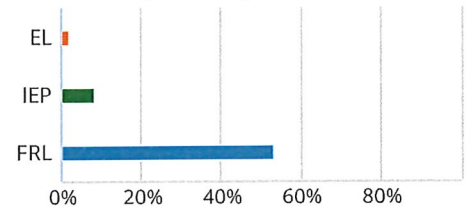
Phone: 702-407-1825 x7001



Race/Ethnicity



Special Populations

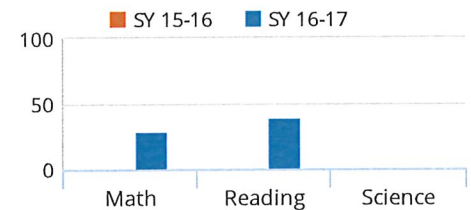


Academic Achievement



	% Above Cut	District
Math CRT	28.9	53.3
ELA CRT	39.2	59.9
Science CRT		
<i>Pooled Average</i>	34.0	56.6
Ready by Grade 3	39.7	56.4

% Above Cut

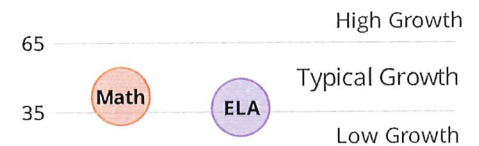


Student Growth



	SY 16-17
Math CRT MGP	41.5
ELA CRT MGP	37.0
Math CRT AGP	28.3
ELA CRT AGP	36.2

Median Growth Percentile

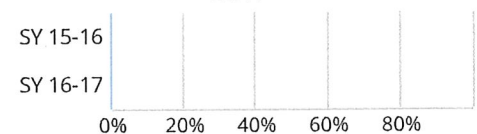


English Language



	% of EL Meeting AGP	District
ELPA	-	41.4

ELPA

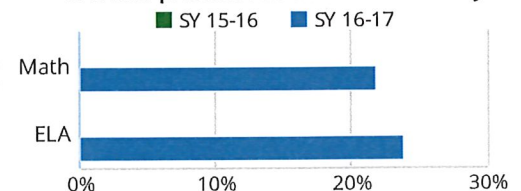


Closing Opportunity Gaps



Non-proficient	% Meeting AGP
Math CRT	21.8
ELA CRT	23.9

% of Non-proficient on Track to Proficiency

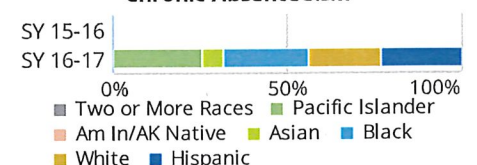


Student Engagement



	% Chronically Absent	District
Chronic Absenteeism	21.6	10.6
	% Participation	Met Target
Climate Survey	-	NO

Chronic Absenteeism



*Bonus points included

Student CRT Proficiency

	Percent Above the Cut					
	Math	District	2017 Math MIP	ELA	District	2017 ELA MIP
American Indian/Alaska Native	-	28.2	27.2	-	35.8	36.3
Asian	45	69.6	65.4	50	73.2	72.8
Black/African American	24.3	32.3	25	27.7	42.7	36.4
Hispanic/Latino	25.5	41.1	33.1	31.9	49.3	42.6
Pacific Islander	-	53.9	42.7	-	58.2	53.3
Two or More Races	-	58.4	50.4	-	66.4	60.6
White/Caucasian	28.9	59.7	54.9	42.1	65.2	63.9
Special Education	4.3	30.8	20.9	13	33.3	22.4
English Learners Current + Former	-	42.4	28.8	-	44.6	35.1
English Learners Current	-	27.8		-	26.5	
Economically Disadvantaged	23.9	34.7	32.4	34	42.9	41

Grade 3 ELA

	Percent Above the Cut	
	ELA	District
American Indian/Alaska Native	-	26.6
Asian	-	68.6
Black/African American	-	40.2
Hispanic/Latino	33.3	47
Pacific Islander	-	48.8
Two or More Races	-	58.2
White/Caucasian	45.8	62.4
Special Education	-	36.3
English Learners Current + Former	-	42.2
English Learners Current	-	23.1
Economically Disadvantaged	35.8	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	37	33	34.7	26
Hispanic/Latino	30	37.5	21.4	32.1
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	44.5	37	26.1	37.6
Special Education	53	31	17.6	17.6
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	39	34	27.7	30.1

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	17.6	12.5
Hispanic/Latino	27.7	13.3
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	20.6	31.4
Special Education	12.5	17.6
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	18	18.8

Chronic Absenteeism

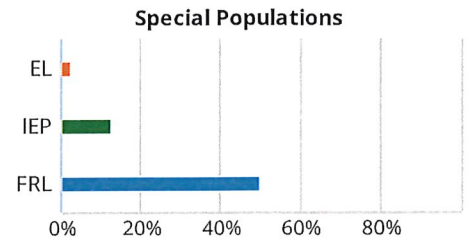
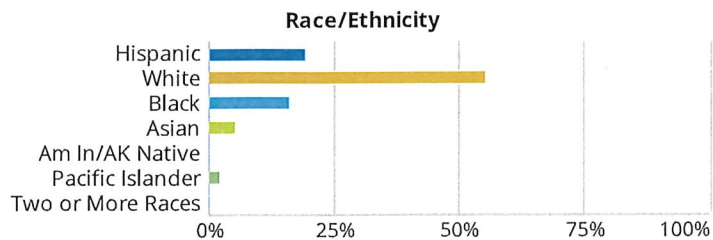
	% Chronically Absent	District
American Indian/Alaska Native	-	18.2
Asian	6.4	4.9
Black/African American	25.2	19.8
Hispanic/Latino	23.7	13.4
Pacific Islander	26.6	11.5
Two or More Races	-	9.6
White/Caucasian	21	8.4
Special Education	29.6	13.4
English Learners Current + Former	N/A	N/A
English Learners Current	-	15.1
Economically Disadvantaged	21.1	18.5

School Year 2016-2017 Nevada School Rating for Nevada Virtual Academy



Nevada Virtual Academy
Orlando Dos Santos, Principal
Grade Levels: 0K-12
Website: www.k12.com/nv
School Level: Middle School

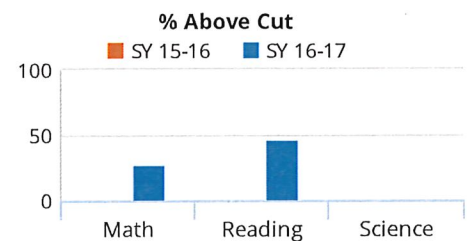
4801 South Sandhill Road
Las Vegas, NV 89121
Phone: 702-407-1825 x7001



Academic Achievement



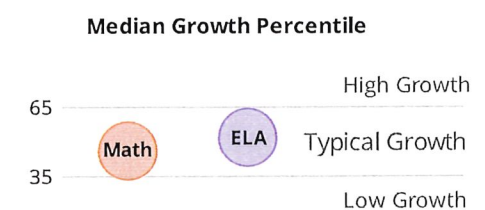
	% Above Cut	District
Math CRT	28.3	35.7
ELA CRT	46.7	53.2
Science CRT		
Math I End of Course	80.4	87.7
Pooled Average	39.4	46.5



Student Growth



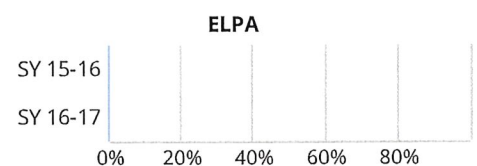
	SY 16-17
Math CRT MGP	46.0
ELA CRT MGP	52.0
Math CRT AGP	32.2
ELA CRT AGP	47.7



English Language



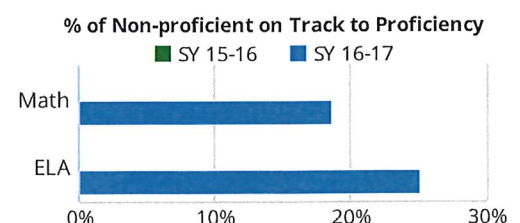
	% of EL Meeting AGP	District
ELPA	-	33.5



Closing Opportunity Gaps



Non-proficient	% Meeting AGP
Math CRT	18.7
ELA CRT	25.2

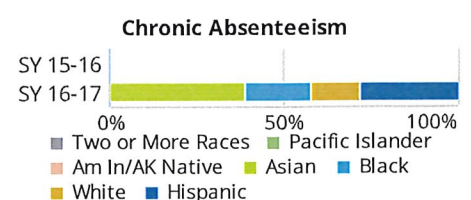


Student Engagement



*Bonus points included

	School	District
Chronic Absenteeism	7.2	9.6
Academic Learning Plans	100	79.5
NAC 389.445 Requirements	91.5	94.3
	% Participation	Met Target
Climate Survey	-	NO



Student CRT Proficiency

	Percent Above the Cut					
	Math	District	2017 Math MIP	ELA	District	2017 ELA MIP
American Indian/Alaska Native	-	28.5	20.6	-	57.1	37.3
Asian	44.4	63.5	54.1	59.2	73.8	73.3
Black/African American	8.1	16.8	15.2	31.1	33.7	31.1
Hispanic/Latino	21.3	24.5	21.6	47.1	43.4	39.2
Pacific Islander	33.3	35.4	30.1	66.6	57.8	48.1
Two or More Races	-	39.4	34.2	-	55.9	57.1
White/Caucasian	34.1	42.2	41.4	47.5	60.1	62.7
Special Education	9	11.5	9.8	20	17.3	13.5
English Learners Current + Former	0	26.8	11.6	27.2	36.7	16.1
English Learners Current	0	11.8		27.2	18.2	
Economically Disadvantaged	20.2	21.8	21.5	39.1	39.7	38.3

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	72	50	58.8	58.8
Black/African American	42.5	42.5	18.7	29.1
Hispanic/Latino	34	50	28	47.3
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	47.5	56	35	50.5
Special Education	42.5	35.5	15.7	18.4
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	42	47	23.3	42.3

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	13.9	16.6
Hispanic/Latino	15.9	25
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	19.6	29
Special Education	12.5	14.2
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	15.8	23.7

Chronic Absenteeism

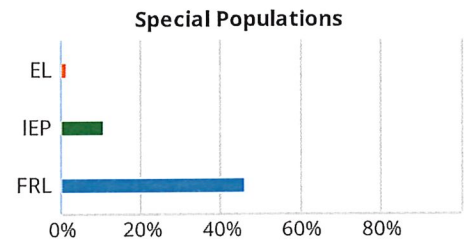
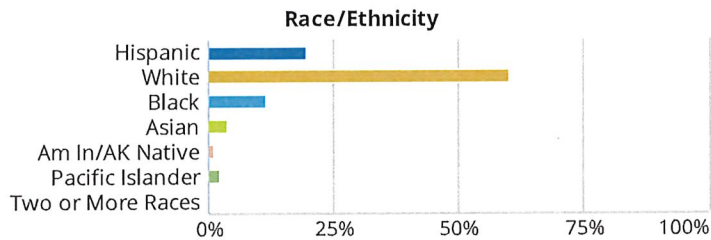
	% Chronically Absent	District
American Indian/Alaska Native	-	12
Asian	15.6	3.9
Black/African American	7.5	13.8
Hispanic/Latino	11	11.2
Pacific Islander	0	12.3
Two or More Races	-	12.4
White/Caucasian	5.6	7.8
Special Education	10.9	16.2
English Learners Current + Former	N/A	N/A
English Learners Current	21	13.9
Economically Disadvantaged	8	13.6

School Year 2016-2017 Nevada School Rating for Nevada Virtual Academy



Nevada Virtual Academy
Orlando Dos Santos, Principal
Grade Levels: 0K-12
Website: www.k12.com/nv
School Level: High School

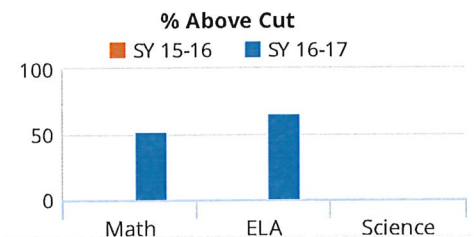
4801 South Sandhill Road
Las Vegas, NV 89121
Phone: 702-407-1825 x7001



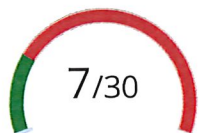
Academic Achievement



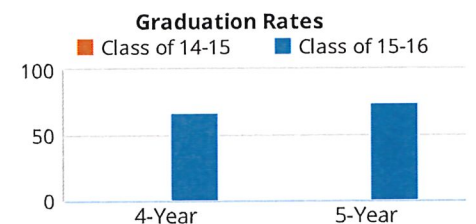
	% Above Cut	District
Math End of Course	53	54.8
ELA End of Course	65.8	70.5
Science End of Course		
<i>Pooled Average</i>	58.6	61.8



Graduation



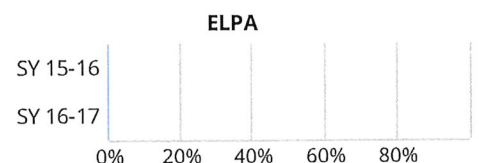
	Graduation Rate	School Rate	District Rate
4-Year		67.4	58.5
5-Year		74.3	63.8



English Language Proficiency



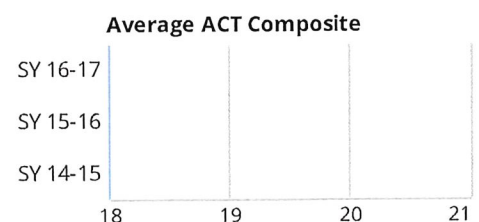
	% of EL Meeting AGP	District
ELPA	-	14.4



College Career Readiness



	School	District
ACT Average Composite	17.4	17.8
Grade 9 Sufficiency	74.4	82.2
Grade 10 Sufficiency	67	71.9
<i>Pooled Average</i>	70.6	77.4
EOC Math CCR	25.4	25
EOC ELA AL CCR	38	43.9
<i>Pooled Average</i>	30.9	34

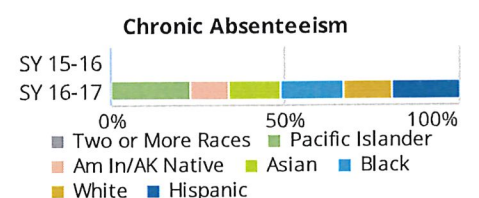


Student Engagement



*Bonus points included

	School	District
Chronic Absenteeism	27.8	13.7
Academic Learning Plans	100	78.3
% Participation		Met Target
Climate Survey	-	NO



Student EOC Proficiency

	Percent Above the Cut							
	Math I	2017 Math I MIP	Math II	2017 Math II MIP	ELA I	2017 ELA I MIP	ELA II	2017 ELA II MIP
American Indian/Alaska Native	69.2	70.5	-	29.3	-	70.8	-	72
Asian	92.3	87.5	47.8	59.3	89.4	84.2	75	84
Black/African American	56.6	63.5	14.2	19.6	58.3	51.4	50	47.8
Hispanic/Latino	63	71.2	24.7	28.4	72	64.9	52.9	64.9
Pacific Islander	66.6	79	45.4	35.4	91.6	66.9	83.3	67.6
Two or More Races	-	79.5	-	41.6	-	75.1	-	75.2
White/Caucasian	68.8	82	38.9	46.2	76.8	78.6	53.9	78.3
Special Education	50	56.2	16.6	13.4	34.6	36.1	29.6	36.7
English Learners Current + Former	80	61.5	-	13.2	-	40.1	-	32.9
English Learners Current	80		-		-		-	
Economically Disadvantaged	62.4	69.3	26.8	27.3	70.8	62.7	52.4	60.8

Four & Five Year Graduation Rate

Graduation Measures	4y Graduation Rate	District	4y Graduation MIP	5y Graduation Rate	District	5y Graduation MIP
American Indian/Alaska Native	-	-	64.7	-	-	57.1
Asian	-	82	87.9	-	86.6	86.4
Black/African American	62.5	47.8	56.5	72.2	56.9	59.4
Hispanic/Latino	66.6	61	69.7	79.1	59.4	67.1
Pacific Islander	-	46.1	75.9	-	53.8	77.8
Two or More Races	-	49.2	76.8	-	51.7	79.2
White/Caucasian	69.4	59.3	79.9	70.8	65.4	80.1
Special Education	35.2	28.3	29.3	34.4	35.5	33.8
English Learners Current + Former	-	30.7	42.6	-	50	37.4
Economically Disadvantaged	66.6	50	66.7	69.5	53.3	68.3

ACT Average Composite

	Composite Score	District
American Indian/Alaska Native	-	15.3
Asian	17.6	20.8
Black/African American	17	15.6
Hispanic/Latino	16.9	16.5
Pacific Islander	-	16.9
Two or More Races	-	17.9
White/Caucasian	17.8	18.6
Special Education	15	14
English Learners Current + Former	N/A	N/A
English Learners Current	-	14
Economically Disadvantaged	17.5	16.4

EOC Math & ELA CCR

Percent CCR Achievement Level

	Math I	Math I District	Math II	Math II District	ELA I	ELA I District	ELA II	ELA II District
American Indian/Alaska Native	7.6	15	-	15	-	15.3	-	13.3
Asian	46.1	41.9	30.4	40.4	63.1	57.8	50	67.5
Black/African American	20	19.7	2.8	7.8	30.5	23.6	27.7	23.6
Hispanic/Latino	20.7	24.6	14.1	16.6	32.5	37.7	23.5	43.6
Pacific Islander	33.3	27.7	18.1	15.1	50	44.4	50	48
Two or More Races	-	29.4	-	22.2	-	42.5	-	44.8
White/Caucasian	37.7	32	22.6	23.2	50	46.7	31.6	44.2
Special Education	4.7	11.2	10	4.3	15.3	7.2	11.1	11.2
English Learners Current + Former	36.3	20	-	17.4	-	6.6	-	33.3
English Learners Current	30	18	-	10	-	8	-	22.2
Economically Disadvantaged	24.8	23.4	14.8	14	33	33.7	25.7	36.2

Chronic Absenteeism

	% Chronically Absent	District
American Indian/Alaska Native	20	20
Asian	26.8	6.6
Black/African American	31.4	15.9
Hispanic/Latino	33.3	16.7
Pacific Islander	40	20.1
Two or More Races	-	13
White/Caucasian	25	12.1
Special Education	21.5	17.3
English Learners Current + Former	N/A	N/A
English Learners Current	20	9
Economically Disadvantaged	26.4	19.5

Appendix B

Appendix B

BRIAN SANDOVAL
Governor

STATE OF NEVADA

STEVE CANAVERO
Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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NV Virtual Academy
8965 S. Eastern Ave., Suite 330
Las Vegas, NV 89123

September 16, 2013

Dear Mr. Curry:

This is NV Virtual Academy's first Notice of Concern due to academic underperformance on the 2012-2013 Authority Academic Framework (Unsatisfactory), and Nevada School Performance Framework (Elementary School Rating—2-Stars, Middle School Rating—2-Stars, High School Rating—2-Stars).

In June 2013, the State Public Charter School Authority Board adopted a Performance Framework, which provides charter school boards and leaders with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy. Pursuant to NRS 386.527, the Performance Framework is required to be incorporated into a Charter Contract. Within the Performance Framework, the following performance outcomes may be cause for revocation/termination of a school's charter:

Persistent Underperformance which is defined as a school with any combination of "Unsatisfactory" or "Critical" designations on the Authority Framework and a two-star or one-star ranking on the Nevada School Performance Framework for three consecutive academic reporting cycles.

Schools that have not yet executed with the State Public Charter School Authority an NRS 386.527 Charter Contract instead have a NAC 386.050 Written Charter which includes a written agreement signed by representatives of both the school and the school's sponsor. Within the written agreement "the Charter School agrees to report...on a regular basis the academic progress of the Charter School in meeting standards of achievement...In addition to any goals and description of how achievement of those goals will be measured that were approved in the Charter School application, or any subsequent

amendment, all provisions of NRS 385.3455 through NRS 385.391 (Statewide System of Accountability) apply to the Charter School. Nothing in the [approved] application ...or this Agreement is to be construed as replacing, overriding, or taking precedence over NRS 385.3455 through NRS 385.391."

As defined by the Performance Framework, all schools begin outside of the intervention ladder and are considered to be in Good Standing. Schools in Good Standing receive non-intrusive regular oversight and submissions tracking. Schools must meet performance targets and expectations including compliance and maintain open communication with us in exchange for this level of non-intrusive oversight.

Schools can enter Level 1 of the intervention ladder if the Authority receives a verified complaint of material concern or if regular oversight generates significant questions or concerns. NV Virtual Academy's academic performance for the 2012-2013 school year has generated significant concern and has moved NV Virtual Academy into level one of the intervention ladder.

To return to Good Standing, NV Virtual Academy must obtain a designation of "Approaches" or above on the Authority Academic Framework plus receive a three-star rating or above on the Nevada School Performance Framework for the 2013-2014 school year. If the concern is not remedied in the time allotted, NV Virtual Academy will enter Level 2, a Notice of Breach. Failure to meet the requirements specified in the Notice of Breach will result in entry to Level 3, Intent to revoke for Persistent Underperformance.

The State Public Charter School Authority is requesting to be added to the October 29, 2013 agenda in order to present this information. This date was pulled from the board calendar submitted in AOIS; if this is not correct, please contact the State Public Charter School Authority with an accurate date.

State Public Charter School Authority believes strongly in a quality public school of choice for every Nevada child, and we hope that NV Virtual Academy will join us in increasing the number of State Public Charter School Authority-sponsored quality charter schools by improving NV Virtual Academy's academic performance in the 2013-2014 school year.

Sincerely,



Steve Canavero, Ph.D.

Director

State Public Charter School Authority

1749 N. Stewart St., Suite 40

Carson City, NV 89701

CC: Caroline McIntosh
SPCSA Board Members
NV Virtual Academy Board Members

Appendix C

Appendix C

BRIAN SANDOVAL
Governor

STATE OF NEVADA

PATRICK GAVIN
Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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NV Virtual Academy
8965 S. Eastern Ave., Suite 330
Las Vegas, NV 89123

December 15, 2014

Dear Mr. Curry:

This is NV Virtual Academy's first Notice of Breach due to academic underperformance on the 2013-2014 Authority Academic Framework (Approaches), and Nevada School Performance Framework (Elementary School Rating—2-Stars, Middle School Rating—3-Stars, High School Rating—2-Stars).

In June 2013, the State Public Charter School Authority Board adopted a Performance Framework, which provides charter school boards and leaders with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy. Pursuant to NRS 386.527, the Performance Framework is required to be incorporated into a Charter Contract. Within the Performance Framework, the following performance outcomes may be cause for revocation/termination of a school's charter:

Persistent Underperformance which is defined as a school with any combination of "Unsatisfactory" or "Critical" designations on the Authority Framework and a two-star or one-star ranking on the Nevada School Performance Framework for three consecutive academic reporting cycles.

Schools that have not yet executed with the State Public Charter School Authority an NRS 386.527 Charter Contract instead have a NAC 386.050 Written Charter which includes a written agreement signed by representatives of both the school and the school's sponsor. Within the written agreement "the Charter School agrees to report...on a regular basis the academic progress of the Charter School in meeting standards of achievement...In addition to any goals and description of how achievement of those goals will be measured that were approved in the Charter School application, or any subsequent

amendment, all provisions of NRS 385.3455 through NRS 385.391 (Statewide System of Accountability) apply to the Charter School. Nothing in the [approved] application ...or this Agreement is to be construed as replacing, overriding, or taking precedence over NRS 385.3455 through NRS 385.391."

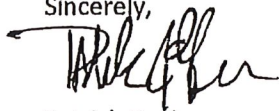
As defined by the Performance Framework, all schools begin outside of the intervention ladder and are considered to be in Good Standing. Schools in Good Standing receive non-intrusive regular oversight and submissions tracking. Schools must meet performance targets and expectations including compliance and maintain open communication with us in exchange for this level of non-intrusive oversight.

Schools can enter Level 2 of the intervention ladder for failure to comply with the specific actions and due dates required by the Notice of Concern. NV Virtual Academy's academic performance for the 2013-2014 school year has generated significant concern and has moved NV Virtual Academy into level two of the intervention ladder.

To return to Good Standing, NV Virtual Academy must obtain a designation of "Approaches" or above on the Authority Academic Framework plus receive a three-star rating or above on the Nevada School Performance Framework for the 2014-2015 school year. If the concern is not remedied in the time allotted, NV Virtual Academy will enter Level 3, Intent to Revoke. Failure to meet the requirements specified in the Intent to Revoke may result in revocation/termination proceedings or may be granted a revised Notice of Breach, returning to level 2.

State Public Charter School Authority believes strongly in a quality public school of choice for every Nevada child, and we hope that NV Virtual Academy will join us in increasing the number of State Public Charter School Authority-sponsored quality charter schools by improving NV Virtual Academy's academic performance in the 2014-2015 school year.

Sincerely,



Patrick Gavin

Director

State Public Charter School Authority

1749 N. Stewart St., Suite 40

Carson City, NV 89701

CC: Caroline McIntosh
SPCSA Board Members

Appendix D

Appendix D

BRIAN SANDOVAL
Governor

STATE OF NEVADA

PATRICK GAVIN
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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BRIEFING MEMORANDUM

TO: SPCSA Board
FROM: Patrick Gavin
SUBJECT: Nevada Virtual High Stakes Review
DATE: February 22, 2016

Background:

The Authority imposed the High Stakes Review of Nevada Virtual Academy as part of its renewal of the school at the June 21, 2013 Board Meeting. At that Board meeting, the Board acted on the following staff recommendation:

1. *Make clear that this hearing serves as formal notice to Nevada Virtual Academy that the school's academic and financial performance are below the Authority's expectation;*
2. *The Charter Contract resulting from renewal of the charter shall include the following provisions specific to Nevada Virtual Academy;*
 - a. *The Governing Body must operate at all times within available revenues with no future credit accommodations from its chosen EMO; and*
 - b. *In consideration of the academic performance, a cap shall be placed upon Nevada Virtual's student enrollment that is equal to the lesser of the audited actuals from Count Day 2013 or the pupil count at Count Day 2014. The cap shall be a material term and condition within the Charter Contract.*
3. *Direct Authority Staff to conduct a high stakes review of Nevada Virtual's performance, against the Authority's expectations, and report findings and recommendations to the Authority Board that may include contract termination due to persistent underperformance or material breach of the terms and conditions of the charter contract, or a return to good standing. The review and recommendation(s) shall be presented to the Authority Board in Fall 2015, at which point Nevada Virtual must demonstrate substantial progress towards meeting the Authority's academic performance expectations.*
 - a. *Substantial progress will be based on the school's aggregate academic performance based on the Authority's academic indicators that will result in closing the gap between baseline (SY12/13) performance and "Adequate", as described in the performance framework within three years. It is important to note that the presence of the high stakes review does not interfere with the Authority's ability to take action prior to Fall 2015.*

Pursuant to AB205 of the 2013 Legislative session, the State Public Charter School Authority also adopted the performance framework at the June 21, 2013 Board meeting. The performance framework is incorporated into each school's charter contract. The Authority's academic framework, which was designed based on extensive consultation with schools, balances both a school's absolute performance and its academic gains on high stakes assessments mandated by NDE and the Authority. The framework incorporates six levels of performance, ranging from Critical to Exceptional. As noted above, the Board's directive to conduct a High Stakes Review defined "substantial progress" as closing the gap between the school's achievement level based on the 2012-13 framework and whether the school attained a rating of Adequate within three years.

Designation
Exceptional
Exceeds
Adequate
Approaches
Unsatisfactory
Critical

As required by statute, the performance compares the academic growth of students at each charter school with the growth of students in zoned schools those students would have otherwise attended. The Board-mandated High Stakes Review was incorporated into the Performance Framework as an addendum.

The Authority conducted its baseline review of Nevada Virtual's academic performance in the fall of 2013 (Exhibit 1). The review resulted in a rating of Unsatisfactory on the academic framework. Based on that rating, the Authority issued a Notice of Concern in the fall of 2013.

The Authority conducted a second review of Nevada Virtual Academy's academic performance in the fall of 2014 (Exhibit 2). That review resulted in a rating of Approaches on the academic framework. Based on that rating, the Authority issued a Notice of Breach in the fall of 2014.

After substantial delay, the Nevada Department of Education released the results of the 2015 Smarter Balanced Assessments (SBAC) on November 18, 2015. At that time, the Department informed local education agencies and schools that the statewide irregularity which disrupted testing participation for schools and districts was severe enough as to call into question the results of the SBAC for those students who were able to participate. While planning for the 2015 Academic Performance Framework had assumed that growth calculations would be excluded due to the fact that this was the first year of the assessment, the determination that irregularity also called into question the validity of status results has yielded a situation where there are insufficient status data points to calculate an academic framework for 2015.

As noted above, the High Stakes Review was originally scheduled for the fall of 2015. In July 2015, after receiving a Notice of Concern in 2013 and a Notice of Breach in 2014 and operating for the remainder of 2014-15, Nevada Virtual requested an amendment to its charter contract to make several programmatic changes. In the discussion regarding that amendment, staff specifically noted that these changes were happening far too late to impact the results of the High Stakes Review or any other decision the board might make in 2015-16. Based on extensive discussion with staff and the school, the Authority approved that amendment request and adopted staff's linked recommendation to postpone the High Stakes Review to the first quarter of calendar year 2016 based on staff's concern that delays in the scoring of the 2015 Smarter Balanced Assessments would result in data being unavailable until far later than had initially been promised by the testing vendor.

Following the Board's approval of that postponement, staff and counsel agreed to schedule the High Stakes review for the March meeting. While the contract is silent on any required or optional input from the school, this request of counsel and members of Nevada Virtual's board was granted to permit the school the maximum amount of time to assemble additional evidence for consideration by the Board. At that time, staff and counsel also advised members of Nevada Virtual's board of the importance of third party validation of any data points the school wished to share with staff and present as part of its own presentation to the SPCSA Board during the board's consideration of staff's High Stakes Review recommendation. Nevada Virtual submitted the attached materials for staff consideration on March 4, 2016 and copied the Board on that submission. They are provided here for the record as Exhibit 3.

Analysis:

Due to changes to the school's management contract, the financial issues identified in the renewal have not recurred.

As noted previously, the school's academic performance was rated Unsatisfactory on the 2013 academic framework based on 2012-13 data analyzed and reported following the renewal and it was rated Approaches on the 2014 framework based on 2013-14 data. No academic growth or status data is available for the 2014-15 academic year on SBAC and the school's has only baseline data in two grades on ACT Aspire. Moreover, because the 2015 testing irregularity resulted in questionable baseline status data on the SBAC, no SBAC growth data will be available in 2015-16. Similarly, the school will only have one year of ACT Aspire growth data in 2015-16. The earliest point when the school will be able to be rated completely is the fall of 2017-18, when 2016-17 data will be released by the testing vendors. That timeline assumes that there is no additional disruption due to testing changes mandated by the Legislature or the State Board. Consequently, the earliest a full data set will be available to evaluate a third year of Nevada Virtual Academy's performance on the academic framework is the fall of 2017. In the event that the High Stakes Review were continued or postponed until the fall of 2017, this would result in an accountability decision that could take effect no earlier than the end of the 2017-18 school year and a two year extension of the school's operations with no guarantee of improved performance beyond the 2013-14 Approaches designation.

Nevada Virtual was rated Unsatisfactory in 2013 and Approaches in 2014. None of the objective, externally verified data available supports a conclusion that the school made substantial progress in closing the gap between baseline performance and "Adequate", as described in the performance framework within three years. Thus Nevada Virtual has not demonstrated substantial progress towards meeting the Authority's academic performance expectations. Nevada Virtual did not meet the standard set forth by the Board and is eligible for closure based on the results of the High Stakes Review.

Recommendation:

Holding a charter contract is not a license or a property right. It is a privilege and a public trust, whereby the state invests public funds, entrusts our citizens' children, and provides the state's imprimatur on the charter school and its governing body.

Staff recommends that the Board terminate the charter contract and close Nevada Virtual Academy at the end of the 2015-16 academic year.

Notwithstanding the foregoing, should the school's governing body propose dramatic governance, organizational, policy, and academic program changes that the Board, in its sole discretion, determines are comprehensive enough to merit ongoing operation, staff is prepared to recommend that the Board rescind the termination decision and amend the charter contract, continuing the High Stakes Review to the fall of 2017 with a target of Adequate. Furthermore, the Board should require that the school amend the charter contract to require that the school achieve an Exceeds or Exceptional ranking by the fall of 2018 to merit renewal at the end of the 2018-19 school year.

Appendix E

Appendix E

BRIAN SANDOVAL
Governor

STATE OF NEVADA

PATRICK GAVIN
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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**VIA ELECTRONIC MAIL AND
CERTIFIED MAIL – RETURN RECEIPT REQUESTED**

February 21, 2018

Mrs. Samantha Morris
Board President
Nevada Virtual Academy
4801 S. Sandhill
Las Vegas, Nevada 89121

Re: Notice of Intent to Terminate Nevada Virtual Academy's Charter School Contract

Mrs. Morris,

Pursuant to NRS 388A.330, this correspondence constitutes the State Public Charter School Authority's Notice of Intent to Terminate Nevada Virtual Academy's charter school contract. As you are aware, at the February 16, 2018 SPCSA Board meeting, the SPCSA Board voted to issue this Notice.

This Notice is based on NRS 388A.330(1)(a)(4), which states that the sponsor of a charter school may revoke or terminate a charter contract if the charter school has persistently underperformed. Nevada Virtual Academy's elementary school was rated as a 1-star school in the 2017 Nevada School Performance framework, and has persistently underperformed as defined in NAC 386.332 as it was rated below the three-star level during the last three ratings.

Now that the SPCSA Board has voted to issue this Notice, pursuant to NRS 388A.330, the following will occur:

1. NVA will be provided with at least 30 days to correct the deficiencies identified above. This period begins as of the date of this Notice, February 21, 2018, and ends on April 2, 2018. The transmitting correspondence, written legal argument, evidence, and supporting materials that the charter school chooses to provide to demonstrate that it has corrected the deficiencies must be uploaded into Epicenter by close of business on April 2, 2018. The Authority cannot consider materials submitted following this deadline.

Appendix F

Appendix F

BRIAN SANDOVAL
Governor

STATE OF NEVADA

PATRICK GAVIN
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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Carson City, Nevada 89706-2543
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Via Electronic Mail and Epicenter

July 14, 2017

Anne Mendenhall
Nevada Virtual Academy
4801 South Sandhill Rd.
Las Vegas NV 89121

Dear Ms. Mendenhall,

This is Nevada Virtual Academy's first Notice of Concern due to financial underperformance as tracked in the 2015-2016 Authority Performance Framework. A Notice of Concern is sent to all charter schools whose financial framework profile results in at least one indicator scoring at "Falls Far Below Standard" or at least three indicators at "Does Not Meet Standard." This analysis is based on the eight financial measures detailed in the [Financial Performance Framework Workbook](#) which can be found on the State Public Charter School Authority [website](#). Your school's 2015-2016 Financial Framework Profile was sent via email on 3/17/17.

In June 2013, the State Public Charter School Authority Board adopted the Performance Framework, which provides charter school boards and leaders with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy. Pursuant to NRS 386.527, the Performance Framework is required to be incorporated into a Charter Contract. Additionally, the Authority utilizes the Performance Framework as the primary means of conducting the financial programmatic audits required of schools operating under written charters.

Financial underperformance is defined as the failure to meet operational standards to which a charter school is accountable to its sponsor and the public. As defined by the Performance Framework, all schools begin outside of the intervention ladder and are considered to be in Good Standing. Schools in Good Standing receive non-intrusive regular oversight and submissions tracking. Schools must meet performance targets and expectations including compliance and maintain open communication with us in exchange for this level of non-intrusive oversight. Schools can enter Level 1 of the intervention ladder if the Authority receives a verified complaint of material concern, or if regular oversight generates significant questions or concerns. If there is any recurrence, Nevada Virtual Academy will enter Level 2, a Notice of Breach due to a failure to comply with applicable statutes and regulation resulting in a pattern of fiscal mismanagement. Failure to meet the requirements specified in the Notice of Breach will result in entry to Level 3, intent to revoke for Persistent Underperformance. Please

note the Performance Framework provides for entry into the Intervention Ladder in the case of more serious performance issues.

To avoid entering Level 2 status, Notice of Breach, Nevada Virtual Academy must:


1. Improve the score of the Enrollment Forecast Accuracy measure from "Falls Far Below Standard" to "Meets Standard" while not declining in the score of any other financial measure.

To achieve Good Standing status, Nevada Virtual Academy must:

1. Improve the score of the Enrollment Forecast Accuracy measure from "Falls Far Below Standard" to "Meets Standard" while not declining in the score of any other financial measure.
2. Improve the score of the Total Margin and Cash Flow measures from "Does Not Meet Standard" to "Meets Standard" while not declining in the score of any other financial measure.

The State Public Charter School Authority believes strongly in a quality public school of choice for every Nevada child, and we hope that Nevada Virtual Academy will join us in increasing the number of State Public Charter School Authority-sponsored quality charter schools by improving Nevada Virtual Academy's financial performance.

Sincerely,



Patrick J. Gavin
Executive Director

Enclosure
cc: Yolanda Hamilton, Administrator