STATE PUBLIC CHARTER SCHOOL AUTHORITY

2021 Renewal Report for
Sports Leadership and Management Academy (SLAM)

Per NRS 388A.285 and NAC 388A.415

Issued June 29, 2021

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1. School Overview

a. Address: 1095 Fielders Street
Henderson, NV 89015

b. Campus Location and Enrollment Cap: Clark County
Cap for 2021 – 22: 1,688

c. Governing Board Members
   i. President – Matthew Durham
   ii. Vice President – *vacant*
   iii. Secretary – Tiffany Bailey
   iv. Treasurer – Adam Feldman
   v. Member – Phil Bateman
   vi. Member – Rodger Fairless
   vii. Member – Charles Jauregui

Board Member information based on Epicenter Board Center

d. Academic Data Overview[1] - NRS 388A.285(1)(a)
The following data was compiled from the ratings generated by the Nevada State Performance Framework (NSPF) during the current charter term.

Year	**NSPF Rating**
2016 – 2017	Middle School: 3 Stars High School: Not Rated
2017 – 2018	Middle School: 2 Stars High School: Not Rated
2018 – 2019	Middle School: 3 Stars High School: Not Rated
2019 – 2020[2,]	Middle School: 3 Stars High School: Not Rated

The SPCSA Academic Performance Framework was updated and approved on June 28, 2019. Due to the COVID-19 pandemic and the waiver granted by the US Department of Education, the first year of results under this framework were for informational purposes only. A copy of these results for the 2019 – 20 school year can be found as Appendix A.

[1] Due to COVID-19, the Nevada Department of Education (NDE) applied for and was granted a 2019 – 20 school year waiver from the US Department of Education for certain assessment, accountability, school identification, and reporting requirements established by the Every Student Succeeds Act (ESSA). Accordingly, for the 2019 – 20 school year, Nevada statewide assessments were not administered and the NDE did not calculate Nevada School Performance Framework (NSPF) school ratings. Therefore, NSPF school ratings and accountability indicators for the 2019 – 20 school year have been carried over from the 2018-2019 reporting year.

[2] For schools applying for a third charter term or beyond, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

e. Financial Data Overview - NRS 388A.285(1)(a)

Year	**Findings & Framework Results**
2016 – 2017	Good Standing
2017 – 2018	Good Standing
2018 – 2019	Good Standing
2019 – 2020	Meets Standard. See Appendix E for a complete copy of the SPCSA Financial Performance Framework.

f. Organizational Data Overview - NRS 388A.285(1)(a)

Year	**Findings & Framework Results**
2016 – 2017	Good Standing
2017 – 2018	Good Standing
2018 – 2019	Good Standing
2019 – 2020	Meets Standard. See Appendix F for a complete copy of the SPCSA Financial Performance Framework.

g. Enrollment History

The following data was compiled from the Validation Day for the last five school years, or the years within the current charter contract.

Grade Level	**Total Amount Across All Existing Campuses - Number of Students**				
	2016-17	**2017-18**	**2018-19**	**2019-20**	**2020-21**
Pre-K	0	0	0	0	0
K	0	0	0	0	0
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	148	186	189	191	159
7	117	186	190	190	190
8	119	152	196	192	191
9	88	129	153	158	150
10	0	85	118	143	151
11	0	0	75	100	134
12	0	0	0	69	91
Total	**472**	**738**	**921**	**1043**	**1066**

2020-21 Demographics – Enrollment Rate

	Asian	Bl/Afr Amer	White	Hisp/ Latino	Amer Indian	Two or More Races	Pac Isl/AK	FRL	IEP	ELL
SLAM	2.9	12.5	18.5	56	0.5	7	2.2	52.2	12.6	8.8

2. Summary of Issued Notices and Identified Deficiencies – NRS 388A.285(1)(b)

The Authority Board has issued the following Notices to SLAM:

a. *Academic*

A Notice of Concern on September 28, 2018 for the middle school due to a 2-star rating during the 2017 – 2018 school year. A copy of this Notice can be found attached to this report as Appendix D.

b. *Financial*

The Authority Board has not issued any Financial Notices to SLAM this charter term.

c. *Organizational*

The Authority has not issued any Organizational Notices to SLAM this charter term.

d. *Site Evaluations*

No deficiencies have been identified during site evaluations of SLAM this charter term.

Each Notice and/or deficiency identified during a site evaluation listed above constitutes a deficiency in school performance pursuant to NRS 388A.285(1)(b).

3. Summary of the Overall Performance of SLAM

SLAM currently offers instruction at the middle and high school levels, grades 6-12, at one campus. According to the NSPF ratings for the 2018 – 2019 school year, the middle school was rated as a 3-star program while the high school was not rated.

As noted in the NSPF guidance document, a 3-star middle school program identifies an adequate school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. A copy of the NSPF reports for SLAM for the 2018 – 2019 school year is included as Appendix A within this report.

SLAM was also designated as a TSI (Targeted Support and Improvement) school. According to the guidance document for the NSPF, schools with a TSI designation are schools consistently underperforming for two consecutive years in the Academic Achievement Indicator and two other indicators.

Prior to the 2018– 2019 school year, SLAM received a rating for the 2017– 2018 school year at the middle school level, earning a 2-star rating according to the NSPF. The guidance document for the NSPF indicates that a 2-star school identifies a school that has partially met the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement.

This 2-star rating resulted in a Notice of Concern being issued to SLAM for academic underperformance on September 28, 2018. A copy of this notice can be found as Appendix D to this report. The school did earn a 3-star rating as a result of the 2016-2017 school year at the middle school level.

With regards to the financial performance and viability of the school, SPCSA staff recommended a Notice of Concern be issued in 2018 due to financial concerns arising during the 2016 – 2017 fiscal year, but the Authority elected to table this agenda item on June 28, 2018. Currently, staff finds that SLAM has exhibited strong financial performance since that time. A copy of the most recent Financial Performance Framework can be found as Appendix E to this report.

The organizational health and performance of the school has been strong over the current charter term. SLAM was found to be 'Meeting Standards' for the 2019 – 2020 school year according to the SPCSA Organizational Framework. A copy of the most recent Organizational Performance Framework can be found as Appendix F to this report.

Finally, SPCSA staff has conducted two site evaluations of SLAM during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including high levels of student engagement, even during the COVID-19 pandemic, academic growth as noted by the NSPF, and a student body that is somewhat representative of the community the school serves. SPCSA staff also identified some areas of growth for the school to prioritize, including the need to develop the current methodology for evaluating the school's Education Management Organization (EMO), improving ways to track student progress in collaboration with students and families, increasing science proficiency in the middle school grades, and conducting board governance training with the help of a third-party vendor. During this charter term, no deficiencies have been identified during a site evaluation.

It should be noted that while site evaluations are important accountability tool, SPCSA staff places a stronger emphasis on student results and performance. A one-day site evaluation does not eclipse the annual performance rating for a school that captures the work of an entire academic year. See Appendices B and C for more details on the SLAM site evaluations.

4. Requirements for the Renewal Application – NRS 388A.285(1)(c)

Applicants for renewal will receive an application template to populate and submit to Authority staff between October 1 – October 15, 2021[3]. This template will be provided to schools no later than July 31, 2021.

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. 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 showing a school board's approval will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

[3] NRS 388A.285(3)

5. Criteria to be used for Making a Renewal Decision – NRS 388A285(1)(d)

As stated on the previous page, renewal decisions for schools operating under charter contracts are based on historic academic, organization, and financial performance data as evidenced by both the Nevada School Performance Framework as well as the SPCSA Performance Framework. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the application but will be given less weight when considered by the Authority in making renewal decisions. In accordance with NAC 388A.415(10) academic performance of pupils as measured by the SPCSA's Academic Performance Framework and the Nevada School Performance Framework will be given the greatest weight in the renewal decision. Renewal decisions will also 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 the public charter school. The Epicenter platform will be used to inform the assessment of the organizational health of a school as well as the SPCSA Organizational Performance Framework. It bears repeating, however, that historical academic performance, as evidenced by the Nevada School Performance Framework and the SPCSA's Academic Performance Framework will be given the greatest weight.

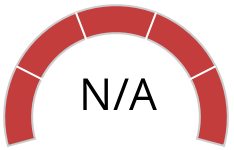
For schools applying for a third charter term and beyond, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

Finally, it is noteworthy that SB 451 from the 80th Legislative Session (2019), now codified in NRS 388A285(6) allows the Authority to renew charter schools for variable lengths, from three to ten years. If a school is recommended for renewal, SPCSA staff will generally recommend a six-year term for schools that consistently meet performance expectations according to the Nevada School Performance Framework and the SPCSA's Academic Performance Framework. Schools that exceed expectations may be recommended for a term longer than six years. If recommended for renewal, schools that do not consistently meet expectations are likely to be recommended for a term of less than six years.

Appendix A

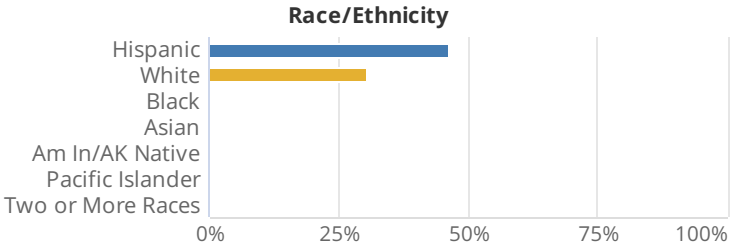
School Year 2016-2017 Nevada School Rating for

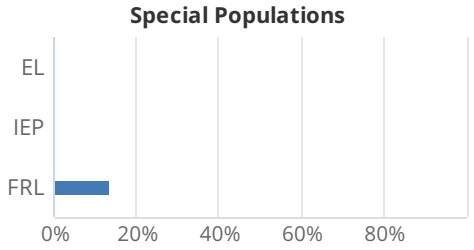
Sports Leadership and Management Academy



Sports Leadership and Management Academy
Dan Triana, Principal
Grade Levels: 06-09
Website: www.slamnv.org
School Level: High School

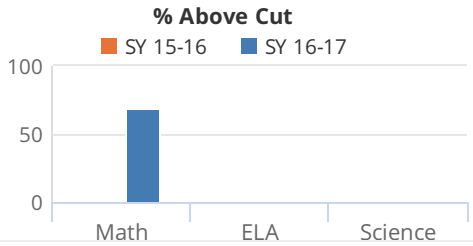
1095 Fielders Street
Henderson, NV 89015
Phone: 702-431-6260





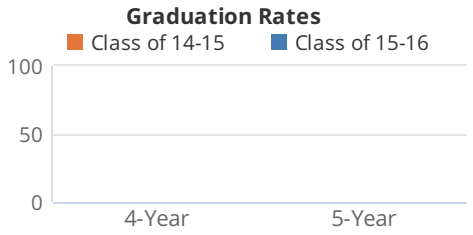
Academic Achievement

	% Above Cut	District
Math End of Course	69.7	54.8
ELA End of Course	N/A	70.5
Science End of Course		
Pooled Average	69.7	61.8



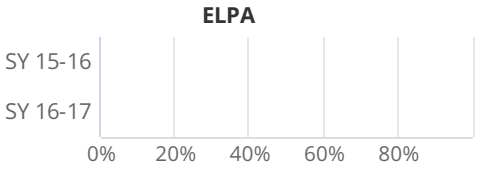
Graduation

Graduation Rate	School Rate	District Rate
4-Year	N/A	58.5
5-Year	N/A	63.8



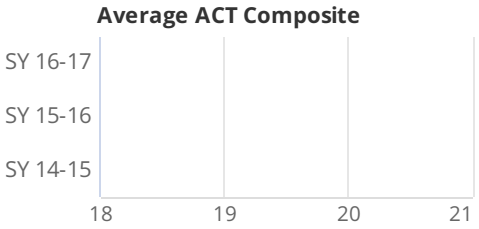
English Language Proficiency

	% of EL Meeting AGP	District
ELPA	-	14.4



College Career Readiness

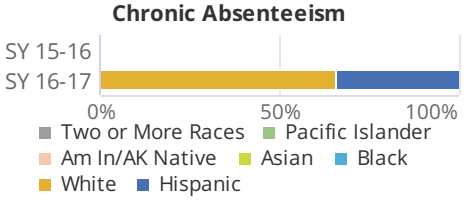
	School	District
ACT Average Composite	N/A	17.8
Grade 9 Sufficiency	82.1	82.2
Grade 10 Sufficiency	-	71.9
Pooled Average	82.1	77.4
EOC Math CCR	28.9	25
EOC ELA AL CCR	N/A	43.9
Pooled Average	28.9	34



Student Engagement

*Bonus points included

	School	District
Chronic Absenteeism	14.1	13.7
Academic Learning Plans	100	78.3
	% Participation	**Met Target**
Climate Survey	84.6	YES



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	-	70.5	-	29.3	N/A	70.8	N/A	72
Asian	-	87.5	-	59.3	N/A	84.2	N/A	84
Black/African American	-	63.5	-	19.6	N/A	51.4	N/A	47.8
Hispanic/Latino	60.8	71.2	75	28.4	N/A	64.9	N/A	64.9
Pacific Islander	-	79	-	35.4	N/A	66.9	N/A	67.6
Two or More Races	-	79.5	-	41.6	N/A	75.1	N/A	75.2
White/Caucasian	86.6	82	-	46.2	N/A	78.6	N/A	78.3
Special Education	-	56.2	-	13.4	N/A	36.1	N/A	36.7
English Learners Current + Former	-	61.5	-	13.2	N/A	40.1	N/A	32.9
English Learners Current	-		-		N/A		N/A	
Economically Disadvantaged	-	69.3	-	27.3	N/A	62.7	N/A	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	N/A	-	64.7	N/A	-	57.1
Asian	N/A	82	87.9	N/A	86.6	86.4
Black/African American	N/A	47.8	56.5	N/A	56.9	59.4
Hispanic/Latino	N/A	61	69.7	N/A	59.4	67.1
Pacific Islander	N/A	46.1	75.9	N/A	53.8	77.8
Two or More Races	N/A	49.2	76.8	N/A	51.7	79.2
White/Caucasian	N/A	59.3	79.9	N/A	65.4	80.1
Special Education	N/A	28.3	29.3	N/A	35.5	33.8
English Learners Current + Former	N/A	30.7	42.6	N/A	50	37.4
Economically Disadvantaged	N/A	50	66.7	N/A	53.3	68.3

ACT Average Composite

	Composite Score	District
American Indian/Alaska Native	N/A	15.3
Asian	N/A	20.8
Black/African American	N/A	15.6
Hispanic/Latino	N/A	16.5
Pacific Islander	N/A	16.9
Two or More Races	N/A	17.9
White/Caucasian	N/A	18.6
Special Education	N/A	14
English Learners Current + Former	N/A	N/A
English Learners Current	N/A	14
Economically Disadvantaged	N/A	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	-	15	-	15	N/A	15.3	N/A	13.3
Asian	-	41.9	-	40.4	N/A	57.8	N/A	67.5
Black/African American	-	19.7	-	7.8	N/A	23.6	N/A	23.6
Hispanic/Latino	17.3	24.6	66.6	16.6	N/A	37.7	N/A	43.6
Pacific Islander	-	27.7	-	15.1	N/A	44.4	N/A	48
Two or More Races	-	29.4	-	22.2	N/A	42.5	N/A	44.8
White/Caucasian	26.6	32	-	23.2	N/A	46.7	N/A	44.2
Special Education	-	11.2	-	4.3	N/A	7.2	N/A	11.2
English Learners Current + Former	-	20	-	17.4	N/A	6.6	N/A	33.3
English Learners Current	-	18	-	10	N/A	8	N/A	22.2
Economically Disadvantaged	-	23.4	-	14	N/A	33.7	N/A	36.2

Chronic Absenteeism

	% Chronically Absent	**District**
American Indian/Alaska Native	-	20
Asian	-	6.6
Black/African American	-	15.9
Hispanic/Latino	11.6	16.7
Pacific Islander	-	20.1
Two or More Races	-	13
White/Caucasian	22.2	12.1
Special Education	-	17.3
English Learners Current + Former	N/A	N/A
English Learners Current	-	9
Economically Disadvantaged	9	19.5

What does my school rating mean?

High schools will earn an index score and no star rating based on 2016-2017 school performance. All Nevada schools will receive a star rating in September of 2018.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

Academic Achievement 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 assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Graduation

The cohort graduation rate is determined through the cohort validation process and follows federal guidelines for reporting an adjusted cohort grauation rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required state school accountability reporting date of September 15th, the cohort rates used for this indicator lags one yaear behind the other accountability indicators in the school rating system.

College and Career Readiness

The college and career readiness indicator is made up of three measures: Average ACT Composite Score, Ninth and Tenth Grade Credit Sufficiency, and percent of students achieving college and career readiness status (Level 3 or 4) on the Math, ELA or Science End-of-Course assessments.

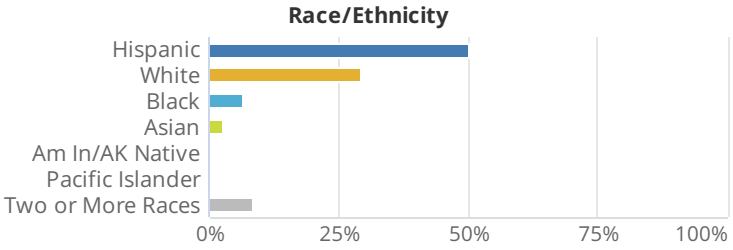
Star Rating	Index Score
TBD	

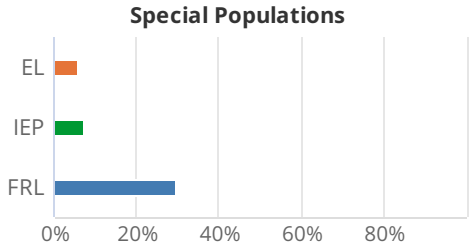
School Year 2016-2017 Nevada School Rating for

Sports Leadership and Management Academy

Sports Leadership and Management Academy
Dan Triana, Principal
Grade Levels: 06-09
Website: www.slamnv.org
School Level: Middle School

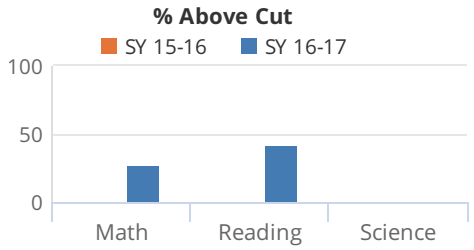
1095 Fielders Street
Henderson, NV 89015
Phone: 702-431-6260





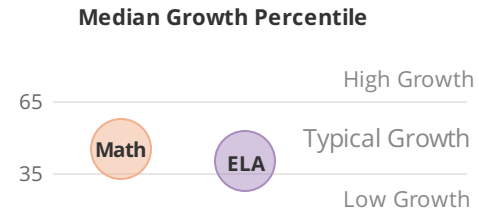
Academic Achievement

	% Above Cut	District
Math CRT	28.2	35.7
ELA CRT	42.3	53.2
Science CRT		
Math I End of Course	89.2	87.7
Pooled Average	40.2	46.5



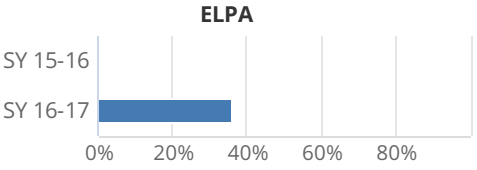
Student Growth

	SY 16-17
Math CRT MGP	45.0
ELA CRT MGP	40.0
Math CRT AGP	31.6
ELA CRT AGP	39.1



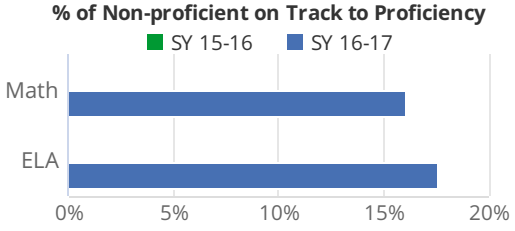
English Language

	% of EL Meeting AGP	District
ELPA	36	33.5



Closing Opportunity Gaps

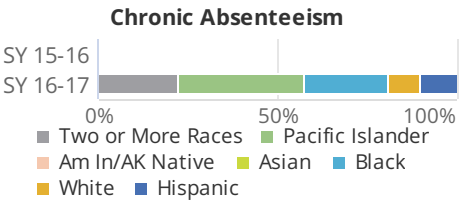
Non-proficient	% Meeting AGP
Math CRT	16.1
ELA CRT	17.6



Student Engagement

*Bonus points included

	School	District
Chronic Absenteeism	10.2	9.6
Academic Learning Plans	100	79.5
NAC 389.445 Requirements	97.5	94.3
	% Participation	Met Target
Climate Survey	84.6	YES



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	-	63.5	54.1	-	73.8	73.3
Black/African American	12.5	16.8	15.2	15.7	33.7	31.1
Hispanic/Latino	16.9	24.5	21.6	34	43.4	39.2
Pacific Islander	-	35.4	30.1	-	57.8	48.1
Two or More Races	31.8	39.4	34.2	46.7	55.9	57.1
White/Caucasian	51.2	42.2	41.4	56.4	60.1	62.7
Special Education	0	11.5	9.8	6.6	17.3	13.5
English Learners Current + Former	0	26.8	11.6	7.6	36.7	16.1
English Learners Current	0	11.8		8.3	18.2	
Economically Disadvantaged	30.9	21.8	21.5	41	39.7	38.3

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	22	24	23	20
Hispanic/Latino	47.5	39	25	33.7
Pacific Islander	-	-	-	-
Two or More Races	47.5	45.5	30	30.7
White/Caucasian	37	43.5	42.4	51.1
Special Education	25.5	45	3.8	3.4
English Learners Current + Former	39	35	20	18.1
English Learners Current	-	31.5	-	20
Economically Disadvantaged	50	42	37.5	34.1

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	Math AGP	ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	16.6	9
Hispanic/Latino	16.1	16.4
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	13.7	25.8
Special Education	9	11.1
English Learners Current + Former	15.9	14.6
English Learners Current	10	10
Economically Disadvantaged	14.1	15.8

Chronic Absenteeism

	% Chronically Absent	District
American Indian/Alaska Native	-	12
Asian	0	3.9
Black/African American	20	13.8
Hispanic/Latino	8.7	11.2
Pacific Islander	30	12.3
Two or More Races	18.9	12.4
White/Caucasian	7.2	7.8
Special Education	27.7	16.2
English Learners Current + Former	N/A	N/A
English Learners Current	17.3	13.9
Economically Disadvantaged	10	13.6

What does my school rating mean?

3 Star school: Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement 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 assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

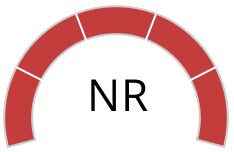
Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating	Index Score
★★★★★	at or above 80
★★★★	at or above 70, below 80
★★★	at or above 50, below 70
★★	at or above 29, below 50
★	below 29

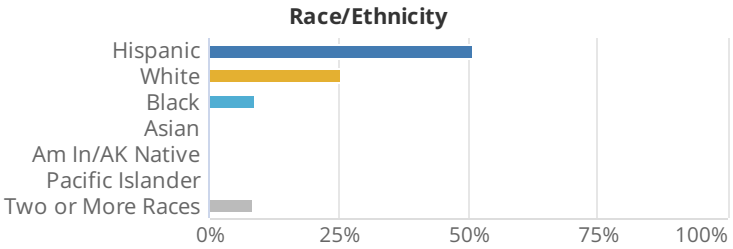
School Year 2017-2018 Nevada School Rating for

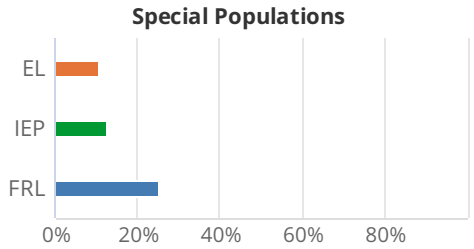
Sports Leadership and Management Academy



School Type: Charter SPCSA
School Level: High School
Grade Levels: 06-10
District: State Public Charter School Authority
Website: www.slamnv.org

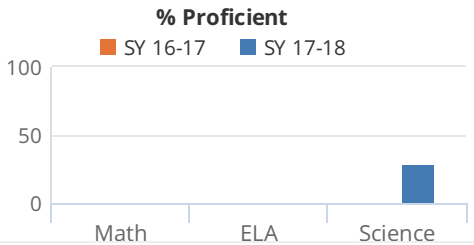
Total Index Score: 72
School Designation:
1095 Fielders St.
Henderson, NV 89011
Phone: 702-473-5735





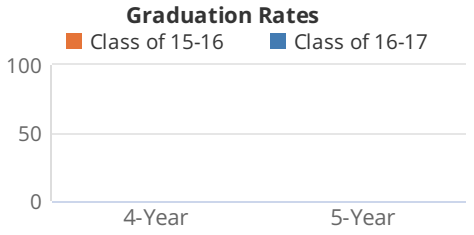
Academic Achievement

	% Proficient	% District
CCR Math	N/A	23.8
CCR ELA	N/A	44.5
Nevada High School Science	29.5	33.1



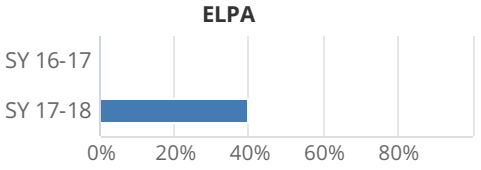
Graduation

Graduation Rate	% School	% District
4-Year	N/A	65.2
5-Year	N/A	66.9



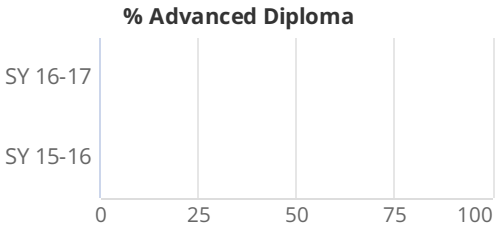
English Language Proficiency

	% of EL Meeting AGP	% District
ELPA	40	26.8

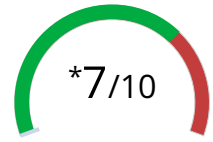


College and Career Readiness

	% School	% District
Post-Secondary Preparation Participation	N/A	38.3
Post-Secondary Preparation Completion	N/A	24.7
Advanced Diploma	N/A	23.4

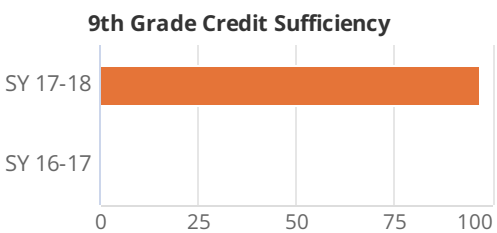


Student Engagement



*Bonus points included

	% School	% District
9th Grade Credit Sufficiency	96.9	87.3
Chronic Absenteeism	19.7	21.0
	% Participation	Met Target
Climate Survey	89.9	YES



Academic Achievement

	% Above the Cut					
	Math	Math MIP	ELA	ELA MIP	Science	Science MIP
American Indian/Alaska Native	N/A	19.07	N/A	33.43	-	N/A
Asian	N/A	47.65	N/A	63.27	-	N/A
Black/African American	N/A	14.12	N/A	27.78	10	N/A
Hispanic/Latino	N/A	18.87	N/A	33.15	23	N/A
Pacific Islander	N/A	25.54	N/A	46.05	-	N/A
Two or More Races	N/A	33.64	N/A	55.86	-	N/A
White/Caucasian	N/A	41.31	N/A	60.26	33.3	N/A
Special Education	N/A	7.77	N/A	11.27	-	N/A
English Learners Current + Former	N/A	10.02	N/A	13.18	-	N/A
English Learners Current	N/A	6.96	N/A	6.9	-	N/A
Economically Disadvantaged	N/A	20.01	N/A	34.37	33.3	N/A

Graduation Rates

Graduation Measures	% 4-year	% 4-year MIP	% 5 year	% 5 year MIP
American Indian/Alaska Native	N/A	73.9	N/A	75.9
Asian	N/A	93.1	N/A	95.1
Black/African American	N/A	67.7	N/A	69.7
Hispanic/Latino	N/A	79.7	N/A	81.7
Pacific Islander	N/A	82.3	N/A	84.3
Two or More Races	N/A	81.3	N/A	83.3
White/Caucasian	N/A	84.2	N/A	86.2
Special Education	N/A	64.7	N/A	66.7
English Learners Current + Former	N/A	81.7	N/A	83.7
Economically Disadvantaged	N/A	76.8	N/A	78.8

College and Career Readiness

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	N/A	N/A	N/A	-
Asian	N/A	N/A	N/A	46.2
Black/African American	N/A	N/A	N/A	20
Hispanic/Latino	N/A	N/A	N/A	14.8
Pacific Islander	N/A	N/A	N/A	14.2
Two or More Races	N/A	N/A	N/A	27.9
White/Caucasian	N/A	N/A	N/A	24.5
Special Education	N/A	N/A	N/A	9.8
English Learners Current + Former	N/A	N/A	N/A	27.5
English Learners Current	N/A	N/A	N/A	27.5
Economically Disadvantaged	N/A	N/A	N/A	18.2

Student Engagement

	% 9th Grade Credit Sufficiency Measure		% Chronically Absent	
	School	District	School	District
American Indian/Alaska Native	-	87.5	-	30
Asian	-	94.7	-	11.9
Black/African American	84.6	82.6	25.9	27
Hispanic/Latino	97.1	87	20	24.2
Pacific Islander	-	86.4	-	25
Two or More Races	100	88.6	14.2	20.7
White/Caucasian	100	87.8	18	18.3
Special Education	93.7	79	35.2	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	92.1	82.4	23.3	29.3
Economically Disadvantaged	92.1	82.4	23.4	27.7

*95% Participation on State Assessments

	% Math	% ELA
All Students	N/A	N/A
American Indian/Alaska Native	N/A	N/A
Asian	N/A	N/A
Black/African American	N/A	N/A
Hispanic/Latino	N/A	N/A
Pacific Islander	N/A	N/A
Two or More Races	N/A	N/A
White/Caucasian	N/A	N/A
Special Education	N/A	N/A
English Learners Current + Former	N/A	N/A
English Learners Current	N/A	N/A
Economically Disadvantaged	N/A	N/A

Post-Secondary Preparation Program Information

	Advanced Placement (AP)		Dual Credit/Dual Enrollment		International Baccalaureate		Career and Technical Education	
	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black/African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White/Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

In order for a high school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators and/or measures: Student Achievement, Graduation. For this school, the minimum requirement have not been met.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment.

Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on assessment scores.

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA.

The NSPF includes Adequate Growth Percentiles (AGP) to determine if English Language Learners are meeting the goal toward English Language Proficiency.

Students meeting their growth targets should be on track to become English proficient and exit English Language Learner status in five years.

Student Engagement

Student Engagement is a measure of 9th Grade Credit Sufficiency and Chronic Absenteeism.

Ninth-grade credit sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school.

Research shows attendance matters and chronic absenteeism places students at risk of academic failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey Bonus

The Climate Survey is a State Survey administered to students in certain grades across the State. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points are reflected in the Student Engagement section.

Graduation

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December.

Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

College and Career Readiness

The college and career readiness indicator is made up of three measures. These include the percent of students:

- participating in post-secondary preparation programs
- completing post-secondary preparation programs
- earning an Advanced Diploma*

Post-secondary preparation programs includes Advanced Placement (AP), International Baccalaureate, Dual Credit/Dual Enrollment and Career and Technical Education.

Dates a for Advanced Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

Star Rating	Index Score
★★★★★	at or above 82
★★★★	at or above 70, below 82
★★★	at or above 50, below 70
★★	at or above 27, below 50
★	below 27

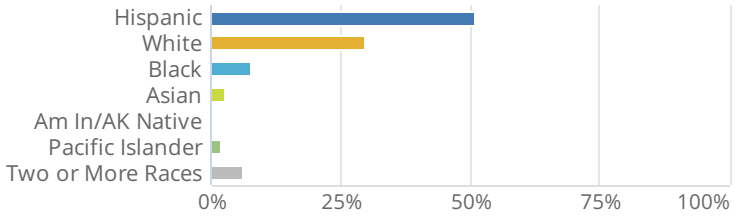
School Year 2017-2018 Nevada School Rating for

Sports Leadership and Management Academy

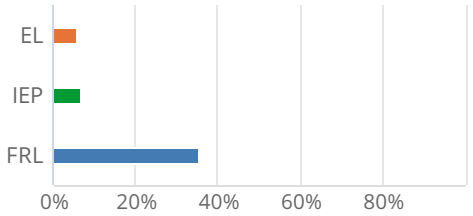
School Type: Charter SPCSA
School Level: Middle School
Grade Levels: 06-10
District: State Public Charter School Authority
Website: www.slamnv.org

Total Index Score: 47.5
School Designation: TSI/ATSI
1095 Fielders St.
Henderson, NV 89011
Phone: 702-473-5735

Race/Ethnicity



Special Populations

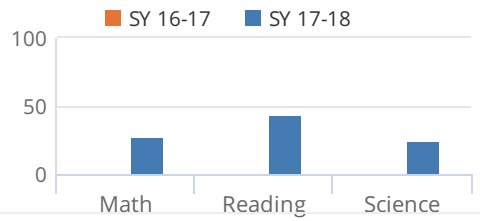


Academic Achievement

11/25

	% Above Cut	% District
% Math CRT	27.8	36.8
% ELA CRT	43.5	56.1
% Science CRT	25.1	45.2
% Pooled Average	34.3	46.3

% Above Cut

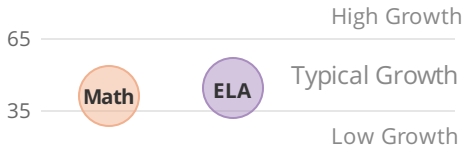


Student Growth

12.5/30

	% SY 17-18
Math CRT MGP	41.0
ELA CRT MGP	44.0
Math CRT AGP	28.9
ELA CRT AGP	45.2

Median Growth Percentile

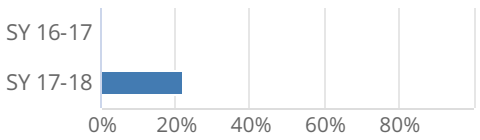


English Language

5/10

	% of EL Meeting AGP	% District
ELPA	22.2	32.4

ELPA

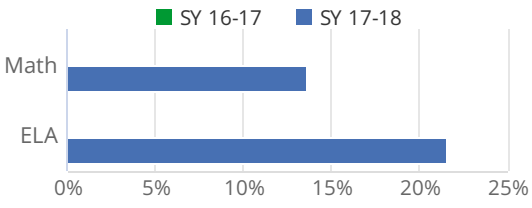


Closing Opportunity Gaps

8/20

% Non-proficient	% Meeting AGP
Math CRT	13.6
ELA CRT	21.6

% of Non-proficient on Track to Proficiency



Student Engagement

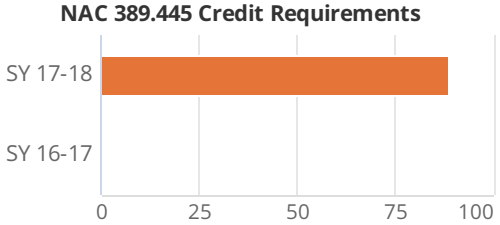
*11/15

*Bonus points included

	% School	% District
Chronic Absenteeism	14.6	11.1
Academic Learning Plans	99.2	97.5
NAC 389.445 Credit Requirements	88.8	91.5

	% Participation	Met Target
Climate Survey	83.2	YES

NAC 389.445 Credit Requirements



Student CRT Proficiency

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	42.8	64.1	56.4	42.8	77.3	74.6	-	62.2	N/A
Black/African American	17.1	17.7	19.5	25.7	38.4	34.5	-	25	N/A
Hispanic/Latino	18.5	26.1	25.5	38.9	46.3	42.2	19.3	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	25.9	41.5	37.5	39.2	61	59.2	-	51.6	N/A
White/Caucasian	44.8	44.4	44.4	56.4	63.5	64.6	37.7	54	N/A
Special Education	0	11.5	14.3	7.6	20.7	17.8	18.1	14.6	N/A
English Learners Current + Former	3.6	22.2	16	16.3	34.8	20.3	16.6	25.7	N/A
English Learners Current	2.3	8.5		9.5	15.8		18.1	9.3	N/A
Economically Disadvantaged	18.9	21.7	25.5	36.3	41.5	41.4	19.6	30.7	N/A

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	71.5	37.5	66.6	41.6
Black/African American	40	50	24.2	39.3
Hispanic/Latino	43.5	43	22.3	39
Pacific Islander	-	-	-	-
Two or More Races	35	39.5	25.9	50
White/Caucasian	39	45	40.2	57.7
Special Education	35	50	2.6	13.1
English Learners Current + Former	44.5	40	7.4	18.5
English Learners Current	51	42	4.8	7.3
Economically Disadvantaged	35.5	44	20	39.7

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	15.3	31.8
Hispanic/Latino	12.8	16.7
Pacific Islander	-	-
Two or More Races	7.1	-
White/Caucasian	12.9	25
Special Education	8.3	9.3
English Learners Current + Former	19.1	11.1
English Learners Current	6.2	6.9
Economically Disadvantaged	13.3	23.6

Student Engagement

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	98	-	85
Asian	7.1	3.6	100	98.4	-	99.4
Black/African American	20.4	12.9	97.7	96.3	-	85.4
Hispanic/Latino	14	11.7	99.2	97.5	79.7	89.4
Pacific Islander	9	11.9	-	95.9	-	91
Two or More Races	19.4	12	96.4	97.3	-	91.7
White/Caucasian	14.3	10.9	100	97.8	96.6	93.4
Special Education	21.2	15.3	100	96.8	86.6	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	16.9	8.5	100	98.2	80	85.6
Economically Disadvantaged	16.4	14.3	100	98.2	80	85.6

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

2 Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.

Targeted Support and Improvement Designation (TSI): A school that meets the subgroup minimum n-size of 25, is not a CSI school and has consistently underperforming subgroups within the Academic Achievement Indicator (indicator flagged two years in a row) or has two or more of the same remaining indicators are flagged for two years in a row is designated as TSI school.

Additional Targeted Support and Improvement Designation (Additional TSI): Additional Targeted Support and Improvement Designation (Additional TSI): A school in which the performance of any subgroup of students, on its own, would lead to identification for CSI and the performance of any one subgroup on any one measure is at or below the cut performance level (based on the "all student" group performance on all measures of the highest (top of the 5th percentile), is identified for Additional TSI (ATSI). ATSI schools are a subset of Targeted Support and Improvement (TSI) schools.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement 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 assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Academic Learning Plan reflects the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

Climate Survey

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

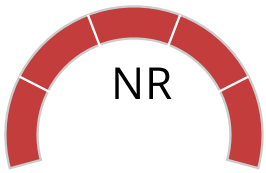
Star Rating	Index Score
★★★★★	at or above 80
★★★★	at or above 70, below 80
★★★	at or above 50, below 70
★★	at or above 29, below 50
★	below 29

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Sports Leadership and Management Academy

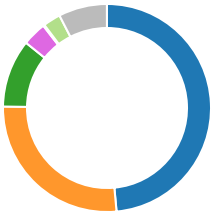
School Year 2018-2019 Nevada School Rating

School Level:	High School
Grade Levels:	06-11
District:	State Public Charter School Authority
School Address:	1095 Fielders St. Henderson, NV 89011



70
Total Index Score

School Type: *Charter SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*



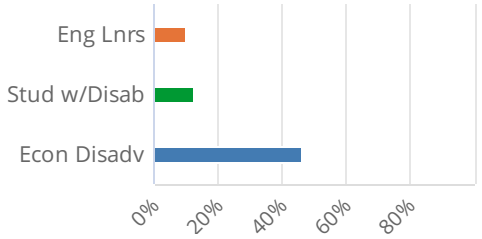
Student Race/Ethnicity

26.5%	White
10.5%	Bl/Afr Am
48.2%	Hisp/Latino
3.7%	Asian
0.2%	Am Ind/AK Nat
2.7%	Pac Isl
7.5%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	72 NR
2016-2017	N/A N/A

Alternative Student Groups



What does my school rating mean?

In order for a high school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators and/or measures: Student Achievement, Graduation. For this school, the minimum requirement have not been met.

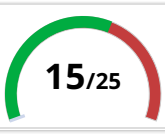
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 70	★★★
At or above 70 and less than 82	★★★★
At or above 82	★★★★★

2018-2019 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	19.1	25.8
ELA Proficiency	63.2	53.8
Science Proficiency	25.8	28.8

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	58.0	24.3

Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	92.5	90.7
Chronic Absenteeism	16.0	10.3
Climate Survey Participation	89.5	N/A

Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	N/A	70.0
5-Year	N/A	69.0

College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	N/A	46.2
Post-Secondary Preparation Completion	N/A	32.8
Advanced or CCR Diploma	N/A	29.6

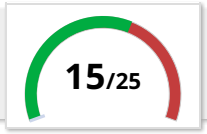
** Reduction in Chronic Absenteeism (CA): Received 0.5 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2017-18.

Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating



Academic Achievement

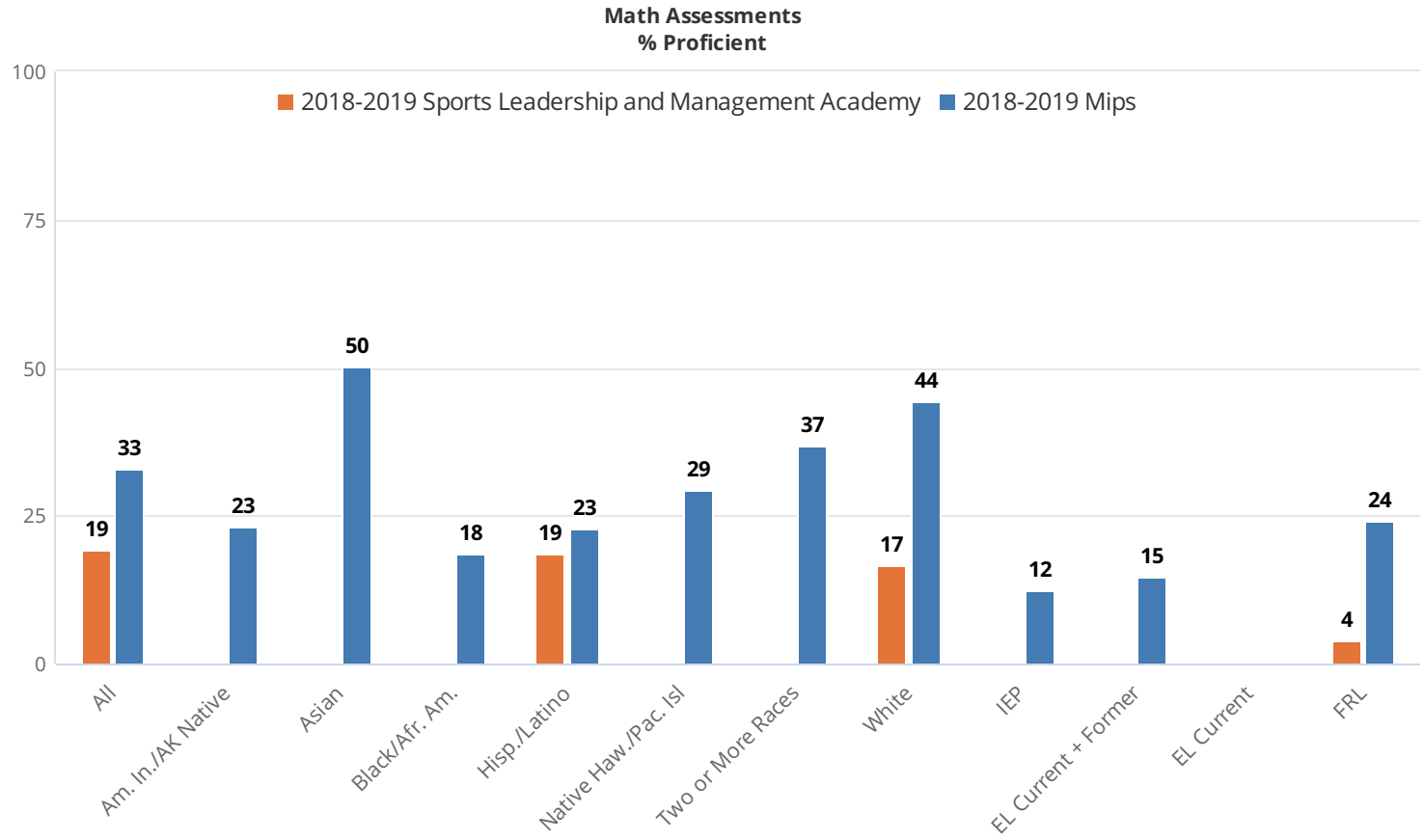
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 3/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	19.1	25.8	32.83	N/A	23.8	29.29
American Indian/Alaska Native	-	-	23.12	N/A	16.6	19.07
Asian	-	50	50.27	N/A	54.7	47.65
Black/African American	-	7.5	18.42	N/A	6.2	14.12
Hispanic/Latino	18.6	18.5	22.93	N/A	17.5	18.87
Pacific Islander	-	16	29.26	N/A	6.2	25.54
Two or More Races	-	26	36.96	N/A	26.1	33.64
White/Caucasian	16.6	32	44.25	N/A	28.4	41.31
Special Education	-	6	12.38	N/A	2.2	7.77
English Learners Current + Former	-	5	14.52	N/A	10.9	10.02
English Learners Current	-	0		N/A	2.4	6.96
Economically Disadvantaged	4	14.5	24	N/A	13.3	20.01



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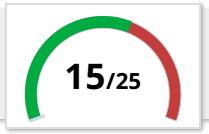
Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating

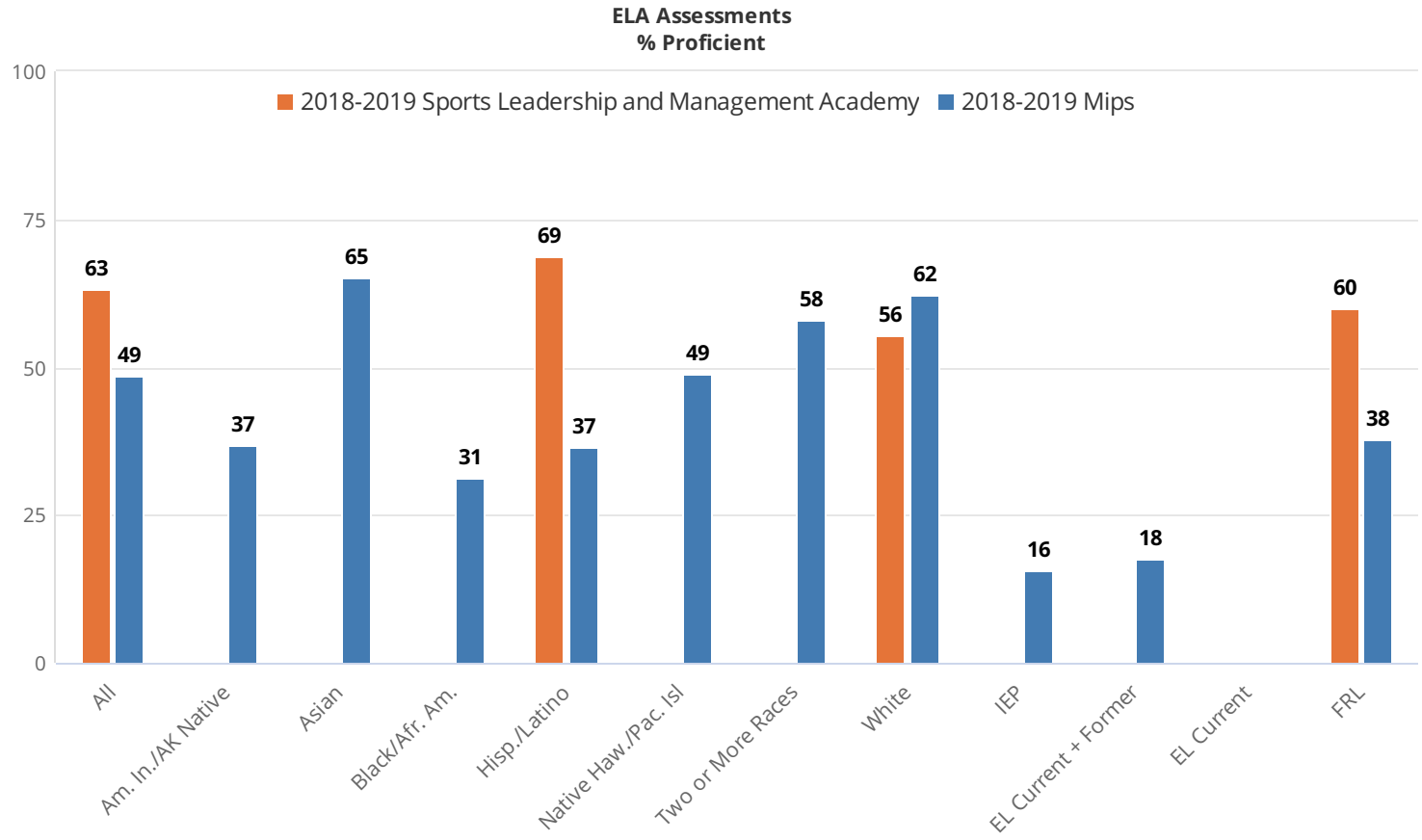


Academic Achievement

ELA Proficient

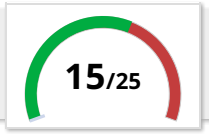
ELA Proficient Points Earned: 10/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	63.2	53.8	48.54	N/A	44.5	45.83
American Indian/Alaska Native	-	-	36.76	N/A	36.3	33.43
Asian	-	71	65.11	N/A	68.4	63.27
Black/African American	-	32.7	31.39	N/A	21.6	27.78
Hispanic/Latino	68.7	47.2	36.5	N/A	39.5	33.15
Pacific Islander	-	52	48.75	N/A	37.5	46.05
Two or More Races	-	62.5	58.07	N/A	46.9	55.86
White/Caucasian	55.5	59.7	62.25	N/A	50	60.26
Special Education	-	18.8	15.71	N/A	9	11.27
English Learners Current + Former	-	18.1	17.52	N/A	21.8	13.18
English Learners Current	-	10.5		N/A	9.7	6.9
Economically Disadvantaged	60	41.8	37.66	N/A	31.2	34.37



Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating

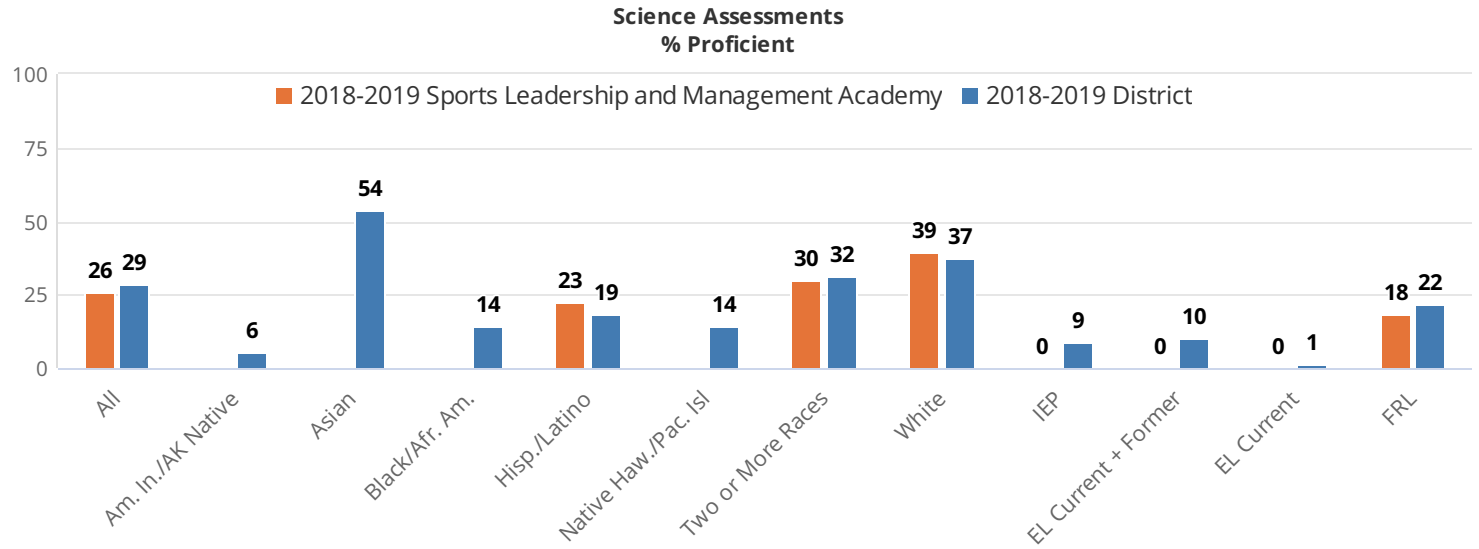


Academic Achievement

Science Proficient

Science Proficient Points Earned: 2/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	25.8	28.8	29.5	33.1
American Indian/Alaska Native	-	5.7	-	30.7
Asian	-	53.7	-	48.2
Black/African American	-	14	10	18.7
Hispanic/Latino	22.5	18.5	23	23.5
Pacific Islander	-	14.1	-	22.7
Two or More Races	30	31.5	-	36.9
White/Caucasian	39.2	37.2	33.3	39.7
Special Education	0	9	-	12.9
English Learners Current + Former	0	9.9	-	8.5
English Learners Current	0	1.1	-	4.1
Economically Disadvantaged	18.3	21.8	33.3	26.4



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	N/A	N/A
American Indian/Alaska Native	-	-	N/A	N/A
Asian	-	-	N/A	N/A
Black/African American	-	-	N/A	N/A
Hispanic/Latino	>=95%	>=95%	N/A	N/A
Pacific Islander	-	-	N/A	N/A
Two or More Races	-	-	N/A	N/A
White/Caucasian	-	-	N/A	N/A
Special Education	-	-	N/A	N/A
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	-	N/A	N/A
Economically Disadvantaged	>=95%	>=95%	N/A	N/A

Yellow indicates 95% participation requirement not met.

Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating

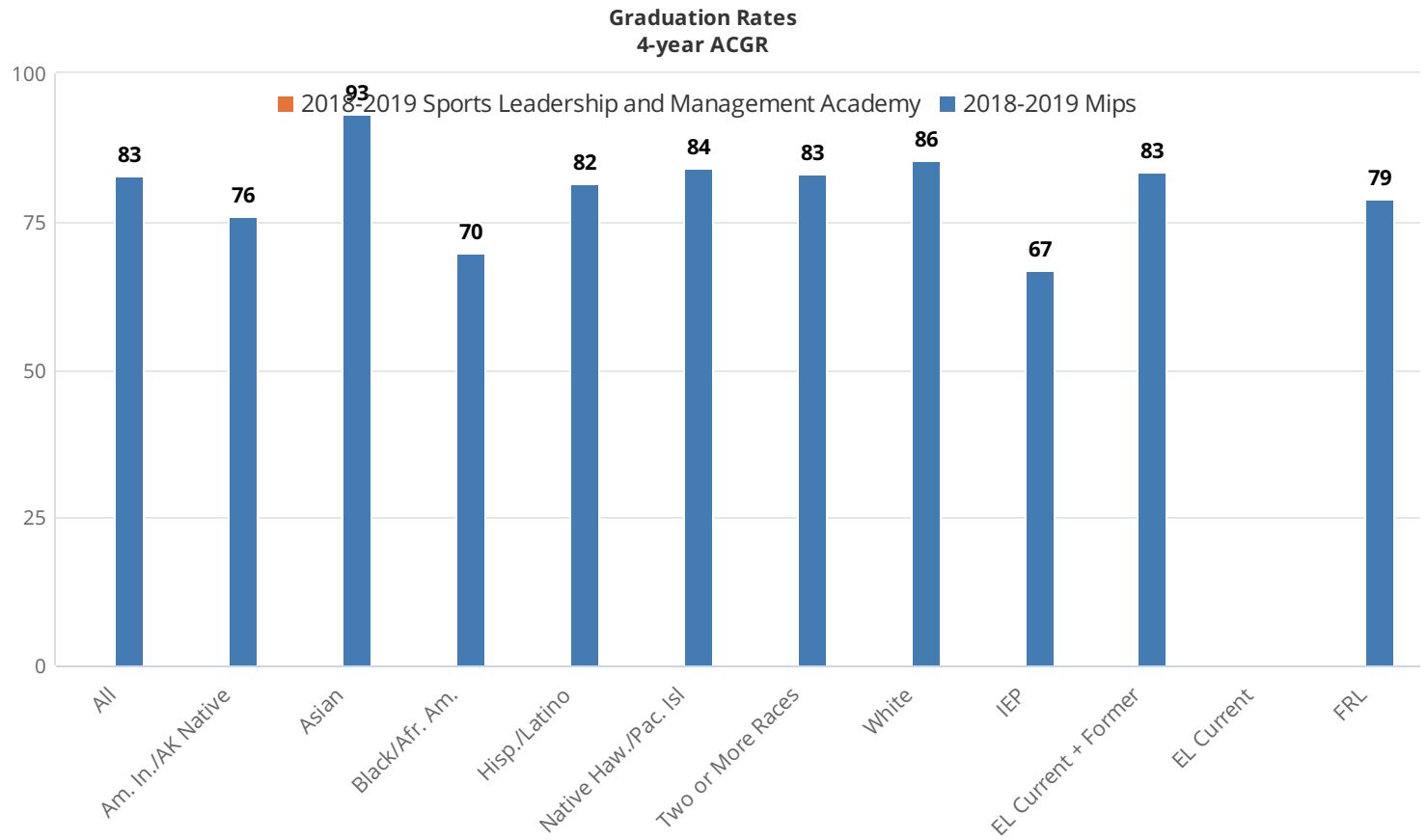
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student whoever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: NA/25

Groups	2018 % 4-Year ACGR	2018 % District	2018 % 4-Year ACGR MIP	2017 % 4-Year ACGR	2017 % District	2017 % 4-Year ACGR MIP
All Students	N/A	70	82.6	N/A	65.2	80.9
American Indian/Alaska Native	N/A	63.6	75.9	N/A	35.2	73.9
Asian	N/A	82.7	93.3	N/A	84.1	93.1
Black/African American	N/A	59.6	69.8	N/A	58.5	67.7
Hispanic/Latino	N/A	68.9	81.5	N/A	59.5	79.7
Pacific Islander	N/A	63.2	83.9	N/A	46.6	82.3
Two or More Races	N/A	68.9	83	N/A	66.3	81.3
White/Caucasian	N/A	71.9	85.5	N/A	68.6	84.2
Special Education	N/A	61.7	66.9	N/A	50.7	64.7
English Learners Current + Former	N/A	N/A	83.4	N/A	N/A	81.7
English Learners Current	N/A	68.4		N/A	62.2	
Economically Disadvantaged	N/A	65	78.7	N/A	56.5	76.8



Sports Leadership and Management Academy

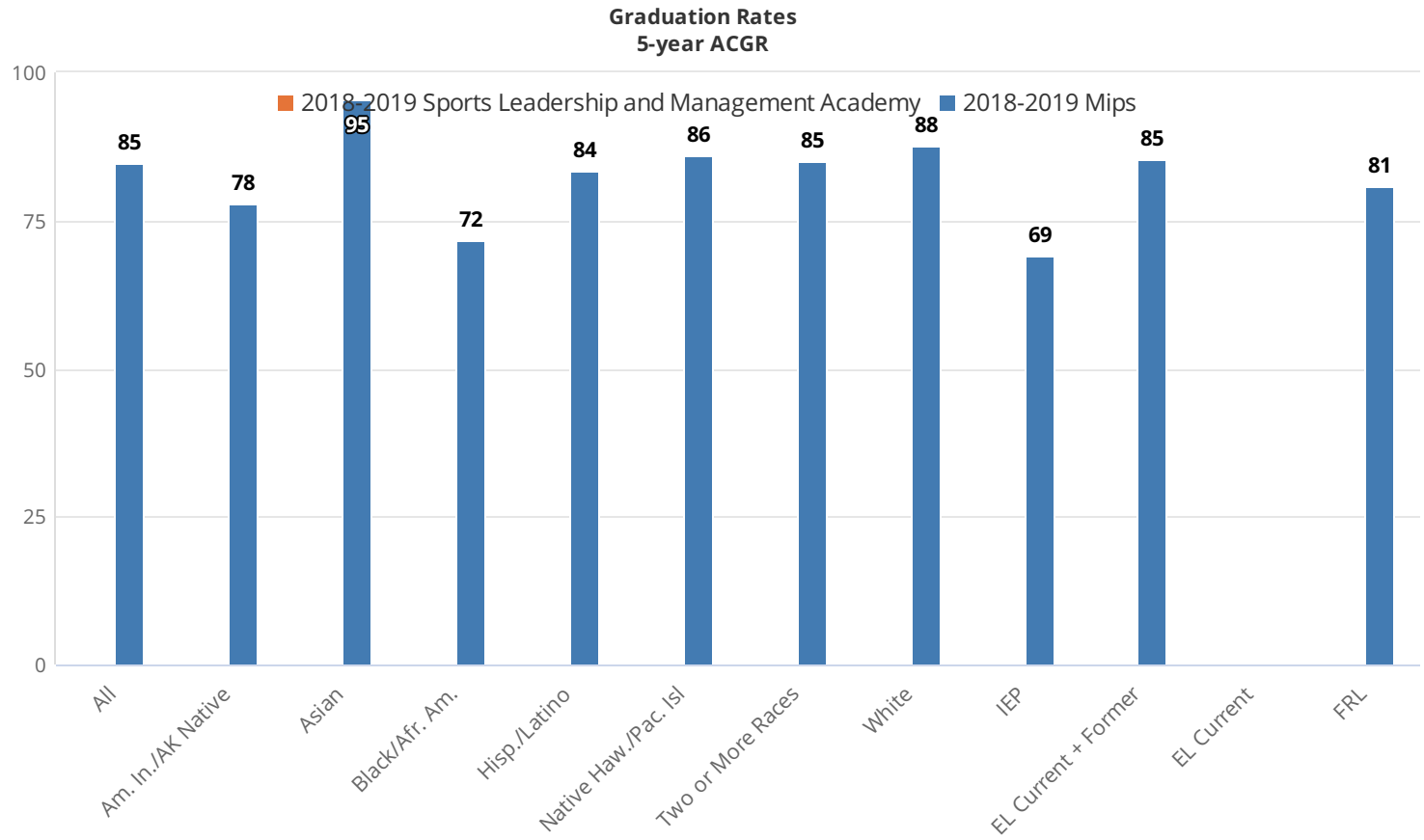
School Year 2018-2019 Nevada School Rating

Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: NA/5

Groups	2018 % 5-Year ACGR	2018 % District	2018 % 5-Year ACGR MIP	2017 % 5-Year ACGR	2017 % District	2017 % 5-Year ACGR MIP
All Students	N/A	69	84.6	N/A	66.9	82.9
American Indian/Alaska Native	N/A	58.7	77.9	N/A	-	75.9
Asian	N/A	80.9	95.3	N/A	84.6	95.1
Black/African American	N/A	67.4	71.8	N/A	54	69.7
Hispanic/Latino	N/A	64.4	83.5	N/A	70.1	81.7
Pacific Islander	N/A	52	85.9	N/A	69.2	84.3
Two or More Races	N/A	72	85	N/A	54.2	83.3
White/Caucasian	N/A	71	87.5	N/A	68.1	86.2
Special Education	N/A	56.2	68.9	N/A	46.6	66.7
English Learners Current + Former	N/A	N/A	85.4	N/A	N/A	83.7
English Learners Current	N/A	64		N/A	52	
Economically Disadvantaged	N/A	61.3	80.7	N/A	58.5	78.8



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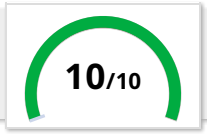
Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating

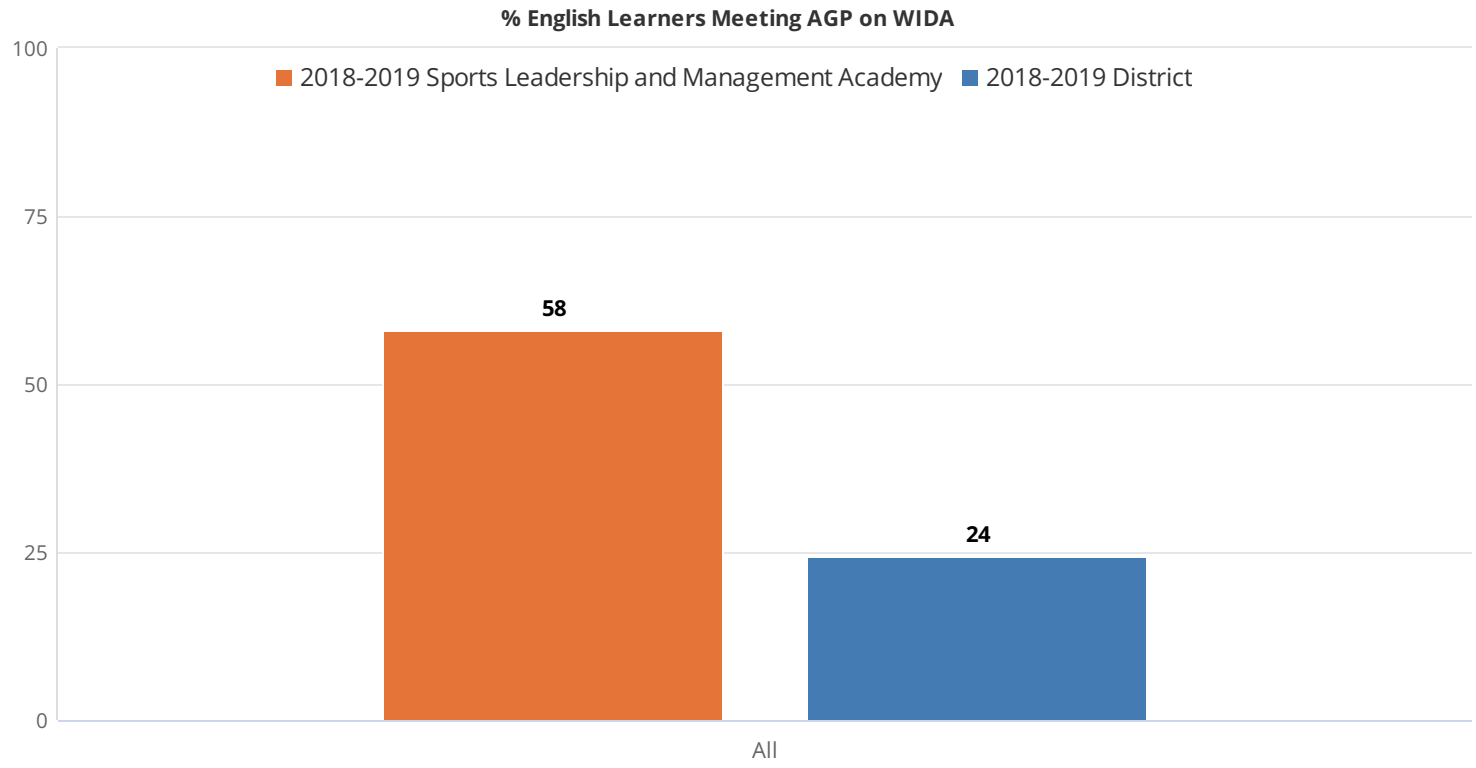


English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	31	58	24.3	20	40	26.8



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

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Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating

College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: NA/10

Groups	2019 % Participation	2019 % Participation District	2018 % Participation	2018 % Participation District
All Students	N/A	46.2	N/A	38.3
American Indian/Alaska Native	N/A	50	N/A	-
Asian	N/A	67	N/A	61.1
Black/African American	N/A	27.5	N/A	25.6
Hispanic/Latino	N/A	48.6	N/A	38.6
Pacific Islander	N/A	25	N/A	26.8
Two or More Races	N/A	46.2	N/A	49.2
White/Caucasian	N/A	46.2	N/A	37.6
Special Education	N/A	25	N/A	6.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	58.8	N/A	8.5
Economically Disadvantaged	N/A	40	N/A	28.1

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: NA/10

Groups	2019 % Completion	2019 % Completion District	2018 % Completion	2018 % Completion District
All Students	N/A	32.8	N/A	24.7
American Indian/Alaska Native	N/A	40	N/A	-
Asian	N/A	54.6	N/A	45.7
Black/African American	N/A	20.1	N/A	13.1
Hispanic/Latino	N/A	30.8	N/A	23.1
Pacific Islander	N/A	18.6	N/A	15.3
Two or More Races	N/A	39.7	N/A	27.6
White/Caucasian	N/A	33.2	N/A	25.6
Special Education	N/A	21.3	N/A	2.2
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	52	N/A	0
Economically Disadvantaged	N/A	28.8	N/A	18

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Sports Leadership and Management Academy

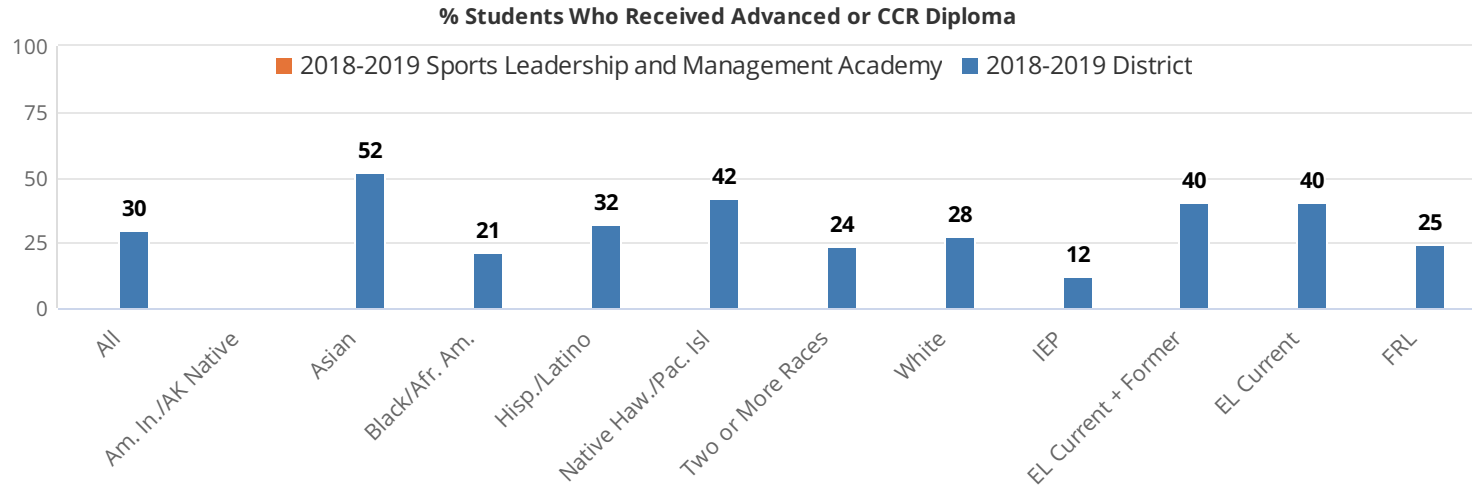
School Year 2018-2019 Nevada School Rating

College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: NA/5

Groups	2019 % Advanced or CCR Diploma	2019 % Advanced or CCR Diploma District	2018 % Advanced or CCR Diploma	2018 % Advanced or CCR Diploma District
All Students	N/A	29.6	N/A	23.4
American Indian/Alaska Native	N/A	-	N/A	-
Asian	N/A	52.2	N/A	46.2
Black/African American	N/A	21.3	N/A	20
Hispanic/Latino	N/A	32.2	N/A	14.8
Pacific Islander	N/A	42.1	N/A	14.2
Two or More Races	N/A	23.8	N/A	27.9
White/Caucasian	N/A	27.5	N/A	24.5
Special Education	N/A	12.3	N/A	9.8
English Learners Current + Former	N/A	40.3	N/A	27.5
English Learners Current	N/A	40.3	N/A	27.5
Economically Disadvantaged	N/A	24.6	N/A	18.2



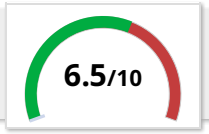
Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black/African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White/Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Adavnced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program..

Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating



Student Engagement

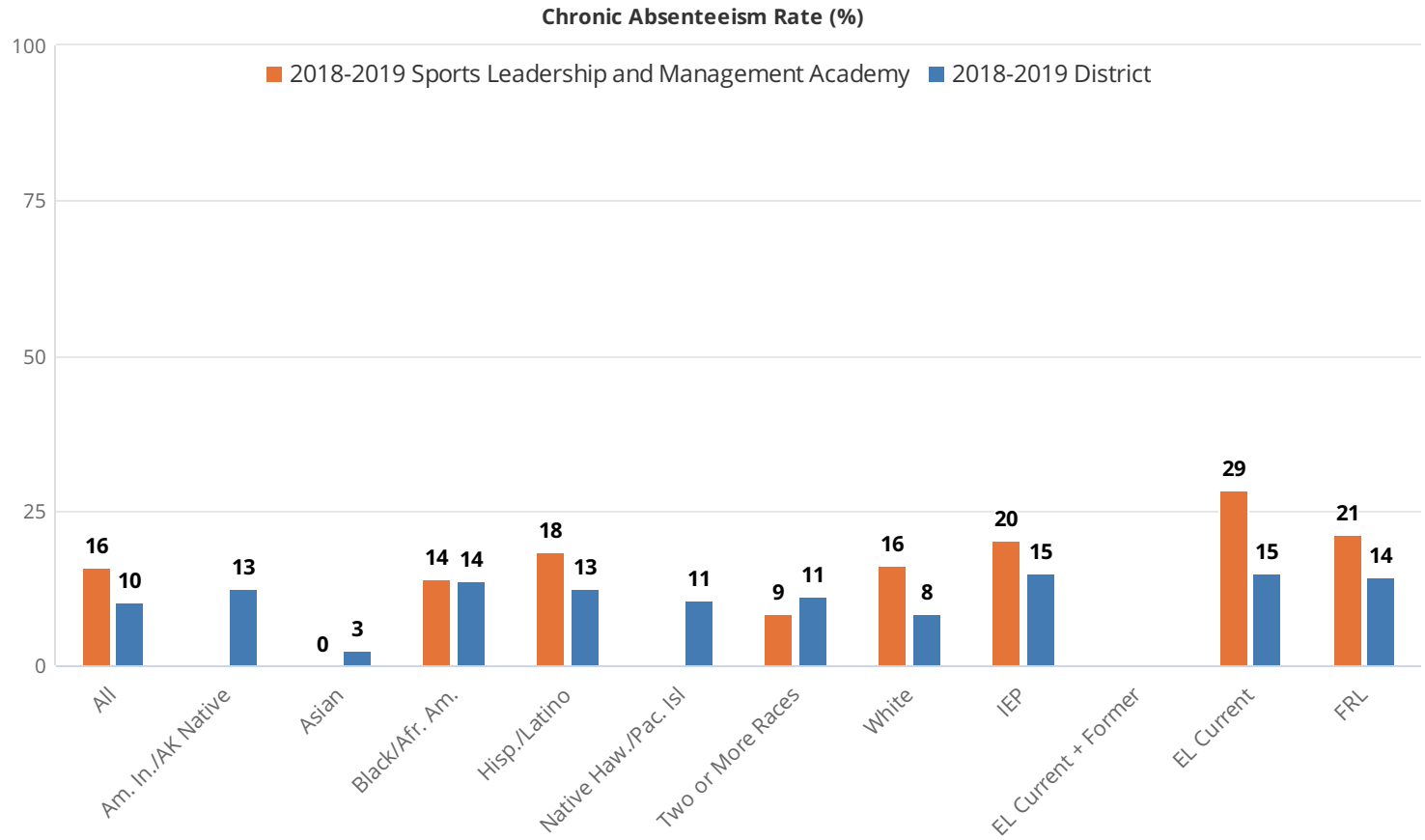
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 2/5

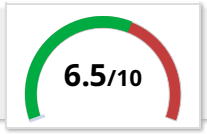
Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	16	10.3	19.7	21
American Indian/Alaska Native	-	12.6	-	30
Asian	0	2.6	-	11.9
Black/African American	14.1	13.8	25.9	27
Hispanic/Latino	18.3	12.5	20	24.2
Pacific Islander	-	10.5	-	25
Two or More Races	8.5	11.1	14.2	20.7
White/Caucasian	16.1	8.4	18	18.3
Special Education	20.3	15.1	35.2	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	28.5	15	23.3	29.3
Economically Disadvantaged	21.1	14.3	23.4	27.7

Reducing Chronic Absenteeism by 10% bonus points: 0.5



Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating

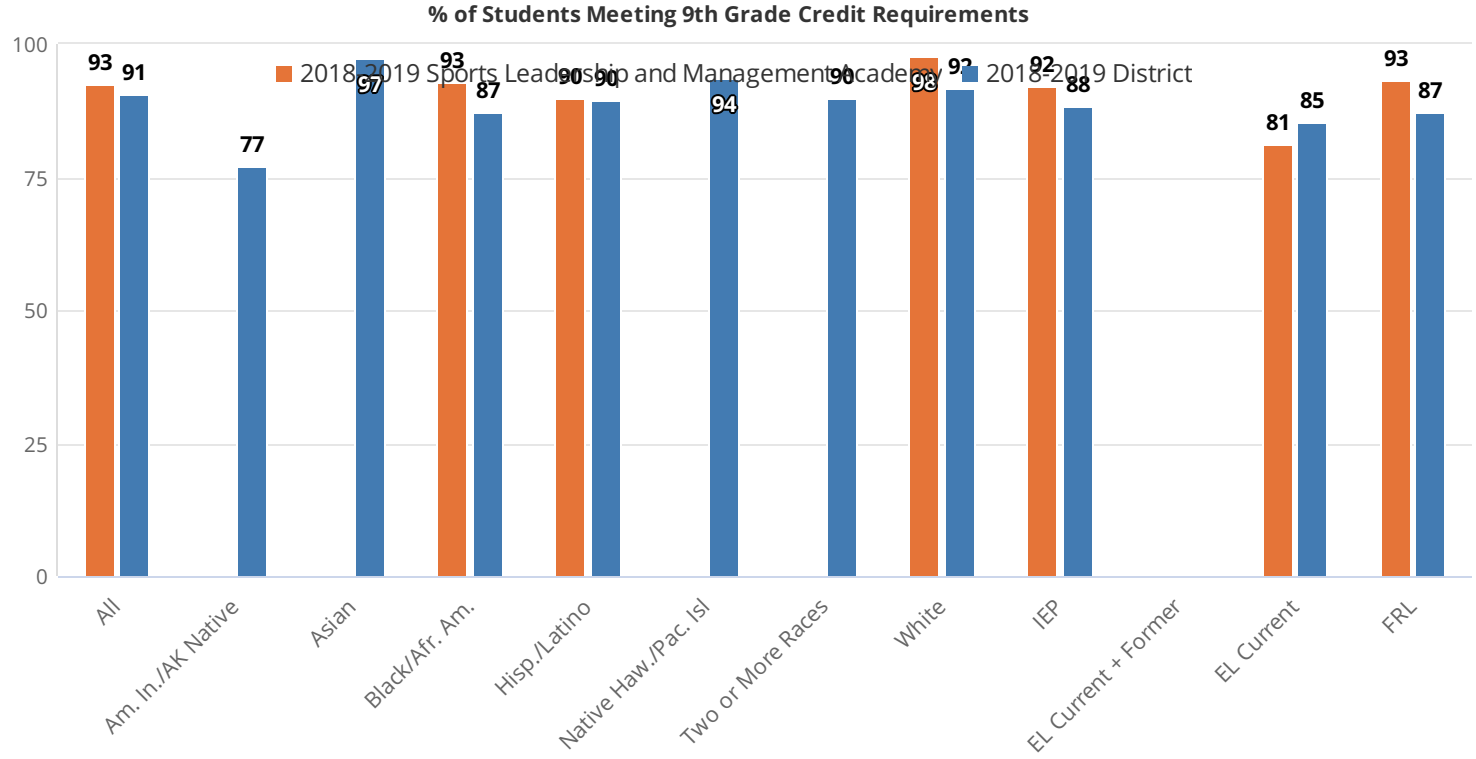


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 4/5

Groups	2019 % 9th Grade Credit Sufficiency	2019 % 9th Grade Credit Sufficiency District	2018 % 9th Grade Credit Sufficiency	2018 % 9th Grade Credit Sufficiency District
All Students	92.5	90.7	96.9	87.3
American Indian/Alaska Native	-	76.9	-	87.5
Asian	-	97.2	-	94.7
Black/African American	92.7	87.2	84.6	82.6
Hispanic/Latino	90	89.5	97.1	87
Pacific Islander	-	93.7	-	86.4
Two or More Races	-	89.7	100	88.6
White/Caucasian	97.7	91.7	100	87.8
Special Education	92	88.2	93.7	79
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	81.2	85.4	92.1	82.4
Economically Disadvantaged	93.4	87.2	92.1	82.4



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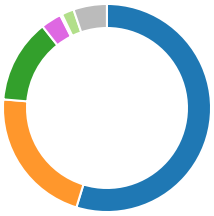
Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating

School Level:	Middle School
Grade Levels:	06-11
District:	State Public Charter School Authority
School Address:	1095 Fielders St. Henderson, NV 89011

68
Total Index Score

School Type: *Charter SPCSA*
School Designation: *TSI/ATSI*
95% Assessment Participation: *Met*



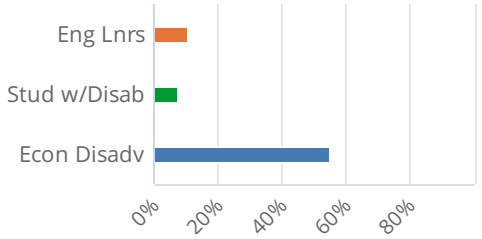
Student Race/Ethnicity

21.5%	White
13%	Bl/Afr Am
54.6%	Hisp/Latino
3.2%	Asian
0.3%	Am Ind/AK Nat
1.9%	Pac Isl
5.2%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	47.5 ★★
2016-2017	N/A N/A

Alternative Student Groups



What does my school rating mean?

Three-Star school: Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

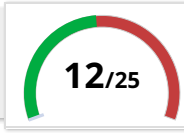
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 29	★
At or above 29 but less than 50	★★
At or above 50 and less than 70	★★★
At or above 70 and less than 80	★★★★
At or above 80	★★★★★

TSI/ATSI designation: This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.

2018-2019 School Performance

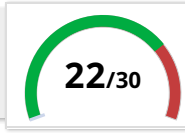


12/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	36.2	50.2
Math Proficiency	30.8	42.6
ELA Proficiency	45.7	59.6
Science Proficiency	23.8	44.7

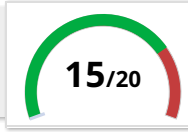
10/10 English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	51.7	38.3



22/30 Student Growth Indicator

Measure	School Median	District Median
Math MGP	59	58
ELA MGP	54	56
	School Rate	**District Rate**
Met Math AGP Target	35.8	44.3
Met ELA AGP Target	49.2	61.3



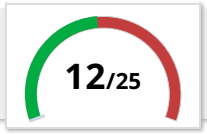
15/20 Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	21.6	21.8
Prior Non-Proficient Met ELA AGP Target	26.1	32.7

Climate Survey Participation is not a point-earning measure.

Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating



Academic Achievement

Academic Achievement 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 assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

Pooled Proficiency Points Earned: 12/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	36.2	50.2	34.3	46.3

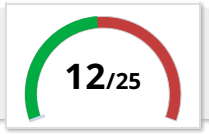
Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	30.8	42.6	36.5	27.8	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	47	66.2	58.6	42.8	64.1	56.4
Black/African American	25	24.1	23.5	17.1	17.7	19.5
Hispanic/Latino	26	31.8	29.3	18.5	26.1	25.5
Pacific Islander	30	44.8	36.9	-	34.9	33.6
Two or More Races	25.8	47.2	40.6	25.9	41.5	37.5
White/Caucasian	45.2	51.2	47.1	44.8	44.4	44.4
Special Education	6.5	12	18.6	0	11.5	14.3
English Learners Current + Former	21	26.8	20.2	3.6	22.2	16
English Learners Current	6.7	12.5		2.3	8.5	
Economically Disadvantaged	26.6	29	29.2	18.9	21.7	25.5

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Sports Leadership and Management Academy

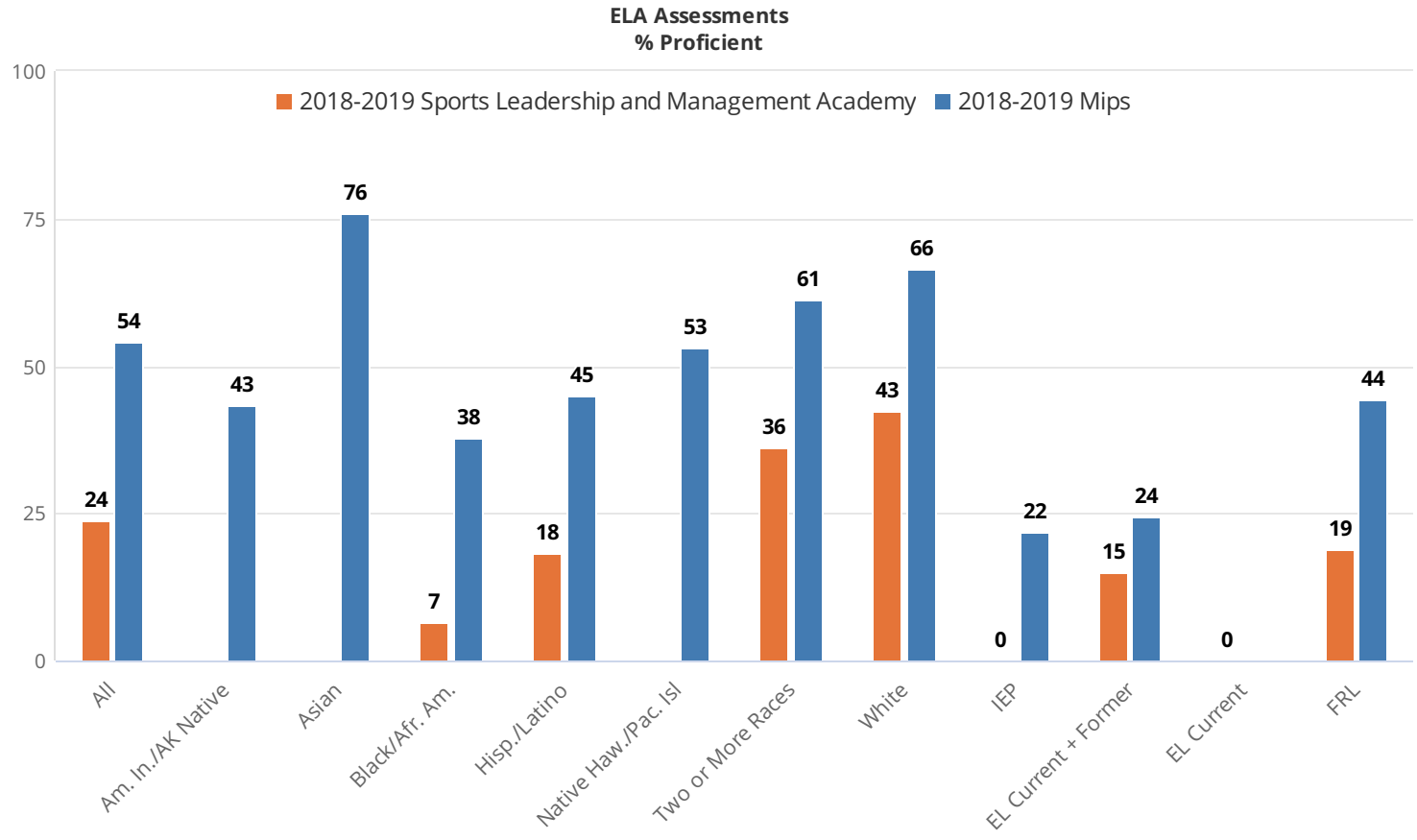
School Year 2018-2019 Nevada School Rating



Academic Achievement

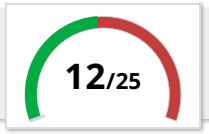
ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	45.7	59.6	54.1	43.5	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	76.4	78.4	75.9	42.8	77.3	74.6
Black/African American	34.2	40.1	37.8	25.7	38.4	34.5
Hispanic/Latino	41.5	50.2	45.1	38.9	46.3	42.2
Pacific Islander	40	61.1	53.2	-	53.2	50.7
Two or More Races	59.2	66.7	61.3	39.2	61	59.2
White/Caucasian	55.6	67.7	66.3	56.4	63.5	64.6
Special Education	4.4	19.8	21.9	7.6	20.7	17.8
English Learners Current + Former	38.3	42.7	24.3	16.3	34.8	20.3
English Learners Current	13.6	22		9.5	15.8	
Economically Disadvantaged	39.6	46.3	44.4	36.3	41.5	41.4



Sports Leadership and Management Academy

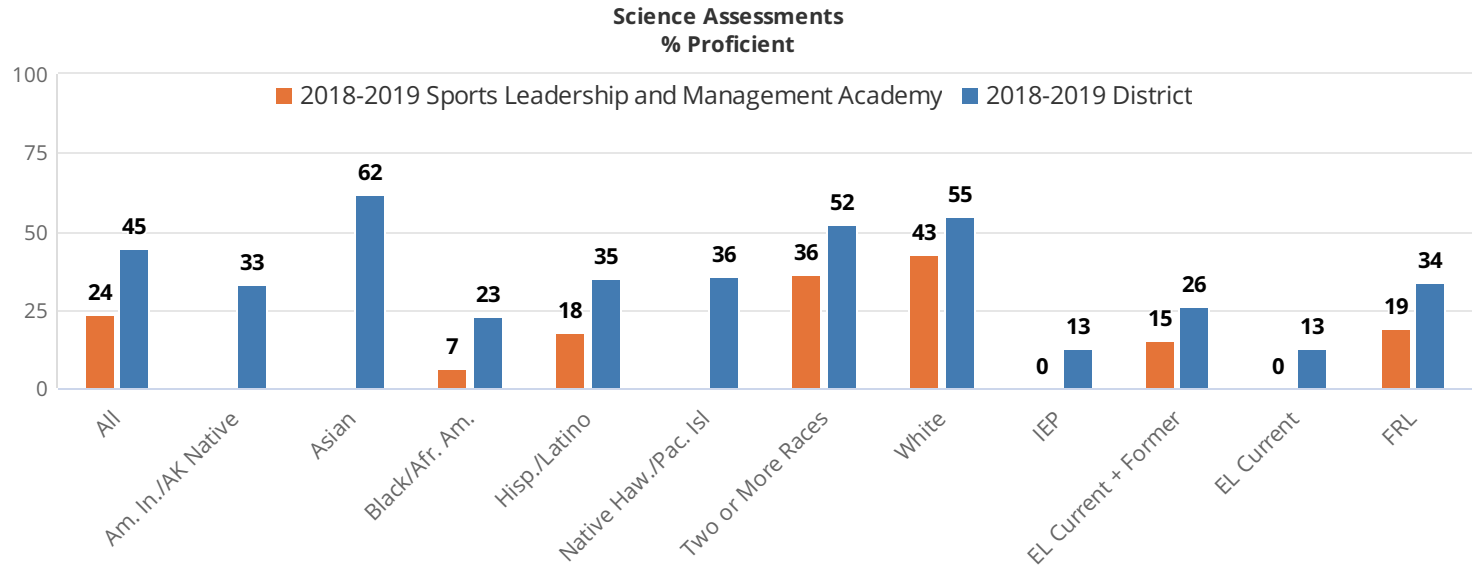
School Year 2018-2019 Nevada School Rating



Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	23.8	44.7	25.1	45.2
American Indian/Alaska Native	-	33.2	-	38.1
Asian	-	62	-	62.2
Black/African American	6.5	23.1	-	25
Hispanic/Latino	18.1	35.2	19.3	34.9
Pacific Islander	-	35.7	-	42.8
Two or More Races	36.2	52.2	-	51.6
White/Caucasian	42.5	54.5	37.7	54
Special Education	0	13	18.1	14.6
English Learners Current + Former	15	26	16.6	25.7
English Learners Current	0	12.6	18.1	9.3
Economically Disadvantaged	18.8	33.7	19.6	30.7



Participation on State Assessments

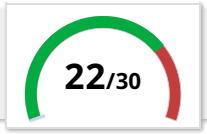
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0 **Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 8/10 **ELA MGP Points Earned: 7/10**

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	59	58	54	56	41	52	44	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	64	63	81.5	57	71.5	62	37.5	62
Black/African American	55	53	57	51	40	45	50	50.5
Hispanic/Latino	61	59	50	57	43.5	54	43	52
Pacific Islander	-	63	-	57	-	51.5	-	49.5
Two or More Races	58.5	56	56.5	54	35	53	39.5	55
White/Caucasian	57	58	62	56	39	49	45	53
Special Education	59	55	42	55	35	44	50	50
English Learners Current + Former	64	64	60.5	64	44.5	59	40	54
English Learners Current	57	61	60	62	51	57	42	53
Economically Disadvantaged	59.5	59	52	57	35.5	53	44	52

AGP Growth Data

Math AGP Points Earned: 4/5 **ELA AGP Points Earned: 3/5**

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	35.8	44.3	49.2	61.3	28.9	37.7	45.2	56.5
American Indian/Alaska Native	-	28.1	-	68.4	-	23.8	-	54.2
Asian	50	65.9	75	78.5	66.6	66.5	41.6	78
Black/African American	29.5	27.5	40.8	44.2	24.2	20.1	39.3	39.5
Hispanic/Latino	31.1	35.5	43.1	53.6	22.3	30.1	39	47.2
Pacific Islander	-	47.2	-	59.7	-	35.3	-	53.1
Two or More Races	30.6	47.1	69.2	66.2	25.9	42.7	50	61.3
White/Caucasian	50.3	51.8	62.1	68.4	40.2	44	57.7	62.2
Special Education	13.9	16.8	16.1	25.3	2.6	14.5	13.1	23.6
English Learners Current + Former	27.6	32.7	38.5	48.3	7.4	31.3	18.5	40
English Learners Current	12.6	17.3	17.5	28.1	4.8	14.8	7.3	20.1
Economically Disadvantaged	30.5	33.3	42.6	50.3	20	25.8	39.7	42.2

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

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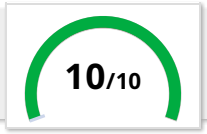
Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating

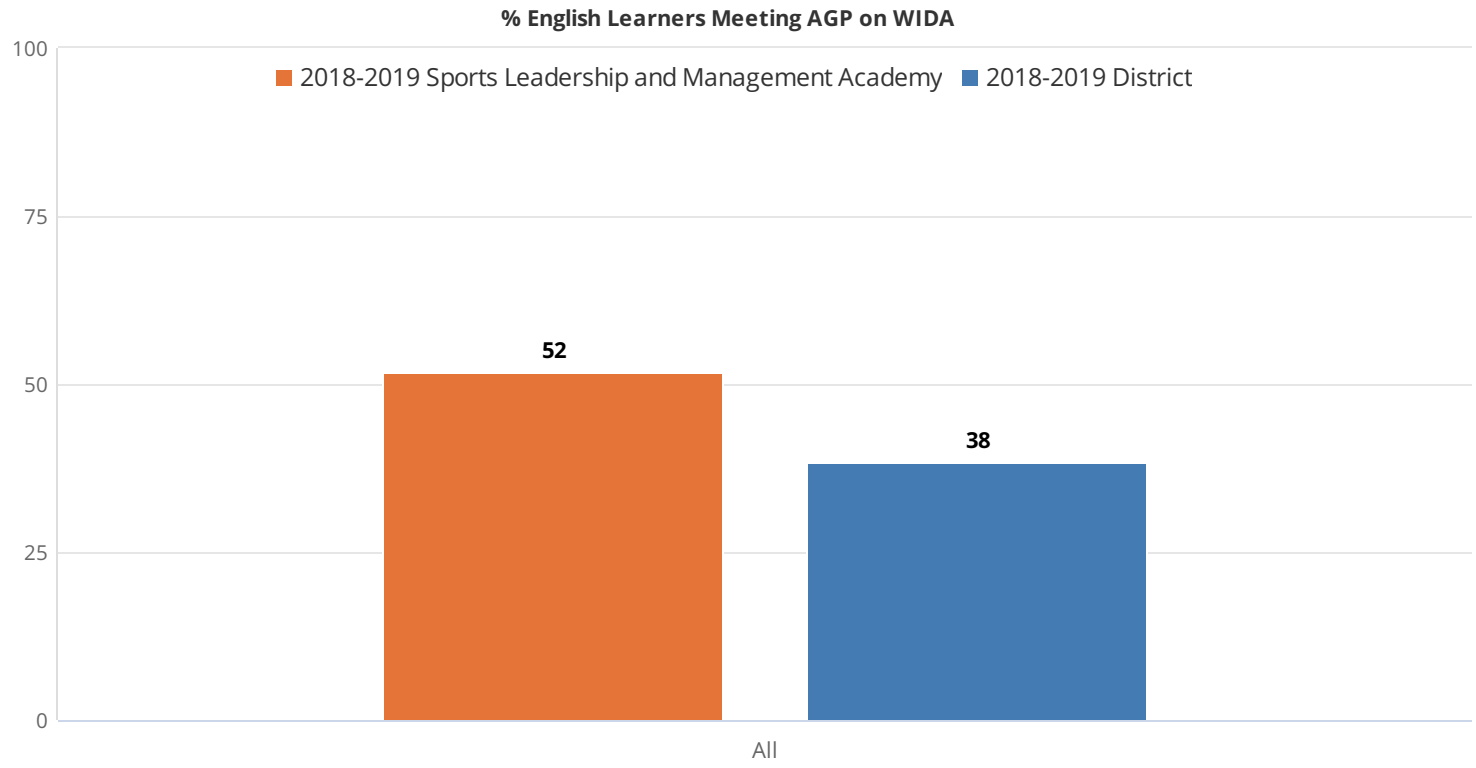


English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	56	51.7	38.3	36	22.2	32.4



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

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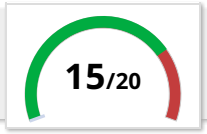


Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

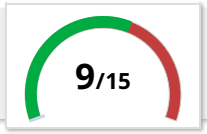
Math AGP Points Earned: 9/10 **ELA AGP Points Earned: 6/10**

Groups	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	21.6	21.8	26.1	32.7	13.6	19	21.6	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	30	28.6	-	40.2	-	35.6	-	44.6
Black/African American	18.6	15	23.1	22	15.3	10.9	31.8	23.3
Hispanic/Latino	21.3	21.5	21.1	31.1	12.8	17.1	16.7	23.6
Pacific Islander	-	21.1	-	23	-	19.5	-	23.3
Two or More Races	15.6	19.8	46.6	32.8	7.1	21	-	32
White/Caucasian	23.6	24.8	36.8	38.3	12.9	21.5	25	33.2
Special Education	11.9	9.6	14.1	16.8	8.3	6.4	9.3	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	19.1	N/A	11.1	N/A
English Learners Current	12.9	12.5	16.3	22.1	6.2	13.8	6.9	16.8
Economically Disadvantaged	18.1	19.5	21.3	29.1	13.3	16	23.6	23.5

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

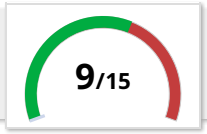
Chronic Absenteeism Points Earned: 5/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	14.5	7.9	14.6	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	5.2	3	7.1	3.6
Black/African American	8.3	11	20.4	12.9
Hispanic/Latino	16	8.4	14	11.7
Pacific Islander	36.2	12	9	11.9
Two or More Races	6.4	8.9	19.4	12
White/Caucasian	16.6	7.2	14.3	10.9
Special Education	19.1	12.1	21.2	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	19.1	5.2	16.9	8.5
Economically Disadvantaged	16.6	11.5	16.4	14.3

Reducing Chronic Absenteeism by 10% bonus points: NA

Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating



Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	100	99.5	99.2	97.5
American Indian/Alaska Native	-	100	-	98
Asian	100	99.7	100	98.4
Black/African American	100	99.2	97.7	96.3
Hispanic/Latino	100	99.5	99.2	97.5
Pacific Islander	100	99.5	-	95.9
Two or More Races	100	99.7	96.4	97.3
White/Caucasian	100	99.4	100	97.8
Special Education	100	99.4	100	96.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	100	98.5	100	98.2
Economically Disadvantaged	100	99.4	100	98.2

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	88.5	92.7	88.8	91.5
American Indian/Alaska Native	-	93.7	-	85
Asian	-	97.9	-	99.4
Black/African American	93.7	90.5	-	85.4
Hispanic/Latino	86.7	92.2	79.7	89.4
Pacific Islander	-	88.5	-	91
Two or More Races	90	93.7	-	91.7
White/Caucasian	90.5	93.2	96.6	93.4
Special Education	85	93.9	86.6	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	77.2	92.7	80	85.6
Economically Disadvantaged	86.2	89.7	80	85.6

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Sports Leadership and Management Academy

2018-2019 School Designation Report

School Designation	NSPF Designation Year	Exit Evaluation
TSI/ATSI	2017-2018	Summer 2022

What is a Targeted Support and Improvement (TSI) / Additional Targeted Support and Improvement (ATSI) Designation?

Schools with a TSI/ATSI designation meet the following criteria:

- Not designated for Comprehensive Support and Improvement (CSI)
- Designated as TSI, with consistently underperforming subgroups (subgroup with n - size of at least 25 did not meet performance targets two years in a row) within the Academic Achievement Indicator and two or more remaining Indicators, and
- Designated as ATSI, with significant subgroup performance challenges that would, on their own, lead to a CSI designation—where the performance of any one subgroup (n-size of at least 25) on any one Measure is at or below a performance level representative of CSI schools on that measure.

A school designated as TSI/ATSI cannot be classified higher than a three-star school in the designation year— the year the school is first designated. A school designated as TSI/ATSI must work with their LEA to develop a plan to exit the TSI/ATSI designation within three years. The school is evaluated for exit at the end of this three year period

Why did this school receive a TSI/ATSI Designation?

The table below shows the reason(s) the school received a TSI designation. An "X" marks Indicators/Measures in which the subgroup underperformed two years in a row.

Indicator/Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrnr	Econ Disadv
Academic Achievement											
Math Proficiency											
ELA Proficiency											
Growth											
Math MGP											
ELA MGP											
Math AGP											
ELA AGP											
EL Proficiency											
Student Engagement											
Math Opportunity Gaps											
ELA Opportunity Gaps											
Chronic Absenteeism											
Academic Learning Plans											
8th Grade Credit Suff.											

Sports Leadership and Management Academy

2018-2019 School Designation Report

The table below shows the reason(s) the school received a ATSI designation. An "X" marks Indicators/Measures in which the subgroup did not meet performance levels representative of CSI Schools

Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrnr	Econ Disadv
Math Proficiency									X	X	
ELA Proficiency									X	X	
Science Proficiency											
Math MGP											X
ELA MGP											
Math AGP									X	X	
ELA AGP									X	X	
WIDA AGP											
Math Opportunity Gaps											
ELA Opportunity Gaps									X		
Chronic Absenteeism											
Academic Learning Plans											
8th Grade Credit Suff.											

What is required for exit from a TSI/ATSI designation, and how is the school progressing toward exit?

To exit a TSI designation, a school must not meet the TSI designation criteria—subgroups not meeting targets in the Academic Achievement Indicator and two or more remaining Indicators—during each of the two years prior to the exit evaluation. Schools that do not meet the requirements for exiting the TSI designation after three years will be designated a Comprehensive Support and Improvement (CSI) school.

The table below shows the school's progress toward achieving exit from TSI. The table displays subgroup data for the current year. An "X" marks Indicators/Measures in which the subgroup has underperformed two years in a row. After three years, the school must have met the exit criteria outlined above to exit the TSI Designation.

Indicator/Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrnr	Econ Disadv
Academic Achievement											
Math Proficiency					X		X		X		X
ELA Proficiency					X			X	X		X
Growth											
Math MGP											
ELA MGP											
Math AGP									X		
ELA AGP									X		
EL Proficiency											
Student Engagement											
Math Opportunity Gaps											
ELA Opportunity Gaps									X		
Chronic Absenteeism											
Academic Learning Plans											
8th Grade Credit Suff.											

Sports Leadership and Management Academy

2018-2019 School Designation Report

An additional requirement to exit a TSI/ATSI designation is that the school must not meet the ATSI designation criteria— one or more subgroups not meeting performance levels representative of CSI schools on one or more Measures—during each of the two years prior to the exit evaluation. The table below shows the school's progress toward achieving exit from ATSI. The table displays subgroup data for the current year. An "X" marks Measures in which the subgroup has underperformed two years in a row. After three years, the school must have met the exit criteria outlined above to exit the ATSI Designation.

Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrnr	Econ Disadv
Math Proficiency									X		
ELA Proficiency									X		
Science Proficiency											
Math MGP											
ELA MGP											
Math AGP									X		
ELA AGP									X		
WIDA AGP											
Math Opportunity Gaps											
ELA Opportunity Gaps											
Chronic Absenteeism											
Academic Learning Plans											
8th Grade Credit Suff.											

Schools that do not meet the requirements for exiting the TSI/ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school.

Appendix B

Nevada State Public Charter School Authority

To: Tony Schwartz, Board Chairperson, Sports Leadership and Management Academy
Dan Triana, Principal, Sports Leadership and Management Academy
From: Mark Modrcin, Director of Authorizing, State Public Charter School Authority
CC: Jason Guinasso, Chair, State Public Charter School Authority
Rebecca Feiden, Executive Director, State Public Charter School Authority
Date: June 14, 2019
Re: Site Evaluation Report for Sports Leadership and Management Academy

SITE EVALUATION REPORT
Sports Leadership and Management Academy

Site Evaluations are a critical accountability component to the oversight of schools by the Nevada State Public Charter School Authority (SPCSA) and are fundamental to charter schools' autonomy. As approved by the Legislature [NRS-388A.150] the Authority is to *"provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community."*

Site Evaluations allow the SPCSA to assess schools' student achievement, progress to goals, and fulfillment of their mission, vision, and educational program outlined in their charter. Improving the learning of pupils, and, by extension, the public education system; increased opportunities for learning and access to quality education; and a more thorough and efficient system of accountability for student achievement in Nevada are all foundational elements of the SPCSA's mission, the legislative intent of charter schools and are central elements of the Authority's on-going evaluation of charter schools.

The SPCSA conducts multiple visits and evaluations throughout schools' charter terms. The cumulative evidence through multi-year oversight measures become part of the record that help inform recommendations put forth by SPCSA staff, specifically renewal recommendations.to the Authority Board. The Board of the Nevada State Public Charter School Authority makes all final charter renewal decisions. Site Evaluations are just one criteria considered for renewal; student achievement, financial prudence, and fulfilment of the program outlined in the approved charter are also evaluated by the Authority when making renewal decisions.

Attached is the Site Evaluation Report for Sports Leadership and Management Academy which was conducted by Mike Dang and Dr. Selcuk Ozdemir on April 24, 2019. The school is currently in its 3rd year of its 1st charter term, which expires on June 30, 2022.

Please contact the Team Lead for this Site Evaluation, Mike Dang, with any questions.

SITE EVALUATION REPORT: SPORTS LEADERSHIP AND MANAGEMENT ACADEMY

Campus Name: Sports Leadership and Management Academy
Grade Levels: 6-11
School Leader: Dan Triana, Principal
Purpose of Site Evaluation: 3rd Year Site Evaluation
Date of Authorization: June/2016
Conducted Date: Wednesday, April 24, 2019
Conducted By: Mike Dang, Selcuk Ozdemir

SUMMARY OF SITE EVALUATION

The mission of Sports Leadership and Management Academy (SLAM) is to prepare students for postsecondary studies and careers through an engaging educational program emphasizing sports leadership and management career preparation.

During our Site Evaluation, the team observed this mission being lived out on campus, including in the following ways:

- Common trends relating to the sports leadership emphasis of career and postsecondary studies.
- Teachers and facilitators consistently providing direct instruction.
- Demonstrated commitment to continued improvement and consistent learning to prepare students for college and careers as evidenced by increasing UNLV dual credit enrolment, providing CTE programs and sports infusion curriculum.
- Encouraged appropriate and responsible use of technology in all classrooms.

The team conducted 12 classroom observations across all grade levels at SLAM Academy in both middle school and high school classrooms. On average, the observation time in each classroom was 20 minutes. Evaluators were able to observe lessons in the beginning, middle, and end of each class period.

Observers noted consistent schoolwide expectations, procedures, and practices throughout the school; daily objectives in all classes; and similar CHARGE posters. As has been a trend for the Authority in Site Evaluations, an over-arching observation at SLAM Academy was of limited rigor and engaging questions within classes and class discussions. The observers noted significant questioning by teachers of students in discussions. However, as noted below in the recommendations, the great proportion of questions were DOK Level 1 (Depths of Knowledge)- largely recall questions, some DOK Level 2 -skill/concept questions and few DOK Level 3 - strategic thinking questions and were asked by the teacher rather than by students in student-based discussion situations.

Common trends from stakeholders noted in focus groups were the family-feel of the school, support for the teachers, and strong communication among the school and families.

Lastly, the SPCSA Team noted that staff handled any behavior issues in a calm and warm manner. Classroom were generally free of any behavior management issues.

While the SPCSA team identified some opportunities for continued development, overall, the school's culture and the commitment to the mission were clear, strong, and present. Our identification of strengths of SLAM Academy program, as well as recommendations for continued growth, are below.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	Classroom interactions between students and teachers were generally respectful and positive. While there were examples of students engaging in off-task behaviors, particularly in high school classes, there is a proficient environment of respect and rapport across the campus	Distinguished Proficient Basic Unsatisfactory Not Observed
Establishing a Culture for Learning	In general, there was a proficient culture established throughout the school to ensure learning occurs. For example, in one middle school class students were making presentations. One student struggled reading parts of his presentation. The teacher encouraged him to slow down. He still struggled. The teacher encouraged him to remember what he learned and to read even slower. The student tried again and succeeded.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Classroom Procedures	For the most part, the procedures in each classroom were consistent and uniform throughout the school. Overall, there are clear, established routines and procedures that are regularly followed.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Student Behavior	Teachers were aware of student behavior, and there were clear, established standards of conduct. Teachers' approaches were always respectful of students.	Distinguished Proficient Basic Unsatisfactory Not Observed

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	Teachers' communications with students were clear and accurate. Communication occurred in whole groups, small groups, and individualized settings. Teachers were positive and demonstrated a strong capacity to make content engaging and informative. In general, proficiency was demonstrated in this category.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Using Questioning and Discussion Techniques	While there were a few examples of teachers attempting high-level questions, there was evidence in several classes of low-level Depth of Knowledge (DOK) questions grounded in recall questions. In general, the teachers explain most of the concepts, rather than soliciting students' responses. Teachers often gave the correct response and followed up with a "Right?" or "Is this correct?"	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Engaging Students in Learning	In some classrooms, students were not actively participating, and were disengaged with the tasks. Classroom activities appeared appropriate and material to the learning objectives within each subject matter and generally topics were generally relevant and relatable for students.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Using Assessment in Instruction	Observers did not observe this criterion significantly enough to rate it.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**

III. OPERATIONS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	Operations, procedures, and practices supported mission-driven operations.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Managing Schoolwide Procedures	In general, there were clear schoolwide procedures, including transitions and common instructional practices. Students show a clear understanding of procedures (please see recommendation #2), operations, and expectations, including with transitions	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**

	and instruction as well as how to conduct themselves during their time on campus.	
Maintaining a Safe Environment	The team noted that students and staff demonstrated a concern for maintaining a safe student environment, evidenced in part by the posted emergency exits and plans for evacuation.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**

IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
Governing Board[1]	3	50 min
Parents/Families	6	50 min
Students	6	45 min
Staff	12	45 min

Governing Board

- The three board members participating in this focus group were familiar with the key design elements of the school, including the school's mission and its methods of realizing that mission.
- One board member described the school's mission to motivate kids to learn and to be self-sustaining, to set and meet goals and to prepare for their roles in the future. Another board member described their relationship to their Miami offices and how the SLAM Academies are a tight knit group, working to improve the success of their students.
- In terms of key design elements, board members mentioned that while they're known for sports, their program design elements include a wide range of activities providing services to the sports industry, such as marketing, media, training, and medicine and that the kids find they are interested in these elements. They said the school works to convey the balance of sports related activities to their students and that it's not just about the athletics. In fact, one board member mentioned that 25%-30% of the students don't play a sport there, but they see benefits to the school's design elements. The school emphasizes that you don't have to be athletic-minded to succeed.

Parents/Families

- Parents discussed what they liked about the SLAM Academy, stating topics such as using sports as a vehicle while focusing on an academic, welcoming school environment. One parent said, *"Whenever I come in, staff always smile and help me. They are really approachable, and all of the teachers are accommodating and help parents understand what is going on."*

[1] Three members of the seven-member board participated. Quorum was not met, and Open Meeting Law was not violated.

- When discussing communication by the school to the parents a parent said, *"We always know what's going on."* Also, parents spoke about positively communication via Facebook, email, and the school newsletter.
- In discussing whether the kids are challenged or not in their class the a few parents said in accelerated classes, "*Yes, they are challenged but in regular classes they are not challenged enough."* One parent said, *"Teachers are so accessible. If I see my daughter not challenged, I can talk with the teacher."* Overall, the parents agreed their children should be challenged in class, and they believe teachers are assigning different work to challenge the kids and keep them engaged.
- In discussing the parent involvement one parent discussed that sports events and festivals are great way to get engaged. However, another parent said, "*I am busy with my work, if you are working during school week, it is hard to participate. Schools can consider different times and days for activities."*
- In general, a parent said, *"The school focus is academic, sports has its place but everybody's focus is academic."* While another parent added, *"I like the one-to-one attention. Teachers pay attention and take initiative. Even when they see me while I am picking up my kids, they tell me how my kids are doing and chat about their academic situation."* A parent also stated, *"Staff is always looking at better ways to educate the students. There is a lot of effort at or above typical levels."*

Students

- One student mentioned they liked how lesson related academics to sports, making it easier to understand the topic. One example we were given was of a math discussion showing how a math principle they were studying applied to a certain sport. Another example was that in health class students were assigned a project to develop a healthy menu which they could recommend as trainers to athletes, based in part on their own personal special dietary needs, if any, in developing the menu. This meant students that were vegetarian would develop menus including vegetarian appropriate protein sources for their athletes which the athletes would support.
- Students' least favorite thing about the school is limited discipline. Students said they'd like to see stronger levels of discipline enforced. One example they gave was that some students don't follow the dress code. Students felt other students received warnings but there wasn't follow through on the warnings when the behavior persisted. The result was "several times kids do whatever they want, and it makes it annoying for kids that follow the rules." They wished there was a prominent discipline figure, one that "would punish" but, they thought, that just one person wouldn't be enough.
- That said, they expressed love for Mr. Triana and for how much he cares about them. But they said they would be open to him being stricter. This includes enforcing rules about not playing sports if grades aren't meeting standards.

Staff/Teacher Focus Group

- Regarding their mentoring program members of the staff/teacher focus group discussed how the group consisted of the half-seasoned and half-new staff working together.

- All of the teachers note the different types of bonds they can form with students on the field versus in the classroom, and they view this as an opportunity to help the students by developing stronger relationships with them.
- Staff see their mission and key design elements to include various elements. One is to teach and work with students in such a way so as to prepare them for post-secondary careers. One of the helpful activities they encourage students to do is to engage with productive organizations and people outside of their school. For example, they encouraged them to participate in a breast cancer walk.
- That said, staff also described their core curriculum activities to help students in developing marketing knowledge and to develop a basic understanding in areas like sports medicine, college preparatory classes, anatomy, and physiology. They also strive to related aspects of the curriculum, so students can see how developing English skills can help them in a sports career.
- Staff also mentioned their efforts to help their students prepare to enter the world outside the campus. This included consciously striving the help them be emotionally ready and well-grounded. It also included trying to help them deal with incidents. They also referred them to school counselors.

V. OVERALL STRENGTHS OF PROGRAM

1. Shared, common expectations throughout the school

Throughout the campus there are common practices, procedures, and school-wide systems that are evident. SPCSA staff noted strong commonalities and unified systemic operations throughout the school. Evaluators noticed that school-wide procedures, from the time students entered classrooms, during instructional periods, to transition times between periods, students were always acting in accordance with established routines and procedures.

2. School culture

SLAM Academy's culture was identified as a strength. All stake holders – parents, staff, students, and governing board members actively expressed pride in the school and its mission. Teachers are open and appeared eager to identify their weaknesses and problem-solve collaboratively for the betterment of students and the school. Staff identified the strong culture as a major reason for their continued retention. Parents stated the 'family feel' of the school and their continued, welcomed presence on the campus.

VI. RECOMMENDATIONS/ACTION ITEMS

1. Push for more rigorous instruction and higher-level questioning and student-centered instruction

In many classrooms, the Authority team found notable examples of low-level DOK questions based in factual/recall. In several instances, teachers provide information through instruction and simply ask students "Is this right?' with little discussion. Evaluators also noted that most classrooms provided direct instruction to students with few opportunities for student discussion among their peers. While teachers did a strong job calling individuals instead of relying on choral responses, they seemed reluctant to turn over the discussion to students and tended to lead the conversation. Discussions were universally led by teachers, rather than students.

RECOMMMENDATION

Collectively review the DOK levels and/or Blooms' Taxonomy to push for higher-level, more rigorous questioning throughout all grade levels. We encourage the school through school based professional development, revisiting DOK levels and/or Blooms' Taxonomy to push for higher level, more rigorous questioning throughout all grade levels. SPCSA staff recommend teachers craft questions, related to the instructional delivery and mastery of objectives, as a part of lesson planning process so that teachers may be intentional in their questioning of students to informally assess understanding. Teacher coaches can also work with teachers to help them develop essential questions to better support staff with scaffolding and rigorous instruction.

2. **Review the implementation of the school's plan of discipline and consider whether it could be applied more consistently.**

During the focus group sessions, multiple students voiced their desire for stronger discipline policies at the school, mentioning that the level of discipline currently implemented affected their ability to be successful, if only because of the levels of distraction caused by it. This included their description that some students do not following the plan and disregard it completely. Students also mentioned the discipline plan seemed to apply to some students and not to others.

RECOMMMENDATION

We encourage the school to consider student input regarding consistent implementation of the school's discipline policy in the area of implementation of the discipline. It was mentioned that one of the problems may be that there are not enough staff focused on discipline. SLAM Academy should re-examine the discipline policies of the school and determine if changes need to be made for the 2019 – 2020 school year.

During back-to-school professional development, review with the staff the expectations of students and process for student discipline, as well as expectations for staff's consistent enforcement of the school procedures. Include ongoing review at various staff professional developments throughout the school year.

Note

SPCSA School Support Team members will follow up on each of these recommendations during their next site visit, unless otherwise noted.

###

Appendix C

Nevada State Public Charter School Authority

Site Evaluation Report
Sports Leadership and Management Academy of Nevada
Evaluation Date: 2/11/2021
Report Date: 3/5/2021

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

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Appendices

A: Nevada State Performance Framework

http://www.doe.nv.gov/Accountability/NSPF/

B: SPCSA Academic Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062 8-Academic-Performance-Framework-Guidance-Document.pdf

C: SPCSA Organizational Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062 8-OPF-Att-1-Ratings-Scorecard.pdf

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 2/11/2021 at School Leadership and Management of Nevada. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1st, 3rd, and 5th year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA operational framework.

This evaluation has been designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

School Leadership and Management of Nevada (SLAM) is located in Henderson, Nevada in a facility at 1095 Fielders Street. The school serves 1066 students (as of the most recent Validation Day of October 2020) in 6th through 12th grade. The mission of School Leadership and Management of Nevada is: "The mission of Sports Leadership and Management of Nevada (SLAM NV) is to prepare students for postsecondary studies and careers through an engaging educational program emphasizing sports leadership and management career preparation."

ACADEMIC PERFORMANCE

Sports Leadership and Management of Nevada
Nevada School Performance Framework
2019

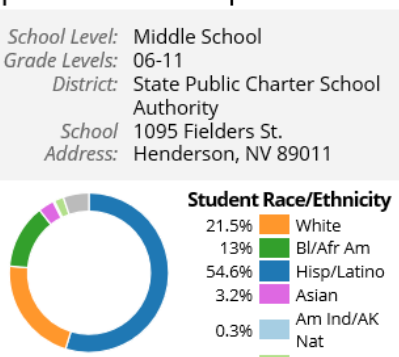
School Leadership and Management of Nevada serves 1066 students in 6th – 12th grade

Middle School

Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating

School Level: Middle School
Grade Levels: 06-11
District: State Public Charter School Authority
School Address: 1095 Fielders St. Henderson, NV 89011



School Type: *Charter SPCSA*
School Designation: ***TSI/ATSI***
95% Assessment Participation: *Met*

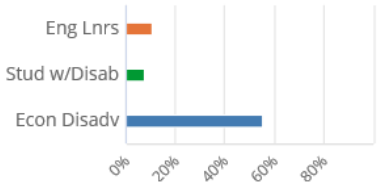
Student Race/Ethnicity

21.5%	White
13%	Bl/Afr Am
54.6%	Hisp/Latino
3.2%	Asian
0.3%	Am Ind/AK Nat
1.9%	Pac Isl
5.2%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	47.5 ★★
2016-2017	N/A N/A

Additional Student Groups

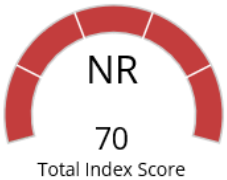


High School

Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating

School Level: High School
Grade Levels: 06-11
District: State Public Charter School Authority
School Address: 1095 Fielders St. Henderson, NV 89011



School Type: *Charter SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*

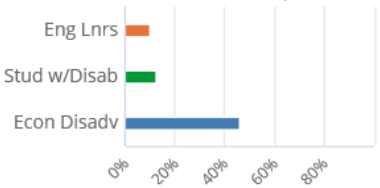
Student Race/Ethnicity

26.5%	White
10.5%	Bl/Afr Am
48.2%	Hisp/Latino
3.7%	Asian
0.2%	Am Ind/AK Nat
2.7%	Pac Isl
7.5%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	72 NR
2016-2017	N/A N/A

Additional Student Groups



Sports Leadership and Management of Nevada
Math and ELA Results
Nevada School Performance Framework
2019

Middle School

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	45.7	59.6	54.1	43.5	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	76.4	78.4	75.9	42.8	77.3	74.6
Black/African American	34.2	40.1	37.8	25.7	38.4	34.5
Hispanic/Latino	41.5	50.2	45.1	38.9	46.3	42.2
Pacific Islander	40	61.1	53.2	-	53.2	50.7
Two or More Races	59.2	66.7	61.3	39.2	61	59.2
White/Caucasian	55.6	67.7	66.3	56.4	63.5	64.6
Special Education	4.4	19.8	21.9	7.6	20.7	17.8
English Learners Current + Former	38.3	42.7	24.3	16.3	34.8	20.3
English Learners Current	13.6	22		9.5	15.8	
Economically Disadvantaged	39.6	46.3	44.4	36.3	41.5	41.4

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	30.8	42.6	36.5	27.8	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	47	66.2	58.6	42.8	64.1	56.4
Black/African American	25	24.1	23.5	17.1	17.7	19.5
Hispanic/Latino	26	31.8	29.3	18.5	26.1	25.5
Pacific Islander	30	44.8	36.9	-	34.9	33.6
Two or More Races	25.8	47.2	40.6	25.9	41.5	37.5
White/Caucasian	45.2	51.2	47.1	44.8	44.4	44.4
Special Education	6.5	12	18.6	0	11.5	14.3
English Learners Current + Former	21	26.8	20.2	3.6	22.2	16
English Learners Current	6.7	12.5		2.3	8.5	
Economically Disadvantaged	26.6	29	29.2	18.9	21.7	25.5

High School

Math Proficient **Math Proficient Points Earned: 3/10**

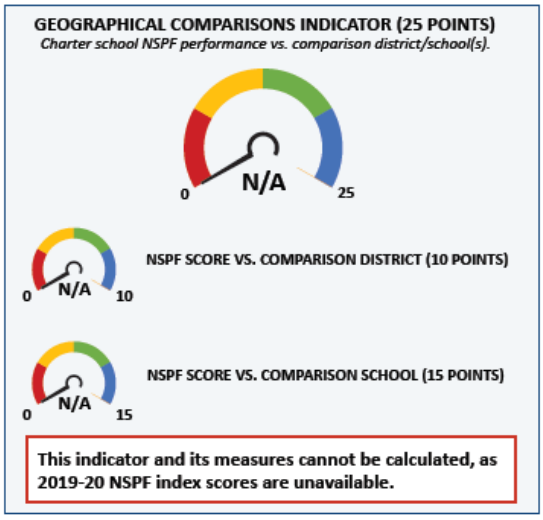
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	19.1	25.8	32.83	N/A	23.8	29.29
American Indian/Alaska Native	-	-	23.12	N/A	16.6	19.07
Asian	-	50	50.27	N/A	54.7	47.65
Black/African American	-	7.5	18.42	N/A	6.2	14.12
Hispanic/Latino	18.6	18.5	22.93	N/A	17.5	18.87
Pacific Islander	-	16	29.26	N/A	6.2	25.54
Two or More Races	-	26	36.96	N/A	26.1	33.64
White/Caucasian	16.6	32	44.25	N/A	28.4	41.31
Special Education	-	6	12.38	N/A	2.2	7.77
English Learners Current + Former	-	5	14.52	N/A	10.9	10.02
English Learners Current	-	0		N/A	2.4	6.96
Economically Disadvantaged	4	14.5	24	N/A	13.3	20.01

ELA Proficient **ELA Proficient Points Earned: 10/10**

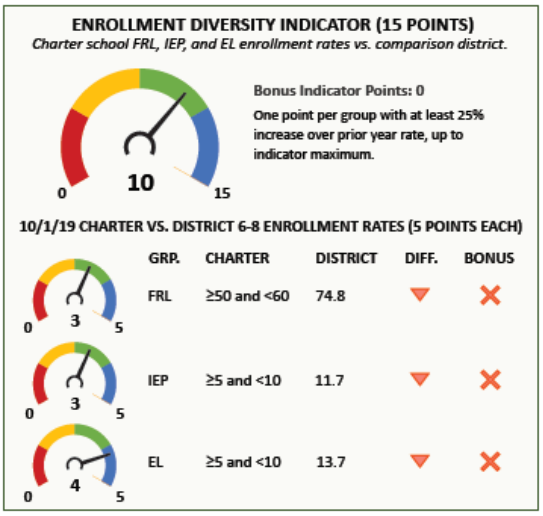
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	63.2	53.8	48.54	N/A	44.5	45.83
American Indian/Alaska Native	-	-	36.76	N/A	36.3	33.43
Asian	-	71	65.11	N/A	68.4	63.27
Black/African American	-	32.7	31.39	N/A	21.6	27.78
Hispanic/Latino	68.7	47.2	36.5	N/A	39.5	33.15
Pacific Islander	-	52	48.75	N/A	37.5	46.05
Two or More Races	-	62.5	58.07	N/A	46.9	55.86
White/Caucasian	55.5	59.7	62.25	N/A	50	60.26
Special Education	-	18.8	15.71	N/A	9	11.27
English Learners Current + Former	-	18.1	17.52	N/A	21.8	13.18
English Learners Current	-	10.5		N/A	9.7	6.9
Economically Disadvantaged	60	41.8	37.66	N/A	31.2	34.37

SPCSA Academic Performance Framework
Geographic Comparison Report

Middle School

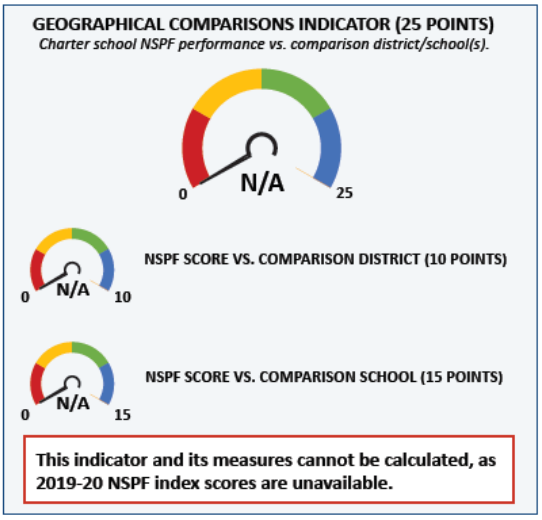


High School

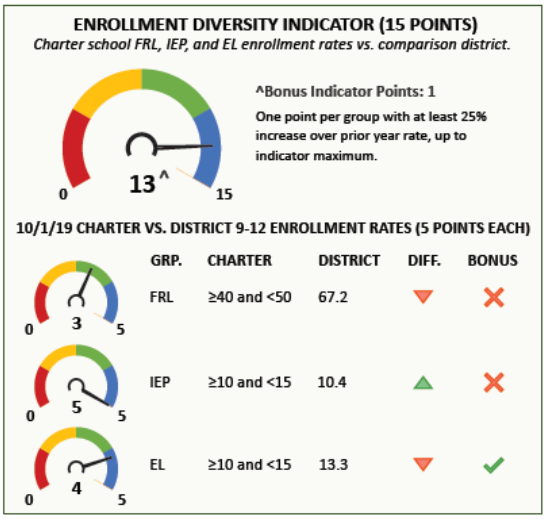


SPCSA Academic Performance Framework
Diversity Comparison Results

Middle School



High School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board[1]	3	30 minutes
Parents/Families	8	30 minutes
Students	7	30 minutes
School Leadership	7	30 minutes
Staff	8	30 minutes

Governing Board:

- Board members explained that they review academic information about the school three times per year, in the fall, winter, and spring. The board receives a detailed presentation about areas of strengths and challenges. Prior to each meeting, members receive a packet of information and during the meeting, the principal shares updates with regard to school related items. According to board members, the school is very aware of what they need to work on. When a person becomes a board member, there is an open forum for any questions the new person may have. A person from Academica trains the board members.

- The governing board evaluates the school principal, who in turn evaluates the rest of the leadership team. One of the goals of the school leader is to increase the Nevada School Performance Framework (NSPF) star ratings across grade configurations. Once the school leader has been evaluated, the board shared that they review the evaluation and have the opportunity to ask questions. Most of the board members try to get to the school and visit in order to experience firs-hand what is taking place.

- At every board meeting, Academica, the school's EMO, puts the financials together and they are reviewed by the board according to focus group participants. Board members reported that Academica does a great job of helping the board plan for future expenses and the group feels comfortable regarding where the school is going from a financial perspective. One member shared that the savings and overages come together well during the pandemic. The board shared that they feel very confident despite the fact that future revenues are still unknown. Board members stated that they will work together to come up with a solution once more concrete information is available.

- The board evaluates Academica using a survey on a yearly basis. Board members reported that parents are overall satisfied with the academic achievement of students. From a board perspective, parents are pleased and confident with what SLAM offers. Parents see the efforts of the school leaders, teachers, and the students and are excited. Board members describe SLAM as exciting and unique and are proud of the fact that the school is rare and stands out.

- The board reported that they see themselves as cohesive, a great team, and are excited that the SLAM foundation set up a vision board to guide the school. These include a playing field, finding donations, grants, and donors to support those efforts. A board member said, "The dream is there, the vision is there, things are dying down (with COVID), and we know what our next steps entail."

[1] Three members of the 7- member board participated. Quorum was not met, and Open Meeting Law was not violated.

Parents/Families:

- Family members shared that they are satisfied with the levels of communication at the school. One family member said that, at the middle school level especially, there are very strong levels of communication. Family members agreed that at the high school level, communication could improve a little bit more. Families said that the teachers know their children very well. They were happy to report that there have been some high-quality relationships between their children and their teachers. Parents went on to say they can tell that the teachers have built very strong relationships over time. In some cases, the student has the same teacher in more than one year and this gives students a sense of security as well as an on-going relationship with an adult who cares deeply for them. Families feel that their children are very challenged especially in the high school honors and AP classes. One proud mom shared that her son graduated last spring and is attending school at UNLV where he is on the Dean's list. She attributes his college readiness to the staff and curriculum at SLAM.

- Families members described teachers at SLAM as "on it" in regard to virtual classroom expectations for behavior. A family member shared that there was a situation at the school this year where there were some mean comments in the chat. But, when parents brought this to the attention of the teacher, it was addressed right away. A parent said that teachers are respectful about the cameras.

- When parents were asked about how they are able to track academic progress of their students, they said that there are two platforms used at the school. These are Google Classroom and Infinite Campus. Parents described Infinite Campus as difficult at times because sometimes a parent can think an assignment is missing or a student has a low grade when the assignment has not come due yet. A few families said that this situation has caused some stress and anxiety in their household between the parent and student. One parent praised the school for the restructuring that has taken place in 6th grade, even as recent as this week. They went on to explain that now there is an additional meeting with all of the 6th graders, staff goes over what is missing, and what 6th graders need to work on. Teachers are also available to provide additional assistance.

- Families feel that their children have not missed a beat with the schooling during the pandemic thanks to SLAM. Parents were very appreciative of all the work SLAM has done to emphasize the student athlete and the whole child. One parent shared, "I appreciate that they look at the whole child." Family members said they said that of course there are a few small changes that could be made but that they wouldn't put their children's education in anyone else's hands. One mother commented, "I love the SLAM family and my children will all stay at the school until they cross that stage during graduation."

Students:

- Students explained that one of the positives of online learning is that the teachers have been able to be better prepared to hold office hours and provide one to one academic support. But one of the downsides is the ability to participate in group discussions online. Students said it is hard to ask someone something right then and there in the online setting. Students added that another upside is that you can learn other student's names because they are right there on the screen. One downside that students shared is the technology because some students can't participate due to poor internet connections.

- Students said that they monitor their academic progress in many ways. One way is that the students can check grades online and this makes it important for teachers to enter grades in a timely way. Another student explained that she likes to look at the grades and ask teachers if there is any way she can improve. She went on to say that she then conducts a grade check on her own at the end of each week. Students are motivated to come to school because they like to learn about new things. Students also want to improve, growing their knowledge. Students said the teachers encourage them to go to school because they care about the students. One student said that when she sees that the teachers put so much work and preparation into the lessons in order to make them highly interactive, it makes her want to show teachers that she cares as well. Another student commented that her teachers make her feel cared about, not just as a student but as a whole person. Students were asked if they feel respected. One student said he feels respected but sometimes he thinks that the teachers don't get enough respect from students. Another student agreed, and there was some consensus among the students participating in this focus group that this lack of respect has something to do with the distance learning format.

- Students said that teachers share the expectations for behavior, but sometimes the expectations should be reviewed or shared with additional detail. Students said that there have been challenges with having everyone participate and teachers make it a part of the grade to participate in order to encourage those students who do not participate on their own in the virtual setting. Some of the students shared that they find it frustrating that teachers have to keep asking students to turn on the camera and end up giving extra credit for those who do turn on the camera.

- Students said they feel challenged in their classes. One student explained that she takes the most difficult classes, so she feels challenged and she said the lectures help her learn. The students said that the online format is more difficult, but students can get the help if they need it. From time to time, students said they have to research on their own. Students were appreciative of the sports programs offered SLAM. For example, one student explained that the sports medicine program has engaged her in great content and she is able to learn more about the subject. Students also like the small school feeling at SLAM and that the teachers want to get to know the students. One student said he feels the teachers care more and take time out of their day to make sure students are learning. For example, a math teacher will set up a meeting and find the time to help the students.

FOCUS GROUP SUMMARY continued

Leadership:

- The leadership team shared that when they walk through classrooms, the lesson objectives are always aligned to the standards. Leaders shared that they do their best to make sure that all students are engaged and challenged. According to the leadership team, the school uses breakout rooms to provide reading lessons based on level and the teacher can then pop into breakout rooms and ask higher level questions. The leaders praised teachers explaining that they are brilliant at using camera tricks that really engage the students. School leaders shared that they are proud that SLAM teachers have incorporated this on their own.

- School leaders said that they conducted a student survey in the fall to determine engagement levels of students. When the results came in, the school leaders said that the feedback to teachers was eye-opening. Leaders said that professional development impacts classroom instruction in many ways. In the beginning of the school year the teachers learned about many of the online platforms and instructional coaches modeled how to use them. Afterwards, school leadership stated that the staff broke out into smaller groups so that they could then join a group virtually. Staff were given the choice of which platform they wanted to learn more about. The leaders and instructional coaches reported that they do a lot of one-on-one coaching because teachers are in a different places based on their comfort level with technology.

- Another item that leaders said is important is taking time to analyze student data. Leaders said they help teachers to work on data analysis and help them improve student engagement opportunities. The school leaders reported that they use data to influence school-wide practices. The school has a data analyst who breaks down several types of information by teacher. School leaders went on to say that by approaching the work this way, SLAM staff can identify teachers who are good at remediation and others who excel at working with different levels of students.

- The leaders shared that during grade level and department meetings, the teachers are constantly looking at data and thinking about what systems are in place. Specifically, school leaders shared that teachers discuss what should be changed at the school. For example, in a 6th grade group, there was some behavior and attendance issues among students. In response, the group created a pep rally just for 6th graders. The enrichment teachers meet frequently as well according to school leaders, and they work to figure out how to pull small groups of students who require re-teaching. Then these teachers and collaborate with the grade level teachers regarding how to best support the classroom teacher to bring the student up to grade level.

FOCUS GROUP SUMMARY continued

Staff:

- The staff explained that the online learning format has been a challenge, but they have adapted to the virtual setting by learning how to use things within their student's homes, such as free apps in phones, and made them part of their classes. One teacher said that the labs, measurement of objects, and the element of physically touching objects in class are not possible, so the staff has worked on simulations and finding resources to interact with and try new things. In middle school science, teachers want the hands-on experience but cannot have it due to distance learning and space requirements of COVID. One teacher remarked, "I've been surprised at how capable the students are at doing the models this way." This teacher went on to indicate that he has learned from the students, saying, "I've learned that students had more digital skills than I thought." The same teacher shared that he has found ways for students to use the mouse pad and create 3-D drawings. Another teacher explained that in math, it is still very difficult to have students showing you that they understand. She remarked that, "We have to be creative with learning how to have students show you they understand and it has been a push to have students explain their thinking."

- Instructional staff explained that with regard to data driven decision making, they use exit tickets and surveys to determine how much students have learned. Then they subsequently can make immediate adjustments. A teacher said, "We can look at the data to see what is needed. For example, in social studies we needed to work on writing skills and we further enhanced this department wide." Another staff member added that teachers have given the students a voice and have learned to listen even more to what students say. Teachers use iReady diagnostics to see where a student is struggling, and then plan to address those needs accordingly.

- High quality teaching has many meanings for teachers at SLAM. Each day the instructors structure the lesson with an essential question, reiterate the question, provide the content, and go back and check for understanding of the essential question at the end of the time. The focus group participants explained that the leaders put out surveys that ask how new implementation is going.

- The school is highly supportive of students with special needs and those learning a new language. The staff shared that student IEPs are designed to be specific to each student, and that while some students are in a different place than others, the school employs teacher assistants to support the students requiring additional supports and services within the classroom. One teacher said she is so thankful for the teacher assistants, and that if a student needs the one-on-one help, the SLAM staff goes above and beyond. Teachers in the focus group indicated that new teachers feel well supported at SLAM because team members are there to support.

CLASSROOM OBSERVATION TOTALS

A total of 12 classrooms were observed for approximately 20 minutes on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Areas 1 & 2 **Creating an Environment of Respect and Rapport**	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 7	**Total: 4**	**Total: 1**	**Total:**	**Total:**
Establishing a Culture for Learning	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 5	**Total: 7**	**Total:**	**Total:**	**Total:**
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Areas 3 & 4 **Managing Classroom Procedures**	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 7	**Total: 5**	**Total:**	**Total:**	**Total:**
Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 8	**Total: 4**	**Total:**	**Total:**	**Total:**

II. CLASSROOM INSTRUCTION					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real- life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 7	Total: 5	Total:	Total:	Total:
Area 6	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
A Using Questioning and Discussion Techniques	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total: 3	Total: 7	Total:	Total:	Total: 2
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total: 4	Total: 6	Total:	Total:	Total: 2

II. CLASSROOM INSTRUCTION (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 4	**Total: 6**	**Total: 1**	**Total:**	**Total: 1**
B	Students make contributions to the representation of content.	There are appropriate activities and materials and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content or lack of lesson structure/ pacing.	This criterion was not observed or rated.
	Total: 8	**Total: 4**	**Total:**	**Total:**	**Total:**
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 8 A	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 8	**Total: 4**	**Total:**	**Total:**	**Total:**
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 7	**Total: 3**	**Total:**	**Total:**	**Total: 2**

The purpose of this portion of the report is to provide a numerical value to the total number of best practices seen during the classroom observational portion as a whole. This number is indicated at the end of each best practice descriptor/line.

Evidence of adapted materials/assessments: Area #5

☒ Lessons are designed to encourage student curiosity and learning beyond classroom time: 7
☒ The explanation of the content is imaginative: 10

Evidence of questioning and discussion techniques: Area #6

☒ Questions are planned ahead of time and tied to learning target(s): 10
☒ Teacher questions are open ended: 8
☒ Teacher allows time for students to answer — 3 seconds or more: 10
☐ Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize:
☐ Teacher purposefully signals to entire group of students to wait/think before volunteering a response:
☒ Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 8

Evidence of engaging students in learning area: Area #7

☒ Active learning is taking place (rather than just listening or viewing): 9
☒ Students are using reasoning and critical thinking: 9
☒ The lesson is rigorous and includes cognitively complex tasks: 9
☒ Students engage in several types of activities during the lesson including:
☒ Speaking ☒ Writing ☒ Reading ☒ Listening ☒ Discussing ☒ Creating ☐ Problem Solving
☒ Cooperative groups: (#)
☒ Student-led classroom: (#)
☒ Technology is integrated into learning/outcomes: 10
☒ Project-based learning: 10

Evidence of Formative Assessment During Instruction: Area #8

☒ Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 8
☒ Students incorporate the feedback by revising their work: (#)
☒ Students receive frequent and meaningful feedback regarding their work: 8
☒ A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 10

Other:

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation Classroom Observations	Curriculum: Study sync, Pearson realize, iReady, Edgenuity, IXL and Achieve 3000
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	Assessments: SBAC, iReady, ACT and Edgenuity, WIDA, Science Assessments, ACT prep courses
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	The school has a staff of eight special education aides to assist with IEP accommodations. There is a dedicated resource room location used when students require one-on-one assistance. Specialized study skill classes led by certified math and English teachers. Weekend and after-hours study halls to assist with academic understanding.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	The school provides specific elective courses for language learners. They are given access to Achieve 3000 to help build English reading and comprehension and vocabulary. Staff holds one-to-one conferences with students to review previous years scores and set goals for the current year.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	School operations are designed with the mission in mind-CTE, Lessons fused with sports topics, project based assessments, enrichment, and fundamental courses with emphasis on encouragement and growth. The SLAM board meets regularly, mandated testing performed, principals attend meeting and summit, K-5 extension going through three bodies for approval and support.
3b	The school holds management accountable.	School Presentation	All staff evaluated using C. Danielson framework, Assistant Principals evaluated by the School Principal.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	There is a diverse staff and Restorative Justice, Community Liaison, and counselors at the school. There is a focus on relationship building, social -emotional learning, additional help, tutoring, as well as counselor presentations to students.
5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	List includes the following: Counseling Department Restorative Justice Model Closed campus Health office and Hazel Health Hybrid and Health Safety Safe Voice Go Guardian Parent student handbook, and employee handbook

SITE EVALUATION FINDINGS

STRENGTHS

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Evidence are found within the body of the report and summarized here.

1. In spite of the school operating during the COVID 19 pandemic, SPCSA evaluators found strong evidence of high levels of student engagement and relevancy as well as student voices during classes. Almost all of the observed classrooms were found to be interesting, with diverse distance learning activities as well as thoughtful content and assignments linking directly to students' interests. SPCSA evaluators witnessed several examples of the explanation of content being imaginative, and students contributing to the observe lesson by participating and/or explaining concepts to their peers. Examples include:

    - Peer review of writing
    - An energy dating game
    - Group project creating a window for advertisement
    - Group project creating trading cards for characters
    - Volunteer of sharing of student independent writing journal writing
    - A Collaboration Board
    - Multiple break out rooms
    - Student reflection of what students' think should be on the end of course exam and why
    - Kahoot for analyzing text structure
    - Multiple examples of formative assessment
    - Many examples of the use of exit tickets,
    - High level math class with a healthy back and forth between instructor teaching and checking for understanding.

    To be clear, this school has demonstrated the use of dynamic instructional techniques. During the Leadership Focus group, one of the leaders shared that the school gave a survey to students in the fall to determine how students feel that distance learning is meeting their needs. SPCSA staff found the teachers putting forth great effort to enhance the learning experience for students, establish positive student engagement, and develop student led conversations. The entire SLAM staff is to be commended for these outstanding efforts.

2. There is a strong track record of academic growth at the school. When the school was rated as 2-star, the administration and staff worked collaboratively to make system-wide changes and offer two types of math and ELA classes. In one of the classes, students received and learned grade level content, standard material and skills. In the other, students were taught and coached to master other academic skills needed as a focused remediation framework.

3. The school has continued to improve the diversity of students enrolled at SLAM, and the school is somewhat representative of the community it serves. According to the 2019 Enrollment Diversity Indicators under the SPCSA Academic Framework, SLAM received 13 of a possible 15 points total. This can be broken into three sections. First, within the FRL (Free and Reduced Price Lunch) portion, the school received a 3 of 5 possible points. In the second section, the IEP (Individual Education Plan) the school received a 5 out of 5 possible points with the number of students enrolled with an IEP higher than the district average. In the final and third section, EL (English Learners), the school received 4 out of 5, with one bonus point (5 of 5) for an annual increase within this enrolled population of more than 25%. This attention to providing equitable access to provide Nevada families with access to this high-quality school is a strength. In addition, SLAM is working to increase the access to students including those from historically underserved student groups, (FRL, IEP, and EL). These actions and achievements are in direct alignment with the SPCSA strategic plan.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

1. With students entering SLAM school at the 6th grade level, there is often a one or two grade level discrepancy between the student's tested grade level and the K-5 grade levels. The school is working diligently to continue to examine their data, improve classroom instruction, and extend the learning to students at the 5th grade level beginning in the 21-22 school year.

2. SLAM has noticed that there is a lower-than-expected final score in the math portion of the ACT. This is a challenge that the school is currently working to improve.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. SPCSA School Support Team members will follow up on each listed recommendation.

1. It is recommended that SLAM board examine their current method of evaluating the EMO, Academica. Although the survey method provides information regarding the perception of effectiveness, a more comprehensive, and objective evaluation tool has the potential to guide the board in assessing achievements, improving upon effectiveness, and ensure that the EMO is functions effectively as possible. SPCSA staff would be happy to work with the SLAM Academy board regarding this recommendation to ensure that the current evaluative method is enhanced.

2. The current system for tracking student progress occurs in both Google Classroom and Infinite Campus. At times, the Infinite Campus can appear to have a missing assignment or poor grade because the assignment isn't due yet. Consider educating family members, either through training or more clear communication, so as to avoid anxiety and stress in some households.

3. With the growth of the student population and adding Kindergarten - 5th grade during the 21-22 school year, be mindful of the quality of instruction at all levels as this significant growth takes place. Parents and students shared their appreciation for the small setting that is currently provided at SLAM, and the degree to which they receive responses to inquiries. Take care to attend to details and overall satisfaction with the school as the growth takes place.

4. The SPCSA strongly suggests that board training be provided annually to the SLAM Board by a third-party neutral vendor. Training for the board should not be provided by a school's EMO, or CMO due to the possibility of a conflict of interest. Additionally, onboarding of the board members should be done by other board members or by an outside neutral vendor, and not by Academica.

5. According to the latest star rating, SLAM has sufficient levels of science proficiency. However, it is recommended that the school consider ways to improve proficiency outcomes in the area of middle school science. It is 23.8% for middle as compared to the district of 44.7.

DEFICIENCIES

There were no deficiencies identified for SLAM during this site evaluation.

Appendix D

STATE OF NEVADA

BRIAN SANDOVAL
Governor

PATRICK GAVIN
Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY

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Carson City, Nevada 89706-2543
(775) 687 - 9174 · Fax: (775) 687 – 9113

BRIEFING MEMORANDUM

TO:	SPCSA Board
FROM:	Patrick Gavin, Executive Director Mark Modrcin, Director of Authorizing
SUBJECT:	Agenda Item No. 8: Recommendations to Issue Notices of Concern Based on the 2017 – 2018 Nevada School Performance Framework Results and Participation Rates
DATE:	September 28, 2018

As the Authority is aware, the Nevada Department of Education recently released the Nevada School Performance Framework results for the 2017 – 2018 school year. All public schools in the state of Nevada are issued a star rating when all data points are available. The 2017 – 2018 school year is also the first year that high school ratings will be released after the ratings freeze during the 2014 – 2015 school year and it is the first year that all charter school campuses received separate ratings.

Additionally, the State of Nevada is required to "annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students who are enrolled in public schools…" (ESSA 1177-35(E)). These subgroups are as follows:

State of Nevada ESSA Subgroups	
American Indian/Alaska Native	Two or More Races
Asian	White/Caucasian
Black/African American	IEP
Hispanic/Latino	Economically Disadvantaged (ED)
Pacific Islander	English Learner (EL)

The following schools earned a 1 or 2-star rating based on the final ratings released on September 14, 2018 and/or received a participation warning or penalty due to not meeting the thresholds described above:

Elementary Schools	**2017 – 2018 Index Score**	**2017 – 2018 Star Rating**
Coral Academy of Science Las Vegas – Centennial Hills*	81	4-star
Freedom Classical Academy (f.k.a. American Leadership Academy – North Las Vegas)	28.5	2-star
Learning Bridge Charter School	44.11	2-star
Legacy Traditional Schools – North Valley	34.5	2-star
Mater Academy of Nevada – Bonanza	21.5	1-star
Mater Academy of Northern Nevada	15	1-star
Somerset Academy of Las Vegas – North Las Vegas	40	2-star

Middle Schools	**2017 – 2018 Index Score**	**2017 – 2018 Index Score**
Equipo Academy*	50.5	3-star
Freedom Classical Academy (f.k.a. American Leadership Academy – North Las Vegas)	47.5	2-star
Leadership Academy of Nevada*	36.11	2-star
Legacy Traditional Schools – North Valley	43.67	2-star
Sports Leadership and Management of Nevada (SLAM NV)	47.5	2-star

Schools with an asterisk above received a participation warning or penalty. The Every Student Succeeds Act (ESSA) requires 95 percent participation on the state Mathematics and English Language Arts (ELA) assessments. Given the requirement to measure ELA and Mathematics participation for all students and each of the ten subgroups over two content areas, there are twenty-two (22) distinct participation measures (11 Mathematics and 11 ELA) determined for each school. Schools must meet participation requirements for all measures.

Participation on the State assessments is important because it helps ensure equal access to educational opportunity as well as enable meaningful measurement of academic performance. To ensure that this high standard continues, Nevada has established three levels of participation rate penalties for schools that test fewer than 95% of its eligible student population:

Participation Penalties and Impact	
Participation Warning	Schools failing to meet the overall and subgroup participation rate of 95 percent and failing to meet the average calculated participation rate of 95 percent over the most recent two or three years for the first year will be identified as failing this important metric. No points are deducted for a participation warning.
Participation Penalty	If the school fails to meet overall and subgroup participation rate of 95 percent and fails to meet the average calculated participation rate of 95% over the most recent two or three years for a second consecutive year, the Academic Achievement Indicator will be reduced by 9 index points, up to the maximum possible points for the Indicator. The subgroup(s) identified as not meeting the 95% requirement in the year the Participation Penalty is determined do not have to be the same subgroup identified in the previous year.
Continuing Participation Penalty	If a school fails to meet the overall and subgroup participation rate of 95 percent and fails to meet the average calculated participation rate of 95 percent over the most recent two or three years for a third consecutive year, the school will be identified as and subjected to a "Continuing Participation Penalty." Schools designated as such will earn zero points for the Academic Achievement Indicator. The subgroup(s) identified as not meeting the 95% requirement in the year the school is determined to have a Continuing Participation Penalty do not have to be the same subgroup identified in the previous years.

Per NRS 388A.367, low performing schools are required to notify the parent or guardian of each pupil enrolled in a qualifying public charter school. Additionally, qualifying schools are required to post written notification of this performance according to the statewide system of accountability on their website, as well as the scores of neighboring zone traditional public schools. Finally, NRS 388A.367 requires the governing body of qualifying public charter schools to hold a public hearing within 30 days of sending out the required notice so as to provide all stakeholders and opportunity to discuss actions and solicit feedback for continued growth and improvement based on the statewide accountability rating system.

Given the above performance deficiencies and the requirements of NRS 388A.367, staff recommends that the SPCSA Board delegate to Staff the authority to monitor the requirements of NRS 388A.367. This includes ensuring that all parents and guardians are notified, notice is posted on the school's website, and a public hearing is held by the school within 30 days of the required notice being sent.

Recommendation: Approve SPCSA Staff Recommendation to Issue Notices of Concern and monitor the implementation of NRS 388A.367.

Appendix E

Nevada State Public Charter School Authority

2019-20 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.

Sports Leadership and Management Academy

Address: 1095 Fielders Street, Henderson, NV 89015
Website: https://www.slamnv.org/
Enrollment: 1043
Grades Served: 6-12

2019-20	2018-19
In Good Standing	N/A

1. CURRENT RATIO

Meets Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Meets Standard

Is the school's UDCOH at least 60 days or 30 days with a positive trend?

3. ENROLLMENT FORECAST ACCURACY

-

Is the school's Forecast Accuracy at least 95% for the most recent and three prior years?

4. DEBT DEFAULT

Meets Standard

Is the school in default of loan covenant(s) or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN

Meets Standard

Is the school's current year and three year aggregate Total Margin positive?

6. DEBT TO ASSET RATIO

Meets Standard

Is the school's Debt to Asset Ratio less than 0.90?

7. CASH FLOW

Meets Standard

Is the school's most recent year and three year aggregate cash flow positive?

8. DEBT OR LEASE SERVICE COVERAGE RATIO

Meets Standard

Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

* Enrollment Forecast Accuracy ratings were not reported for the 2019-20 school year.

Appendix F

Nevada State Public Charter School Authority

2019-20 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.

Sports Leadership and Management Academy

Address: 1095 Fielders Street, Henderson, NV 89015
Website: https://www.slamnv.org/
Enrollment: 1043
Grades Served: 6-12

2019-20	2018-19
100.00 Meets Standard	N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD

1. EDUCATION PROGRAM

20 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizaitonal Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA mesaures charter school compliance with a variaty of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.