

Nevada State Public Charter School Authority

Academic Performance Framework Technical Guide

Updated July 2024

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Notes on the SPCSA Academic Performance Framework

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

Overview of the Nevada State Public Charter School Authority

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

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The SPCSA Academic Performance Framework

Framework Purpose

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

Framework History

The current version of the Framework reflects updates that were made during 2024. The former version of the Framework was designed by SPCSA staff during 2019 and early 2020 with significant stakeholder input from SPCSA charter school leaders and the Nevada Department of Education (NDE) Accountability team. The first iteration of the Framework (for the 2018-19 school year) was informational only and released to school leaders in March 2020. For the 2019-20 school year, the Framework report design was updated; notably, due to COVID-19 and a lack of NSPF school star ratings, schools did not receive an overall 2019-20 Framework rating. The lack of NSPF ratings in the 2020-21 school year again prohibited the publication of overall 2020-21 Framework ratings. Beginning in the 2021-22 school year, Framework ratings may be issued by the Authority in situations where the NDE releases NSPF index scores without corresponding star ratings.

Framework Principles

The Framework is composed of measures categorized under Indicators. A school earns points based on their performance in the measures, according to point attribution tables (PATs). Points earned for measures are totaled under their respective indicators, which are then summed to generate a final score worth a possible 100 points. This total Framework score corresponds to one of four academic performance levels: exceeds standard, meets standard, does not meet standard, or below standard. The table below outlines point ranges corresponding to these performance levels.

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

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

- receives a star rating in that year's Nevada School Performance Framework (NSPF), or
- in years where the NDE releases NSPF index scores without corresponding NSPF star ratings, receives an NSPF index score that would typically result in an NSPF star rating (e.g., a school meets NSPF rating requirements that would typically lead to an NSPF star rating. Please see the NDE NSPF Framework Manual for more information).

Framework Overview

The Framework incorporates the corresponding school year NSPF release under the NSPF Index Score Indicator (40 points), as the NSPF includes key performance measures that address Framework requirements outlined in NRS 388A.273, such as academic achievement and proficiency, academic growth, English Learner (EL) growth, opportunity gaps, and graduation rates.

The Framework also contains the Geographical Comparisons Indicator (25 points), which includes measures that compare charter school NSPF performance to that of the zoned school(s), as well as the Student Group Performance Indicator (30 points) that includes grade-band specific measures: Median Growth Percentile (MGP) by Student Group for elementary and middle schools and graduation rates for high schools. Both the MGP and graduation rate measures disaggregate data by three student groups: economically disadvantaged students (FRL), students with disabilities (IEP), and English Learners (ELs). Lastly, the Framework contains a Reduction in Chronic Absenteeism Indicator (five points). Schools will also provide a narrative describing how they met their mission specific goals, which are goals that the school incorporated in its charter. This part of the Framework is display-only and does not earn points on the Academic Performance Framework.

The following graphic provides an overview of the Framework:

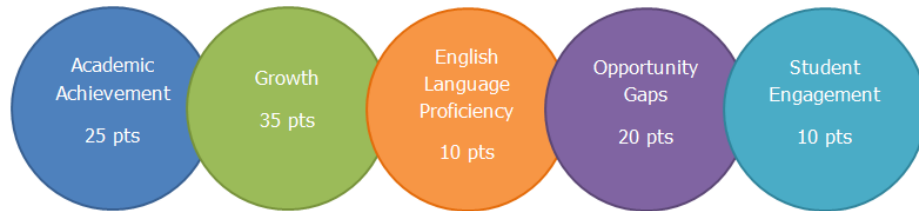
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**Indicator
NSPF Index Score
50 Points**

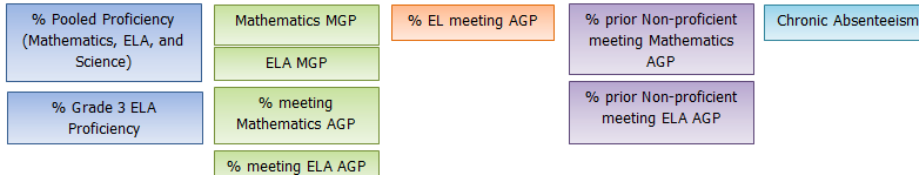
**Indicator
Student Group Comparison
30 Points**

**Indicator
Chronic Absenteeism
Reduction
5 Points**

Elementary School Performance Framework



Measures



**ES Measure
Math and ELA
Median Growth Percentile**
Econ. Dis. (FRL) – 10 points
Students w/ Dis. (IEP) – 10 points
English Learners (ELs) – 10 points

Automatic Points
CA <5% - 5 points
5% ≤ CA < 10% - 3 points

**Indicator
Comparison to
Schools in Zip Code
15 Points**

**Measure
% decrease in CA**
>5% improvement – 5 points
> 3 % and ≤5% improvement – 4 points
> 1 % and ≤3% improvement – 3 points

Automatic Points
5-star schools – 15 points
4-star schools – 10 points

**Measure
Comparison to Zoned School(s)
15 points**

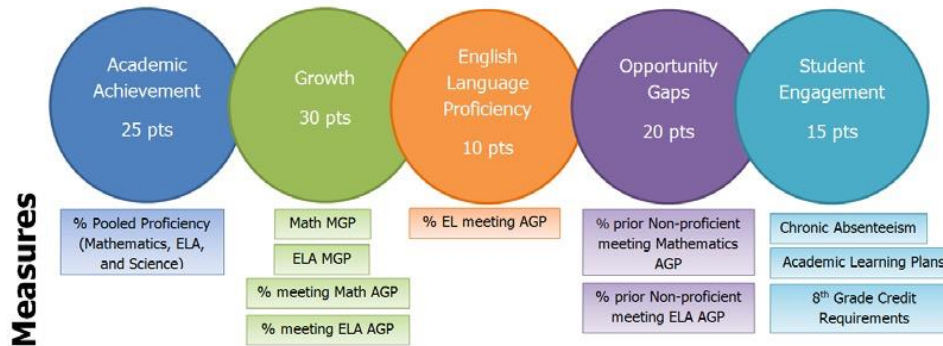
**Indicator
Mission-Specific Goals
Display Only**

Narrative provided by the schools.

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

**Indicator
NSPF Index Score
50 Points**

Middle School Performance Framework



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

**Indicator
Student Group Comparison
30 Points**

**MS Measure
Math and ELA
Median Growth Percentile**
Econ. Dis. (FRL) – 10 points
Students w/ Dis. (IEP) – 10 points
English Learners (ELs) – 10 points

**Indicator
Comparison to
Schools in Zip Code
15 Points**

Automatic Points
5-star schools – 15 points
4-star schools – 10 points

**Measure
Comparison to Zoned School(s)
15 points**

**Indicator
Chronic Absenteeism
Reduction
5 Points**

Automatic Points
CA <5% - 5 points
5% ≤ CA < 10% - 3 points

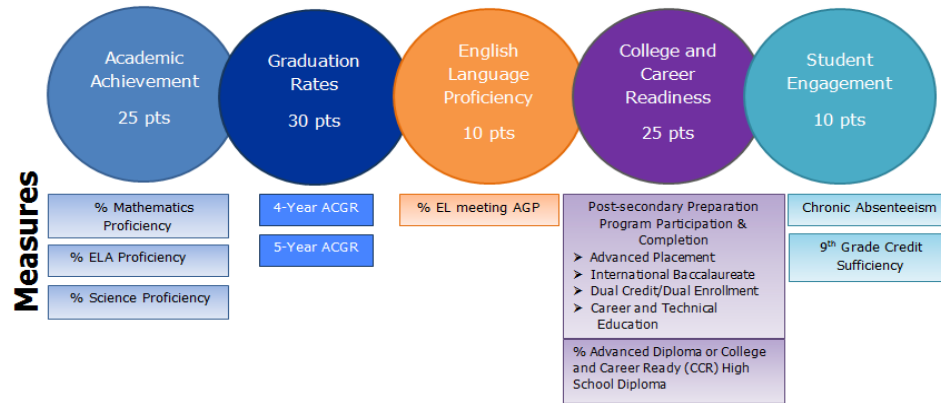
**Measure
% decrease in CA**
>5% improvement – 5 points
> 3 % and ≤5% improvement – 4 points
> 1 % and ≤3% improvement – 3 points

**Indicator
Mission-Specific Goals
Display Only**

Narrative provided by the schools.

**Indicator
NSPF Index Score
50 Points**

High School Performance Framework



**Indicator
Student Group Comparison
30 Points**

**HS Measure
Graduation Rates**
Econ. Dis. (FRL) – 10 points
Students w/ Dis. (IEP) – 10 points
English Learners (ELs) – 10 points

**Indicator
Comparison to
Schools in Zip Code
15 Points**

Automatic Points
5-star schools – 15 points
4-star schools – 10 points

**Measure
Comparison to Zoned School(s)
15 points**

**Indicator
Chronic Absenteeism
Reduction
5 Points**

Automatic Points
CA <5% - 5 points
5% ≤ CA < 10% - 3 points

**Measure
% decrease in CA**
>5% improvement – 5 points
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**Indicator
Mission-Specific Goals
Display Only**

Narrative provided by the schools.

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

Framework Calculations and Reporting

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

Framework Indicators and Measures

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

Fifty percent of the points a school can earn on the Academic Performance Framework are determined by its NSPF index score. For example, if a school's NSPF score is 90, the school would earn $90 \times 0.5 = 45$ points for this indicator on the Academic Performance Framework. NSPF Indicator scores are calculated and truncated to one decimal place.

Points displayed are on the NSPF scale of 100 possible points and do not directly correspond to the SPCSA Academic Performance Framework. For more information on the NSPF, including detailed information [about the elementary, middle, and high school measures](#), see the most recent NDE [NSPF Framework Manual](#).

Student Group Comparison Indicator: 30 points

Elementary and Middle Schools

For elementary and middle schools, the Student Group Comparison Indicator contains 12 measures, worth 2.5 points each, that compare SPCSA school Median Growth Percentiles (MGP) in ELA and math for three different student groups to district performance. English learners (ELs), economically disadvantaged students (free- or reduced-price lunch, or FRL), and students with disabilities (IEP) MGPs are compared to:

- ELA and math MGPs for the corresponding student groups for the corresponding school level (elementary or middle) for the school district in which the SPCSA school is physically located; and
- ELA and math MGPs for the all-student group (i.e., overall MGPs) for the SPCSA school in question.

Comparison to Corresponding District MGP	Comparison to Corresponding SPCSA School Overall MGP
SPCSA school EL ELA MGP	SPCSA school EL ELA MGP
SPCSA school FRL ELA MGP	SPCSA school FRL ELA MGP
SPCSA school IEP ELA MGP	SPCSA school IEP ELA MGP
SPCSA school EL Math MGP	SPCSA school EL Math MGP
SPCSA school FRL Math MGP	SPCSA school FRL Math MGP
SPCSA school IEP Math MGP	SPCSA school IEP Math MGP

- Points are awarded based on the difference in MGP per the following point table.

Student Group Comparison Indicator (30 points possible) MGP Comparison Measures Point Table	
Difference in MGP	Points

<5	0
≥-5 to >0	1.5
• ≥0	• 2.5

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

High Schools

For high schools, the Student Group Comparison Indicator contains 6 measures, worth 5 points each, that compare SPCSA school 4-year graduation rates for English learners (ELs), economically disadvantaged students (free- or reduced-price lunch, or FRL), and students with disabilities (IEP) versus:

- four-year graduation rates for the corresponding student groups for the school district in which the SPCSA school is physically located; and
- the 4-year graduation rate for the all-student group (i.e., overall rate) for the SPCSA school in question.

Comparison to Corresponding District 4-Year Graduation Rate	Comparison to Corresponding SPCSA School Overall 4-Year Graduation Rate
SPCSA school EL 4-Year Graduation Rate	SPCSA school EL 4-Year Graduation Rate
SPCSA school FRL 4-Year Graduation Rate	SPCSA school FRL 4-Year Graduation Rate
SPCSA school IEP 4-Year Graduation Rate	SPCSA school IEP 4-Year Graduation Rate

- Points are awarded based on the difference in 4-year graduation rate per the following point table.

Student Group Comparison Indicator (30 points possible) 4-year Graduation Rate Comparison Measures Point Table

Difference in 4-Year Graduation Rate	Points
<-5	0
≥-5 to >0	2.5
≥0	5

- The data source is the corresponding school year NSPF. Note that graduation rate data are lagged (i.e., for the prior year’s graduating class) in the NSPF.
- For SPCSA schools that serve students statewide (i.e., statewide virtual schools), the comparison uses the 4-year graduation rate for the school district in which the majority of students from the SPCSA school reside, as of the most recent official Nevada Department of Education validation day enrollment count.

Community Schools Comparison Indicator: 15 points

The Community Schools Comparison Indicator compares an SPCSA school’s NSPF index score to the average NSPF index score for all rated public schools. Please note the NSPF index score for all rated public schools may include other SPCSA schools. The Community Schools Comparison Indicator will compare these NSPF index scores in two ways:

1. Corresponding school-level comparison
 - a. Elementary
 - b. Middle
 - c. High
2. SPCSA school zip code location

High-performing SPCSA schools (i.e., 5-star and 4-star NSPF schools) will earn automatic points. This is to avoid situations in which high-performing SPCSA schools are compared to other high-performing schools.

The automatic points in the Community Schools Comparison indicator will be awarded as follows:

- An SPCSA school that receives a 5-star NSPF rating in the corresponding school year NSPF automatically earns 15 points. In these cases, comparison results are calculated but not earned on top of the automatic points.
- An SPCSA school that receives a 4-star NSPF rating in the corresponding school year NSPF automatically earns 10 points. In these cases, in addition to earning 10 automatic points, the school can earn up to 5 additional comparison points per the comparison point table. The total cannot exceed the measure maximum of 15 points.

Average NSPF index scores are calculated and truncated to one decimal place.

The following are excluded when calculating the average NSPF index score used in the comparison:

- The NSPF index score for the SPCSA school that is being evaluated by this indicator; and
- The NSPF index scores for schools approved to be rated on the Nevada Alternative Performance Framework.

Points are awarded based on the difference in NSPF index scores per the following point table.

Community Schools Comparison Indicator (15 points possible)	
Point Table	
Difference in Index Score	Points
<-15	0
≥-15 to <-12	1
≥-12 to <-9	2
≥-9 to <-6	3
≥-6 to <-3	4
≥-3 to <0	5
≥0 to <3	7
≥3 to <6	8

≥6 to <9	9
≥9 to <12	11
≥12 to <15	13
≥15	15

Chronic Absenteeism Reduction Indicator: 5 points

The Chronic Absenteeism Reduction Indicator looks at the extent to which a charter school decreases its rate of chronic absenteeism. It awards points to SPCSA schools based on reduction of their chronic absenteeism rate year-over-year.

SPCSA schools with low chronic absenteeism rates will earn automatic points in this indicator. This is to avoid situations in which an SPCSA school with minimal chronic absenteeism reduction, but a low chronic absenteeism rate would earn limited points in this indicator. The automatic points in the Chronic Absenteeism Reduction indicator will be awarded as follows:

- An SPCSA school with a chronic absenteeism rate for the corresponding school year that is ≤10% automatically earns 5 points. In these cases, a chronic absenteeism reduction percentage is calculated but not earned on top of the automatic points.
- An SPCSA school with a chronic absenteeism rate for the corresponding school year that is >10% and ≤15% automatically earns 2.5 points. In these cases, in addition to earning 2.5 automatic points, the school can earn points for chronic absenteeism reduction per the reduction point table, up to the measure maximum (5 points).

Points are awarded based on the percent of chronic absenteeism reduction per the following point table.

Chronic Absenteeism Reduction Indicator (5 points possible)	
Point Table	
Rate of Chronic Absenteeism Reduction	Points
<4	0

≥4 to <7	0.5
≥7 to <10	1
≥10 to <14	1.5
≥14 to <17	2
≥17 to <21	2.5
≥ 21 to <24	3
≥ 24 to <28	3.5
≥ 28 to <31	4
≥31 to <35	4.5
≥35	5

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

Mission-Specific Goals Indicator: Display Only

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

Intervention Ladder¹

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

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

<u>Notification</u>	<u>Possible Circumstances</u>	<u>Possible Outcomes/Consequences</u>
Notice of Concern	<ul style="list-style-type: none"> ● Evidence of weak financial, academic or organizational performance through ongoing oversight or at the time of annual review ● Repeated or material failure to submit Reporting Requirement Manual items in a timely and/or complete manner 	<ul style="list-style-type: none"> ● Written notification to charter school governing body detailing area(s) of concern, expected actions on the part of the school, and time to remedy as applicable

¹ Information pulled from SPCSA Charter School Performance Framework:

<https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnv.gov/content/Grocers/200304-Charter-School-Performance-Framework-Guidance-FINAL.pdf>

Notice of Breach	<ul style="list-style-type: none"> Continued evidence and/or significant evidence of material weak financial, academic or organizational performance through ongoing oversight or at the time of annual review Failure to make substantial progress towards remedying previously identified concern Failure to comply with applicable laws, regulations and/or the terms of the charter contract 	<ul style="list-style-type: none"> Written notification to charter school governing body detailing area(s) of deficiency May require corrective action plan, a site visit and/or site evaluation
Notice of Intent to Revoke	<ul style="list-style-type: none"> Serious violations of laws, regulations and/or the charter contract through ongoing oversight or at the time of annual review; or Patterns of failure to comply with performance standards 	<ul style="list-style-type: none"> Written notification to charter school governing body regarding termination and school closure

While the vast majority of performance concerns will first be addressed by a Notice of Concern, this may not always be the case. For example, if a school is found to be egregiously out of compliance, or becomes financially insolvent, it may receive a Notice of Breach, bypassing a Notice of Concern.

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

Should the SPCSA or Authority staff issue a Notice, correcting unsatisfactory performance is ultimately the school's responsibility. This is inherent to the charter school bargain as sponsored schools are afforded a high degree of local decision-making control in

exchange for strong accountability. SPCSA notices may require additional communication and monitoring, more frequent check-ins, additional reporting, and/or that the school develop a corrective action plan. This list is not comprehensive but reiterates that the authorizer sets performance expectations and sponsored schools are responsible for meeting those expectations.

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

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

From Renewal Application Guidelines: (p.7)

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

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

Relevant legislation:

TERMINATION OF CHARTER CONTRACTS

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

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

Appendix A: Grade-Band Specific Framework Graphics

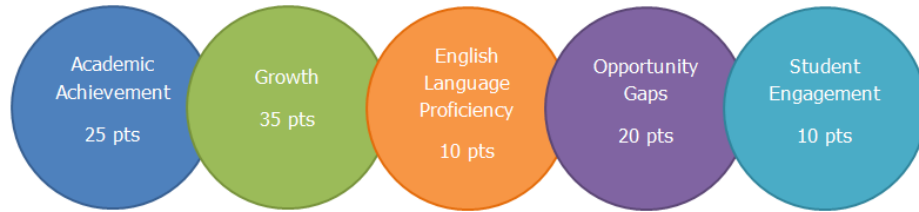
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Indicator
NSPF Index Score
50 Points

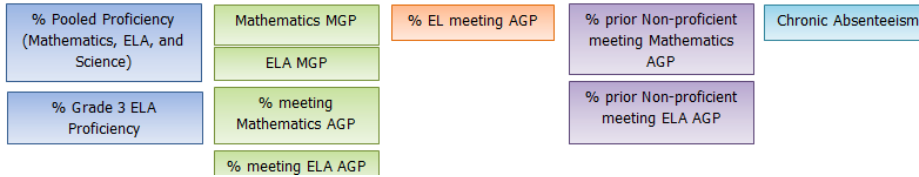
Indicator
Student Group Comparison
30 Points

Indicator
Chronic Absenteeism Reduction
5 Points

Elementary School Performance Framework



Measures



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

ES Measure
Math and ELA
Median Growth Percentile
 Econ. Dis. (FRL) – 10 points
 Students w/ Dis. (IEP) – 10 points
 English Learners (ELs) – 10 points

Automatic Points
 CA <5% - 5 points
 5% ≤ CA < 10% - 3 points

Indicator
Comparison to Schools in Zip Code
15 Points

Measure
% decrease in CA
 >5% improvement – 5 points
 > 3 % and ≤5% improvement – 4 points
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Automatic Points
 5-star schools – 15 points
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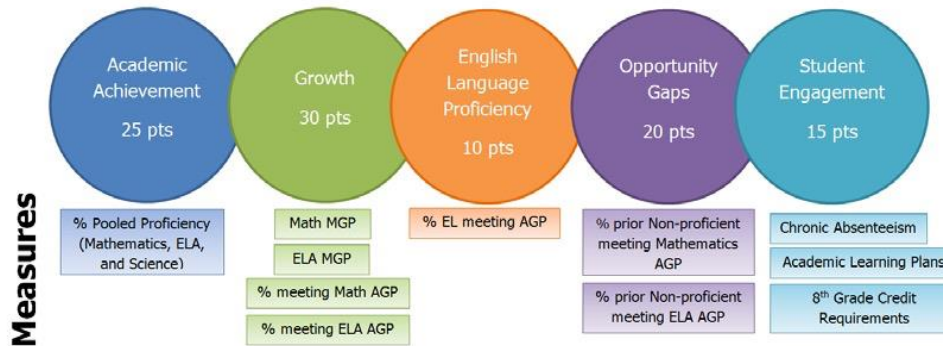
Measure
Comparison to Zoned School(s)
 15 points

Indicator
Mission-Specific Goals Display Only

Narrative provided by the schools.

Indicator
NSPF Index Score
50 Points

Middle School Performance Framework



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

Indicator
Student Group Comparison
30 Points

MS Measure
Math and ELA
Median Growth Percentile
Econ. Dis. (FRL) – 10 points
Students w/ Dis. (IEP) – 10 points
English Learners (ELs) – 10 points

Indicator
Comparison to
Schools in Zip Code
15 Points

Automatic Points
5-star schools – 15 points
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Measure
Comparison to Zoned School(s)
15 points

Indicator
Chronic Absenteeism
Reduction
5 Points

Automatic Points
CA <5% - 5 points
5% ≤ CA < 10% - 3 points

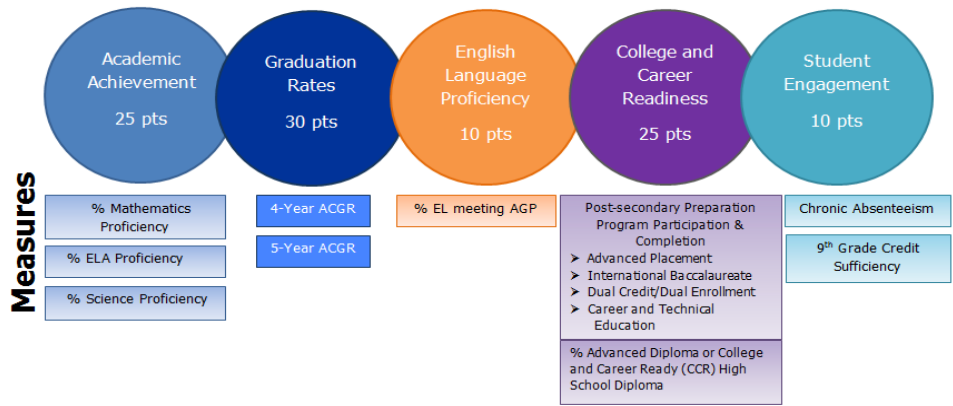
Measure
% decrease in CA
>5% improvement – 5 points
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Indicator
Mission-Specific Goals
Display Only

Narrative provided by the schools.

Indicator
NSPF Index Score
50 Points

High School Performance Framework



Indicator
Student Group Comparison
30 Points

HS Measure
Graduation Rates
Econ. Dis. (FRL) – 10 points
Students w/ Dis. (IEP) – 10 points
English Learners (ELs) – 10 points

Indicator
Comparison to Schools in Zip Code
15 Points

Automatic Points
5-star schools – 15 points
4-star schools – 10 points

Measure
Comparison to Zoned School(s)
15 points

Indicator
Chronic Absenteeism Reduction
5 Points

Automatic Points
CA <5% - 5 points
5% ≤ CA < 10% - 3 points

Measure
% decrease in CA
>5% improvement – 5 points
> 3 % and ≤5% improvement – 4 points
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Indicator
Mission-Specific Goals Display Only

Narrative provided by the schools.

Score Range	Performance Level
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