

STATE PUBLIC CHARTER SCHOOL AUTHORITY

ORGANIZATIONAL PERFORMANCE FRAMEWORK

Self-Certification Form

For School Year Ending June 30, 2026

Dear Charter School Leaders and Board Members:

In addition to desk audits and regular site evaluations pursuant to NRS 388A.223(1)(i), SPCSA staff conduct self-certifications focused on confirming that schools are consistently in compliance with certain applicable federal, state, local, and agency requirements.

The period of review being certified is for the School Year ending June 30, 2026. Along with this certification, SPCSA staff will confirm compliance with all applicable requirements through documentation review and gathering information from NDE and/or other third-party sources.

At a scheduled school board meeting, please review, complete, and certify that your school is compliant with the following Organizational Performance Framework (OPF) areas. The form must be returned to the SPCSA via the Epicenter task compliance requirement **no later than June 30, 2026**.

Category: Governance	
1. The Attorney General's office did not issue findings of facts and conclusions of law that the governing body or any other public body created by the school has taken any action in violation of any provision of NRS 241.010 et seq. (Open Meeting Law) during the academic year.	Yes ☐ No ☐
2. The school received no material governance compliance complaints which were substantiated or, if they were substantiated, the school board promptly implemented acceptable corrective actions.	Yes ☐ No ☐
3. The school's governing body certifies that all current members have completed training in Nevada's Open Meeting Law and Governance Standards, offered by either the SPCSA or one of its approved trainers. NRS 388A.224	Yes ☐ No ☐
4. All governing body members have completed and signed an Information and Disclosure Form, annually and/or within 10 days of appointment, which was submitted to Epicenter and/or SPCSA staff.	Yes ☐ No ☐
5. All governing body members, after being appointed, have met the 10-day law regarding fingerprint submissions, and maintain compliance with fingerprint requirements pursuant to NRS 388A.323, as attested to in the disclosure form.	Yes ☐ No ☐
Category: Federal and State Statutes, Administrative Codes, and Regulations	
Personnel	
6. The school timely obtained valid fingerprint clearance for all employees who have or may have regular contact with children or student data, all employees and volunteers of the school, and all vendor employees situated or regularly on campus. NRS 388A.515	Yes ☐ No ☐
7. The school has no known outstanding obligations with regard to payroll, unemployment, ADA, FMLA, IRS, PERS, or other federal, state, and local entities.	Yes ☐ No ☐
Language and Culture	
8. School staff employed (internally or contracted) to provide services to English Language Learners hold, as required by law, Nevada licenses with English Language Acquisition and Development (ELAD) endorsements, with or without practicum. NRS 338A.518	Yes ☐ No ☐
If answered "No," provide the following additional information:	

• <i>How many teachers provide ELL services?</i>	
• <i>How many teachers providing these services do NOT hold the ELAD endorsement?</i>	
• <i>What is the plan of resolution to meet compliance?</i>	
9. The school took proper steps to identify all students in need of ELL services as required by law, evidenced by: a. Presence of completed, reviewed Home Language Surveys (HLS) in student records; b. Screening tests for students identified as having a primary home language other than English and for students who have received ELL services at the school; and c. Evidence of parent notification for identified students.	Yes ☐ No ☐
If answered "No," please provide the ratio of incomplete to total number:	
<i>Home Language Surveys</i>	
<i>Screening tests</i>	
<i>Parent notifications</i>	
Special Education	
10. School staff employed (internally or contacted) to provide services hold, as required by law, Nevada licenses in Special Education. NRS 388A.515	Yes ☐ No ☐
If answered "No," provide the following additional information:	
• <i>How many teachers provide SPED services?</i>	
• <i>How many teachers providing these services do NOT hold licensure in Special Education?</i>	
• <i>What is the plan of resolution to meet compliance?</i>	
11. The school conducted initial evaluations within the 45-day timeline to determine if students had a disability and were eligible for special education services.	Yes ☐ No ☐
If answered "No," provide the following additional information:	
• <i>How many evaluations were NOT completed within the 45-day timeline?</i>	
• <i>Of this number, how many are still not completed?</i>	
• <i>Of students who did not receive the initial evaluation, what is their enrollment status?</i>	
• <i>Of these same students, how many are receiving special education services?</i>	
12. Evaluations and current, signed IEPs are on file for all special education students when available. 34 CFR 300.341-350 and 300.531-536 and NAC 388	Yes ☐ No ☐
13. The school ensured that all students with disabilities and all students receiving instruction in a class funded with Gifted and Talented Funds were served at the required student-teacher ratios. NAC 388.150	Yes ☐ No ☐
Health and Safety	
14. The school complies with all requirements, including providing appropriate nursing services and dispensing of pharmaceuticals, food service requirements, and other health and safety services.	Yes ☐ No ☐
15. The school completed and passed all required health and safety inspections due in the current school year.	Yes ☐ No ☐

Category: Operations	
16. The school has completed at least 80% of Epicenter tasks on time (as indicated by Epicenter compliance statistics.)	Yes ☐ No ☐
17. The school has no Past Due Epicenter tasks to complete (as indicated by Epicenter compliance statistics.)	Yes ☐ No ☐
For each item on this form answered "No," except where already provided, please add here a detailed explanation with applicable resolution plan (include the item number.)	

School Board Certification of Compliance with the Organizational Performance Framework requirements for School Year Ending June 30, 2025

The Governing Board for _____ (School) certifies to the State Public Charter School Authority (SPCSA) that, based on its review and completion of this form, that its school, including all of its campuses and support offices, where applicable, to the best of our knowledge and except as described above, has operated in compliance with applicable federal, state, local, and agency requirements during School Year 2025-2026.



Board Chair Signature

Date

Board Chair Printed Name

Board Meeting Approval Date

Joe Lombardo
Governor

Dr. Victor
Wakefield
Superintendent of
Public Instruction



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DEPARTMENT OF EDUCATION
700 E. Fifth Street | Carson City, Nevada 89701-5096
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MEMORANDUM

TO: All School District Superintendents
State Public Charter School Authority
All School District and Charter School Governing Boards All
School District and Charter School Testing Directors

FROM: Dr. Victor Wakefield
State Superintendent of Public Instruction 

DATE: July 22, 2026

SUBJECT: SUMMARY OF WHISTLEBLOWER PROTECTIONS FOR TESTING
ADMINISTRATION

Nevada Revised Statutes (NRS) 390.350 through 390.430 provide for specific rights and responsibilities of school district personnel with regard to the disclosure of irregularities in assessment administration and assessment security relative to all state and district-mandated examinations. NRS 390.425 also requires the Nevada Department of Education (NDE) to annually submit a written summary of these rights and responsibilities to the board of trustees of each school district and to the governing body of each charter school. **Upon receipt of this summary, the board of trustees or governing body shall provide a copy of the written summary to all school officials within the school district or charter school.**

Questions related to assessment security can be referred to NDE's Office of Assessment, Data, and Accountability Management at ADAMinfo@doe.nv.gov. Thank you for your assistance in this matter.

cc: Torrey Palmer, Deputy Superintendent for Student Achievement,
Nevada Department of Education

Peter Zutz, Administrator, Office of Assessment, Data and Accountability Management
Nevada Department of Education

Protection of School District Personnel Regarding the Disclosure of Testing Irregularities 2026-2027 School Year

Nevada Revised Statutes (NRS) 390.350 through 390.430 provide for specific rights and responsibilities of school district personnel with regard to the disclosure of irregularities in testing administration and testing security relative to all state and district-mandated examinations. NRS 390.425 also requires the Nevada Department of Education to annually submit a written summary of these rights and responsibilities to the board of trustees of each school district and to the governing body of each charter school. Below please find those terms defined by NRS 390.350-390.380 with some clarifications followed by the rights and responsibilities of those involved in the state assessment process.

Definitions

- “Examination” means achievement and proficiency examinations that are administered to pupils pursuant to 390.105, 390.600, and 390.610, and includes the following:
 - English Language Arts (ELA) and Mathematics in grades 3 – 8;
 - Science assessments in grades 5, 8, and High School;
 - College and Career Readiness Assessment;
 - Reading Assessment in grades K – 3; and
 - Any other examinations that measure achievement and proficiency of pupils and which are administered to pupils on a district-wide basis.
- “Irregularity in testing administration” means the failure to administer an examination in the manner intended by the person or entity that created the examination.
- “Irregularity in testing security” means an act or omission that tends to corrupt or impair the security of an examination, including, without limitation:
 - The failure to comply with the department or district security procedures.
 - The disclosure of questions or answers to questions on an examination in a manner not otherwise approved by law.
 - Other breaches in the security or confidentiality of the questions or answers to questions on an examination.
- “Reprisal or retaliatory action” is action that is taken because the school official disclosed information concerning testing irregularities and includes, without limitation:
 - Frequent or undesirable changes in the location of an office;
 - Frequent or undesirable transfers or reassignments;
 - The issuance of letters of reprimand, letters of admonition or evaluations of poor performance;
 - A demotion;
 - A reduction in pay;
 - The denial of a promotion;
 - A suspension;

- A dismissal;
- A transfer; or
- Frequent changes in working hours or workdays.
- “School official” means:
 - A member of a board of trustees of a school district;
 - A member of a governing body of a charter school; or
 - A licensed or unlicensed person employed by the board of trustees of a school district or the governing body of a charter school.

Rights and Responsibilities

- School officials are encouraged to disclose testing irregularities, and it is the intent of the legislature to protect the rights of a school official who makes such a disclosure.
- A school official shall not directly or indirectly use or attempt to use his official authority or influence to intimidate, threaten, coerce, command, or influence another school official in an effort to interfere with or prevent the disclosure of information concerning testing irregularities. “Official authority or influence” includes taking, directing others to take, recommending, processing, or approving any personnel action such as an appointment, promotion, transfer, assignment, reassignment, reinstatement, restoration, reemployment, evaluation, or other disciplinary action.
- If reprisal or retaliatory action is taken against a school official who discloses information concerning testing irregularities within 2 years after the information is disclosed, the school official may file a written appeal with the State Board for a hearing on the matter and determination of whether the action taken was a reprisal or retaliatory action. The written appeal must be accompanied by a statement that specifies:
 - The facts and circumstances leading to the disclosure of information concerning testing irregularities; and
 - The reprisal or retaliatory action that is alleged to have been taken against the school official.
- The State Board may issue a subpoena to compel the attendance or testimony of any witness or the production of any materials needed as part of the appeal investigation.
- If the State Board determines that the action taken was a reprisal or retaliatory action, it may issue an order directing the proper person to desist and refrain from engaging in such action.
- The State Board may not rule against the school official based on the identity of the person or persons to whom the information concerning testing irregularities was disclosed.
- No school official may use the provisions outlined in this summary to harass another school official.
- A person who willfully discloses untruthful information concerning testing irregularities:
 - Is guilty of a misdemeanor; and
 - Is subject to appropriate disciplinary action.
- These provisions do not apply to offenses committed before July 1, 2001.
- Upon receipt of this summary, the board of trustees or governing body shall provide a copy of the written summary to all school officials within the school district or charter school.

Hearing Policy Adopted by State Board of Education

October 8, 2015

Overview

Nevada Revised Statute (391.624) declares to be the policy of this state that a school official is encouraged to disclose, to the extent not expressly prohibited by law, irregularities in testing administration and testing security, and it is the intent of the Legislature to protect the rights of a school official who makes such a disclosure. State law provides this protection for the disclosure of irregularities in testing administration and testing security to all statewide and district-wide test administrations, including the college and career readiness assessment, the criterion-referenced examinations, the end-of-course examinations, and any examination measuring the achievement and proficiency of pupils that is administered district-wide.

A school official may file an appeal with the State Board for reprisal or retaliatory action taken in response to disclosure of irregularity in testing administration and security. The written appeal must be accompanied by a statement from the school official that includes particular information. If the school official is making specific allegations against any individual, that individual must be specifically identified by the school official bringing the appeal. The State Board of Education then determines if the action taken was a reprisal or retaliatory action as defined in law.

State Board of Education Role

The State Board must adopt rules of procedure for conducting a hearing as requested by a school official through a written appeal.

Suggested Hearing Procedures

Based on the procedures for conduct of a State Board hearing related to the suspension of a license, (NAC 391.545) the following guidelines are proposed for the public hearing of a written appeal before the State Board of Education.

- As these hearings may involve character, or professional competence of an individual, the hearings may be closed to the public under NRS 241.030(1)(a). The Board of Education will conduct these hearings in closed session to protect the privacy of the individuals involved unless an open meeting is required by NRS 241.030(2), NRS 241.031 or any other provision of law.
- All participants in the hearing shall conduct themselves in a respectful manner.
- The State Board shall send written notice of the hearing 10 calendar days prior to the hearing.
- Before the hearing, the parties must exchange copies of any evidence that will be submitted as exhibits during the hearing. Not less than 5 days before the hearing, each party shall provide to the assistant to the State Board and all other parties the name of each witness who will testify at the hearing and a summary of his or her anticipated testimony.

- Any objections to written evidence must be communicated to the assistant to the State Board, and the other party 24 hours prior to the hearing or they will be deemed waived. The parties shall use their best efforts to discuss and reach conclusions on the admissibility of disputed items prior to the hearing. Failure to make a good faith effort to resolve the admissibility of any item prior to the hearing may result in the objection that that item being deemed waived.
- All evidence offered at the hearing must be relevant and bear upon the written appeal.
- Each document or material offered in evidence must be marked as follows:
 - Documents or materials presented by the school official bringing the written appeal before the State Board must be marked at the bottom of the page as “Exhibit___” indicated by consecutive Arabic numerals, beginning with the number “1.”
 - Documents or materials presented by the entity or school official accused of reprisal or retaliatory action must be marked at the bottom of the page as “Exhibit ” indicated by consecutive letters of the English alphabet, beginning with the letter “A.” If the entity or school official accused of reprisal or retaliatory action offers more than 26 exhibits, the 27th exhibit must be marked as “Exhibit AA,” the 28th exhibit as “Exhibit BB,” and so forth.
- The hearing must be recorded. If requested by the superintendent, Board President, the school official bringing the appeal or the entity or school official accused of reprisal or retaliatory action, an audio copy of the hearing shall be provided.
- The technical rules of evidence do not apply and formal exceptions to Board President’s rulings are not necessary. The ground on which a party relies for an objection to or an exclusion of evidence must be briefly stated. Any offer or proof for the record must include a statement of the substance of the evidence to which objection has been sustained. The decision by the Board President on the admissibility of evidence is final.
- A declaration may be admitted as evidence in lieu of oral testimony if the information contained in the affidavit is admissible.
- Each person who provides a declaration or a statement at the hearing shall state his or her name, address, and occupation for the record.
- It is the responsibility of each party to arrange for the appearance of all necessary witnesses. The State Board may request additional witnesses or information as it deems necessary. The State Board is authorized to issue subpoenas as allowed by NRS 391.636.
- Upon proper recognition by the Board President or his or her designated representative, any member of the State Board of Education may ask a question of a party or witness at any time during the hearing.
- The Board President may, upon the motion of a party, order a witness, other than a party to a hearing, to be excluded from the hearing to prevent that witness from hearing the testimony of another witness at the hearing.
- The Board President may approve or reject any stipulation of fact offered by the parties at the hearing, including any written stipulation introduced into evidence as an exhibit or any stipulation in the form of an oral statement. A stipulation is binding on all parties to it and

- may be regarded by the State Board as evidence. The State Board may require additional proof of evidence of the facts stipulated.
- The Board President may request the parties to submit briefs on any contested issues of law or fact. If the Board President requires the parties to submit briefs, he or she shall not conclude the hearing until after the briefs are required to be submitted.
 - If the school official bringing the written appeal before the State Board fails to appear at the scheduled hearing and has not provided a valid excuse for the failure, the State Board President may vacate the hearing with prejudice. The failure to appear shall be noted in the official transcript of the hearing.
 - The Board President may but is not required to grant a continuance of the hearing to enable a party to submit additional proof of any fact.

Order of Statements, Evidence and Arguments

- Statements, evidence and arguments are normally received in the following order, but the Board President may modify the order in his or her sole discretion:
 1. Opening statement by school official bringing the written appeal before the State Board
 2. Opening statement by the entity or school official accused of reprisal or retaliatory action
 3. Evidence by the school official bringing the written appeal before the State Board
 4. Evidence by the entity or school official accused of reprisal or retaliatory action
 5. Rebuttal evidence by the school official bringing the written appeal before the State Board
 6. Closing argument by the school official bringing the written appeal before the State Board
 7. Closing argument by the entity or school official accused of reprisal or retaliatory action
 8. Rebuttal argument by the school official bringing the written appeal before the State Board
- Arguments and evidence may be limited by the Board President in the event the evidence being presented is duplicative or irrelevant.
- The school official bringing the written appeal before the State Board has the burden of proving a preponderance of the evidence that the action taken was reprisal or retaliatory.

At the close of the hearing the Board may discuss whether sufficient evidence was presented to establish that the action taken was reprisal or retaliatory. After discussion the State Board shall vote to determine whether sufficient evidence was presented to establish that the action taken was reprisal or retaliatory. If the State Board determines that the action taken was reprisal or retaliatory, it may issue an order directing the proper person to desist and refrain from engaging in such action.

	ACADEMIC COMMITTEE	COMMITTEE CHAIR	BOARD MEMBER	STAFF MEMBER	COMMUNITY MEMBER	
MEMBER NAME						
	AUDIT COMMITTEE					
MEMBER NAME						
	ENROLLMENT/MARKETING COMMITTEE					
MEMBER NAME						
	EXECUTIVE COMMITTEE					
MEMBER NAME						
	FACILITY COMMITTEE					

[illegible]

[illegible]

[illegible]

Column	Field
A	year
B	district
C	NSPF_School
D	school
E	LongSchoolName
F	ShortSchoolName
G	Sch_level
H	Title_I
I	CRT_N_MA_Testeds
J	CRT_N_MA_Total
K	CRT_N_MA_Pro
L	CRT_Perc_MA_Pro
M	CRT_Perc_MA_Pro_District
N	CRT_N_ELA_Testeds
O	CRT_N_ELA_Total
P	CRT_N_ELA_Pro
Q	CRT_Perc_ELA_Pro
R	CRT_Perc_ELA_Pro_District
S	CRT_N_SCIE_Testeds
T	CRT_N_SCIE_Pro
U	CRT_Perc_SCIE_Pro
V	CRT_Perc_SCIE_Pro_District
W	CRT_N_SubTot_Testeds
X	CRT_N_SubTot_Pro
Y	CRT_Perc_SubTot_Pro
Z	CRT_Perc_SubTot_Pro_District
AA	HS_N_MA_Testeds
AB	HS_N_MA_Pro
AC	HS_Perc_MA_Pro
AD	HS_Perc_MA_Pro_District
AE	Points_HSMath
AF	HS_N_ELA_Testeds
AG	HS_N_ELA_Pro
AH	HS_Perc_ELA_Pro
AI	HS_Perc_ELA_Pro_District
AJ	Points_HSELA
AK	HSScience_N_Testeds
AL	HSScience_N_Pro
AM	HSScience_Perc_Pro

AN	HSScience_Perc_Pro_District
AO	Points_HSScience
AP	Points_Total_Pro
AQ	CRT_N_ELA_Tested_ReadBy3
AR	CRT_N_ELA_Pro_ReadBy3
AS	CRT_Perc_ELA_Pro_ReadBy3
AT	CRT_Perc_ELA_Pro_ReadBy3_Dist
AU	CRT_Points_ELA_Pro_ReadBy3
AV	AcademicAchievementPts
AW	N_MA_MGP
AX	Measure_MA_MGP
AY	Points_MA_MGP
AZ	N_ELA_MGP
BA	Measure_ELA_MGP
BB	Points_ELA_MGP
BC	N_MA_AGP
BD	NMET_MA_AGP
BE	Perc_MA_AGP
BF	Perc_MA_AGP_District
BG	Points_MA_AGP
BH	N_ELA_AGP
BI	NMET_ELA_AGP
BJ	Perc_ELA_AGP
BK	Perc_ELA_AGP_District
BL	Points_ELA_AGP
BM	N_WIDA_AGP
BN	NMET_WIDA_AGP
BO	Perc_WIDA_AGP
BP	Perc_WIDA_AGP_Dist
BQ	Points_WIDA_AGP
BR	N_MA_Gap
BS	NMET_MA_Gap
BT	Perc_MA_Gap
BU	Points_MA_Gap
BV	N_ELA_Gap
BW	NMET_ELA_Gap
BX	Perc_ELA_Gap
BY	Points_ELA_Gap

BZ	N_ChronicAbst
CA	NAbst_ChronicAbst
CB	Perc_ChronicAbst
CC	Perc_ChronicAbst_Dist
CD	ChronicAbst_Reduction
CE	Points_ChronicAbst
CF	Points_ChronicAbst_Bonus
CG	Points_ChronicAbst_Reduction
CH	Points_Total_ChronicAbst
CI	CA_OR_CA_Reduction
CJ	N_Climate
CK	NPt_Climate
CL	Perc_Climate
CM	Met_Climate
CN	N_AcadLearn
CO	NMet_AcadLearn
CP	Perc_AcadLearn
CQ	Perc_AcadLearn_Dist
CR	Points_AcadLearn
CS	N_NAC
CT	NMet_NAC
CU	Perc_NAC
CV	Perc_NAC_Dist
CW	Points_NAC
CX	N_Gr9Suff
CY	NCredit_Gr9Suff
CZ	Perc_Gr9Suff
DA	Points_CredSuff9
DB	Perc_Gr9Suff_Dist
DC	N_Cohort_4Yr
DD	Perc_Cohort_4Yr
DE	Perc_Cohort_4Yr_Dist
DF	Points_Cohort_4Yr
DG	N_Cohort_5Yr
DH	Perc_Cohort_5Yr
DI	Perc_Cohort_5Yr_Dist
DJ	Points_Cohort_5Yr
DK	CCR_N_PT
DL	CCR_NPt_PT
DM	CCR_Perc_PT
DN	Points_CCRPT
DO	CCR_N_Completion

DP	CCR_NComp_Completion
DQ	CCR_Perc_Completion
DR	Points_CCRComp
DS	CCR_N_AdvDip
DT	CCR_NDip_AdvDip
DU	CCR_Perc_AdvDip
DV	Points_CCRAdvDip
DW	Total_Points_Rec
DX	Total_Points_Poss
DY	AdjustedPoints
DZ	StarRating
EA	PT_Warning
EB	PT_Penalty
EC	Continuing_PT_Penalty
ED	Designation_Yr
EE	PT_PENALTY_POINTS
EF	MA_GapPoints_Flag
EG	ELA_GapPoints_Flag
EH	CCR_Perc_PT_District
EI	CCR_Perc_Completion_District
EJ	CCR_Perc_AdvDip_District
EK	Measure_MA_MGP_District
EL	Measure_ELA_MGP_District
EM	Perc_MA_Gap_Dist
EN	Perc_ELA_Gap_Dist

Description
year of NSPF rating
NV district
NSPF school code with level appended (.1 for ES, .2 for MS, .3 for HS)
school code
long school name
short school name
school level (1=ES, 2=MS, 3=HS)
whether school is Title I
Math summative # tested
Math summative adjusted denominator (if PT not met). NOTE: if this number differs from tested column, it is multiplied by 0.95 before pro rate is calculated. If number matches tested column, PT was met and no adjustment need for denominator
Math summative # proficient
Math summative percent proficient
Math summative percent proficient in district
ELA summative # tested
ELA summative adjusted denominator (if PT not met). NOTE: if this number differs from tested column, it is multiplied by 0.95 before pro rate is calculated. If number matches tested column, PT was met and no adjustment need for denominator
ELA summative # proficient
ELA summative percent proficient
ELA summative percent proficient in district
Science summative # tested
Science summative # proficient
Science summative percent proficient
Science summative percent proficient in district
Summative pooled (ELA+Math+Science) # tested
Summative pooled (ELA+Math+Science) # proficient
Summative pooled (ELA+Math+Science) percent proficient
Summative pooled (ELA+Math+Science) percent proficient in district
HS Math (ACT+NAA) # tested
HS Math (ACT+NAA) # proficient
HS Math (ACT+NAA) percent proficient
HS Math (ACT+NAA) percent proficient in district
Total NSPF points for HS Math (ACT+NAA)
HS ELA (ACT+NAA) # tested
HS ELA (ACT+NAA) # proficient
HS ELA (ACT+NAA) percent proficient
HS ELA (ACT+NAA) percent proficient in district
Total NSPF points for HS ELA (ACT+NAA)
HS Science # tested
HS Science # proficient
HS Science percent proficient

HS Science percent proficient in district
Total NSPF points for HS Science
Total NSPF points for proficiency (ES: Math+ELA+Science+ELAReadby3; MS/HS: Math+ELA+Science)
ELA summative # tested
ELA summative # proficient
ELA summative percent proficient
ELA summative percent proficient in district
Total NSPF points for ReadBy3
Total NSPF Academic Achievement Indicator points
students included in Math median growth percentile calculations
Math median growth percentile for school
NSPF points for Math median growth percentile
students included ELA median growth percentile calculations
ELA median growth percentile for school
NSPF points for ELA median growth percentile
students included in Math adequate growth percentile calculations
students meeting their Math adequate growth percentile
percent of students meeting their Math adequate growth percentile at school
percent of students meeting their Math adequate growth percentile in district
NSPF points for Math adequate growth percentile
students included in ELA adequate growth percentile calculations
students meeting their ELA adequate growth percentile
percent of students meeting their ELA adequate growth percentile at school
percent of students meeting their ELA adequate growth percentile in district
NSPF points for ELA adequate growth percentile
students included in WIDA adequate growth percentile calculations
students meeting their WIDA adequate growth percentile
percent of students meeting their WIDA adequate growth percentile
percent of students meeting their WIDA adequate growth percentile in district
NSPF points for WIDA adequate growth percentile
students included in Math opportunity gap calculations (# who did not pass the Math state assessment from the previous year)
students meeting their Math Adequate Growth Percentile (AGP) who did not pass the state assessment from the previous year
percent of students meeting their Math Adequate Growth Percentile (AGP) who did not pass the state assessment from the previous year
NSPF points for Math opportunity gap measure
students included in ELA opportunity gap calculations (# who did not pass the ELA state assessment from the previous year)
students meeting their ELA Adequate Growth Percentile (AGP) who did not pass the state assessment from the previous year
percent of students meeting their ELA Adequate Growth Percentile (AGP) who did not pass the state assessment from the previous year
NSPF points for ELA opportunity gap measure

students included in chronic absenteeism calculations
students chronically absent
percent of students chronically absent (chronic absenteeism rate)
percent of students chronically absent (chronic absenteeism rate) in district
percent of chronic absenteeism reduction (positive is reduction, negative is increase)
NSPF points for chronic absenteeism rate
1 point (ES/MS) or 0.5 point (HS) up to CA point maximum if school reduced chronic absenteeism by 10% over last year
NSPF points for chronic absenteeism reduction
NSPF final points for chronic absenteeism (rate+bonus, OR, reduction, whichever is larger)
whether the school earned chronic absenteeism points via a rate or reduction
students eligible for climate survey (NOT PART OF NSPF, unclear if updated at all)
students participated in climate survey (NOT PART OF NSPF, unclear if updated at all)
percent of students participated in climate survey (NOT PART OF NSPF, unclear if updated at all)
whether school met 75% climate survey participation threshold (NOT PART OF NSPF, unclear if updated at all)
of students included in academic learning plan calculations
of students with academic learning plan
percent of students with academic learning plan
percent of students with academic learning plan in district
NSPF points included in academic learning plan measure
of students included in MS matriculation calculations
of students meeting MS matriculation requirements
percent of students meeting MS matriculation requirements
of students meeting MS matriculation requirements in district
points for MS 8th grade requirements
of students included in Gr9 credit sufficiency calculations
of students meeting Gr9 credit sufficiency requirements
percent of students meeting Gr9 credit sufficiency requirements
points for Gr9 credit sufficiency requirements
percent of students meeting Gr9 credit sufficiency requirements in district
of students included in 4-year cohort graduation rate calculations
percent of students graduating in 4 years
percent of students graduating in 4 years in district
NSPF points for 4-year cohort graduation rate
of students included in 5-year cohort graduation rate calculations
percent of students graduating in 5 years
percent of students graduating in 5 years in district
NSPF points for 5-year cohort graduation rate
of students included in college and career readiness (CCR) participation calculations
of students meeting college and career readiness (CCR) participation requirements
percent of students meeting college and career readiness (CCR) participation requirements
NSPF points included in college and career readiness (CCR) participation measure
of students included in college and career readiness (CCR) completion calculations

of students meeting college and career readiness (CCR) completion requirements
percent of students meeting college and career readiness (CCR) completion requirements
NSPF points included in college and career readiness (CCR) completion measure
of students included in college and career readiness (CCR) advanced diploma calculations
of students meeting college and career readiness (CCR) advanced diploma requirements
percent of students meeting college and career readiness (CCR) advanced diploma requirements
NSPF points included in college and career readiness (CCR) advanced diploma measure
Total NSPF points received
Total NSPF points possible
calculated as: (NSPF points received / NSPF points possible) + bonus/incentive points (such as chronic absenteeism incentive and/or climate survey bonus)
NSPF star rating
whether school has received participation warning (failure to meet participation expectations in one or more of the 22 participation categories); 1=warning
whether school has received participation penalty (failure to meet participation expectations in one or more of the 22 participation categories for second consecutive year, penalty points assessed; 1=penalty
whether school has received participation penalty (failure to meet participation expectations in one or more of the 22 participation categories for third consecutive year, penalty points assessed
Years that the school has been designated, if applicable
Number of participation penalty points deducted from the Academic Achievement Indicator, up to 6.
Whether the school was flagged as having less than 10 records in the opportunity gaps measure and meeting the alternate criteria
Whether the school was flagged as having less than 10 records in the opportunity gaps measure and meeting the alternate criteria
percent of students participating in CCR in district
percent of students completing CCR in district
percent of students with Advanced or CCR diploma in district
District Math MGP
District ELA MGP
District Math Opportunity Gaps rate
District ELA Opportunity Gaps rate