

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2019 Renewal Report for Beacon Academy of Nevada
Per [NRS 388A.285](#) and [NAC 388A.415](#)

Issued June 28, 2019

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1. **School Overview**

a. Address:

- i. 7360 West Flamingo Road Las Vegas, NV 89147

b. Campus Location:

- i. Clark County

c. Governing Board Members

- i. President – Lynda Spann
- ii. Vice President – Thomas Krob
- iii. Treasurer – Sarah Sherman
- iv. Secretary – Susan Rodrigues
- v. Member – Anna Hensley
- vi. Member – Michael Gordon
- vii. Member – Janet Patterson

Board Member information based on Epicenter Board Center

d. Academic Data Overview¹

The following data was compiled from the ratings generated by the Nevada State Performance Framework (NSPF) during the current charter term.

Year	NSPF Rating
2015	3 – star
2016	No star ratings released
2017	NA
2018	1 - star

Year	Graduation Rate
2014 – 2015	52.63%
2015 – 2016	52.48%
2016 – 2017	59.53%
2017 – 2018	33.21%

In October 2016, Beacon Academy of Nevada and the Authority entered into a mutually agreed-upon settlement which expires at the end of the 2019 – 2020 school year. Under that agreement, Beacon agreed to limit its service area to Clark County, have performance measured against an alternative framework included in its charter that is specific to its student population, and to make the enrollment policy decisions necessary to become the first charter high school in Nevada to transition to operate under the state’s performance framework for alternative schools (APF). In short, Beacon is currently measured under three frameworks: the NSPF, an alternative framework in its contract, and the state’s alternative school performance framework. Results under the statewide alternative framework will be available later this calendar year.

A copy of the 2017 – 2018 NSPF report can be found in Appendix A.

SPCSA staff feels it is more appropriate and representative to give greater weight to the school’s performance against those metrics outlined within its charter contract given the school’s mission and student body population. Copies of these annual results can be found in Appendix B. Before a renewal recommendation is made, SPCSA staff and the Authority will also receive a copy of Beacon Academy’s 2018-19 performance against the APF metrics as these will be available later this calendar year.

¹ For schools applying for a second or third charter term, 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. 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				
	2014-15	2015-16	2016-17	2017-18	2018-19
Pre-K	-	-	-	-	-
K	-	-	-	-	-
1	-	-	-	-	-
2	-	-	-	-	-
3	-	-	-	-	-
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
9	48	38	23	5	5
10	88	105	73	37	8
11	158	154	123	118	99
12	230	251	183	224	293
Total	524	548	402	384	405

2. Summary of Issued Notices and Identified Deficiencies

a. Academic

The Authority issued one Academic Notice due to academic underperformance during the current charter term. This notice was issued on September 23, 2016 and is attached as Appendix D.

b. Financial

The Authority has not issued any Financial Notices to Beacon Academy of Nevada.

c. Organizational

The Authority has not issued any Organizational Notices to Beacon Academy of Nevada.

3. Summary of the Overall Performance of Beacon Academy of Nevada

As noted on page 4 of this report, Beacon Academy of Nevada and the Authority entered into a mutually agreed-upon settlement in 2016 which expires at the end of the 2019 – 2020 school year. This was primarily due to persistent performance issues related to the school’s graduation rate and the Authority’s issuance of a Notice of Intent to Terminate the school’s charter contract pursuant to [NRS 388A.330](#). A copy of this Notice can be found in Appendix D.

Under the settlement, Beacon agreed to limit its service area to Clark County and to make the enrollment policy decisions necessary to become the first charter high school in Nevada to transition to operate under the state’s performance framework for alternative schools (APF). Additionally, the charter contract for Beacon was amended to include an academic performance framework designed to track the performance outcomes expected of a high-quality school serving a population that is exclusively made up of students eligible for alternative education. This framework includes measures such as achievement status, growth, college and career readiness measures, and student engagement. It is important to note that these results are verified by a third-party, Momentum Strategy and Research, which also provides additional insights related to the performance of the school. Results under this framework for the 2016 – 2017 and 2017 – 2018 school year can be found in Appendix B. Generally speaking, the school has demonstrated improvement since 2016, with increases in the following categories for alternative education students: growth, status (proficiency) and college and career readiness. The overall score and designation reflects this improvement. The total score in 2017 was 47 points, earning an approaches standard designation whereas the 2018 score was 66.5 points, earning an adequate designation. Results for the 2018 – 2019 school year should be available in the next 6-8 months as they required third-party validation.

As previously mentioned, Beacon Academy of Nevada will also receive results under both the APF and NSPF for the 2018 – 2019 school year for the first time.

With regards to the financial performance and viability of the school, the Authority has not issued any notices to Beacon Academy of Nevada. SPCSA staff did recommend a Notice of Concern be issued in 2018 due to financial concerns, but the Authority elected to table this agenda item on June 28, 2018².

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

Finally, SPCSA staff conducted a site evaluation of Beacon Academy of Nevada on January 29, 2019. SPCSA staff found many positive takeaways during the evaluation, including instruction that was mission and data-driven, a positive school culture, and strong schoolwide systems and procedures. SPCSA staff also identified some areas of growth for the school to prioritize, including the development of stronger board member orientation and annual training, ensuring the administration is evaluated by the full Board and continuing to refine curriculum. 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 Appendix C for more details on the Beacon Academy of Nevada site evaluation.

² The Authority directed staff to overhaul the financial performance framework during the June 28, 2018 meeting.

4. Requirements for the Renewal Application

Applicants for renewal will receive an application template to populate and return to Authority staff between October 1 – October 15, 2019. This template will be provided to schools no later than July 31, 2019, and will align to the requirements set forth in [NRS 388A.285](#) and [NAC 388A.415](#).

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 into the appropriate areas in Epicenter prior to filing the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff. The inclusion of the agenda and draft minutes with the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

5. Criteria to be used for Making a Renewal Decision

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

For schools applying for a third charter term, [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.

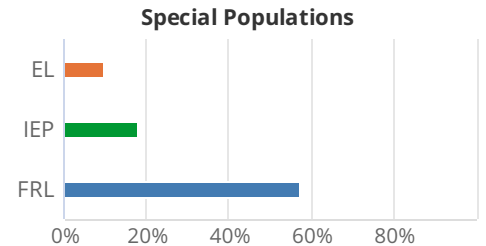
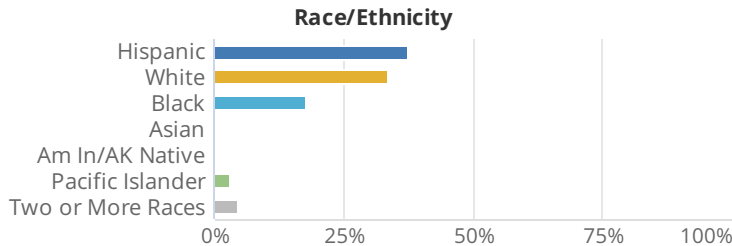
Appendix A

School Year 2017-2018 Nevada School Rating for Beacon Academy of Nevada



School Type: Charter SPCSA Virtual
 School Level: High School
 Grade Levels: 09-12
 District: State Public Charter School Authority
 Website: www.banv.org

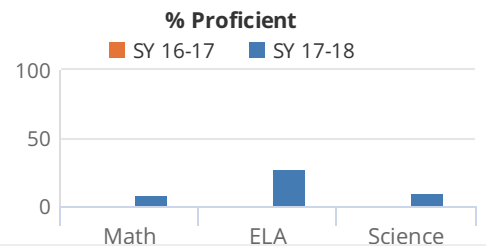
Total Index Score: 15.5
 School Designation: CSI
 7360 W. Flamingo Rd
 Las Vegas, NV 89147
 Phone: 702-726-8600



Academic Achievement



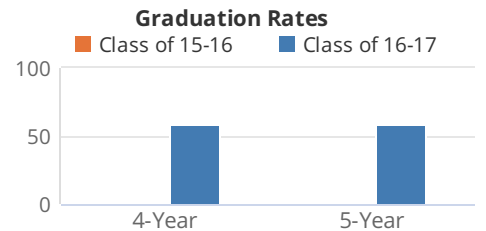
	% Proficient	% District
CCR Math	9.3	23.8
CCR ELA	28.5	44.5
Nevada High School Science	10	33.1



Graduation



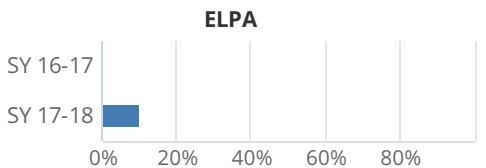
	Graduation Rate	% School	% District
4-Year	59.5	59.5	65.2
5-Year	58.4	58.4	66.9



English Language Proficiency



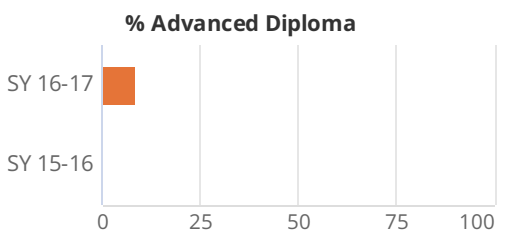
	% of EL Meeting AGP	% District
ELPA	10	26.8



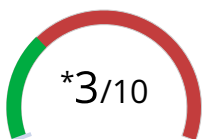
College and Career Readiness



	% School	% District
Post-Secondary Preparation Participation	0.4	38.3
Post-Secondary Preparation Completion	0	24.7
Advanced Diploma	8.5	23.4

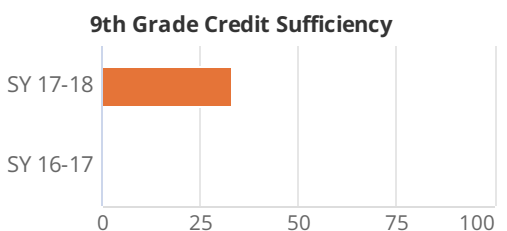


Student Engagement



*Bonus points included

	% School	% District
9th Grade Credit Sufficiency	33.3	87.3
Chronic Absenteeism	63.7	21.0
Climate Survey	83.4	YES



Academic Achievement

	% Above the Cut					
	Math	Math MIP	ELA	ELA MIP	Science	Science MIP
American Indian/Alaska Native	-	19.07	-	33.43	-	N/A
Asian	-	47.65	-	63.27	-	N/A
Black/African American	7.1	14.12	14.2	27.78	-	N/A
Hispanic/Latino	3	18.87	19.3	33.15	9	N/A
Pacific Islander	-	25.54	-	46.05	-	N/A
Two or More Races	-	33.64	-	55.86	-	N/A
White/Caucasian	17.6	41.31	41.1	60.26	4.1	N/A
Special Education	0	7.77	0	11.27	7.1	N/A
English Learners Current + Former	-	10.02	-	13.18	-	N/A
English Learners Current	-	6.96	-	6.9	-	N/A
Economically Disadvantaged	6.8	20.01	18.1	34.37	15.1	N/A

Graduation Rates

Graduation Measures	% 4-year	% 4-year MIP	% 5 year	% 5 year MIP
American Indian/Alaska Native	-	73.9	-	75.9
Asian	83.3	93.1	-	95.1
Black/African American	61.1	67.7	40	69.7
Hispanic/Latino	51.7	79.7	68.1	81.7
Pacific Islander	-	82.3	-	84.3
Two or More Races	44.4	81.3	72.7	83.3
White/Caucasian	69.8	84.2	54.7	86.2
Special Education	41.2	64.7	32.2	66.7
English Learners Current + Former	56.6	81.7	60	83.7
Economically Disadvantaged	58.1	76.8	57.4	78.8

College and Career Readiness

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	-	-	-	-
Asian	0	0	20	46.2
Black/African American	0	0	4.5	20
Hispanic/Latino	0	0	4.4	14.8
Pacific Islander	-	-	-	14.2
Two or More Races	0	0	-	27.9
White/Caucasian	1.3	0	9.2	24.5
Special Education	0	0	0	9.8
English Learners Current + Former	N/A	N/A	5.8	27.5
English Learners Current	0	0	5.8	27.5
Economically Disadvantaged	0	0	8.4	18.2

What does my school rating mean?

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

1 Star school: Identifies a school that has **not met** the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state interventions.

Comprehensive Support and Improvement Designation (CSI): Low performing schools, schools with persistently low performing subgroups and high schools with graduation rates below 67% are designated to be CSI 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 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

Appendix B

2016-2017 Beacon Academy Report Card – Alternative Students Only

Growth (30 percent)				
Data Element	Source	Actual Score*	Assigned Rating	Assigned Score
Ave Percentile: Reading	NWEA	39.3	Unsatisfactory	15.0
Ave Percentile: Math	NWEA	55	Adequate	62.5
Add the Growth Assigned Scores and divide by the number of scores to determine the average.				38.75
Multiply the average by 30% to obtain the weighted score.				11.63
Status (20 percent)				
Data Element	Source	Actual Score*	Assigned Value	Assigned Score
Reading Level	NWEA	-8.67	Critical	2.5
Math Level	NWEA	-5.91	Critical	2.5
Add the Status Assigned Scores and divide by the number of scores to determine the average.				2.5
Multiply the average by 20% to obtain the weighted score.				0.5
College and Career Readiness (40 percent)				
Data Element	Source	Actual Score*	Assigned Value	Assigned Score
Credit Attainment	IC	55.9%	Approaches	37.5
Transition Success	IC	93.6%	Exceptional	97.5
CCR Assessment Participation	IC	86.5%	Exceeds	85.0
Add (Credit Assigned Score x 0.2) + (Transition Success Assigned Score x 0.1) + (CCR Participation Assigned Score x 0.1) to obtain the weighted score				25.75
4 th Year Grad Cohort	NSPF	28.8%		
Student Engagement (10 percent)				
Data Element	Source	Actual Score*	Assigned Rating	Assigned Score
Attendance Rate	IC	93.7%	Exceeds	85
Retention Rate	IC	97.1%	Exceptional	97.5
Add the Growth Assigned Scores and divide by the number of scores to determine the average.				91.25
Multiply the average by 10% to obtain the weighted score.				9.1
Total Score				47
Designation				Approaches

*Weighted averages were calculated for Growth and Status. This report card was generated using data for students who were enrolled 91+ days and who qualified for alternative education based on NRS guidelines, N=161.

BEACON ACADEMY OF NEVADA 2017-2018 REPORT CARD

Growth (30 percent)				
Data Element	Source	Actual Score*	Assigned Rating	Assigned Score
Ave Percentile: Reading	NWEA	61	Exceeds	85
Ave Percentile: Math	NWEA	43	Approaches	37.5
Add the Growth Assigned Scores and divide by the number of scores to determine the average.				61.25
Multiply the average by 30% to obtain the weighted score.				18.4
Status (20 percent)				
Data Element	Source	Actual Score*	Assigned Value	Assigned Score
Math Level	NWEA	0.3	Adequate	62.5
Reading Level	NWEA	0.8	Adequate	62.5
Add the Status Assigned Scores and divide by the number of scores to determine the average.				62.5
Multiply the average by 20% to obtain the weighted score.				12.5
College and Career Readiness (40 percent)				
Data Element	Source	Actual Score*	Assigned Value	Assigned Score
Credit Attainment	IC	60.0%	Adequate	62.5
Transition Success	IC	89.1%	Exceeds	85
CCR Assessment Participation	IC	92.9%	Exceeds	85
Add (Credit Assigned Score x 0.2) + (Transition Success Assigned Score x 0.1) + (CCR Participation Assigned Score x 0.1) to obtain the weighted score				29.5
4th Year Grad Cohort	NSPF	33.20%		
Student Engagement (10 percent)				
Data Element	Source	Actual Score*	Assigned Rating	Assigned Score
Average Daily Attendance	IC	83.6%	Approaches	37.5
Retention Rate	IC	80.0%	Exceeds	85
Add the Student Engagement Assigned Scores and divide by the number of scores to determine the average.				61.3
Multiply the average by 10% to obtain the weighted score.				6.125
Total Score				66.5
Designation				Adequate
*Weighted averages were calculated for Growth and Status. This report card was generated using data for all students enrolled 91+ days, regardless of their alternative education status under NRS guideline, N =377.				

BEACON ACADEMY OF NEVADA 2017-2018 REPORT CARD

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Appendix C



**Nevada State Public
Charter School
Authority**

To: Lynda Spann, Board President, Beacon Academy of Nevada
Andrea Damore, Executive Director of Academics, Beacon Academy of Nevada
Tambre Tondryk, Executive Director of Operations, Beacon Academy of Nevada
From: Mark Modrcin, Director of Authorizing, State Public Charter School Authority
CC: Jason Guinasso, Chair, State Public Charter School Authority
Date: March 12, 2019
Re: Site Evaluation Report for Beacon Academy of Nevada

**SITE EVALUATION REPORT
Beacon Academy of Nevada**

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 fulfillment 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 Beacon Academy of Nevada, which was conducted by myself and Mike Dang on January 29, 2019. The school is currently in its 5th year of its 2nd charter term, which expires on June 30, 2020.

Please contact the Team Lead for this Site Evaluation, Mark Modrcin, with any questions.

Site Evaluation: Beacon Academy of Nevada
March 12, 2019

SITE EVALUATION REPORT

Beacon Academy of Nevada

Campus Name: Beacon Academy of Nevada

Date of Re-Authorization: July 2014

Grade Levels: 9 – 12

Evaluation Date: Tuesday, January 29, 2019

School Leaders: Andrea Damore & Tambre Tondryk

Conducted By: Mark Modrcin & Mike Dang

Purpose of Site Evaluation: Year 5, second charter term

SUMMARY OF SITE EVALUATION

The mission of Beacon Academy of Nevada is: to offer at-risk high school students the choice of an innovative and relevant education, which provides flexibility and support to graduate from high school with concrete plans for their future.

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

- Students are greeted each day by staff personnel, indicative of a warm and welcoming environment for all students.
- The beginning of lessons started with each student completing a STEP card so as to ground their work in the goals of the day. The STEP card is a critical element in helping all students and teachers understand what lessons are to be accomplished during the day, and how students are progressing. This demonstrates that all students are expected to follow plans that can lead them to academic success.
- Teachers, facilitators and tutors consistently were providing direct instruction in small groups or one-on-one instruction for students needing additional support. This additional support is critical for at-risk students.
- Teachers, facilitators and tutors were very aware of the current academic levels of each student in their classroom. Student progress data is provided to all staff twice each day so as to inform instruction and to ensure that students are making progress towards their goal. This individualized instruction helps ensure that students can make progress each day.

Site Evaluation team members observed instruction in all core subject areas: math, science, world history, personal finance and government. The flexible classroom structure allowed staff to observe students in grades 9 – 12, although most students at the school are either 11th or 12th graders. On average, each classroom evaluation was approximately 15 minutes. Evaluators were able to observe lessons both at the beginning and middle of class periods.

Observers noted consistency of school wide expectations, procedures and practices throughout the school day. Specifically, students in almost every instance were using their STEP cards at the beginning of each lesson and throughout as may be necessary. Students were also aware of the expectations in each classroom as almost all students were engaged in their lessons, either virtually, in a small group, or one-on-one with an instructor or tutor, and knew the procedure to leave their seat or ask for help. When necessary, teachers reminded students of these expectations and/or noted exceptions for their particular classroom. For example, cell phones were not allowed in one classroom that was observed, and the teacher reminded students of this prior to the start of instruction. Daily objectives were posted in almost every classroom that were easy to read and understand by the evaluators.

Site Evaluation: Beacon Academy of Nevada

March 12, 2019

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
<i>Creating an Environment of Respect and Rapport</i>	All observed classrooms featured at least two teachers that were actively engaged with students in a respectful manner, offering support and clarification on lessons when necessary. When needed, teachers and tutors offered friendly reminders of school and classroom expectations. Teachers always engaged with students with an appropriate tone.	Distinguished Proficient Basic Unsatisfactory
<i>Establishing a Culture of Learning</i>	Teachers, tutors and students embrace a culture of high expectations and were observed to be committed to a high-level of student achievement. Within each classroom, students were proactively asking questions so as to better understand the material. There were few, if any, instances where students appeared off-task or disengaged. This is likely due, in part, to the unique staffing structure at Beacon and the plethora of teacher support available to students during each period.	Distinguished Proficient Basic Unsatisfactory
<i>Managing Classroom Procedures</i>	The procedures in each classroom were consistent and uniform throughout the school which resulted in smooth classroom procedures with almost all students recognizing and following expectations. Observers noted two instances where teachers did not address a small number of students that were not on-task.	Distinguished Proficient Basic Unsatisfactory
<i>Managing Student Behavior</i>	Teachers in classrooms observed at the beginning of a lesson reiterated expectations and appropriate student behavior during the first few minutes. Adults in each classroom used multiple techniques such as positive encouragement and proximity to manage behavior to maintain a positive classroom environment.	Distinguished Proficient Basic Unsatisfactory

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
<i>Communicating with Students</i>	Teacher communication with students is appropriate and occurs in small group, individualized and push/support instruction as may be necessary. Teacher's explanations are appropriate and meet the student at the appropriate as evidenced through STEP cards and the available data.	Distinguished Proficient Basic Unsatisfactory
<i>Using Questioning and Discussion Techniques</i>	Students were participating actively throughout lessons in multiple formats. The blended format provided teachers with opportunities to use different questioning techniques to promote participation by all. In some cases, questioning techniques could be more rigorous to challenge students beyond a basic understanding, but this	Distinguished Proficient Basic Unsatisfactory

	can be a difficult balance with credit-deficient students.	
<i>Engaging Students in Learning</i>	Students were engaged in lessons through all of the observed classrooms. Individuals needing extra support, or those that had less than satisfactory data within the daily tracker were supported by one or more adults during class while those students on pace to complete modules were progressing at their own pace throughout lessons. Classroom activities appeared appropriate and material to the learning objectives within each subject matter.	Distinguished Proficient Basic Unsatisfactory
<i>Using Assessment in Instruction</i>	Students appeared aware of the criteria and performance standards by which they would be evaluated. Teachers, interventionists and tutors would provide students with support and feedback throughout lessons to monitor work quality and preparedness to complete lessons successfully.	Distinguished Proficient Basic Unsatisfactory

III. OPERATIONS

Instructional Observation	Evidence Observed	School-wide Rating
<i>Mission-driven Operations</i>	Use of the STEP Card, reliance on timely data, multiple adults stationed in each classroom and the use of a blended learning model are qualities tied to the mission of the school. These routines are developed and embraced by both students and adults.	Distinguished Proficient Basic Unsatisfactory
<i>Managing Schoolwide Procedures</i>	In all observed classrooms, as well as during transition periods, students show a clear understanding of procedures, operations and expectations. Teachers clearly uphold procedures and high expectations, and this is evidenced by the same routines being implemented by students in each classroom that are not prompted by teachers.	Distinguished Proficient Basic Unsatisfactory
<i>Maintaining a Safe Environment</i>	Procedures are strong, and student and staff seem to understand that these maintain a safe and secure environment. Beacon also has a security guard on site to ensure that the environment is safe for all students and adults.	Distinguished Proficient Basic Unsatisfactory

IV. FOCUS GROUP SUMMARY

Group	Number of Participants	Duration
Governing Board Members	3 of 7 board members	30 minutes
Parents / Families	2 parents, 1 grandparent	45 minutes
Students	12 students	30 minutes
EL, SPED, RTI Facilitators	3 staff members	30 minutes
School Staff (w/teachers)	20 staff members	45 minutes

Site Evaluation team members conducted five Focus Groups, one each with the following groups: Governing Board, Parents/Families, Students, Intervention Facilitators, and all Staff. Participants were asked a series of questions, including common questions across all Focus Groups, with a range of 5 to 15 questions, depending on the group. All staff were present for the focus group except for

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the three facilitators who participated in their own focus group since this is an alternative school serving at-risk students.

In general, the following themes developed from each of the following Focus Groups:

Governing Board

- Board members are aligned on the mission of the school and understand the population they intend to serve. Additionally, the members of the governing body understand their role of providing oversight while allowing the school leadership team to manage the day-to-day operations of the school.
- Board members were all duly pleased with the school and its progress since being under a Notice of Intent to Revoke just a few short years ago. This is evident in their embrace of the new school model and classification as an alternative school. Moreover, Board members feel very apprised about the academic progress of students and agree on the key measures of student success: graduation rates, lower student turnover and a developing waitlist.
- Board members did express the need for more governance training. Of the three Board members participating in the listening sessions, all indicated that it had been at least 1.5 or 2 years since their last Board retreat. All recognized the value of prior retreats and training and firmly believe that ongoing training is an important tool that promotes effective governance.
- The Board reiterated that a key factor in the success of the school is the strong leadership team and collaborative environment that has been established between the administration and the staff. It is clear that they have a dedicated team and the Board is impressed by the lengths to which staff go to keep students in school.
- To evaluate the leadership team, one Board member leads this process and presents results to the whole board in a public meeting for review, comments and final approval. This process has worked well and allows the Board to rely on the educational work experience of a former administrator to provide feedback.

Parents / Families

- Members of this focus group were especially thankful that such a school existed for their students. The alternative setting has been incredibly helpful for all of their students as it has given them a chance to be successful and enjoy school, something that was previously not possible. Said one parent, "My student would be failing without the small environment, three and a half workday, and high-level of support offered at this school. I know he needs this type of school to be successful."
- The members of the group held common beliefs about the school's mission and support how well it is being pursued. All firmly believe in the mission of the school and believe that their children are experiencing success due in large part to the school's success in reaching their students. One parent explained that her son had severe health problems and had fallen behind. At Beacon, however, he was able to make great strides with his illness now in remission.
- All participants in this focus group commended the school and staff for how responsive they can be to student and family needs. When describing the staff at Beacon, parents mentioned words such as "superior" and "proactive", indicating that they are made aware of problems when they arise on campus.

Students

- The students were noticeably enthusiastic about the school and had many positive thoughts to share about their experiences at Beacon. Of the 12 students participating in the focus

group, all but three mentioned that the flexibility and individualized support were key contributors to their success. Each was thankful that there was a school like Beacon that could accommodate their individualized needs.

- A majority of the students offered high praise of their teachers and the administration, especially when it came to supporting students. One student said, “whenever I have a facial expression or am acting moody, my teacher knows my triggers and helps me work through that situation. It’s hard—sometimes teachers never know what is going on outside of school, but she makes sure to have a good vibe and seeks to understand my situation first.”
- Many spoke talked about how grateful they were for the flexibility the school offered them. Many students work and are benefit from a class schedule requiring them to attend classes twice per week, normally either Monday and Wednesday or Tuesday and Thursday.
- Lastly, one student commented on how much the teachers sincerely try to help them make progress despite the challenges they may have faced in other school environments. This reiterates much of what was shared during the Governance and Parent focus groups as the impact of staff is felt throughout the school community, not just in classrooms.

EL, SPED, RTI Facilitators

- The three staff members that comprised this focus group were passionate and enthusiastic about serving the high-needs students at Beacon Academy. This was evident by their passion to serve a challenging workload of at least 50-60 individual weekly check-ins, updating data for WiDA and IEP goals at least weekly and meeting as an interventionist team at least once a week. It is clear that this work is critical to the overall success of the school.
- Interventionists communicated that the full staff and leadership team listen to feedback and try to address all opportunities to improve. Said one interventionist: “I have been at Beacon Academy for over five years and I’ve witnessed tremendous growth and reflection over that time. Our leadership has promoted honest conversations that have fostered this growth and allowed us to implement some new suggestions.”

School Staff

- From the onset, it was clear that the staff, like others throughout the day, was very enthusiastic and dedicated to the school’s mission. The pervasive tone in the room indicated that they most concerned with the future success of students. This was evident in how they approach their work daily, share ideas with others including the administration, and work together to address individual students and their needs.
- Staff resoundingly applauded the administration and their consistent efforts to gather feedback and input from staff to improve the school. Staff indicated that surveys for teachers make them feel valued, and that often times responses from within surveys are implemented soon thereafter. An example provided was around a request for more support in serving ELL populations, to which more PD is now provided. This demonstrates the administration’s commitment to staff and their willingness to adapt to improve the learning environment.
- It was clear that the established data systems used by the school are critical to each day of instruction. Student databases are updated twice daily allowing teachers to group students accordingly. This strengthens the instructional delivery model as there are 2-3 adults in each classroom facilitating small group work, interventions and individual work simultaneously.
- Staff reiterated that because the schools is fairly small, it truly is a family. They talked about how this is important when providing the flexibility students need as those students manage their work schedules as well as their sometimes chaotic lives. Staff also emphasized that

they are all on the same page and level for students, and that there is no hierarchy, including the administration. This positive morale could be felt by the evaluators throughout the day.

V. OVERALL STRENGTHS OF PROGRAM

a. Mission and data-driven, blended instruction

- i. In each classroom that was observed, teachers were operating with a strong sense of urgency that demonstrated their understanding and desire to follow the mission of the school. Evaluators also observed students and staff relying on course data to inform instruction and guidance through lessons. There was ample evidence of this throughout classrooms: students completing STEP cards, teachers directing students to work in small groups or one-on-one for interventions, and checking in with students about questions that they have. Teachers also provided a significant level of support to many students throughout the day, aligning with the mission of Beacon Academy of Nevada. Finally, because each student has a mentor teacher assigned to them, regular check-ins help the school live its mission on a daily basis.

b. Positive school culture

- i. Casual interactions with all staff members as well as the multiple focus group for all staff and interventionists revealed a very positive school culture. There is a strong sense of family prevalent at the school which is likely critical to the success of the school given the population it serves, the size of the student body and the rather small facility that is unlike a traditional school building. Teachers embrace their strengths. Additionally, teachers are open and appeared eager to identify their weaknesses and problem-solve collaboratively for the betterment of students and the school. This positive culture is a tremendous asset to the school.

c. Schoolwide procedures are evident throughout the building

- i. Evaluators noticed that schoolwide procedures, from the time students enter classrooms, during instructional periods, to transition time between periods, students were always acting in accordance with established routines and procedures. Students seemed to understand their responsibilities as learners and consistently implemented these no matter the setting on campus. It was clear that the teachers hold students to high expectations and this is likely a key reason behind the positive school culture and mission-driven instruction.

VI. RECOMMENDATIONS/ACTION ITEMS

a. Develop and/or revise board member orientation and annual training regimen

While it was clear that the Board understands the mission and strengths/weaknesses of the school, the Board expressed a sincere desire for more training on strong governance practices as well as an annual retreat. The execution of the training ultimately resides with the governing body, but school staff and leadership should work closely with the Board to ensure that the training is occurring on a regular basis and is high-quality. Moreover, the school may wish to refer to

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and/or update their bylaws so as to strengthen this important process as described in [NRS388A.246](#). SPCSA staff did not observe any significant deficiencies at the board level but believes that a stronger orientation and annual training can only benefit the school as the composition of the Board changes. It also provides the school a safety net during times of unexpected transition.

b. Ensure that school administration is evaluated by the full Board

The Board reported during the focus group that one individual of the Board completes a draft of the evaluation for site administrators before it is shared with the full Board in a closed meeting. While it is certainly permissible to evaluate administrators in this manner, we recommend the school consider an alternative process that involves multiple board members in the early evaluation stages. Increasing the participation of Board members during the early stages of an evaluation process will promote board involvement in the school, provide different perspectives that could be gaps in the current process, and ensure that the final evaluation is more transparent and balanced among all governing body members. SPCSA staff has no reservations about current leadership at Beacon Academy but believes that this could be a positive step forward and allow the school to continuously reflect and improve.

c. Continue to be vigilant about high-quality curriculum that is rigorous

Staff consistently found the instruction at Beacon Academy to be high-quality and engaging for students. Beacon Academy is often described as the last resort for many students who have been unsuccessful in prior educational experiences. Staff members and the Board spoke of the quality curriculum and how it is developed in a thoughtful manner so as to remain effective and engaging for students given the flexible environment and schedule. SPCSA staff strongly encourages that Beacon Academy staff, leadership and Board continue to refine the curriculum used at the school so that it remains effective and rigorous. SPCSA staff recognizes that balancing rigor and an appropriate level of scaffolded instruction is difficult with an at-risk population and recommends that this practice continue moving forward.

Note

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

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Appendix D

BRIAN SANDOVAL
Governor

STATE OF NEVADA

PATRICK GAVIN
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

**1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687 - 9174 • Fax: (775) 687 - 9113**

September 30, 2016

Mr. Randall Donald, Board President
Beacon Academy of Nevada
7360 West Flamingo Rd.
Las Vegas, NV 89147

VIA Electronic Mail and Certified Mail
Return Receipt Requested

Re: Notice of Intent to Terminate Charter Contract

Dear Mr. Donald,

At the September 23, 2016 meeting of the State Public Charter School Authority Board, the Board received an update regarding the proposed charter contract with terms previously approved by the Authority. After update and discussion, the board directed staff to issue this Notice of Intent to Terminate the Charter Contract of Beacon Academy ("Notice of Intent") based on having a graduation rate for the preceding school year that is less than sixty (60) percent. This Notice of Intent is issued pursuant to NRS 388A.330(2).

- 1) The deficiencies or reason upon which the action of the sponsor is based is Beacon Academy's graduation rate for immediately preceding year being below sixty (60) percent as required by NRS 388A330(1)(e). The graduating cohort of 2015 as defined by NAC 389.0246 is 52.63%.
- 2) Pursuant to NRS 388A.330(2)(b), the school has at least thirty (30) days within which to correct the deficiencies. The first day of this period is October 3, 2016. The date by which the school must have completed all efforts to correct these deficiencies is December 2, 2016.
- 3) At its December 16, 2016 meeting, the SPCSA Board will make a determination regarding whether Beacon Academy has corrected the deficiencies. The SPCSA Board will make this determination during a public hearing held pursuant to subsection 3 of NRS 388A.330.
- 4) At its December 16, 2016 meeting, the SPCSA Board will hold a public hearing to consider whether to reconstitute the governing body, or terminate the charter contract. The SPCSA Board will make this determination during a public hearing held pursuant to subsection 3 of NRS 388A.330.
- 5) Any action terminating the charter contract, if approved by the SPCSA Board, would be effective no sooner than the end of the 2016-17 academic year.

Randall Donald
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September 30, 2016

- 6) Any action reconstituting the governing body, if approved by the SPCSA Board, could be effective immediately.

This letter serves as the school's formal Notice of Intent under NRS 388A.330(2). Beacon Academy and the Authority staff must exchange any written or documentary evidence they wish to be considered by the Authority by no later than 5 pm Pacific Time on December 2, 2016. Beacon Academy should submit its documentation to the Authority via Epicenter. Pursuant to applicable law, the school will have the opportunity during the statutorily mandated periods as stated herein to correct the issues state in this Notice of Intent which have prompted this action.

Sincerely,

/S/

Patrick J. Gavin
Executive Director