STATE PUBLIC CHARTER SCHOOL AUTHORITY

2019 Renewal Report for Leadership 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. 7495 West Azure Drive Suite 209 Las Vegas, NV 89130

   b. Campus Location:
      i. Clark County

   c. Governing Board Members
      i. President – Valerie Blake
      ii. Vice President – Eric Farnsworth
      iii. Treasurer – Kelly Parker
      iv. Secretary – Vivian Surwill
      v. Member – Cathy Dubrosky
      vi. Member – Todd Nelson
      vii. Member – David Sampson

   Board Member information based on Epicenter Board Center

d. Academic Data Overview[1]
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	Middle School – NA High School – NA
2016	Middle School – No star ratings released High School – No star ratings released
2017	Middle School – 3 star High School – NA
2018	Middle School – 2 star High School – 3 star

Year	Graduation Rate
2014 – 2015	44.44%
2015 – 2016	69.23%
2016 – 2017	70.00%
2017 – 2018	83.33%

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[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	36	45	33	38	38
7	42	49	45	42	46
8	41	45	60	64	47
9	32	46	37	53	54
10	28	24	36	41	43
11	28	30	12	32	28
12	10	16	17	13	24
Total	**217**	**255**	**240**	**283**	**280**

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 19, 2018 and is attached as Appendix C.

   b. Financial

   The Authority has not issued any Financial Notices to Leadership Academy of Nevada this charter term.

   c. Organizational

   The Authority has not issued any Organizational Notices to Leadership Academy of Nevada this charter term.

3. __Summary of the Overall Performance of Leadership Academy of Nevada__

Leadership Academy of Nevada (LANV) is currently rated as a 2 star middle school program and a 3 star high school program according to the 2017 – 2018 NSPF ratings. It is noteworthy that the school has not earned less than a 2 star rating for the middle or high school during the current charter term according to the NSPF.

The LANV middle school program was rated as a 3 and 2 star school in 2017 and 2018, respectively. As noted in the NSPF guidance document, a 3 star school is categorized as an adequate school that has met the state's standard for performance. Additionally, a 3 star school has an all-students group that has met expectations for academic achievement or growth with little exception; however, no group is far below standard. A 2 star school is defined as one that has partially met the state's standard performance according to NSPF guidance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. A copy of the NSPF report for the LANV middle school program for the 2017 – 2018 school year is included as Appendix A within this report.

The high school program was rated as a 3 star school according to the NSPF ratings for the 2017 – 2018 school year. Similar to a 3 star middle school, NSPF guidance describes a 3 star high school as one that is adequate and has met the state's standard for performance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard. During this charter term, the graduation rate of the school has also increased, with an 83.33% rate for the 2017 – 2018 school year. Like the middle school program, a copy of the NSPF report for the LANV high school program for the 2017 – 2018 school year is also included as Appendix A within this report.

With regards to the financial performance and viability of the school, SPCSA has some concerns about the overall health and viability of the school. SPCSA staff recommended a Notice of Concern be issued in 2018 due to continued financial concerns, but the Authority elected to table this agenda item on June 28, 2018[2].

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 LANV on February 5, 2019. SPCSA staff found many positive takeaways during the evaluation, including a flexible approach to meet individual student and family needs as well as a transition to an independent charter school model that allows LANV to increase the focus on the mission of the school. SPCSA staff also identified some areas of growth for the school to prioritize, including recommendations to increase rigor and the use of higher-level questions during instruction and reassess the student culture within the school. 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 B for more details on the LANV site evaluation.

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[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
Leadership Academy of Nevada

School Type: Charter SPCSA Virtual
School Level: Middle School
Grade Levels: 06-12
District: State Public Charter School Authority
Website: www.lanv.org

Total Index Score: 36.11
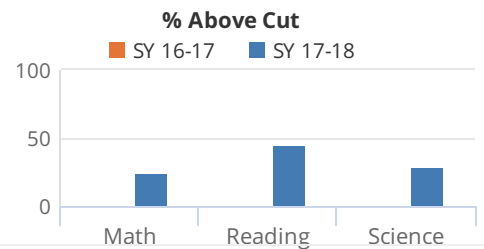School Designation:
7495 W. Azure Drive #209
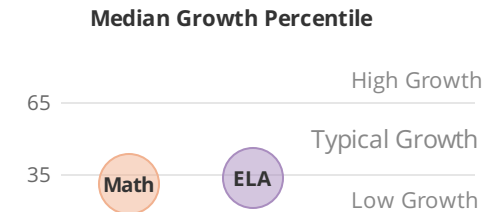Las Vegas, NV 89130
Phone: 702-350-1472

Race/Ethnicity

Special Populations

Academic Achievement

*2/25

*Participation Penalty
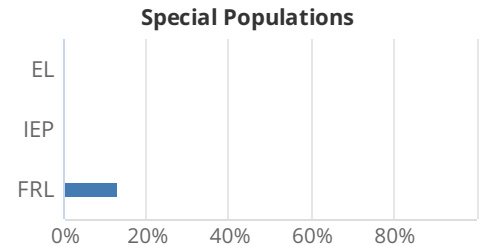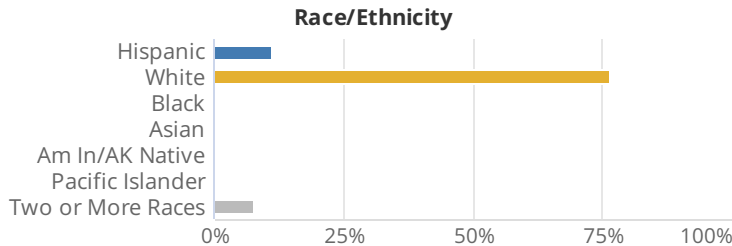
	% Above Cut	% District
% Math CRT	25.4	36.8
% ELA CRT	45.2	56.1
% Science CRT	29.1	45.2
% Pooled Average	34.2	46.3

% Above Cut

Student Growth

5.5/30

	% SY 17-18
Math CRT MGP	31.0
ELA CRT MGP	34.0
Math CRT AGP	23.0
ELA CRT AGP	40.9

Median Growth Percentile

English Language

N/A
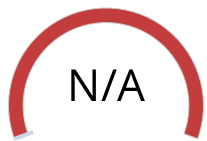
	% of EL Meeting AGP	% District
ELPA	N/A	32.4

ELPA

Closing Opportunity Gaps

11/20
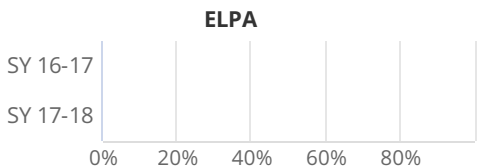
% Non-proficient	% Meeting AGP
Math CRT	14.2
ELA CRT	26.6

% of Non-proficient on Track to Proficiency

Student Engagement

14/15
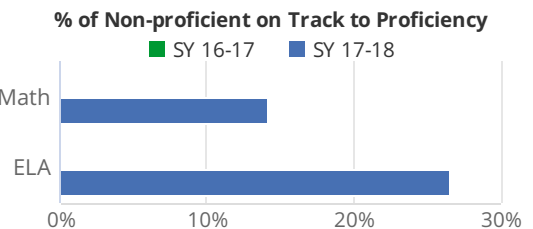
	% School	% District
Chronic Absenteeism	0.5	11.1
Academic Learning Plans	100	97.5
NAC 389.445 Credit Requirements	83	91.5

	% Participation	Met Target
Climate Survey	26.2	NO

NAC 389.445 Credit Requirements
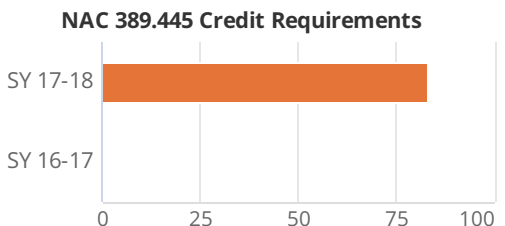
Student CRT Proficiency

	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
					% Above the Cut				
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	-	64.1	56.4	-	77.3	74.6	-	62.2	N/A
Black/African American	-	17.7	19.5	-	38.4	34.5	-	25	N/A
Hispanic/Latino	29.4	26.1	25.5	52.9	46.3	42.2	-	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	-	41.5	37.5	-	61	59.2	-	51.6	N/A
White/Caucasian	25.9	44.4	44.4	46.3	63.5	64.6	28.5	54	N/A
Special Education	-	11.5	14.3	-	20.7	17.8	-	14.6	N/A
English Learners Current + Former	-	22.2	16	-	34.8	20.3	-	25.7	N/A
English Learners Current	-	8.5		-	15.8		-	9.3	N/A
Economically Disadvantaged	11.1	21.7	25.5	36.8	41.5	41.4	-	30.7	N/A

Student Growth

	Math MGP	ELA MGP	Math AGP	ELA AGP
		Student Growth Percentile		
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	44	64	36.3	58.3
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	27.5	34.5	21.7	39.1
Special Education	-	-	-	-
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	51	63	23	46.1

Closing Opportunity Gap

	% Math AGP	% ELA AGP
	Percent of non-proficient Students meeting AGP	
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	-	-
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	15.6	21.7
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	-	-

Student Engagement

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	98	-	85
Asian	-	3.6	-	98.4	-	99.4
Black/African American	-	12.9	-	96.3	-	85.4
Hispanic/Latino	0	11.7	100	97.5	-	89.4
Pacific Islander	-	11.9	-	95.9	-	91
Two or More Races	0	12	-	97.3	-	91.7
White/Caucasian	0.7	10.9	100	97.8	83.7	93.4
Special Education	0	15.3	100	96.8	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	8.5	100	98.2	-	85.6
Economically Disadvantaged	0	14.3	100	98.2	-	85.6

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	98	-	85
Asian	-	3.6	-	98.4	-	99.4

What does my school rating mean?

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

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

Participation Penalty: Schools where assessment participation rates are below 95% for the overall student group or any subgroup and failing to meet the weighted average calculated participation rate of 95 percent over the most recent two to three years for a second consecutive year are assessed a penalty of 9 index points off the total points earned for Academic Achievement. If the original points earned in AA was 9 or less, the school is credited zero points in AA.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

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

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

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

English Language Proficiency

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

Student Engagement

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

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

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

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

Climate Survey

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

Student Growth

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

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

Closing Opportunity Gaps/Equity

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

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

Leadership Academy of Nevada

School Type: Charter SPCSA Virtual
School Level: High School
Grade Levels: 06-12
District: State Public Charter School Authority
Website: www.lanv.org

Total Index Score: 57.14
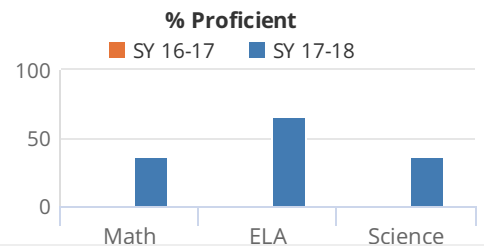School Designation:
7495 W. Azure Drive #209
Las Vegas, NV 89130
Phone: 702-350-1472

Race/Ethnicity

Special Populations

Academic Achievement

21/25
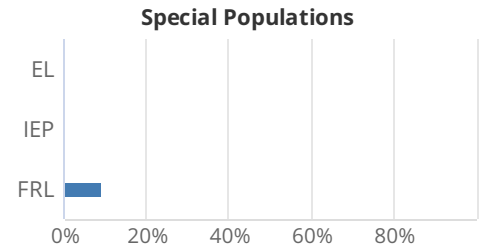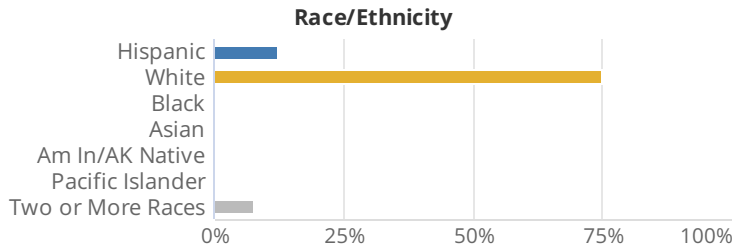
	% Proficient	% District
CCR Math	37	23.8
CCR ELA	66.6	44.5
Nevada High School Science	36.6	33.1

% Proficient

Graduation

7/30

Graduation Rate	% School	% District
4-Year	70	65.2
5-Year	90	66.9

Graduation Rates

English Language Proficiency

N/A
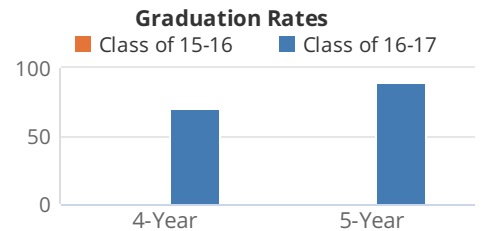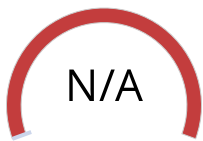
	% of EL Meeting AGP	% District
ELPA	N/A	26.8

ELPA

College and Career Readiness

5/25
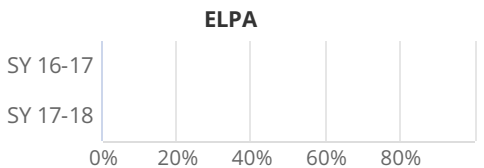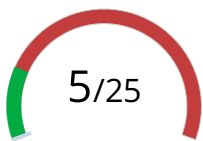
	% School	% District
Post-Secondary Preparation Participation	-	38.3
Post-Secondary Preparation Completion	-	24.7
Advanced Diploma	64.2	23.4

% Advanced Diploma

Student Engagement

7/10
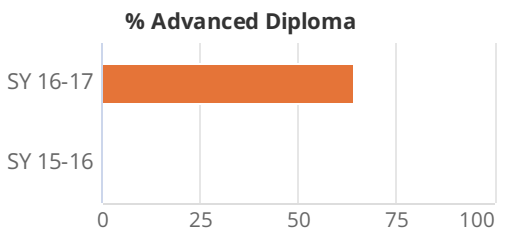
	% School	% District
9th Grade Credit Sufficiency	79.2	87.3
Chronic Absenteeism	0.6	21.0
	% Participation	Met Target
Climate Survey	11.6	NO

9th Grade Credit Sufficiency
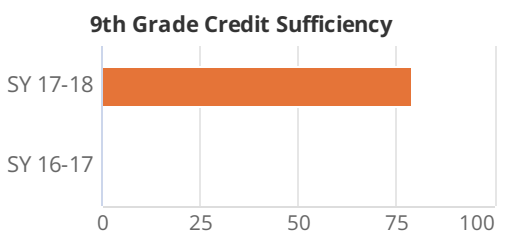
Academic Achievement

	Math	Math MIP	ELA	ELA MIP	Science	Science MIP
			% Above the Cut			
American Indian/Alaska Native	-	19.07	-	33.43	-	N/A
Asian	-	47.65	-	63.27	-	N/A
Black/African American	-	14.12	-	27.78	-	N/A
Hispanic/Latino	-	18.87	-	33.15	-	N/A
Pacific Islander	-	25.54	-	46.05	-	N/A
Two or More Races	-	33.64	-	55.86	-	N/A
White/Caucasian	40	41.31	65	60.26	36.3	N/A
Special Education	-	7.77	-	11.27	-	N/A
English Learners Current + Former	-	10.02	-	13.18	-	N/A
English Learners Current	-	6.96	-	6.9	-	N/A
Economically Disadvantaged	-	20.01	-	34.37	-	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	-	93.1	-	95.1
Black/African American	-	67.7	-	69.7
Hispanic/Latino	-	79.7	-	81.7
Pacific Islander	-	82.3	-	84.3
Two or More Races	-	81.3	-	83.3
White/Caucasian	81.2	84.2	-	86.2
Special Education	-	64.7	-	66.7
English Learners Current + Former	-	81.7	-	83.7
Economically Disadvantaged	-	76.8	-	78.8

College and Career Readiness

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	46.2
Black/African American	-	-	-	20
Hispanic/Latino	-	-	-	14.8
Pacific Islander	-	-	-	14.2
Two or More Races	-	-	-	27.9
White/Caucasian	-	-	61.5	24.5
Special Education	-	-	-	9.8
English Learners Current + Former	N/A	N/A	-	27.5
English Learners Current	-	-	-	27.5
Economically Disadvantaged	-	-	-	18.2

Student Engagement

	% 9th Grade Credit Sufficiency Measure		% Chronically Absent	
	School	District	School	District
American Indian/Alaska Native	-	87.5	-	30
Asian	-	94.7	-	11.9
Black/African American	-	82.6	-	27
Hispanic/Latino	-	87	0	24.2
Pacific Islander	-	86.4	-	25
Two or More Races	-	88.6	0	20.7
White/Caucasian	85.7	87.8	0.8	18.3
Special Education	-	79	0	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	82.4	-	29.3
Economically Disadvantaged	-	82.4	0	27.7

*95% Participation on State Assessments

	% Math	% ELA
All Students	100	100
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	-	-
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	-	-
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	-	-

Post-Secondary Preparation Program Information

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

What does my school rating mean?

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

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

What do the performance indicators mean?

Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set 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

Nevada State Public Charter School Authority

To: Valerie Blake, LAN Board Chair
Bryon Richardson, LAN
Jason Guinasso, SPCSA Board Chair
From: Sandra Kinne
Date: Monday, March 11, 2019
Re: Site Evaluation Report for Leadership Academy of Nevada

SITE EVALUATION REPORT
LEADERSHIP 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 criterion considered for renewal; student achievement, financial prudence, and fulfilment of the program outlined in the approved charter are also evaluated by the Authority when making renewal decisions.

Attached is the Site Evaluation Report for LEADERSHIP ACADEMY of NEVADA, which was conducted by SPCSA Sandra Kinne and Mike Dang on Tuesday, February 5 at the school's central offices 7495 W Azure Dr #120, Las Vegas, NV 89130. The school is current in its 5th year of its first charter authorization term, which expires June 2020.

Please contact the Team Lead for this Site Evaluation, Sandra Kinne, with any questions.

SITE EVALUATION REPORT
LEADERSHIP ACADEMY of NEVADA

Campus Name: Leadership Academy of Nevada
Grade Levels: 6-12
School Leader: Byron Richardson
Purpose of Site Evaluation: 5th year Site Evaluation
Date of Authorization: January 2013
Conducted Date: Tuesday, February 5, 2019
Conducted By: Sandra Kinne and Mike Dang

SUMMARY OF SITE EVALUATION

The mission of Leadership Academy of Nevada is *"to provide highly motivated and self-directed students in Nevada with a classical education so that they can become principled leaders."*

The most common trends and evidence related to the school living out its mission came through multiple examples in multiple classrooms of connecting the subject/topic to real life. The application of what was being discussed and/or read about helped students to better understand the content. Additionally, in multiple focus groups, there were common trends related the leadership emphasis of the school, including opportunities for students to serve in leadership capacity, read and discuss leadership traits and habits, and the leadership skills students are developing through this school's philosophy and approach.

While students identified some shared concerns around "cliques" and fitting in, they, as well as parents in the family focus group, generally felt the school was a good fit for their needs, learning styles, and interests, and all participants were glad to have this school as an option. There was collective, demonstrated pride by staff, students, and parents of being members of this learning community and school.

As has been a trend for the Authority in Site Evaluations, an over-arching observation at Leadership Academy was the limited rigor and engaging questioning within classes and class discussions. We noted off-task questions and comments by students in chat boxes during observations, and, in their focus groups, students collectively said they felt challenged but not engaged in their coursework.

I.   CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	Teachers generally offer praise for students, particularly when they participate, as well as maximize learning time through school-wide close out processes. While students were often off-task in the chat boxes, their conversations were respectful of one another and that was modeled in verbal communication by teachers.	Distinguished <mark>Proficient</mark> Basic Unsatisfactory
Establishing a Culture for Learning	While the observations noted that classroom interactions are warm and friendly, and teachers model respect for students, the number of students	Distinguished Proficient <mark>Basic</mark>

	who offered comment on the culture at the school and their limited engagement led to a 'basic' rating. As discussed in recommendations below, there is room for the school's leaders to reassess culture, including the influence of the school's culture on learning and its impact on student achievement.	Unsatisfactory
Managing Classroom Procedures	Consistently, teachers have a proficient approach to ensuring learning time is maximized. There were common practices observed in multiple classes, including the closure process and keeping all students in the class until it was officially over.	Distinguished <mark>Proficient</mark> Basic Unsatisfactory
Managing Student Behavior	There were limited, observable instances of student behavior concerns. In some cases, when students were off-task in the class chat box, teachers would verbally remind students of the topic and/or reiterate the question/comment to ensure students were following. Teachers' approach was always respectful of students.	Distinguished <mark>Proficient</mark> Basic Unsatisfactory

II.   INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	Teachers maintained a balance between verbal communication with students and engaging with them in the chat box. Two teachers, in particular, seemed to maintain conversations both through verbal discussion and typed comments in the class chat box. With one or two exceptions, particularly in classes of low-engagement and/or low rigor, teachers' explanation of content is appropriate and connects with students' knowledge and experience.	Distinguished <mark>Proficient</mark> Basic Unsatisfactory
Using Questioning and Discussion Techniques	As discussed in the recommendations (below), questions were generally low-level DOK/Bloom's focused more on recall questions. There were strong examples of application and connections to real life, but the majority of questions were limited in scope, including a number of DOK 1 "identify" and "recall" questions.	Distinguished Proficient <mark>Basic</mark> Unsatisfactory
Engaging Students in Learning	As noted by both the majority of student focus group participants, as well as the team through observations, students tended to be more disengaged than engaged. Off-topic conversations in the chat box, limited participation by all students with responses coming from the same few voices in each class, as well as students in the focus group identifying themselves as disengaged, though challenged, provides an uneven and inconsistent level of engagement.	Distinguished Proficient <mark>Basic</mark> Unsatisfactory

Using Assessment in Instruction	During the observation, Site Evaluators did not observe this criterion significantly enough to evaluate. This criterion is not rated.	Distinguished Proficient Basic Unsatisfactory **Not Observed**

III.   OPERATIONS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	The emphasis on leadership opportunities and learning, as emphasized by staff and students, supports mission-driven operations.	Distinguished **Proficient** Basic Unsatisfactory
Managing Schoolwide Procedures	There was consistency in multiple classrooms around the close out process, including teachers providing a recap of the day's lesson and next steps, as well as ensuring students remained in the class through its official conclusion time.	Distinguished **Proficient** Basic Unsatisfactory Not observed/Not applicable
Maintaining a Safe Environment	Given the online nature of the program and the current description for this criterion, the team did not evaluate this area in its observations.	Distinguished Proficient Basic Unsatisfactory **Not observed/Not applicable**

IV.   FOCUS GROUP SUMMARY

Group	No. of Participants
Governing Board	3
Parents/Families	4
Students	8
Staff	5

Site Evaluation team members conducted four Focus Groups, one each with the following groups: Governing Board,[1] Parents/Families, Students, Staff, plus a conversation with the school leadership team. Participants were asked a series of questions, including common questions across all Focus Groups. For the Parent/Family focus group, grades 6, 10, and 12 were represented, while for the Student Focus Group, students in all grades but 8th were represented.

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[1] Of the full Governing Board of seven members, three members participated, so quorum was not met, and Open Meeting Law was not violated.

In general, the common theme threaded throughout all Focus Groups was the flexibility of the online school, the focus on leadership and learning about leadership, and the positive changes since ending the relationship with the former EMO. Additionally, the following responses developed from each of the following Focus Groups:

Student Focus Group
- Students spoke of the ease and flexibility of the program and the accessibility of teachers. Multiple students identified being able to participate in other activities during the day as a positive feature of the school.
- Several students named not feeling "like we fit the mold" as a concern about the school, saying they don't feel like they fit in. Multiple students named the class presidencies as ineffective and contributing to class bullying, rather than preventing it. They said the cliques of the school are unexpected, and it can be awkward, especially when you're new.
- The majority of students said they are grateful for the school and its approach. Multiple students cited the openness of teachers and discussions in class. They said they felt welcomed to be open. *"Some things can be really hard, but I don't think I'll find a better place. This place is the best for me now,"* said one student.

Staff Focus Group
- Staff spoke of the positive leadership emphasis, for both students and staff; team activities like book clubs and yoga, and the learning opportunities for staff member; and the 1:1 meetings with supervisors to share concerns and continue their growth as positive aspects of their work. Two staff members specifically cited the external professional development opportunities in which leadership allows them to participate, and the opportunities that are aligned to staff members' individualized needs and skills. *"Your efforts feel valued,"* said one staff member.
- Staff members feel there are plenty of resources and resources are allocated appropriately. *"We have so many resources. … You just have to ask,"* said one staff member. This is a positive of the school; other staff members echoed the sentiment.

Governance Board Focus Group
- Board members cited the work around increasing student achievement and getting students where they need to be as the current focus of the school. Said one board member, *"We look at data and growth to ensure progress or to adjust; we're concerned with it all the time."*
- Board members said the biggest challenge they've faced was deciding whether to continue with their EMO, which they ultimately decided against. A board member said it was an 8-month, "very intense" process but ultimately it was made to better ensure student outcomes. They also said enrollment has been a challenge, citing they're growing slower than they hoped but are marketing the school for its fit for students.

Family Focus Group
- Parents generally say the school provides a great experience for their students, and the cite the flexibility, the small class size, and the support for students with special needs as highlights of their experience. They said the school isn't just about the "status quo," and they chose the school for their children because of the smaller classes, the more personalized approach teachers and staff take with their students, and because it's not like the other virtual schools that seem to have too many students in their class. "Students feel valued and their teachers know who they are," said one parent.

- Parents said their children are appropriately challenged in their classes, including through debate, group projects, and leadership opportunities. They also said the opportunity for their children to be more autonomous and accountable for their learning was a positive feature of the school.
- Parents cited the ease and convenience of being able to go into the parent portal to be able to check on their children's progress and academic achievement. Said one parent, *"We can go in at any time to see how Ss are doing. … Grades and curriculum are much more transparent than (traditional) schools."*

V.   OVERALL STRENGTHS OF PROGRAM

1.   Flexibility and approach to meet individual students'/families' needs
Multiple students and parents named the school's flexibility and online mission as a key feature of the school and their reason for being there. Parents spoke openly of being grateful for this type of model, and they specifically cited the small class sizes (as compared to other online options), the caring and kind teachers who know their students, and the ease of the school, in general, as their reasons for enrolling their children and keeping them enrolled. Students identified the openness and approachability of teachers, as well as their support as highlights of their experience at LAN.

2.   Transition to independence allows for flexibility and focus on mission
Multiple staff and board members cited the recent decision to severe ties with the EMO as a positive decision for the sake of the school. Both staff and governance team members said it allow the school to better address students' needs, implement curriculum that is more aligned to Nevada state standards, and

VI.   RECOMMENDATIONS/ACTION ITEMS

1. Increase rigor and higher-level questioning
In multiple observations, students were disengaged, non-participatory, and/or off-task in the discussion, be it in the chat box or verbally. In the focus groups, students said that while they feel challenged in their classes, they're not particularly engaged. This was in part due to perceived cliques and, what students identified as, an ineffective class president approach, as well as limited comfort within the class. In multiple observations, the team observed teachers making connections to real-life application, which is higher-level questioning, but for the most part, the questioning was low-level DOK and Bloom's with limited discussion and engagement – both verbal and in the chat box – and almost always teacher-driven discussions rather than student-driven. A shift in who is engaging in the conversations, as well as the substantial nature of the discussions, will shift the 'lift' to students and allow for more student-driven learning.

ACTION ITEM
Collectively review the DOK levels and/or Blooms' Taxonomy to push for higher-level, more rigorous questioning throughout all grade levels. Encourage teachers to craft questions, related to the instructional delivery and mastery of objective, as part of the lesson planning process so that teachers may be intentional in their questioning of students to informally assess understanding. Coach and develop teachers to 'let go' of leading the questioning and discussions, and rather work with them to feel comfortable with allowing students to facilitate their own, grade-level appropriate conversations that speak to and provide engagement with the lesson's content. Develop an approach – be it written in the chat box or verbal – that allows students to be more focused on the

discussion and content so that they are engaged and consider eliminating off-topic conversations and messaging in the chat box during guided instruction.

2. Reassess student culture

While one student said she disagreed with her peers' comments (but understood their perspective and was respectful in her contribution to the conversation), the consensus from students in the focus group was that while they love the school's approach to learning and its flexibility, they don't often feel like they fit in. Students in online schools, especially those in this focus group, often have very specific reasons for unenrolling in traditional, brick and mortar schools. They don't feel comfortable with their peers; they're in rural communities with limited access or burdensome travel times to school; and/or they have other factors (i.e., medical needs) for which online schooling is a better fit. As the students in this focus group discussed, they often feel like they don't fit in in traditional environments, and the majority of them said they often feel like they don't fit in with 'cliquey' peer groups in their current classes.

ACTION ITEM

Re-evaluate the 'mold' of the school as related to culture to ensure full inclusion for all students. Survey students specifically about the culture and climate within the school's model, and assess through multiple lens' – students, staff, and families – key components of the school's approach to cultures. The 'class presidencies' were specifically named by a majority of students as an ineffective feature of their classes. Given the school's emphasis on leadership, which was identified and appreciated by multiple stakeholders in focus group, this may be an opportunity for students to take lead and create a revised approach to cultural to ensure its strengthened.

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 C

STATE OF NEVADA

BRIAN SANDOVAL
Governor

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

VIA UNITED STATES POSTAL SERVICE
AND ELECTRONIC MAIL

October 19, 2018

Valerie Blake, Board Chair
Leadership Academy of Nevada
7495 West Azure Drive
Las Vegas, Nevada 89130
valerie@lanv.org

Re: Notice of Concern Due to Academic Underperformance

Dear Ms. Blake:

As you are aware, Leadership Academy of Nevada's middle school program received a two-star rating under the Nevada Department of Education's Nevada School Performance Framework for the 2017-2018 school year. As you are also aware, the State Public Charter School Authority voted at its September 28, 2018 Board meeting to issue a Notice of Concern based on the foregoing academic underperformance.

This Notice of Concern serves as a reminder that the Charter School Performance Framework, which is incorporated into Leadership Academy's Charter School Contract, is meant to provide charter school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time ensuring charter school autonomy. Under the Charter School Performance Framework, a Notice of Concern represents Level 1 in the Authority's Intervention Ladder. Please note that Level 2 in the Intervention Ladder is a Notice of Breach, and that a State Public Charter School Authority-sponsored public charter school entering Level 3 of the Authority's Intervention Ladder may result in Charter School Contract termination proceedings being initiated under NRS 388A.330.

Please note that at this time, no specific actions on the part of Leadership Academy, including the submission of an academic improvement plan, are being requested by the Authority.

However, we note here that both the SPCSA and the Department will closely scrutinize the annual School Performance Plan that Leadership Academy is required to submit.

Finally, please note that Leadership Academy's charter school contract will expire at the end of the 2019-2020 school year. As a result, Leadership Academy may be eligible to apply for renewal of its charter school contract in the Fall of 2019. Note that continued academic underperformance may result in a recommendation from the State Public Charter School Authority staff not to renew Leadership Academy's charter school contract, or a decision by the State Public Charter School Authority Board to not renew Leadership Academy's charter school contract.

The SPCSA believes strongly in a quality public school of choice for every Nevada child. We hope that Leadership Academy will join us by improving its academic performance, thereby increasing the number of high-quality SPCSA-sponsored charter schools.

Sincerely,

Ryan Herrick
General Counsel, State Public Charter School Authority

cc: Bryon Richardson, Executive Director, Leadership Academy of Nevada
        Jason Guinasso, Chair, State Public Charter School Authority
        Patrick Gavin, Executive Director, State Public Charter School Authority
        Mark Modrcin, Director of Authorizing, State Public Charter School Authority
        (*via electronic mail*)