

# STATE PUBLIC CHARTER SCHOOL AUTHORITY



2023 Renewal Report for  
Nevada Virtual Academy  
*Per [NRS 388A.285](#) and [NAC 388A.415](#)*

Issued June 30, 2023

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## 1. **School Overview**

- a. Address:
  - i. 8645 South Eastern Avenue Suite 100 Las Vegas, NV 89123
  
- b. Campus Location and Enrollment Cap:
  - i. Clark County
  - ii. 2023-2024 Enrollment Cap: 2,100
  
- c. Governing Board Members<sup>1</sup>
  - i. President – Samantha Morris
  - ii. Vice President – Shannon Barry
  - iii. Treasurer – Shannon Dangel
  - iv. Member – Jordan Sommaggio
  - v. Member – Vacant
  - vi. Member – Vacant
  - vii. Member – Vacant

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<sup>1</sup> Board Member information based on Epicenter Board Center

d. Academic Data Overview - NRS 388A.285(1)(a)<sup>2</sup>

The following data were compiled from the ratings generated by the Nevada Department of Education (NDE) under the Nevada State Performance Framework (NSPF) during the current charter term.

School Year	NSPF Rating <sup>3</sup>
2019 – 2020	Nevada Virtual Academy - Middle School: 3 stars - High School: 3 stars
2020 – 2021	Nevada Virtual Academy - Middle School: 3 stars - High School: 3 stars
2021 – 2022 Index Score	Nevada Virtual Academy - Middle School: 42.0 - High School: 53.5

SPCSA Academic Performance Framework Rating<sup>4</sup>

Campus	2021-22 SPCSA Academic Framework Score	2021-22 SPCSA Academic Framework Rating
NVVA MS	37.2	DOES NOT MEET STANDARD
NVVA HS	44.1	DOES NOT MEET STANDARD

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

<sup>3</sup> Due to COVID-19, the Nevada Department of Education (NDE) did not calculate Nevada School Performance Framework (NSPF) school ratings for the 2019-20 or 2020-21 school years and instead applied NSPF school ratings from the 2018-2019 school year to both the 2019-20 and 2020-21 school years.

<sup>4</sup> The Nevada Department of Education (NDE) calculated NSPF index scores for the 2021-22 school year but did not calculate corresponding star ratings (shown as N/A). 2021-22 NSPF details and rules can be found at: <http://nevadareportcard.nv.gov/DI/MoreDownload?filename=Nevada%20School%20Performance%20Framework%20Manual%202021-22%20School%20Year.pdf>

4-Year Graduation Rate (if applicable)

<b>Class of</b>	<b>Percent Students Graduating in 4 Years</b>
2019 – 2020	88.7%
2020 – 2021	86.2%
2021 – 2022	86.0%

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

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

<b>Year</b>	<b>Findings &amp; Framework Results</b>
2019 – 2020	Notice of Concern Issued
2020 – 2021	Meets the Standard
2021 – 2022	Meets the Standard

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

<b>Year</b>	<b>Findings &amp; Framework Results</b>
2019 – 2020	Meets Standard
2020 – 2021	Meets Standard
2021 – 2022	Meets Standard

g. Enrollment History

The following grade count and student group enrollment rate data are from the NDE October 1 validation day for the last five school years, or the years within the current charter contract.

To protect student privacy, rates associated with FRL, IEP, and ELL populations less than 10 students are displayed with an asterisk (\*), and extreme values less than 5 or greater than 95 percent are shown as <5.0 and >95.0, respectively. N/A indicates the population did not exist.

<b>Total Enrollment (Number of Students) Across All Existing Campuses</b>				
<b>Grade</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Pre-K	0	0	0	0
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	120	272	153	137
7	187	360	307	273
8	251	427	408	405
9	185	304	327	344
10	246	306	291	378
11	246	306	294	378
12	226	212	247	238
<b>Total</b>	<b>1461</b>	<b>2187</b>	<b>2027</b>	<b>2153</b>

*Nevada Virtual Academy Combined*

<b>Year</b>	<b>Total Enrollment</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>H</b>	<b>I</b>	<b>M</b>	<b>P</b>	<b>FRL</b>	<b>IEP</b>	<b>ELL</b>
2019-20	1461	5.0	15.0	44.4	31.9	1.0	0.0	2.3	53.4	11.7	*
2020-21	2187	4.7	18.9	43.1	28.7	0.7	1.3	2.3	62.5	11.1	*
2021-22	2027	5.4	21.5	37.2	31.9	1.1	0.0	2.6	56.7	11.4	*
2022-23	2153	5.0	22.8	32.6	35.1	0.8	0.2	3.2	57.3	12.3	*

- A – Asian
- B – Black
- C – Caucasian
- H – Hispanic
- I – American Indian/Alaskan Native
- M – Two or more races
- P – Pacific Islander
- FRL – A student who qualifies for Free or Reduced-Price Lunch
- IEP – Individualized Education Plan – A student with a disability/special education student
- ELL – English Language Learner

<b>2022-23 Student Group Enrollment Rates for State, SPCSA, and Local County School District</b>			
<b>Entity</b>	<b>FRL</b>	<b>IEP</b>	<b>ELL</b>
<b>State of Nevada</b>	80.6	12.8	13.5
<b>SPCSA</b>	46.4	9.8	9.2

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

The Authority Board has issued the following Notices to Nevada Virtual Academy during the current charter term.

h. Academic

The Authority Board has not issued any Academic Notices to Nevada Virtual Academy.

i. Financial

The Authority Board issued a Financial Notice of Concern to Nevada Virtual Academy on February 12, 2021. This is attached as Appendix E.

j. Organizational

The Authority Board has not issued any Organizational Notices to Nevada Virtual Academy

k. Site Evaluations

SPCSA staff has not identified deficiencies during a site evaluation at Nevada Virtual Academy

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



### **3. Summary of Overall Performance**

Nevada Virtual Academy (NVVA) currently offers instruction at the middle and high school levels statewide virtually. According to the NSPF ratings for the 2018 – 2019 school year, the middle and high school programs each were rated as 3-stars. The middle school and high school did not meet standards on the 2021-2022 SPCSA Academic Performance Framework. If NSPF ratings were issued for the 2021-2022 school year, the middle school would have been rated 2-star and the high school would have been rated 3-star.

As noted in the NSPF guidance document, a 2-star middle school program 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. Additionally, a 3-star high 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. A copy of the NSPF reports for NVVA are included as Appendix A within this report. A copy of the SPCSA Academic Performance Framework reports are attached as Appendix B in this report

With regard to the financial performance and viability of the school, staff finds that NVVA has exhibited adequate financial performance over the current charter term. While the SPCSA did issue a Notice of Concern to the school for the 2019-2020 school year, the school has since made improvement and the Authority rescinded this Notice during its February 15, 2022 board meeting. NVVA was found to ‘Meet the Standards’ on the SPCSA Financial Framework for the 2020 – 2021 and 2021 – 2022 school years. Copies of these results can be found as Appendix F.

The organizational health and performance of the school has been strong over the current charter term. Nevada Virtual Academy was found to be ‘Meeting Standards’ for the, 2019 – 2020, 2020 – 2021, and 2021 – 2022 school years according to the SPCSA Organizational Framework. Copies of these results can be found as Appendix G within this report.

Finally, SPCSA staff has conducted 2 site evaluations for Nevada Virtual Academy during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including that NVVA implements data-based decision making. NVVA employs a data coordinator, who analyzes the interim assessment to inform considerations for instructional and curricular decisions. Assessment data is utilized to frame co-planning, break out groups, and blended learning in small groups. NVVA staff makes data-based decisions for specialized populations and push-in services. Students at NVVA can access the curriculum and assignments seven days a week and can work from different locations as needed. Students shared that they have access to the curriculum online and can go back to review content anytime. Additionally, teachers at NVA provide additional support to students virtually and in person. SPCSA staff notes that due to the shorter term of NVVA’s most-recent charter contract, SPCSA staff has preliminarily scheduled a site evaluation for NVAA during September 2023. The SPCSA staff expects this evaluation to be included as part of the renewal recommendation for later in the fall of 2023. Copies of NVVA site evaluations can be found as Appendices C and D in this report.

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

Applicants for renewal will receive an application template to populate and submit to Authority staff between October 1 – October 15, 2023<sup>5</sup>. This template will be provided to schools no later than July 31, 2023.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision but the SPCSA Board will not give weight to such materials or testimony related to any contemplated changes during the renewal process. The inclusion of amendment materials will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application. Failure to submit the agenda and draft minutes showing a school board's approval will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

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<sup>5</sup> NRS 388A.285(3)

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

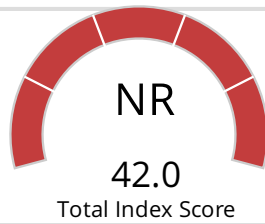
As stated on the previous page, renewal decisions for schools operating under charter contracts are based on historic academic, organization, and financial performance data as evidenced by both the Nevada School Performance Framework as well as the SPCSA Performance Framework. Historical anecdotes or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

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

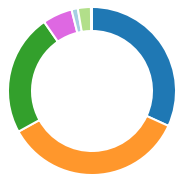
Finally, it is noteworthy that SB 451 from the 80th Legislative Session (2019), now codified in NRS 388A285(6) allows the Authority to renew charter schools for variable lengths, from three to ten years. If a school is recommended for renewal, SPCSA staff will generally recommend a six-year term for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

# Appendix A

**School Level:** Middle School  
**Grade Levels:** 06-12  
**District:** State Public Charter School Authority  
**School Address:** 4801 S. Sandhill Rd. Las Vegas, NV 89121



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



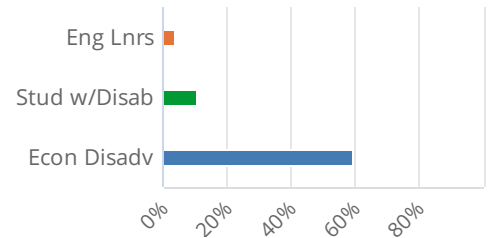
### Student Race/Ethnicity

35.0%	White
23.3%	Bl/Afr Am
31.7%	Hisp/Latino
5.7%	Asian
1.2%	Am Ind/AK Nat
2.5%	Pac Isl
0.2%	Two or More

### School Performance History

School Year	Index Score/Star Rating
2020-2021	61.5 ★★★★★
2019-2020	61.5 ★★★★★

### Additional Student Groups



## What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

## How are school star ratings determined?

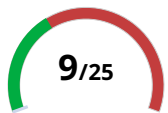
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

## How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

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

## 2021-2022 School Performance



### Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	31.7	46.6
Math Proficiency	16.8	36.5
ELA Proficiency	44.7	57.3
Science Proficiency	35.6	44.9



### Student Growth Indicator

Measure	School Median	District Median
Math MGP	35.0	56.0
ELA MGP	47.0	55.0

	School Rate	District Rate
Met Math AGP Target	19.2	40.8
Met ELA AGP Target	45.7	60.4



### English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	16.6	21.6



### Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	7.0	23.5
Prior Non-Proficient Met ELA AGP Target	25.0	38.0



### Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	18.5
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	87.7	91.1
Climate Survey Participation	82.0	N/A

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

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

**Pooled Proficiency**

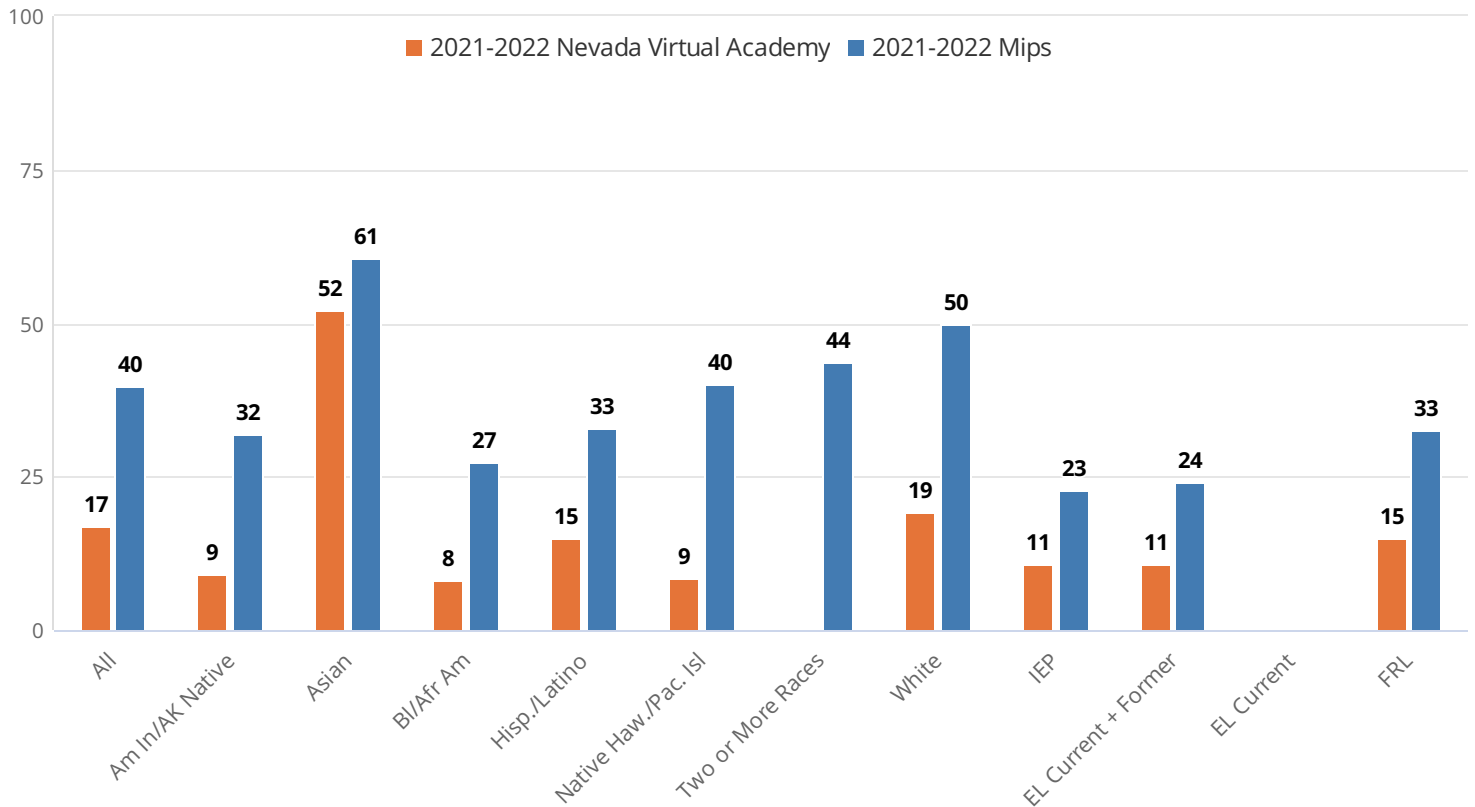
**Pooled Proficiency Points Earned: 9/25**

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	31.7	46.6		

**Math Proficient**

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	16.8	36.5	39.7			
American Indian/Alaska Native	9.0	36.3	31.9			
Asian	52.2	62.7	60.6			
Black/African American	8.2	18.2	27.3			
Hispanic/Latino	14.9	26.4	32.8			
Pacific Islander	8.6	28.3	40.1			
Two or More Races	-	41.8	43.6			
White/Caucasian	19.3	48.1	49.8			
Special Education	10.6	9.7	22.7			
English Learners Current + Former	10.6	20.1	24.2			
English Learners Current	<5	7.6				
Economically Disadvantaged	15.0	23.9	32.7			

**Math Assessments  
% Proficient**



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

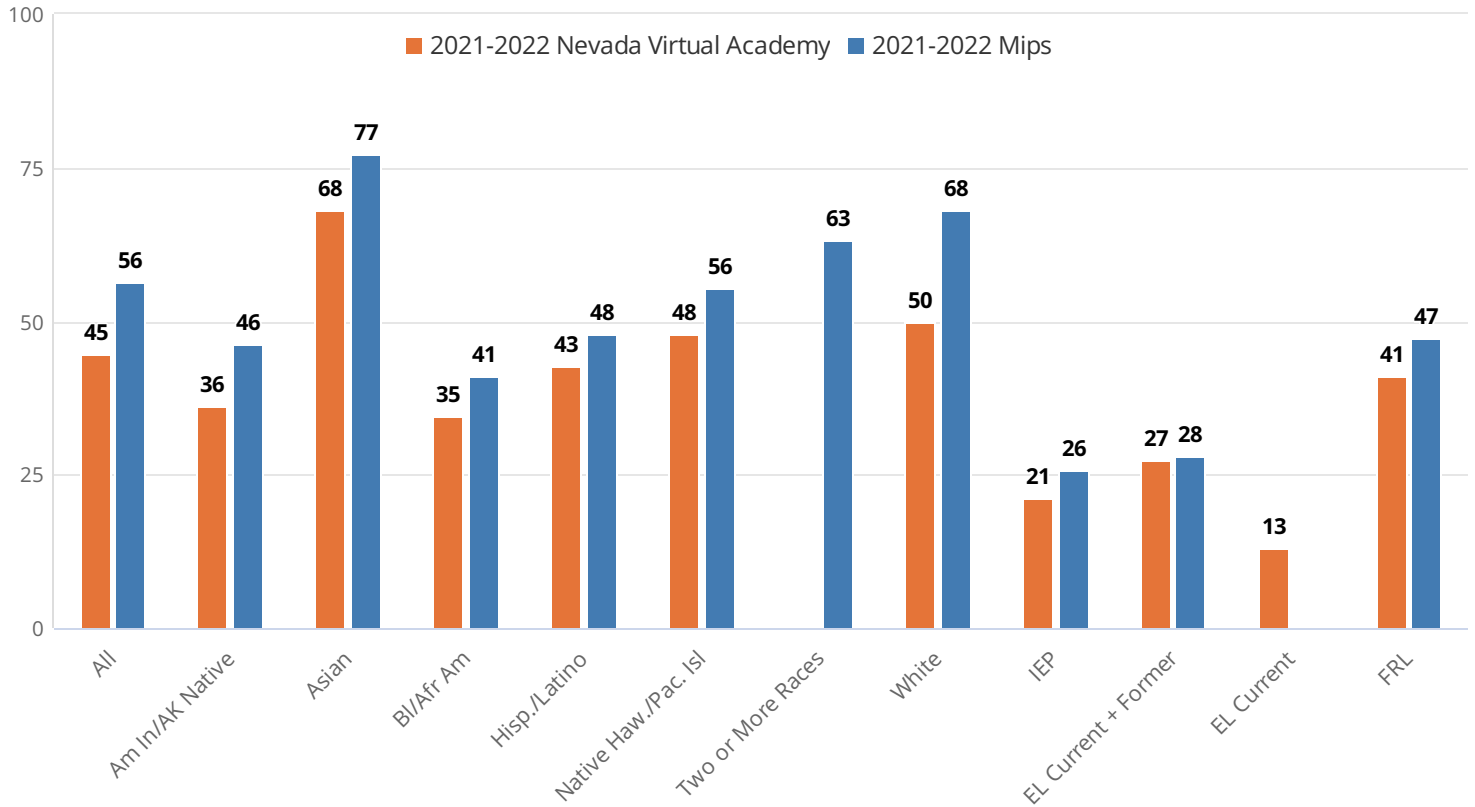


**Academic Achievement**

**ELA Proficient**

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	44.7	57.3	56.4			
American Indian/Alaska Native	36.3	53.7	46.3			
Asian	68.1	79.0	77.1			
Black/African American	34.6	41.1	40.9			
Hispanic/Latino	42.7	48.2	47.9			
Pacific Islander	47.8	53.3	55.5			
Two or More Races	-	64.6	63.2			
White/Caucasian	49.8	67.2	68			
Special Education	21.3	18.0	25.8			
English Learners Current + Former	27.4	38.8	28.1			
English Learners Current	13.1	16.7				
Economically Disadvantaged	40.9	45.9	47.1			

**ELA Assessments  
% Proficient**



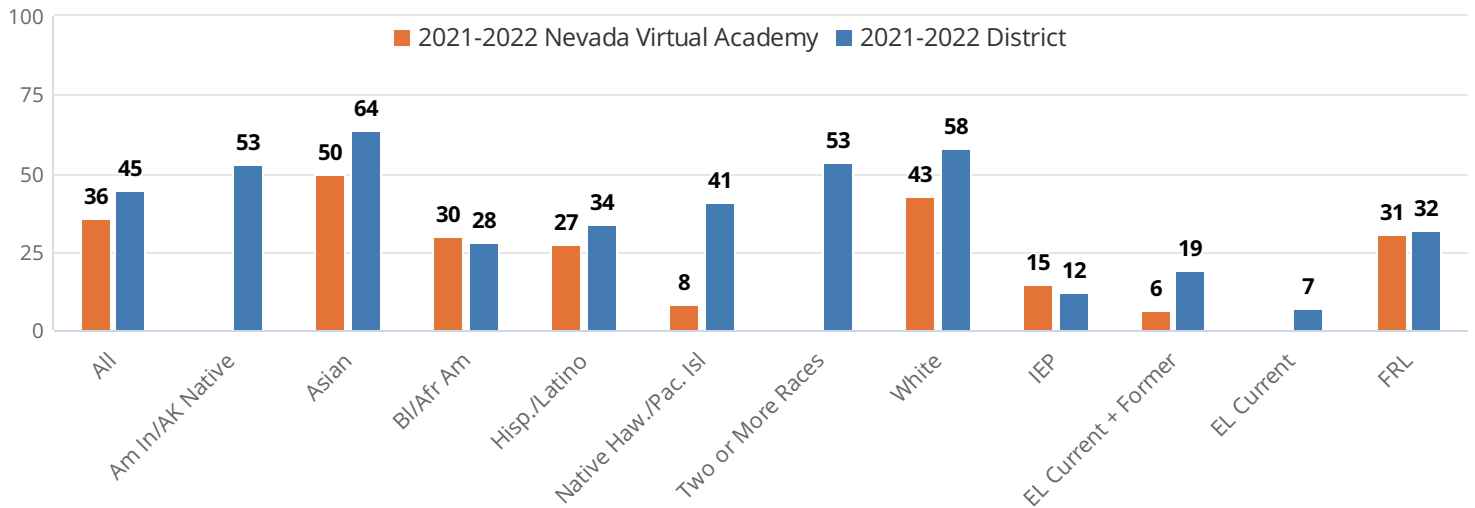


**Academic Achievement**

**Science Proficient**

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	35.6	44.9		
American Indian/Alaska Native	-	52.6		
Asian	50.0	63.9		
Black/African American	30.2	28.3		
Hispanic/Latino	27.3	33.7		
Pacific Islander	8.3	40.5		
Two or More Races	-	53.3		
White/Caucasian	42.9	57.8		
Special Education	14.8	12.0		
English Learners Current + Former	6.4	19.4		
English Learners Current	<5	6.9		
Economically Disadvantaged	30.5	31.9		

**Science Assessments  
% Proficient**



**Participation on State Assessments**

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

**Participation Penalty:**

**Yellow indicates 95% participation requirement not met.**

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	>=95%	>=95%		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	>=95%	>=95%		
Two or More Races	-	-		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	>=95%	>=95%		
Economically Disadvantaged	>=95%	>=95%		





## Student Growth

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

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

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

## MGP Growth Data

## Math MGP Points Earned: 2/10

## ELA MGP Points Earned: 4/10

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	35.0	56.0	47.0	55.0				
American Indian/Alaska Native	-	53.5	-	55.5				
Asian	32.5	61.0	43.5	61.0				
Black/African American	33.0	52.0	50.0	54.0				
Hispanic/Latino	36.0	54.0	46.5	54.0				
Pacific Islander	21.5	53.5	52.5	55.0				
Two or More Races	-	57.0	-	55.0				
White/Caucasian	34.5	57.0	48.5	56.0				
Special Education	44.0	44.0	41.0	43.0				
English Learners Current + Former	33.0	54.0	44.0	54.0				
English Learners Current	31.5	50.0	43.0	51.0				
Economically Disadvantaged	34.5	54.0	51.0	55.0				

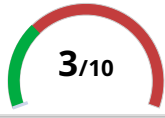
## AGP Growth Data

## Math AGP Points Earned: 1.5/5

## ELA AGP Points Earned: 2.5/5

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	19.2	40.8	45.7	60.4				
American Indian/Alaska Native	-	37.5	-	64.2				
Asian	46.1	63.7	61.5	77.2				
Black/African American	11.8	24.7	36.5	49.7				
Hispanic/Latino	15.4	31.4	44.0	52.7				
Pacific Islander	7.1	36.8	42.8	59.5				
Two or More Races	-	43.8	-	65.6				
White/Caucasian	23.5	50.7	50.0	67.2				
Special Education	12.7	12.9	23.9	26.3				
English Learners Current + Former	10.8	25.2	25.6	45.5				
English Learners Current	<5	12.6	16.6	28.2				
Economically Disadvantaged	17.5	29.9	45.1	51.8				

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



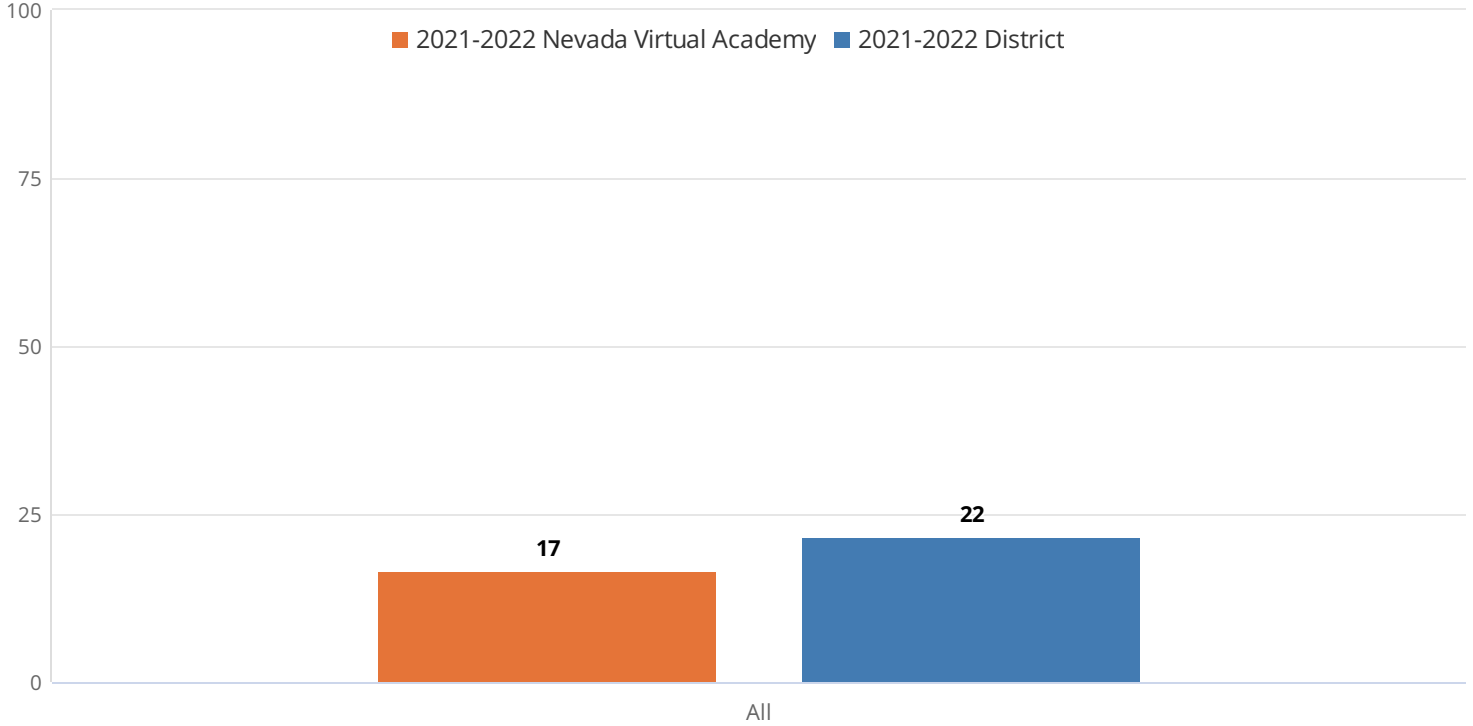
**English Language**

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

**English Language Points Earned: 3/10**

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	24	16.6	21.6			

**% English Learners Meeting AGP on WIDA**



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



## Closing Opportunity Gaps

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

Groups	Math AGP Points Earned: 1/10				ELA AGP Points Earned: 5/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	7.0	23.5	25.0	38.0				
American Indian/Alaska Native	-	25.0	-	52.0				
Asian	14.2	38.5	9.0	51.3				
Black/African American	8.0	16.6	23.4	33.6				
Hispanic/Latino	5.6	20.3	26.8	35.8				
Pacific Islander	<5	24.8	36.3	44.5				
Two or More Races	-	24.1	-	42.9				
White/Caucasian	7.8	28.8	23.8	40.2				
Special Education	8.8	7.8	17.5	19.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	<5	11.3	13.0	24.4				
Economically Disadvantaged	7.0	19.7	26.6	35.0				



**Student Engagement**

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

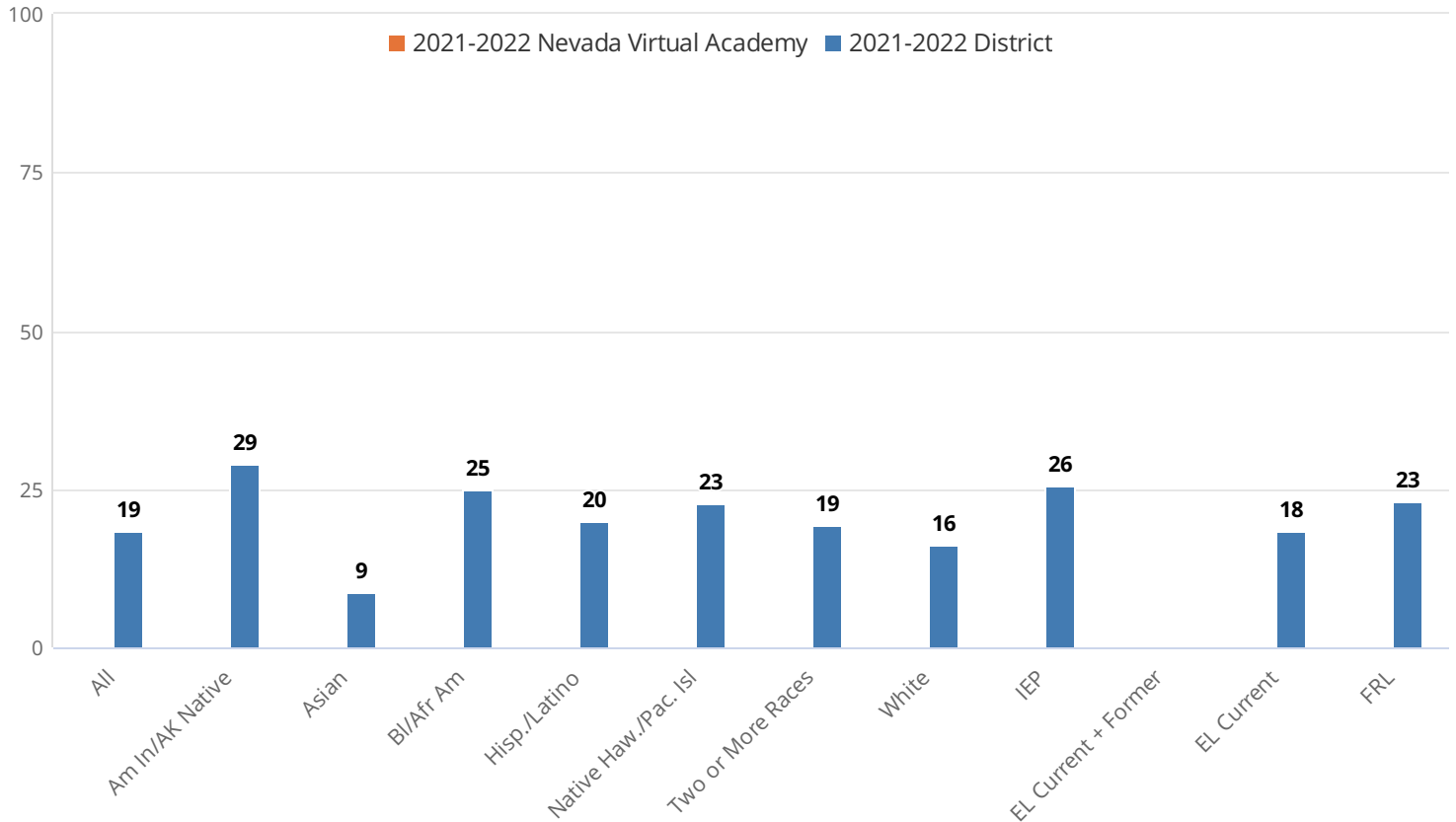
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 10/10**

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	<5	18.5		
American Indian/Alaska Native	<5	28.9		
Asian	<5	8.7		
Black/African American	<5	24.9		
Hispanic/Latino	<5	19.9		
Pacific Islander	<5	22.7		
Two or More Races	-	19.4		
White/Caucasian	<5	16.1		
Special Education	<5	25.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	<5	18.3		
Economically Disadvantaged	<5	23.1		

Reducing Chronic Absenteeism by 10% bonus points: NA

**Chronic Absenteeism Rate (%)**





**Student Engagement**

**Academic Learning Plans**

**Academic Learning Plans Points Earned 2/2**

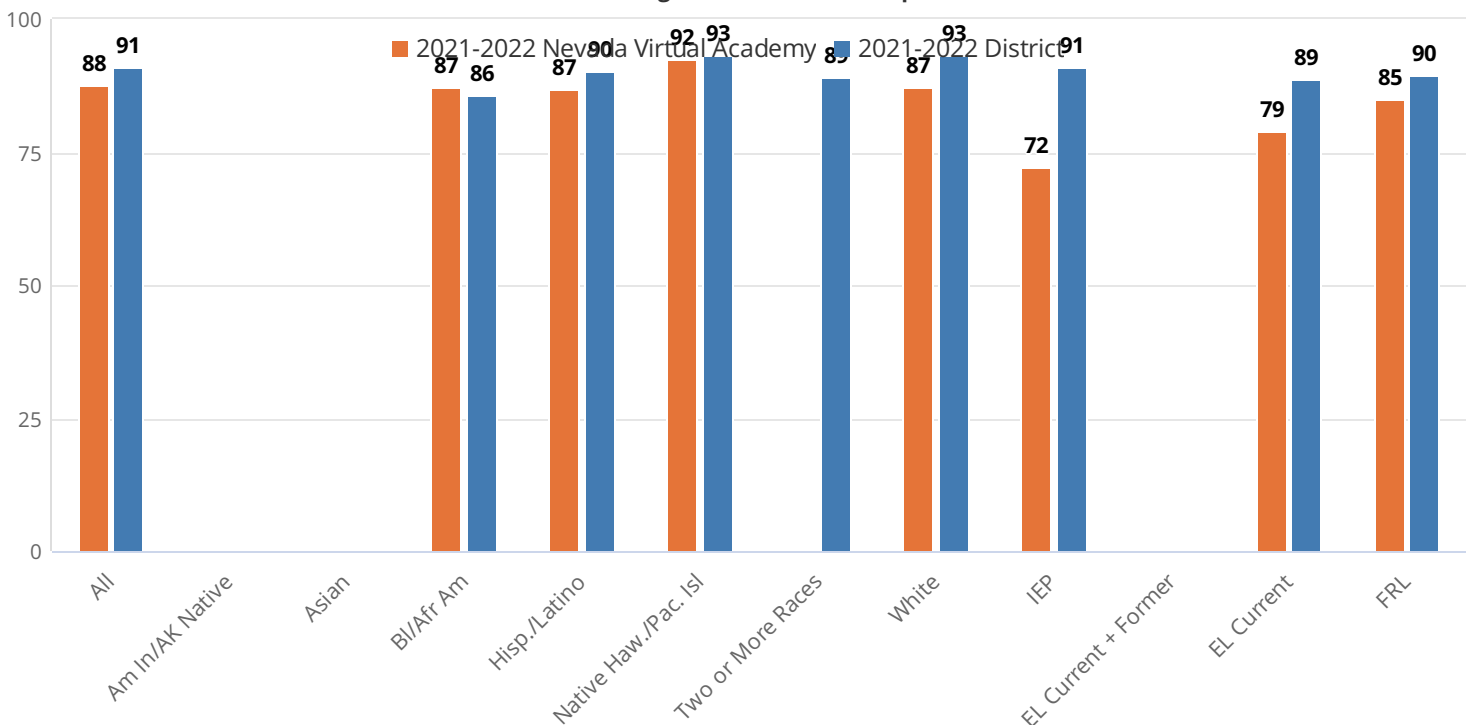
Groups	2022 % Academic Learning Plans	2022 % District	2021 % Academic Learning Plans	2021 % District
All Students	>95	>95		
American Indian/Alaska Native	>95	>95		
Asian	>95	>95		
Black/African American	>95	>95		
Hispanic/Latino	>95	>95		
Pacific Islander	>95	>95		
Two or More Races	-	>95		
White/Caucasian	>95	>95		
Special Education	>95	>95		
English Learners Current + Former	N/A	N/A		
English Learners Current	>95	>95		
Economically Disadvantaged	>95	>95		

**NAC 389.445 Credit Requirements**

**NAC 389.445 Credit Requirements Points Earned 2/3**

Groups	2022 % Credit Requirements Met	2022 % District	2021 % Credit Requirements Met	2021 % District
All Students	87.7	91.1		
American Indian/Alaska Native	-	>95		
Asian	>95	>95		
Black/African American	87.2	85.9		
Hispanic/Latino	86.7	90.3		
Pacific Islander	92.3	93.3		
Two or More Races	-	89.2		
White/Caucasian	87.4	93.3		
Special Education	72.2	91.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	78.9	88.7		
Economically Disadvantaged	84.9	89.5		

**% of Students Meeting 8th Grade Credit Requirements**



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





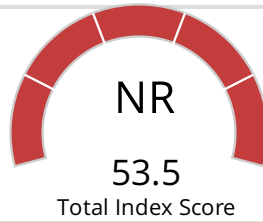
An additional requirement to exit a TSI/ATSI designation is that the school must not meet the ATSI designation criteria—one or more subgroups not meeting performance levels representative of CSI schools on one or more Measures—during each of the two years prior to the exit evaluation. The table below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

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

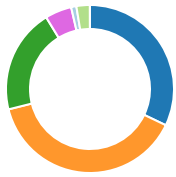
Schools that do not meet the requirements for exiting the TSI/ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school.



*School Level:* High School  
*Grade Levels:* 06-12  
*District:* State Public Charter School Authority  
*School Address:* 4801 S. Sandhill Rd. Las Vegas, NV 89121



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



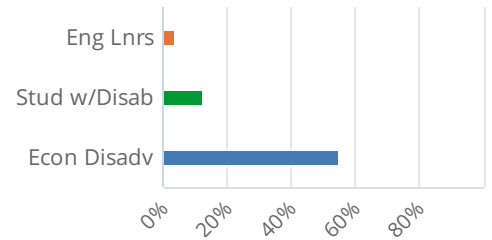
### Student Race/Ethnicity

38.9%	White
20.1%	Bl/Afr Am
32.0%	Hisp/Latino
5.1%	Asian
1.0%	Am Ind/AK Nat
2.6%	Pac Isl
0.0%	Two or More

### School Performance History

School Year	Index Score/Star Rating
2020-2021	53.0 ★★☆☆
2019-2020	53.0 ★★☆☆

### Additional Student Groups



## What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

## How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

## How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

### 2021-2022 School Performance



### Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	9.9	25.2
ELA Proficiency	34.3	54.3
Science Proficiency	35.3	31.6



### Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	86.2	86.8
5-Year	89.6	87.0



### English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	5.8	14.1



### College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	63.1	71.5
Post-Secondary Preparation Completion	14.1	48.4
Advanced or CCR Diploma	28.6	47.6

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2020-2021.



### Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	87.6	93.0
Chronic Absenteeism	<5	17.9
Climate Survey Participation	79.0	N/A



**Academic Achievement**

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

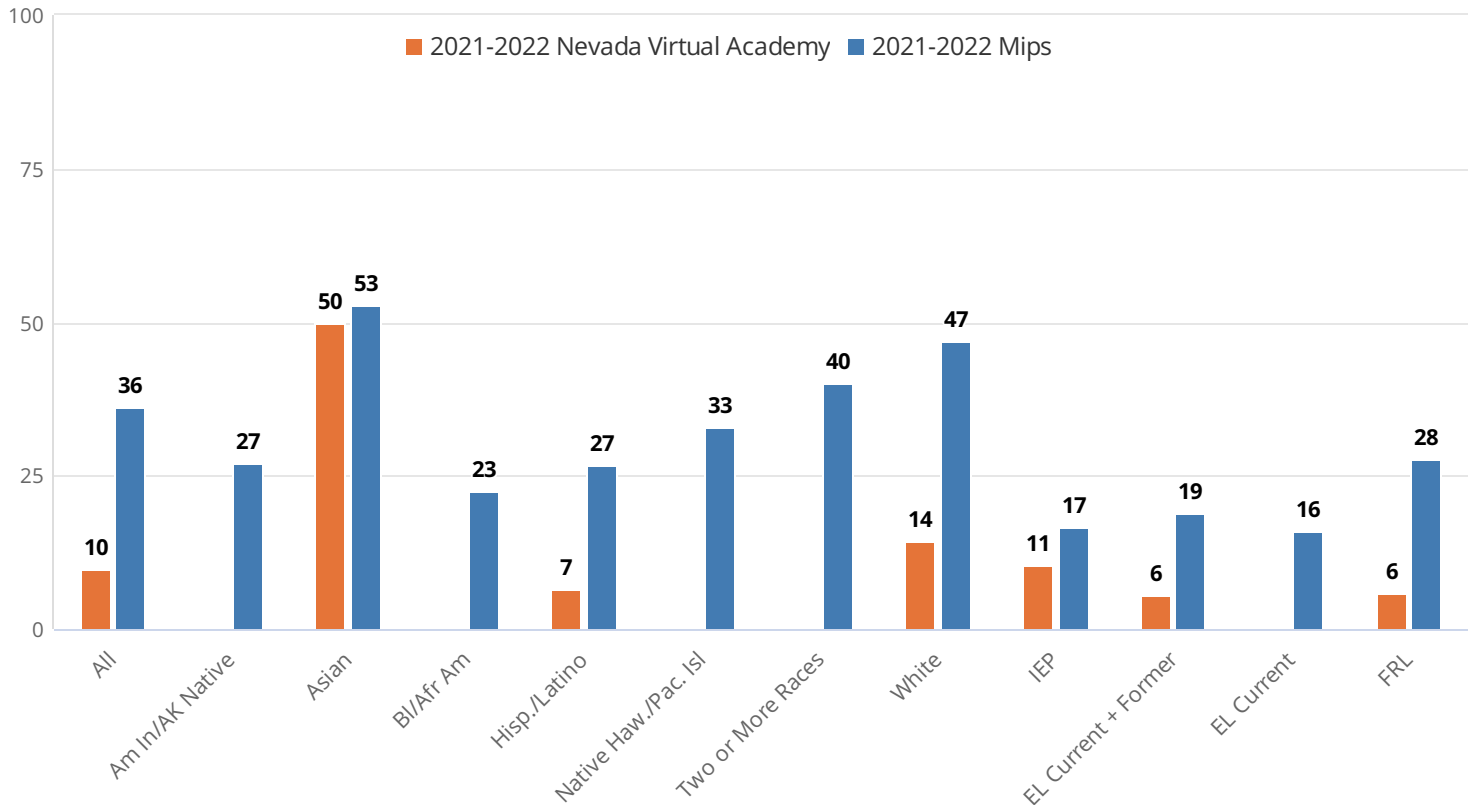
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math Proficient**

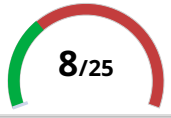
**Math Proficient Points Earned: 1.5/10**

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	9.9	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	50.0	55.1	52.76			
Black/African American	<5	10.2	22.5			
Hispanic/Latino	6.5	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	-	31.9	40.11			
White/Caucasian	14.4	33.8	47.04			
Special Education	10.5	6.6	16.76			
English Learners Current + Former	5.5	<5	18.8			
English Learners Current	<5	<5	16.04			
Economically Disadvantaged	5.8	14.6	27.8			

**Math Assessments  
% Proficient**



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



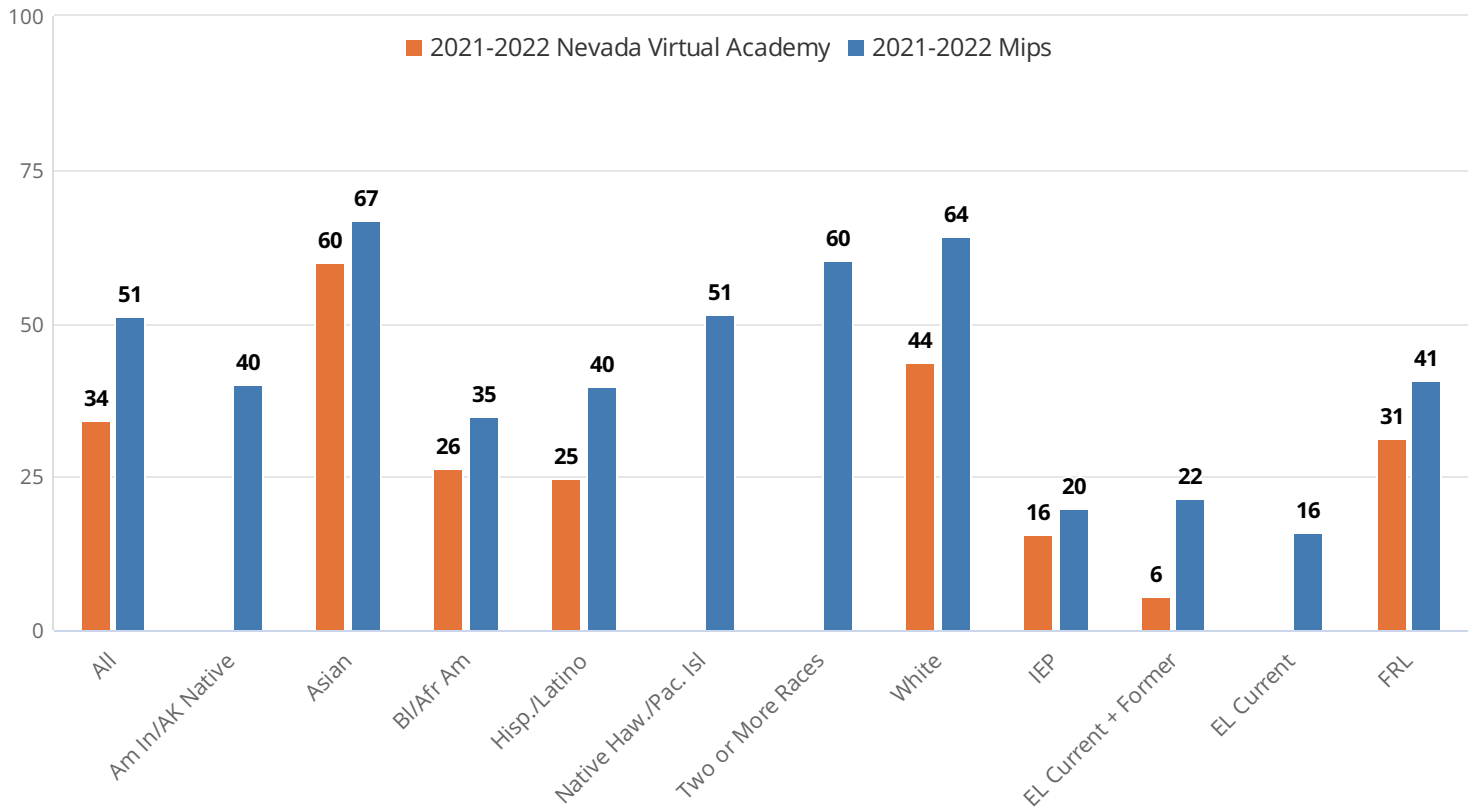
**Academic Achievement**

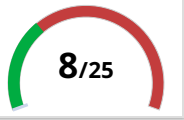
**ELA Proficient**

**ELA Proficient Points Earned: 3.5/10**

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	34.3	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	60.0	78.7	66.85			
Black/African American	26.3	40.6	34.82			
Hispanic/Latino	24.7	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	-	60.5	60.16			
White/Caucasian	43.5	65.7	64.14			
Special Education	15.7	16.5	19.92			
English Learners Current + Former	5.5	12.5	21.64			
English Learners Current	<5	9.2	15.98			
Economically Disadvantaged	31.3	43.4	40.77			

**ELA Assessments  
% Proficient**





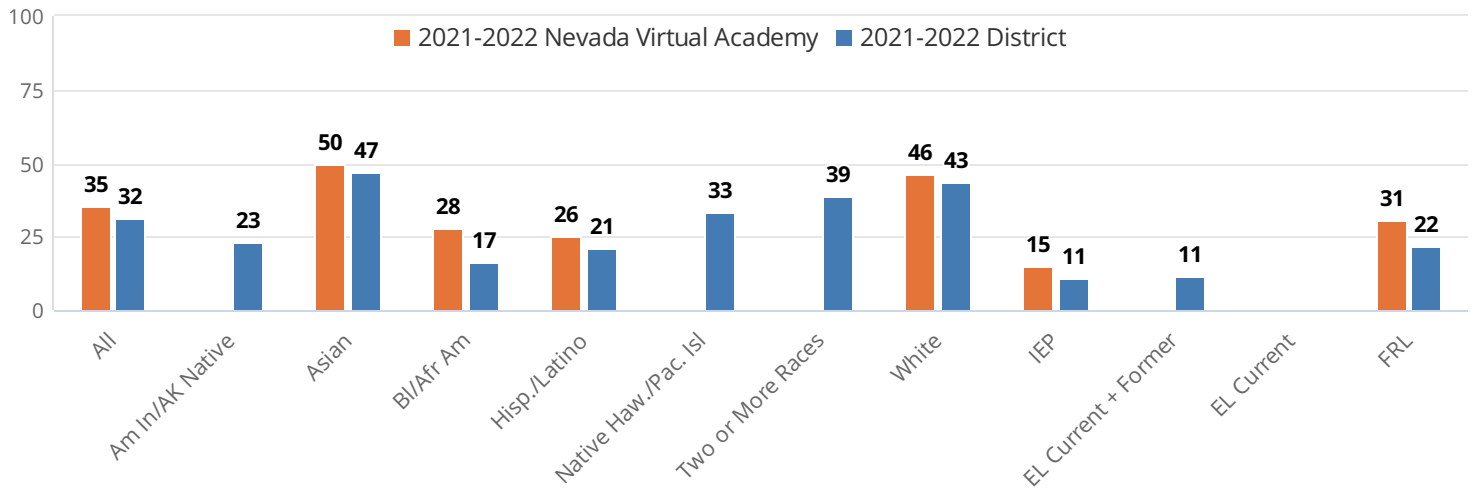
**Academic Achievement**

**Science Proficient**

**Science Proficient Points Earned: 3/5**

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	35.3	31.6		
American Indian/Alaska Native	-	23.0		
Asian	50.0	46.9		
Black/African American	28.0	16.5		
Hispanic/Latino	25.5	21.0		
Pacific Islander	-	33.3		
Two or More Races	-	39.1		
White/Caucasian	46.2	43.2		
Special Education	14.8	10.8		
English Learners Current + Former	-	11.4		
English Learners Current	-	<5		
Economically Disadvantaged	30.9	22.1		

**Science Assessments  
% Proficient**



**Participation on State Assessments**

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

**Participation Penalty:**

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	-	-		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=95%	>=95%		

Yellow indicates 95% participation requirement not met.



**Graduation Rates**

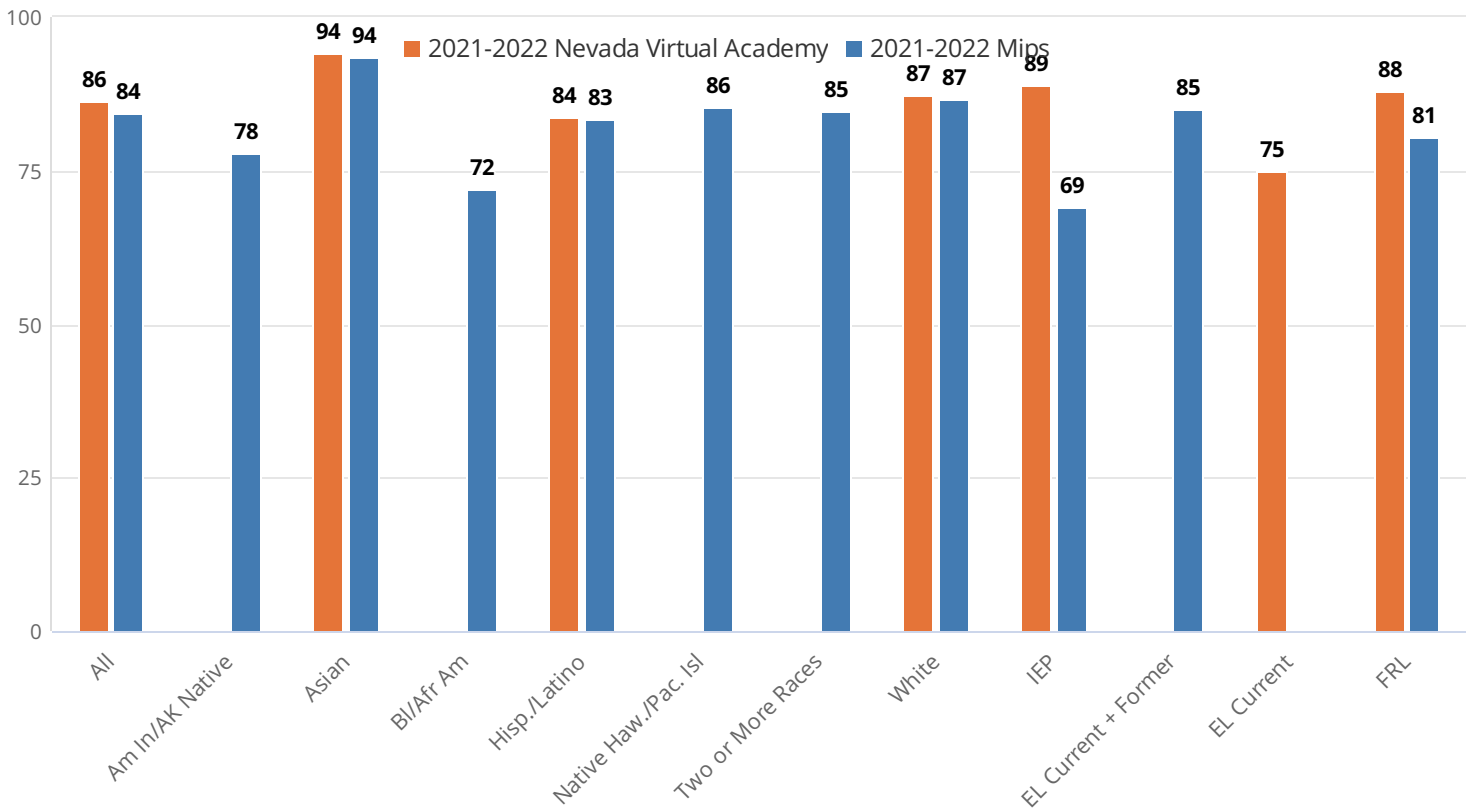
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are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

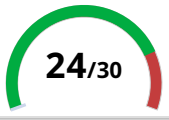
**4-Year ACGR Data**

**4-Year ACGR Points Earned: 20/25**

Groups	2021			2020		
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	86.2	86.8	84.3			
American Indian/Alaska Native	-	93.7	77.9			
Asian	94.1	95.0	93.5			
Black/African American	>95	79.7	71.9			
Hispanic/Latino	83.7	83.2	83.3			
Pacific Islander	-	86.1	85.5			
Two or More Races	-	87.8	84.7			
White/Caucasian	87.3	90.5	86.8			
Special Education	88.8	74.4	69.1			
English Learners Current + Former	N/A	N/A	85.1			
English Learners Current	75.0	73.3				
Economically Disadvantaged	87.9	81.2	80.6			

**Graduation Rates  
4-Year ACGR**





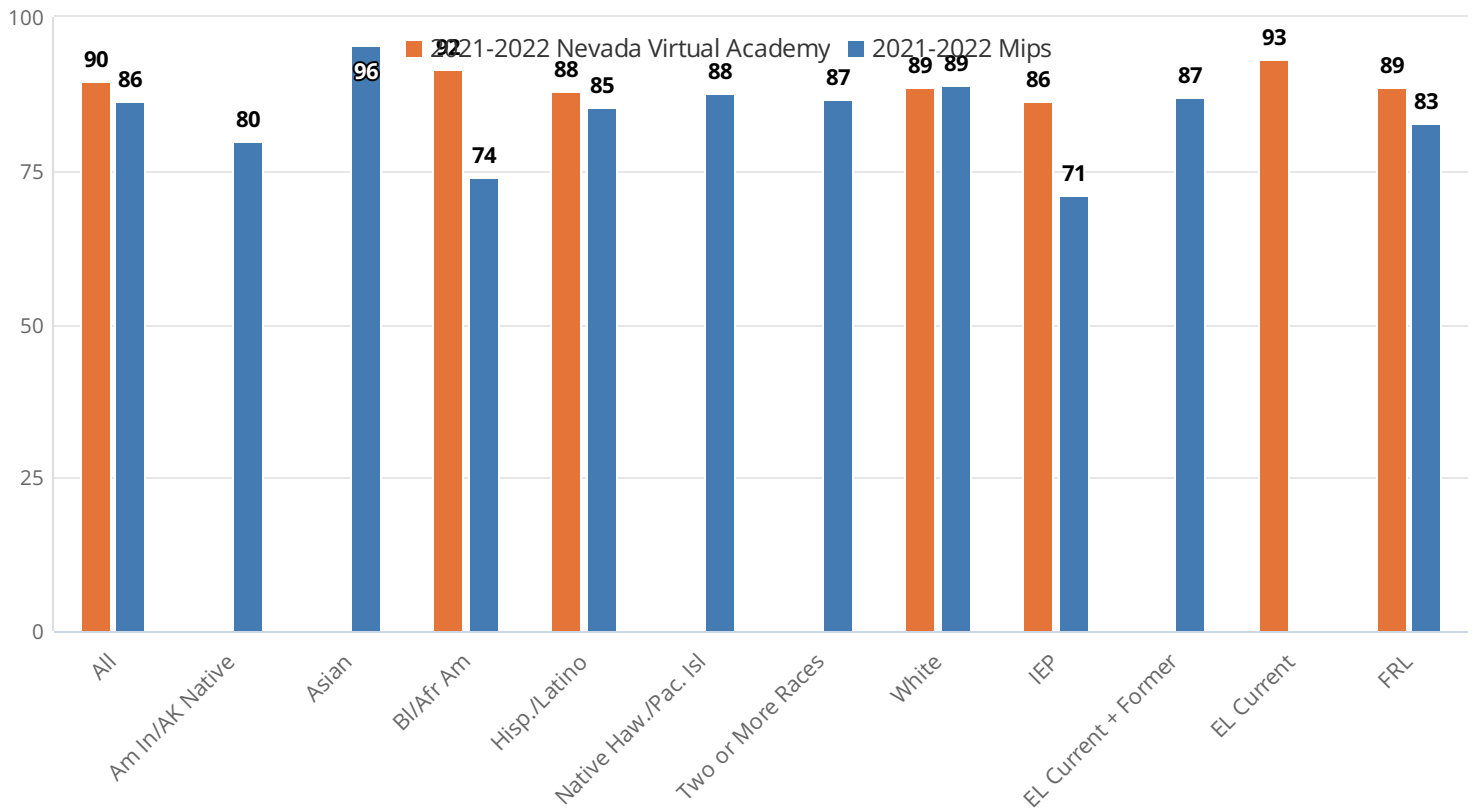
**Graduation Rates**

**5-Year ACGR Data**

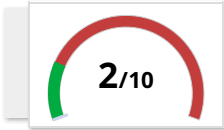
**5-Year Cohort Graduation Points Earned: 4/5**

Groups	2021	2021	2021	2020	2020	2020
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	89.6	87.0	86.3			
American Indian/Alaska Native	-	75.0	79.9			
Asian	>95	94.5	95.5			
Black/African American	91.6	82.5	73.9			
Hispanic/Latino	88.1	82.9	85.3			
Pacific Islander	-	93.3	87.5			
Two or More Races	-	92.4	86.7			
White/Caucasian	88.5	89.1	88.8			
Special Education	86.2	76.9	71.1			
English Learners Current + Former	N/A	N/A	87.1			
English Learners Current	93.1	81.4				
Economically Disadvantaged	88.7	81.3	82.6			

**Graduation Rates  
5-Year ACGR**



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



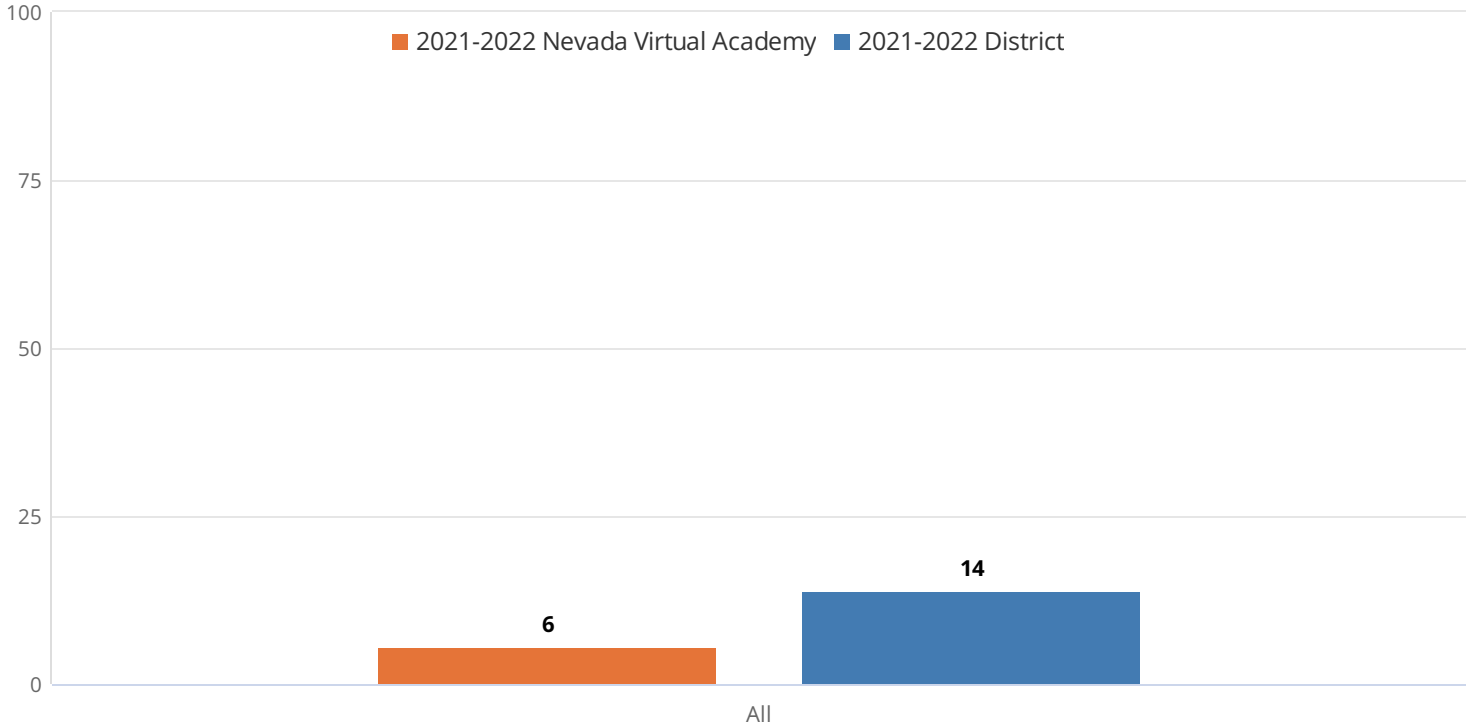
**English Language**

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

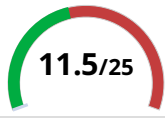
**English Language Points Earned: 2/10**

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	34	5.8	14.1			

**% English Learners Meeting AGP on WIDA**



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



## College and Career Readiness

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

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

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

## Post-Secondary Preparation Participation

## Post-Secondary Preparation Participation Points Earned: 6/10

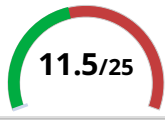
Groups	2022	2022	2021	2021
	% Participation	% Participation District	% Participation	% Participation District
All Students	63.1	71.5		
American Indian/Alaska Native	-	64.7		
Asian	58.8	81.9		
Black/African American	70.7	57.9		
Hispanic/Latino	60.0	69.5		
Pacific Islander	-	77.1		
Two or More Races	-	73.9		
White/Caucasian	63.7	75.5		
Special Education	36.8	53.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	41.6	60.5		
Economically Disadvantaged	58.6	68.6		

## Post-Secondary Preparation Completion

## Post-Secondary Preparation Completion Points Earned: 2.5/10

Groups	2022	2022	2021	2021
	% Completion	% Completion District	% Completion	% Completion District
All Students	14.1	48.4		
American Indian/Alaska Native	-	58.8		
Asian	29.4	55.5		
Black/African American	21.9	33.9		
Hispanic/Latino	8.7	41.4		
Pacific Islander	-	42.8		
Two or More Races	-	58.2		
White/Caucasian	12.7	56.2		
Special Education	<5	27.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	8.3	24.8		
Economically Disadvantaged	7.6	39.6		





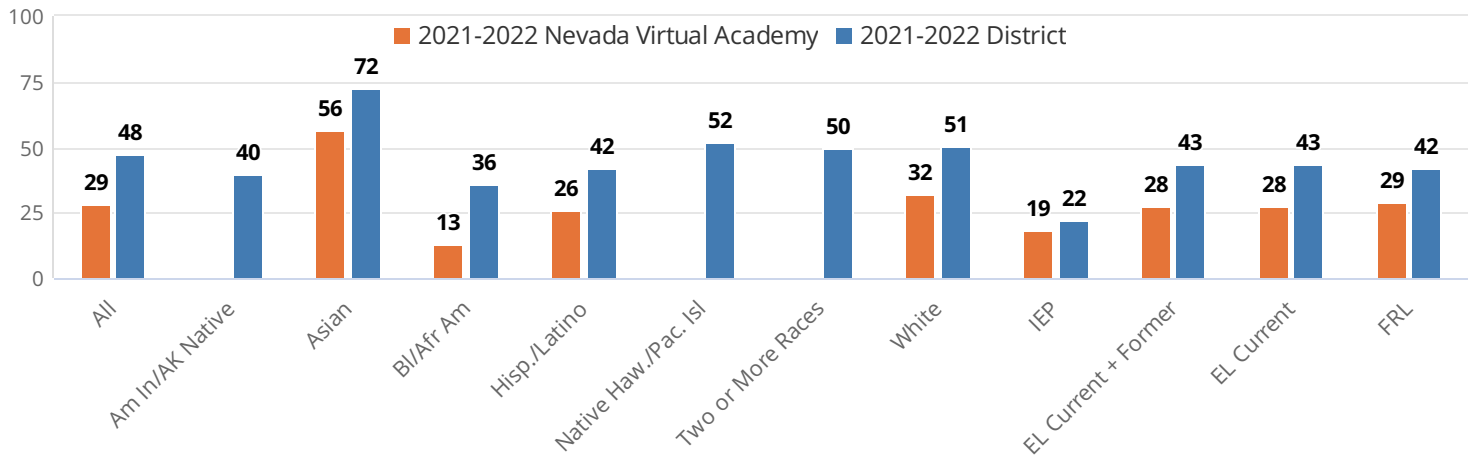
College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 3/5

Groups	2022 % Advanced or CCR Diploma	2022 % Advanced or CCR Diploma District	2021 % Advanced or CCR Diploma	2021 % Advanced or CCR Diploma District
All Students	28.6	47.6		
American Indian/Alaska Native	-	40.0		
Asian	56.2	72.3		
Black/African American	13.0	35.8		
Hispanic/Latino	25.8	41.8		
Pacific Islander	-	51.6		
Two or More Races	-	50.0		
White/Caucasian	31.7	50.5		
Special Education	18.7	21.8		
English Learners Current + Former	27.7	43.3		
English Learners Current	27.7	43.3		
Economically Disadvantaged	28.7	41.9		

% Students Who Received Advanced or CCR Diploma



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	35.6	<5	15.7	12.5	<5	<5	20.6	<5
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	23.5	<5	29.4	29.4	<5	<5	17.6	<5
Black/African American	36.5	<5	19.5	17.0	<5	<5	26.8	<5
Hispanic/Latino	43.7	<5	8.7	6.2	<5	<5	15.0	<5
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	30.3	<5	17.6	12.7	<5	<5	23.5	<5
Special Education	26.3	<5	<5	<5	<5	<5	15.7	<5
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	33.3	<5	8.3	8.3	<5	<5	<5	<5
Economically Disadvantaged	32.6	<5	9.7	6.5	<5	<5	25.0	<5

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



**Student Engagement**

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

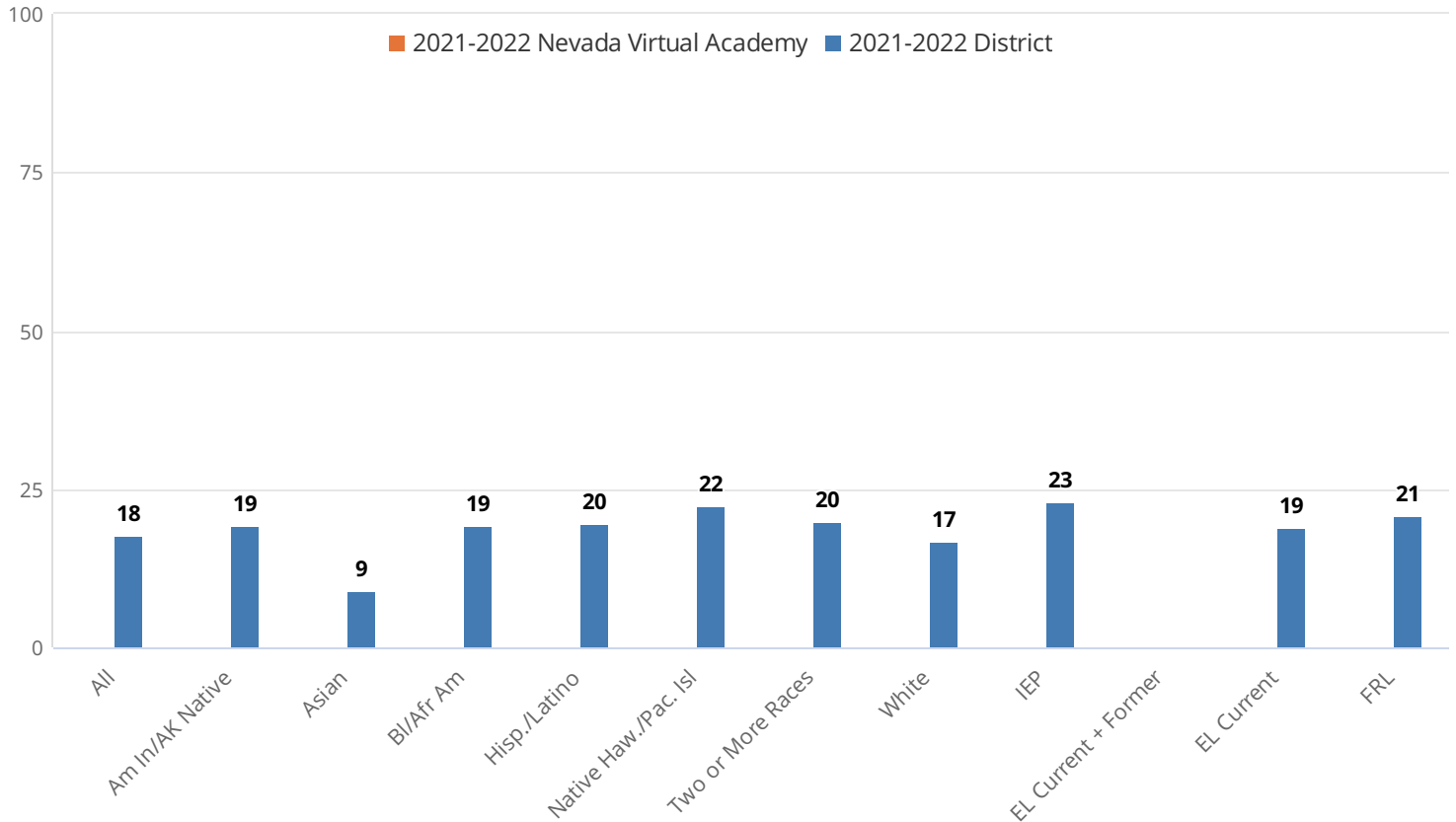
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 5/5**

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	<5	17.9		
American Indian/Alaska Native	<5	19.2		
Asian	<5	9.0		
Black/African American	<5	19.3		
Hispanic/Latino	<5	19.5		
Pacific Islander	<5	22.4		
Two or More Races	-	19.9		
White/Caucasian	<5	16.8		
Special Education	<5	23.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	<5	19.0		
Economically Disadvantaged	<5	21.0		

Reducing Chronic Absenteeism by 10% bonus points: NA

**Chronic Absenteeism Rate (%)**





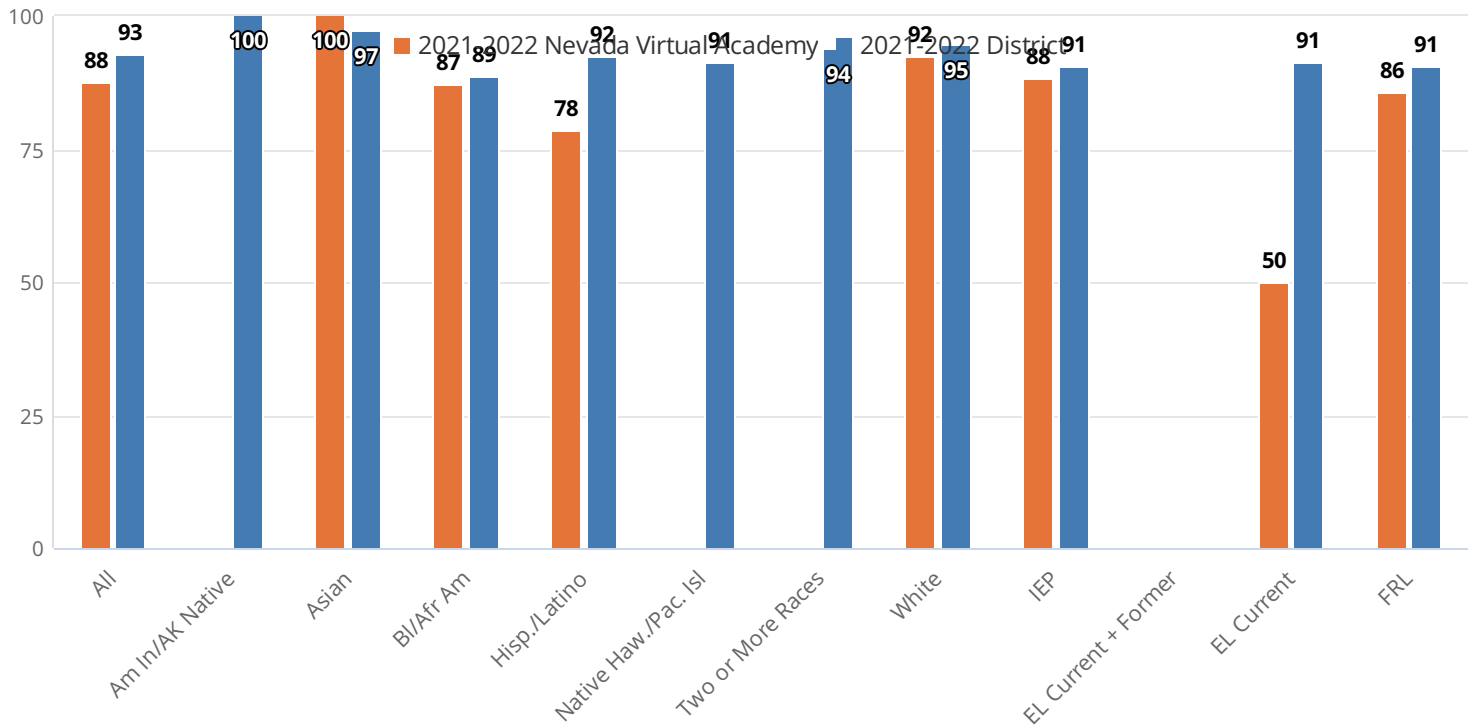
**Student Engagement**

**9th Grade Credit Sufficiency**

**9th Grade Credit Sufficiency Points Earned 3/5**

Groups	2022 % 9th Grade Credit Sufficiency	2022 % 9th Grade Credit Sufficiency District	2021 % 9th Grade Credit Sufficiency	2021 % 9th Grade Credit Sufficiency District
All Students	87.6	93.0		
American Indian/Alaska Native	-	100.0		
Asian	100.0	97.2		
Black/African American	87.3	88.7		
Hispanic/Latino	78.4	92.4		
Pacific Islander	-	91.4		
Two or More Races	-	93.8		
White/Caucasian	92.3	94.7		
Special Education	88.3	90.6		
English Learners Current + Former	N/A	N/A		
English Learners Current	50.0	91.2		
Economically Disadvantaged	85.8	90.5		

**% of Students Meeting 9th Grade Credit Requirements**



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

# Appendix B

**Nevada Virtual Academy HS**

Address: 4801 S Sandhill Rd, Las Vegas, NV, 89121

Website: <https://nvva.k12.com/>

Oct. 1 2019 Enrollment: 903

2019-20 Grades Served: 9-12

2019-20 NSPF Rating: N/A

Comparison District: State

2019-20 Comparison School: State

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

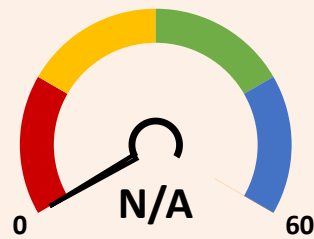
The 2018-19 Framework was not released publicly.

**SCORING TABLE**

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

**NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)**

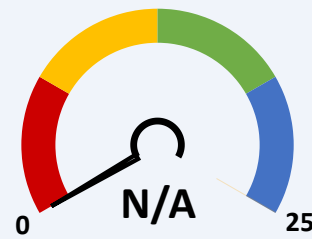
60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

**GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)**

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

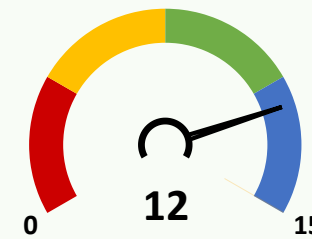


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

**ENROLLMENT DIVERSITY INDICATOR (15 POINTS)**

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**Bonus Indicator Points: 0**  
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

**10/1/19 CHARTER VS. DISTRICT 9-12 ENROLLMENT RATES (5 POINTS EACH)**

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥50 and <60	60.7	▼	✗
	IEP	≥10 and <15	10.8	▲	✗
	EL	<5	12.2	▼	✗

**SCHOOL PROGRESS INDICATOR (NO POINTS)**

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

**Nevada Virtual Academy MS**

Address: 4801 S Sandhill Rd, Las Vegas, NV, 89121

Website: <https://nvva.k12.com/>

Oct. 1 2019 Enrollment: 558

2019-20 Grades Served: 6-8

2019-20 NSPF Rating: N/A

Comparison District: State

2019-20 Comparison School: State

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

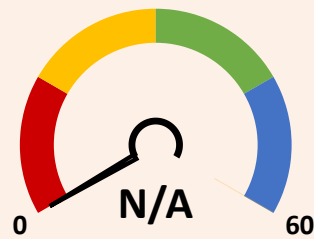
The 2018-19 Framework was not released publicly.

**SCORING TABLE**

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

**NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)**

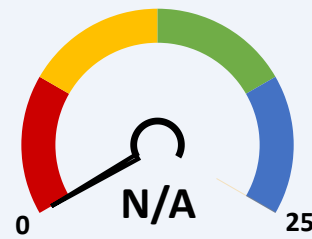
60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

**GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)**

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

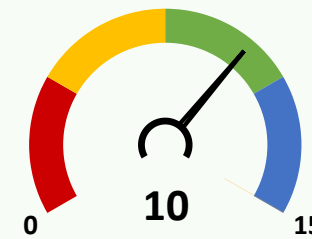


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

**ENROLLMENT DIVERSITY INDICATOR (15 POINTS)**

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**Bonus Indicator Points: 0**

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

**10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)**

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥50 and <60	69	▼	✗
	IEP	≥10 and <15	12.3	▼	✗
	EL	<5	12.4	▼	✗

**SCHOOL PROGRESS INDICATOR (NO POINTS)**

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

## Nevada Virtual Academy HS

Address: 4801 S Sandhill Rd, Las Vegas, NV, 89121

Website: <https://nvva.k12.com/>

Oct. 1 2020 Enrollment: 1128

2020-21 Grades Served: 9-12

2020-21 NSPF Rating: N/A

Comparison District: State

2020-21 Comparison School: State

2020-21

# N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

# N/A

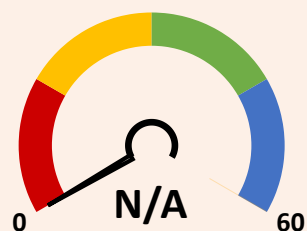
2019-20 Framework ratings were not calculated.

### SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

### NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

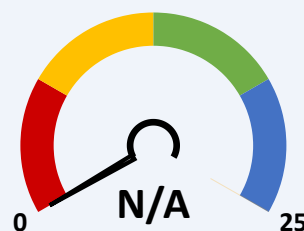
60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

### GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

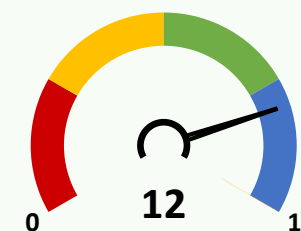


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

### ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



**Bonus Indicator Points: 0**

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

#### 10/1/20 CHARTER VS. DISTRICT 9-12 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥60 and <70	68.2	▼	✗
	IEP	≥10 and <15	10.9	▲	✗
	EL	<5	11.5	▼	✗

### SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

#### Non-Proficiency Rates (%)

2019-20	2020-21	
92.6	86.9	Math Non-Proficiency Reduced
61.9	59.3	ELA Non-Proficiency Reduced

**Nevada Virtual Academy MS**

Address: 4801 S Sandhill Rd, Las Vegas, NV, 89121

Website: <https://nvva.k12.com/>

Oct. 1 2020 Enrollment: 1059

2020-21 Grades Served: 6-8

2020-21 NSPF Rating: N/A

Comparison District: State

2020-21 Comparison School: State

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

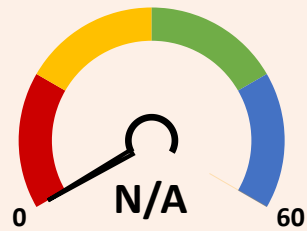
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

**NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)**

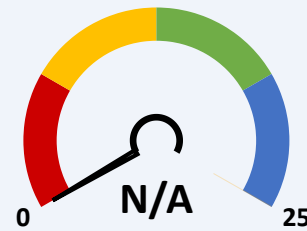
60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

**GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)**

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

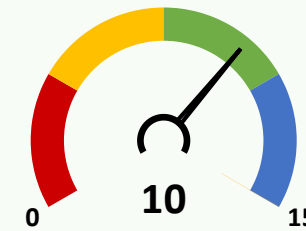


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

**ENROLLMENT DIVERSITY INDICATOR (15 POINTS)**

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥60 and <70	74.1	▼	✗
	IEP	≥5 and <10	12	▼	✗
	EL	<5	11.1	▼	✗

**SCHOOL PROGRESS INDICATOR (NO POINTS)**

Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

2019-20	2020-21	
N/A	83	Lacks 2 years of Math data
N/A	61.1	Lacks 2 years of ELA data



- Nevada Acad MS
- Imagine Mtn View ES
- Imagine Mtn View MS
- Leadership Acad HS
- Leadership Acad MS
- Learning Bridge ES
- Learning Bridge MS
- Legacy Cadence ES
- Legacy Cadence MS
- Legacy N. Valley ES
- Legacy N. Valley MS
- Legacy Southwest ES
- Legacy Southwest MS
- Mater Bonanza Acad ES
- Mater Bonanza Acad MS
- Mater ELV ES
- Mater ELV HS
- Mater ELV MS
- Mater Mtn Vista Acad ES
- Mater Mtn Vista Acad MS
- Mater North NV ES
- Mater North NV MS
- Nevada Virtual Acad HS
- Nevada Virtual Acad MS
- NSHS Downtown HS
- NSHS Dtnw Henderson HS
- NSHS Henderson HS
- NSHS Meadowood HS
- NSHS Northwest HS
- NSHS Southwest HS
- NSHS Summertin HS
- NSHS Sunrise HS
- NV Connections Acad HS
- NV Prep ES
- NV Prep MS
- NV Rice FS

## 2021-22 School Year: SPCSA Academic Performance Framework

### Nevada Virtual Academy HS

How to Print

**SCHOOL INFORMATION**  
All information is for the 2021-22 school year.

Address: 4801 S Sandhill Rd, Las Vegas, NV, 89121  
Website: <https://nvva.k12.com/>  
Validation Day Enrollment: 1159  
Grades Served: 9-12  
NSPF Rating: N/A  
Comparison District: State  
Comparison School: State HS

**OVERALL FRAMEWORK SCORE/RATING (100 POINTS)**  
Rating calculated from total points earned across indicators/measures.

**44.1**  
**DOES NOT MEET STANDARD**

PRIOR YEAR RATING  
**N/A**  
NOT CALCULATED

**ABOUT**  
Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

**NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)**  
60% of SPCSA school score in Nevada school ratings (NSPF).

**32.1/60**

Sixty percent of the school's 2021-22 NSPF score (53.5) earned in indicator.

**GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)**  
SPCSA school NSPF performance vs. comparison district/school(s).

**0/25**

0 automatic points in indicator.  
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

**NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**

**0/10**

NSPF score difference of -10.5 between school (53.5 points) and comparison district (64 points).

**NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**

**0/15**

NSPF score difference of -10.5 between school (53.5 points) and comparison school (64 points).

**OVERALL SCORE/RATING TABLE**

<b>&lt;20 BELOW STANDARD</b>	<b>≥20 and &lt;50 DOES NOT MEET STANDARD</b>	<b>≥50 and &lt;80 MEETS STANDARD</b>	<b>≥80 EXCEEDS STANDARD</b>
--------------------------------------	--	--	-------------------------------------

**SCHOOL PROGRESS INDICATOR (NO POINTS)**  
SPCSA school changes in Math/ELA non-proficiency.

- ✘ ELA non-proficiency increased from 59.3% (prior year) to 65.7% (current year).
- ✘ Math non-proficiency increased from 86.9% (prior year) to 90.1% (current year).

**ENROLLMENT DIVERSITY INDICATOR (15 POINTS)**  
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

**12/15**

0 bonus points in indicator.  
One bonus point per group with 25%+ increase over prior year.

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**4/5**

School FRL rate of ≥50 to <60% compared to district Gr9-12 FRL rate of 78.6%.

**5/5**

School IEP rate of ≥10 to <15% compared to district Gr9-12 IEP rate of 10.8%.

**3/5**

School EL rate of <5% compared to district Gr9-12 EL rate of 11.7%.

**INDICATOR/MEASURE POINTS EARNED LEGEND**

<b>&lt;20% OF PTS EARNED</b>	<b>≥20% to &lt;50% OF PTS EARNED</b>	<b>≥50% to &lt;80% OF PTS EARNED</b>	<b>≥80% OF PTS EARNED</b>
----------------------------------	--	--	-------------------------------

- Nevada Acad MS
- Imagine Mtn View ES
- Imagine Mtn View MS
- Leadership Acad HS
- Leadership Acad MS
- Learning Bridge ES
- Learning Bridge MS
- Legacy Cadence ES
- Legacy Cadence MS
- Legacy N. Valley ES
- Legacy N. Valley MS
- Legacy Southwest ES
- Legacy Southwest MS
- Mater Bonanza Acad ES
- Mater Bonanza Acad MS
- Mater ELV ES
- Mater ELV HS
- Mater ELV MS
- Mater Mtn Vista Acad ES
- Mater Mtn Vista Acad MS
- Mater North NV ES
- Mater North NV MS
- Nevada Virtual Acad HS
- Nevada Virtual Acad MS
- NSHS Downtown HS
- NSHS Dtnw Henderson HS
- NSHS Henderson HS
- NSHS Meadowood HS
- NSHS Northwest HS
- NSHS Southwest HS
- NSHS Summertin HS
- NSHS Sunrise HS
- NV Connections Acad HS
- NV Prep ES
- NV Prep MS
- NV Rice FS

## 2021-22 School Year: SPCSA Academic Performance Framework

### Nevada Virtual Academy MS

How to Print

**SCHOOL INFORMATION**  
All information is for the 2021-22 school year.

Address: 4801 S Sandhill Rd, Las Vegas, NV, 89121  
Website: <https://nvva.k12.com/>  
Validation Day Enrollment: 868  
Grades Served: 6-8  
NSPF Rating: N/A  
Comparison District: State  
Comparison School: State MS

**OVERALL FRAMEWORK SCORE/RATING (100 POINTS)**  
Rating calculated from total points earned across indicators/measures.

**37.2**  
**DOES NOT MEET STANDARD**

**PRIOR YEAR RATING**  
**N/A**  
**NOT CALCULATED**

**ABOUT**  
Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

**NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)**  
60% of SPCSA school score in Nevada school ratings (NSPF).

**25.2/60**

Sixty percent of the school's 2021-22 NSPF score (42) earned in indicator.

**GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)**  
SPCSA school NSPF performance vs. comparison district/school(s).

**0/25**

0 automatic points in indicator.  
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

**NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**

**0/10**

NSPF score difference of -9.8 between school (42 points) and comparison district (51.8 points).

**NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**

**0/15**

NSPF score difference of -9.8 between school (42 points) and comparison school (51.8 points).

**OVERALL SCORE/RATING TABLE**

<b>&lt;20 BELOW STANDARD</b>	<b>≥20 and &lt;50 DOES NOT MEET STANDARD</b>	<b>≥50 and &lt;80 MEETS STANDARD</b>	<b>≥80 EXCEEDS STANDARD</b>
--------------------------------------	--	--	-------------------------------------

**SCHOOL PROGRESS INDICATOR (NO POINTS)**  
SPCSA school changes in Math/ELA non-proficiency.

- ✔ ELA non-proficiency decreased from 61.1% (prior year) to 55.3% (current year).
- ✘ Math non-proficiency increased from 83% (prior year) to 83.2% (current year).

**ENROLLMENT DIVERSITY INDICATOR (15 POINTS)**  
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

**12/15**

0 bonus points in indicator.  
One bonus point per group with 25%+ increase over prior year.

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**4/5**

School FRL rate of ≥50 to <60% compared to district Gr6-8 FRL rate of 77.2%.

**4/5**

School IEP rate of ≥10 to <15% compared to district Gr6-8 IEP rate of 12.1%.

**3/5**

School EL rate of <5% compared to district Gr6-8 EL rate of 11.5%.

**INDICATOR/MEASURE POINTS EARNED LEGEND**

<b>&lt;20% OF PTS EARNED</b>	<b>≥20% to &lt;50% OF PTS EARNED</b>	<b>≥50% to &lt;80% OF PTS EARNED</b>	<b>≥80% OF PTS EARNED</b>
----------------------------------	--	--	-------------------------------

# Appendix C

## SITE EVALUATION REPORT

<b>Campus Name:</b>	Nevada Virtual Academy
<b>Grade Levels:</b>	6-12
<b>School Leader:</b>	Dr. Yolanda Hamilton
<b>Purpose of Site Evaluation:</b>	This evaluation is focused on the academic organizational performance components of the school. It includes classroom observations, focus group results, and a detailed data analysis of student achievement.
<b>Conducted Date:</b>	October 30, 2019
<b>Conducted By:</b>	Selcuk Ozdemir, Karen Gordon

### SUMMARY OF SITE EVALUATION

#### **School's Mission Statement:**

Nevada Virtual Academy's mission statement is to help students reach their full potential through inspired teaching and personalized learning.

The Nevada Virtual Academy had 1840 students enrolled during the previous school year. The school has a 83.7% graduation rate with 95% daily attendance (2018-2019).

The State Public Charter School Authority (SPCSA) Authorizing Team found multiple examples of the school's mission throughout day-to-day activities at the site including on-line and on-site classroom observations.

- During our observation of classes, the majority of which are held virtually, students participated in the learning by interacting with their instructor and peers in an on-line platform.
- The school's mission was seen through strong collaboration by school staff as they worked to provide several supports to help students to learn and graduate from high school.
- In the student, parent, and staff focus groups, there was a repeated message of flexibility and out-of-the-box thinking to benefit students.

Site Evaluation team members observed instruction within several virtual and blended learning class formats.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
<p><b>Creating an Environment of Respect and Rapport</b></p>	<p>The classroom teachers in both virtual and blended class formats established an environment of genuine caring. Classroom interactions were generally appropriate however there were a few instances of insensitivity among students in the blended learning sessions on campus.</p>	<p>Distinguished  <b>Proficient</b>            Basic            Unsatisfactory            Not Observed</p>
<p><b>Establishing a Culture for Learning</b></p>	<p>Classroom environments did not appear to have high expectations for student learning. For example, there were several instances where students were observed doing just enough to get by. This was observed in both the on-line and virtual classroom settings.</p>	<p>Distinguished            Proficient  <b>Basic</b>            Unsatisfactory            Not Observed</p>
<p><b>Managing Classroom Procedures</b></p>	<p>Although classroom routines and procedures were established in some classrooms, there were several instances of lost instructional time. In one of the ELA on-line sessions, students were unable to access a video they needed to review in order to use a Venn diagram to compare the video to a book. In a blended setting, students took 12 minutes to transition from a teacher demonstration of math integers to on-line one to one device practice of integers in a whole group game format.</p>	<p>Distinguished            Proficient  <b>Basic</b>            Unsatisfactory            Not Observed</p>
<p><b>Managing Student Behavior</b></p>	<p>In the virtual setting, the team did not observe if student behavior was monitored or not. But in the blended learning sessions, there was an inconsistent pattern of student behavior including some instances of students running out to recess or ignoring the instructions of the teachers in the room.</p>	<p>Distinguished            Proficient  <b>Basic</b>            Unsatisfactory            Not Observed</p>

## II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
<b>Communicating with Students</b>	In most classrooms observed on this day, communication was unclear and the teacher's purpose in a lesson was not known.	Distinguished Proficient <b>Basic</b> Unsatisfactory Not Observed
<b>Using Questioning and Discussion Techniques</b>	Questions used by teachers were frequently not open-ended. There was limited evidence of high-level questions as teachers frequently relied on lower-level questions when working with students. Student participation was moderate to low.	Distinguished Proficient <b>Basic</b> Unsatisfactory Not Observed
<b>Engaging Students in Learning</b>	There was limited evidence of student engagement both on-line in the chat room or in the blended on-site classrooms. In one virtual classroom, students each wrote one sentence using the on-line platform during the entire lesson in a middle school ELA class. In two of the blended classrooms on this day, the content was poorly represented and there was no reference to lesson objectives, nor was there feedback provided to students.	Distinguished Proficient <b>Basic</b> Unsatisfactory Not Observed
<b>Using Assessment in Instruction</b>	On this day, the evaluation team, did not observe any assessments taking place. This includes summative, interim, or formative checks for understanding.	Distinguished Proficient Basic Unsatisfactory <b>Not Observed</b>

### III. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
<b>Mission driven operations</b>	Operations, systems, and school-wide procedures appear to be designed and implemented with the school’s mission in mind.	Distinguished <b>Proficient</b> Basic Unsatisfactory Not Observed
<b>Managing Schoolwide Procedures</b>	Routines such as entering the classroom, going to recess, exiting the classroom, and participating in learning activities varied and functioned unevenly at the Nevada Virtual Campus site.	Distinguished Proficient <b>Basic</b> Unsatisfactory Not Observed
<b>Maintaining a Safe Environment</b>	This campus was clean, warm, and safe, for the most part. But there were times when student misbehavior was not addressed at the campus in the blended learning format and consistent execution of safety procedures appears to be lacking.	Distinguished Proficient <b>Basic</b> Unsatisfactory Not Observed

#### IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
Governing Board <sup>1</sup>	2	45 Minutes
Parents/Families	2	45 Minutes
Students	7	45 Minutes
School Leadership	8	45 Minutes
Staff	11	45 minutes

##### Governing Board:

The governing board focus group was conducted, and the following information was shared.

- The Board indicated that they are very familiar with the current performance of the school.
- One Board member said that she appreciates the mission of the school and the flexibility the school offers to her child.
- When asked about the mission, a board member said: “It’s every student, every day.”
- The board members reported having an active interest in the day-to-day achievement levels in the classroom and they review monthly reports from the Head of School.
- One board member said, “There are challenges with these kids and we are showing incredible improvements and making great gains.”
- The board has discussed CTE program and asked the school leaders to come back and report on this.
- A board member reported that, “We don’t have many discipline issues as a school.”

##### Parents/Families:

- There were two parents in this group, and one said she has her son attending the Jump Start classes. Both she and her son are very happy with this program.
- Another parent said that her children thrive with the on-line system of education.
- One parent commented that she feels her son has learned how to work ahead to complete assignments to earn himself a few days off from school. She commented that the entire family enjoys this flexibility as they like to travel.
- The family members said they are kept up to date with the status of their son/daughter levels of achievement.
- Parents said that the school staff is very supportive of her child and is flexible and willing to support him should he begin to fall behind.

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<sup>1</sup> Two members of the five-member board participated. Quorum was not met, and Open Meeting Law was not violated.



**Students:**

- Students overwhelmingly endorsed the flexibility the on-line classes offer.
- There were two siblings attending school completely on-line as they live three hours away from Las Vegas and their living situation is very remote. They like this opportunity to learn from home.
- One of the students commented that he has encountered some difficult classes, but he and his mom talked to the teacher and he was invited to get extra help via tutoring and blended learning time at the school site.
- Students all said they feel safe and well cared about at the school.

**School Leadership:**

- School Leadership indicated that they use data to inform instruction during PLC time. They create curriculum maps in conjunction with data, instructional coaches work with teachers to monitor students' academic progress and achievement gaps, and data is also used via internal student tracker which helps teachers to thoroughly understand student level progress.
- When asked about how they support teachers, leadership indicated that they conduct classroom observations which mostly aligned with Nevada School Performance Framework (NSPF) indicators (proficiency, growth, gaps etc.). Instructional coaches also work with individual teachers to help them grow professionally. Finally, school leadership noted that instructional coaches provide teachers with post observation feedback that is valuable and has been very instrumental in best teaching practices.
- School Leadership indicated that the Leadership team (principals and vice principals) are evaluated by Dr. Hamilton. Regarding operations, academic performance, retention and special education, the leadership team has their own goals that they have developed for the school. For example, the school is aiming to achieve a 3% SBAC proficiency increase and has also developed an 8<sup>th</sup> grade promotion rate target.
- When asked about types of professional development, the school leadership said the school received a school improvement grant and has benefitted from a partnership with McRel. School leaders stated that daily professional learning community meeting and classroom observations help them decide what types of professional development are most appropriate and necessary for the school.

**School Staff:**

- Staff communicated that they had to learn to work together to overcome some of the challenges that virtual learning can impose. This includes knowing if a student is paying attention while attending on-line sessions.
- Members of the staff said they feel like the administrative team listens to their concerns and that their ideas are both considered and implemented.
- Staff said the school provides opportunities for them to improve by attending out of state professional learning conferences.
- When asked about academic challenges, staff said that it can be a full-time job to track down students who disappear from their radar. They have hired a person to follow-up with e-mail, phone calls, text.

#### **IV. OVERALL STRENGTHS OF PROGRAM**

1. Administrative and instructional staff provide support to struggling students. There is a staff member whose role is to contact students that appear to be failing or falling behind via e-mail, text, and telephone. These calls are intended to check on the status of students, encourage young people to persevere, and to offer support, assistance, and accountability.
2. The culture at the school is positive and staff appear to work as a team to overcome barriers. Both the staff and the students reported feeling that their voices, and suggestions are welcome, and these ideas are implemented when possible.
3. The High School and Middle School improved their star ratings during the 2018-2019 school year, earning 3 stars for each. This is a one star increase for the middle school.

#### **V. RECOMMENDATIONS**

Recommended items are provided in the spirit of continuous improvement so charters may enhance their overall success. SPCSA School Support Team members will follow up on each listed recommendation.

1. Work to create an environment of high expectations for every student.
  - Increase the consistency and rigor of blended and on-line learning activities.
  - Administrative staff should consider taking a stronger role in improving classroom instruction in both the on-line and blended structures. The team may want to consider guiding teachers to understand and implement the Formative Assessment process.
  - Become more intentional with standards based, outcome- based lesson plans and implementation in all classroom formats.
2. Improve the quality of classroom instruction and student learning in both the on-line and blended learning. This can be done in a number of ways, including:
  - State learning outcomes clearly and make sure students know what they are expected to learn and be able to do by the end of the class time.
  - Improve lesson plans to include discussion, checks for understanding and to consider making better use of instructional time.
  - Implement higher level questions and discussion techniques throughout lessons to foster learning for all students.
  - Implement new ways of engaging students in the learning process.
  - Provide all students with challenging and differentiated instruction.

## VI. DEFICIENCIES

There were no identified deficiencies for Nevada Virtual Academy during this evaluation.

Addendum:

Response from Yolanda Hamilton, Head of School on 12-31-19

Thanks for getting this back to me. Below are a few items for which I'd like to respond:

Overall, this report feels like it was heavily based on our Blended face to face additional support sessions. These remedial sessions are designed to give *additional* support to our most at-risk students (below grade level and credit deficient) in whatever areas needed. While they are organized by classrooms, they are not traditional classroom settings. Therefore, using a traditional brick and mortar rubric probably would not capture to nuances of our intent to focus on student needs in our Blended program.

Under *Classroom Environment Area 2*, specifically, "Classroom environments did not appear to have high expectations for student learning. For example, there were several instances where students were observed doing just enough to get by," I would like to note that Nevada Virtual Academy has high expectations for every student. If this statement is in regard to blended sessions, please remember that these students are credit deficient in our High School program and severely behind grade level standards in our Middle School program. Remediation can have its own high expectations for student learning where growth of previous class standards and necessary completion of missing assignments are the utmost importance. Please see MGP growth and credit sufficiency rates below. We are in fact growing our students through high expectations.

MS Growth Rates (2018/2019)

MGP Growth Data	Math MGP Points Earned: 8/10				ELA MGP Points Earned: 5/10			
	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	59.5	58	50	56	43	52	44.5	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	74	63	58	57	48	62	48	62
Black/African American	57	53	53	51	50.5	45	52	50.5
Hispanic/Latino	54	59	44	57	41	54	43	52
Pacific Islander	69	63	70	57	44	51.5	59	49.5
Two or More Races	-	56	-	54	-	53	-	55
White/Caucasian	60	58	47	56	38	49	42.5	53
Special Education	59	55	50	55	41	44	46	50
English Learners Current + Former	53	64	45	64	26	59	29.5	54
English Learners Current	49	61	50	62	-	57	-	53
Economically Disadvantaged	56	59	51	57	45	53	45	52

HS Credit Sufficiency Rates (2018/2019)

9 <sup>th</sup> Grade Credit Sufficiency	9 <sup>th</sup> Grade Credit Sufficiency Points Earned 3/5			
	2019 % 9 <sup>th</sup> Grade Credit Sufficiency	2019 % 9 <sup>th</sup> Grade Credit Sufficiency District	2018 % 9 <sup>th</sup> Grade Credit Sufficiency	2018 % 9 <sup>th</sup> Grade Credit Sufficiency District
All Students	86	90.7	76.2	87.3
American Indian/Alaska Native	-	76.9	-	87.5
Asian	100	97.2	77.7	94.7
Black/African American	88.2	87.2	64.8	82.6
Hispanic/Latino	77.7	89.5	77.1	87
Pacific Islander	-	93.7	-	86.4
Two or More Races	-	89.7	-	88.6
White/Caucasian	89.2	91.7	80.9	87.8
Special Education	83.2	88.2	75.8	79
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	85.4	71.7	82.4
Economically Disadvantaged	79.2	87.2	71.7	82.4

% of Students Meeting 9th Grade Credit Requirements

Under *Organizational Effectiveness Area 2*, we certainly have schoolwide procedures that have been established such as signing in, our work day tracking/monitoring sheets, restroom sign-outs, exiting the building, etc. Participating in learning activities is not listed in the rubric under this section, and seems to have been addressed in both the Instructional and Classroom Environment sections. Under *Area 3*, I would be interested in knowing what safety procedures were lacking. Misbehavior such as a student burping and the teacher not addressing it certainly shouldn't warrant a generalization of safety procedures lacking. In any setting, particularly one such as ours, one must pick and choose which battles and power struggles to address.

Under the *School Leadership* focus group, we have a partnership with McRel, a Nevada DOE partner for Evidence-Based Interventions for School Transformation for school improvement, not McGaw Hill.

Thank you for your perspective and observations. While we feel they were limited in scope and time in actual classrooms, thereby perhaps not capturing a full and accurate picture of the work we do here, we appreciate your feedback and always strive to improve instruction, the learning environment, and overall safety for our students. We will continue to improve our standards-based, DOK focused, engaging instruction and to have high expectations for all students.

Thanks!  
Yolanda





PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE

Name of School: Nevada Virtual Academy

School Year 2018-2019 Nevada School Performance Framework Rating(s) (NSPF)

Middle School: 3 of 5 Stars  
High School: 3 of 5 Stars

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
43.8%	40.7%	22.1%	13.9%
Middle	High	Middle	High

High School Data

Graduation Rate: <b>83.7</b>	Average ACT Composite: <b>16.85</b>
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# Appendix D



# Nevada State Public Charter School Authority

Site Evaluation Report: Nevada Virtual Academy  
Evaluation Date: 2/8/2022  
Report Date: 3/18/2022

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



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Academic Performance .....	4
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Classroom Observation Totals .....	13
Organizational Performance.....	17
Site Evaluation Findings .....	23

# Appendices

## A: Nevada State Performance Framework

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

## B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

## C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

# INTRODUCTION AND SCHOOL BACKGROUND

## INTRODUCTION



This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on February 8, 2022, at Nevada Virtual Academy (NVA). The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

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

## SCHOOL BACKGROUND

Nevada Virtual Academy is in Las Vegas, Nevada in a facility at 4801 S. Sandhill Rd. The school serves 2,027 students (as of the most recent Validation Day) in 6<sup>th</sup> through 12<sup>th</sup> grade. The mission of name of school is: "*To promote student achievement by preparing EVERY student for college and career readiness EVERY day.*"

# ACADEMIC PERFORMANCE

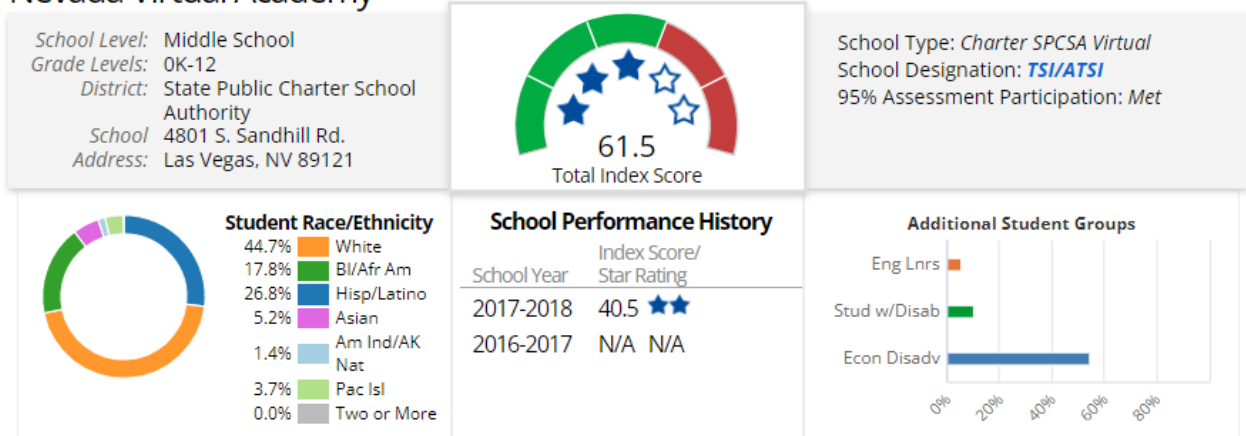
## Nevada School Performance Framework 2019

Nevada Virtual Academy serves 2,027 students in grades 6 through 12.

Middle School

### Nevada Virtual Academy

School Year 2018-2019 Nevada School Rating



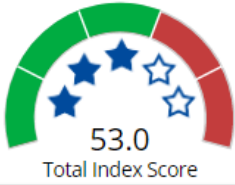

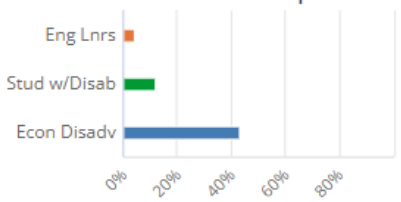
# Nevada School Performance Framework 2019

Nevada Virtual Academy serves 2,027 students in grades 6 through 12.

High school

**Nevada Virtual Academy**

School Year 2018-2019 Nevada School Rating

<p><i>School Level:</i> High School  <i>Grade Levels:</i> 0K-12  <i>District:</i> State Public Charter School Authority  <i>School:</i> 4801 S. Sandhill Rd.  <i>Address:</i> Las Vegas, NV 89121</p>	 <p><b>53.0</b> Total Index Score</p>	<p><i>School Type:</i> Charter SPCSA Virtual  <i>School Designation:</i> No Designation  <i>95% Assessment Participation:</i> Met</p>																										
 <p><b>Student Race/Ethnicity</b></p> <table style="font-size: small;"> <tr><td>48.2%</td><td>White</td></tr> <tr><td>13.1%</td><td>Bl/Afr Am</td></tr> <tr><td>30.1%</td><td>Hisp/Latino</td></tr> <tr><td>5.1%</td><td>Asian</td></tr> <tr><td>0.9%</td><td>Am Ind/AK Nat</td></tr> <tr><td>2.4%</td><td>Pac Isl</td></tr> <tr><td>0.0%</td><td>Two or More</td></tr> </table>	48.2%	White	13.1%	Bl/Afr Am	30.1%	Hisp/Latino	5.1%	Asian	0.9%	Am Ind/AK Nat	2.4%	Pac Isl	0.0%	Two or More	<p><b>School Performance History</b></p> <table border="1" style="font-size: small; width: 100%;"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>52.0 ★★</td> </tr> <tr> <td>2016-2017</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2017-2018	52.0 ★★	2016-2017	N/A N/A	<p><b>Additional Student Groups</b></p>  <table style="font-size: small; margin-top: 5px;"> <tr><td>Eng Lnrs</td><td>~5%</td></tr> <tr><td>Stud w/Disab</td><td>~10%</td></tr> <tr><td>Econ Disadv</td><td>~45%</td></tr> </table>	Eng Lnrs	~5%	Stud w/Disab	~10%	Econ Disadv	~45%
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Nevada Virtual Academy  
Math and ELA Results  
Nevada School Performance Framework  
2019

*This information is provided to assist in understanding the data sets impacted by the pandemic.*

Proficiency Rates

Middle School

**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	22.2	42.6	36.5	21.2	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	29.4	66.2	58.6	40.9	64.1	56.4
Black/African American	17.3	24.2	23.5	12.2	17.7	19.5
Hispanic/Latino	18.2	31.9	29.3	16.3	26.1	25.5
Pacific Islander	20.0	44.9	36.9	13.6	34.9	33.6
Two or More Races	-	47.3	40.6	-	41.5	37.5
White/Caucasian	26.2	51.3	47.1	25.5	44.4	44.4
Special Education	21.4	12.1	18.6	10.9	11.5	14.3
English Learners Current + Former	10.5	26.9	20.2	6.2	22.2	16
English Learners Current	0.0	12.6		0.0	8.5	
Economically Disadvantaged	16.1	29.0	29.2	17.1	21.7	25.5

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	43.9	59.6	54.1	41.4	56.1	51.7
American Indian/Alaska Native	-	61.3	43.4	-	57.1	40.5
Asian	58.8	78.4	75.9	45.4	77.3	74.6
Black/African American	45.3	40.1	37.8	32.6	38.4	34.5
Hispanic/Latino	38.5	50.3	45.1	38.8	46.3	42.2
Pacific Islander	40.0	61.1	53.2	40.9	53.2	50.7
Two or More Races	-	66.7	61.3	-	61.0	59.2
White/Caucasian	46.0	67.8	66.3	44.6	63.5	64.6
Special Education	14.2	19.9	21.9	20.0	20.7	17.8
English Learners Current + Former	7.0	42.7	24.3	13.3	34.8	20.3
English Learners Current	0.0	22.0		0.0	15.8	
Economically Disadvantaged	37.1	46.4	44.4	35.4	41.5	41.4

## Math and ELA Results Nevada School Performance Framework 2019

*This information is provided to assist in understanding the data sets impacted by the pandemic.*

### High School

#### Math Proficient

**Math Proficient Points Earned: 2.5/10**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	13.9	25.8	32.83	18.2	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50.0	50.27	35.7	54.7	47.65
Black/African American	6.4	7.5	18.42	3.5	6.2	14.12
Hispanic/Latino	6.4	18.5	22.93	10.2	17.5	18.87
Pacific Islander	-	16.0	29.26	-	6.2	25.54
Two or More Races	-	26.0	36.96	-	26.1	33.64
White/Caucasian	18.5	32.0	44.25	24.5	28.4	41.31
Special Education	4.1	6.1	12.38	4.1	2.2	7.77
English Learners Current + Former	0.0	5.0	14.52	-	10.9	10.02
English Learners Current	-	0.0	-	-	2.4	6.96
Economically Disadvantaged	8.2	14.6	24	11.7	13.3	20.01

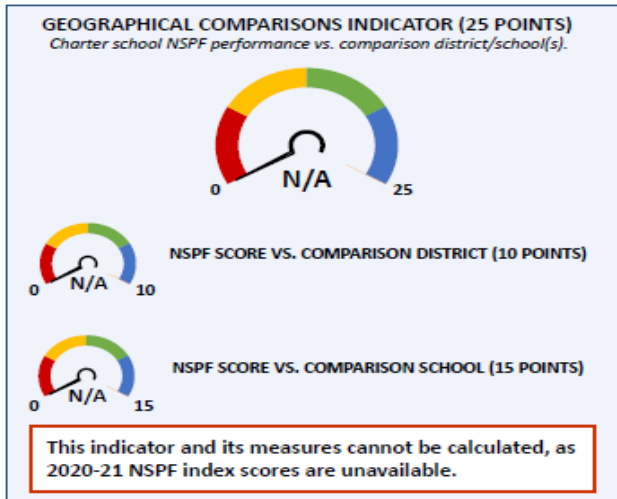
#### ELA Proficient

**ELA Proficient Points Earned: 4/10**

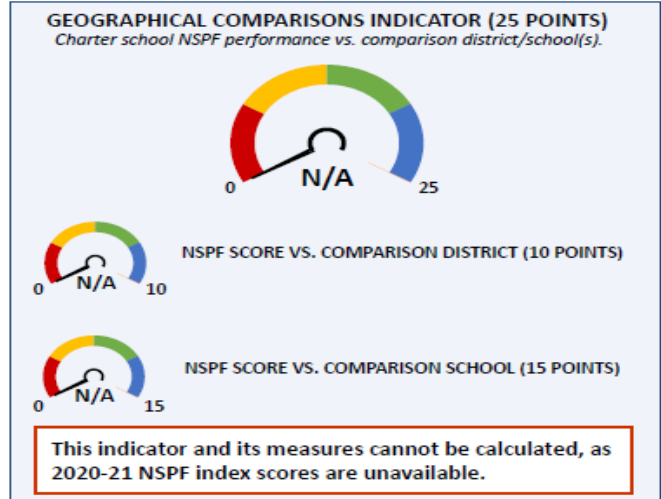
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	40.7	53.9	48.54	39.8	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71.0	65.11	57.1	68.4	63.27
Black/African American	32.2	32.8	31.39	22.2	21.6	27.78
Hispanic/Latino	27.4	47.3	36.5	30.6	39.5	33.15
Pacific Islander	-	52.0	48.75	-	37.5	46.05
Two or More Races	-	62.5	58.07	-	46.9	55.86
White/Caucasian	51.2	59.7	62.25	47.0	50.0	60.26
Special Education	13.0	18.8	15.71	12.5	9.0	11.27
English Learners Current + Former	6.6	18.1	17.52	-	21.8	13.18
English Learners Current	-	10.6	-	-	9.7	6.9
Economically Disadvantaged	23.5	41.9	37.66	30.8	31.2	34.37

## SPCSA Academic Performance Framework Geographic Comparison Report

### Middle School

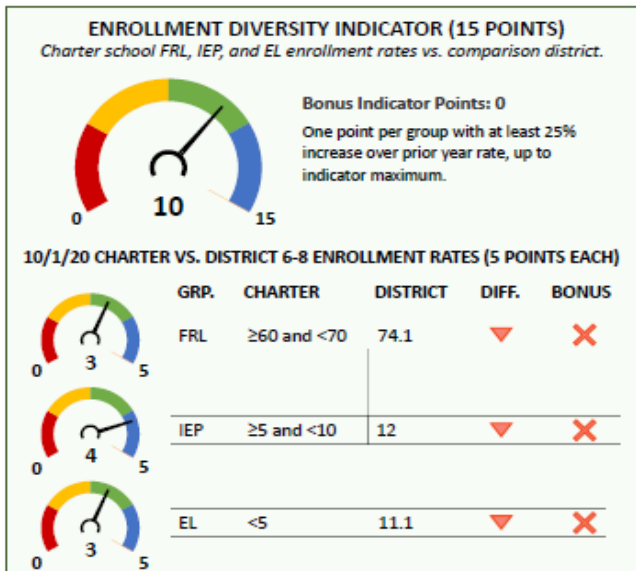


### High school

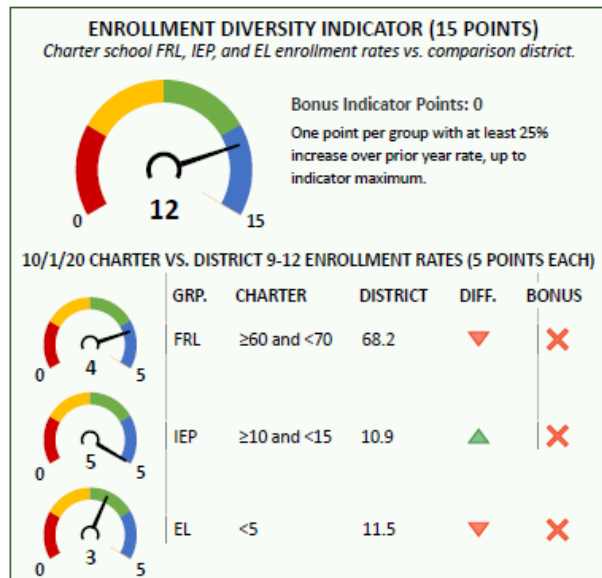


## SPCSA Academic Performance Framework Diversity Comparison Results

### Middle School



### High school



# FOCUS GROUP SUMMARIES

## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board <sup>1</sup>	2	30 minutes
Parents/Families	4	30 minutes
Students	4	30 minutes
School Leadership	11	30 minutes
Staff	10	30 minutes

### Governing Board<sup>1</sup>:

1. Board members shared they formally evaluate the school leader on a yearly basis. This is completed in the autumn at the same time they conduct the EMO evaluation. The entire board receives information about academics from Dr. Hamilton, and one board member receives weekly updates regarding academics. The board meets on the last Tuesday of the month.
2. The board shared the school has worked to improve Career and Technical Education offerings (CTE), dual credit, and ensuring students can graduate from high school. One member said, “The CTE offerings are the best they have ever been.” The Jump Start program gives students the opportunity to obtain an associate degree by graduation according to board members, who also reported these programs have helped graduation rates improve. One board member stated, “At the middle school level, students have the opportunity to take an explorations class to determine the high school they would like to attend.”
3. The board is looking for new ways to keep the EMO accountable and meet the needs of board student goals. Currently, the board does not have any special committees. But board members do work in groups of two to address special projects. A professional board training based on recommendations from the SPCSA is scheduled. The board has two open seats, and they are currently looking for individuals with backgrounds in finance and law.

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<sup>1</sup> Two members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated.



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

### Parents/Families:

1. Parents shared several reasons for choosing NVA. One parent explained she has had four children and one grandchild attend NVA. Another parent said his child attends NVA because the lessons are engaging, and he wanted a higher level of instruction. Families reported they can talk directly to the teachers whereas at prior schools, this was a challenge. Families reported that during the pandemic there was no instructional time lost; schoolwork remained on course at NVA. One parent explained though his daughter has special needs, she has excelled here and is very happy with all the support from staff. Families shared their enthusiasm about getting their child into NVA prior to the pandemic as now, NVA's popularity has created a waiting list. One parent said, "I am happy with the occupational and physical therapy services and the level of instruction provided." In one parent's words, "Nevada Virtual provided the exact answer my child needed."
2. Parents shared they feel their children are academically challenged at NVA. One parent commented her child's *Smarter Balanced Assessment Consortium* (SBAC) and test scores have been going up since her child began attending this school. Another parent commented, "My child does everything on her own and I don't feel like I have to teach her myself." A third parent appreciates his daughter's learning doesn't stop just because she is having a difficult day.
3. Family members said they feel very welcome at this school. One person said that he has all of the teacher's phone numbers. Families shared their child has received birthday cards from teachers. Families reported as students get older, the school wants the parents to step back a bit. Families stated that even though parents have stepped back a bit, NVA still holds students accountable and keeps the families informed.

### Students:

1. Students reported teachers provide the objectives at the beginning of each lesson. Students shared they can login online and meet with their teachers one on one. Students explained that students can email teachers if they have any questions or need help completing assignments.
2. One student said, "Going to this school is the best decision you can make. I learn more here than in a brick-and-mortar school. There are more offerings, and I can work on my own time instead of trying to do everything on someone else's schedule." Students reported NVA has a lot of classes and programs to offer. Students shared they can complete their work on their own time.
3. Students report teachers provide feedback through assessments or check point formatives. One student said, "Sometimes check points are not actually graded assignments but they let me know where I am at." Students shared they have access to the curriculum online and can go back and review content anytime.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

### Leadership:

1. Leadership members shared they have three CTE Programs and are looking to add more pathways soon for students. NVA offers a dual credit and jumpstart program through Western Nevada College according to school leadership. Currently, the CTE programs include business, administrative services, and graphic design.
2. Leadership reported NVA employs a community engagement coordinator, English language (EL) coordinator, academic advisors, counselor, data coordinator, Related Services Manager (RSM), learning coach, instructional assistants, and an EL teacher to support the needs of EL students and specialized populations. The staff listed provides tiered level interventions and supports to meet the needs of all students. For example, leadership explained that the data coordinator analyzes data to form differentiated groups, the counselor provides weekly social-emotional learning lessons to students, and the EL coordinator provides EL services to ELs and specialized populations.
3. Leadership reported teachers plan during their Professional Learning Community (PLC) time every day and create breakout room lesson plans. According to school leaders, on Mondays, NVA staff work with grade level staff to identify lessons and standards. On Tuesdays, NVA staff analyze data and adjust instruction. On Wednesdays, NVA staff explore homeroom data, such as student attendance, EL lesson outcomes, and student growth. On Thursdays, NVA content area staff meet as a grade level/department to develop lesson plans for the following week. On Fridays, teachers receive support from the instructional coach and observe mentor teachers.

### Staff:

1. Staff shared they analyze assessment data to see where content teaching staff can improve. One teacher reported NVA staff analyze Measures of Academic Progress (MAP) data, and curriculum assessments to measure academic growth. In addition, teachers shared they look at priority standards to monitor student learning. NVA staff discussed various supports used to help EL learners, such as videos, role-play, and sentence starters. Teachers explained instructional aides push-in to classes and support students by providing targeted interventions. Staff shared the instructional team tries to get more students involved through online participation by offering students incentives.
2. Staff shared they use programs such as Delta Math to differentiate learning. Some programs have self-checks that focus on a given standard. NVA staff reported ways they provide engaging differentiated groups, such as Kagan strategies, break-out rooms, and flexible groups. A SPED teacher reported they use DESMOS<sup>2</sup> to monitor student growth and provide tiered level supports.

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<sup>2</sup> DESMOS is a free online graphing calculator that lets users explore math in new ways. DESMOS s allow students to graph functions, plot tables of data, evaluate equations, explore transformations, etc.

3. Teachers explained they use the Remind App to communicate with families and build relationships with students. In middle school, NVA implemented Monday Morning Kick Off (MMKO) to build social skills. Students attend homeroom one time per week in grades six through twelve. Teachers noted that students follow the same homeroom teacher for three to four years. During homeroom, teachers provide Social Emotional Learning lessons and character trait activities. Students are rewarded for demonstrating those character traits according to teachers, which helps encourage student participation and gets them excited about the learning.

# CLASSROOM OBSERVATION TOTALS

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

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Areas 1 &amp; 2</b>  <b>Creating an Environment of Respect and Rapport</b>  <b>Establishing a Culture for Learning</b>	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 18</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 2</b>
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 17</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 2</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Areas 3 &amp; 4</b>  <b>Managing Classroom Procedures</b>	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 18</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 2</b>
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 17</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 2</b>

# CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 5</b> <b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 18</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 2</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 6</b> <b>A</b> <b>Using Questioning and Discussion Techniques</b>	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 14</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 4</b>
<b>B</b>	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 11</b>	<b>Total: 4</b>	<b>Total: 0</b>	<b>Total: 4</b>

# CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated .
	<b>Total: 1</b>	<b>Total: 11</b>	<b>Total: 5</b>	<b>Total: 0</b>	<b>Total: 3</b>
	Students make contributions to the representation of content.	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.	This criterion was not observed or rated.
<b>Total: 2</b>	<b>Total: 14</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 3</b>	
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 13</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 6</b>
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observe where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	<b>Total: 2</b>	<b>Total: 14</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 4</b>

Additional information about the classroom observations shared here when applicable

1. In one high school classroom, students worked independently on assignments on NVA's online learning platform. Co-teachers were observed walking around, providing one-on-one support and feedback to students.
2. In one high school classroom, the teacher provided math interventions to one student while other students worked independently on assignments through NVA's online learning platform.
3. In one high school virtual English classroom, students responded to a prompt in the chat box of the online platform. Students' responses were timely and on-task. Students responded with appropriate vocabulary for the ELA lesson.
4. In one English language arts and one physics class, SPCSA staff could not observe the lesson due to connection issues.
5. In one middle school blended learning class, the teacher provided an SEL lesson on self-love.
6. In one high school science classroom, the teachers provided visuals to accompany the questions. Students participated in group discussions.
7. In one middle school classroom, co-teachers provided one on one support. Students worked independently on assignments through NVA's online learning platform.
8. In one high school classroom, students worked in groups to complete college assignments through Western Nevada College.
9. In one high school classroom, the teacher started class with a formative assessment. Students discussed how they solved their work.
10. In one middle school math classroom, the teacher engaged students by asking students to respond on microphone, in the chat, and on the Illuminate whiteboard. The instructor facilitated the conversation in each of these areas well, individually responding to each student's input.
11. In one online geometry classroom, there were 92 students in the class. Students began by solving a problem. Leadership reported that there are typically 3 teachers together with a class size this large. The teachers divide students into flexible differentiated groups to provide tiered level supports and interventions.
12. In one middle school classroom, students worked in groups to compose written responses to SBAC prep questions on anchor charts. Students took turns presenting their responses to the classroom.
13. In one middle school math classroom, students worked in pairs to solve problems. Students were engaged and on-task. They were courteous and polite to each other. The instructor walked around the room visiting each pair and assisted using academic language to guide students to understanding.

# ORGANIZATIONAL PERFORMANCE

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

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

Measure	Description	Evidence Collected
1a	<p>The school implements material terms of the education program.</p> <p>Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area.</p> <p>The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.</p>	<p>Nevada Virtual Academy reviews its curriculum in the summer to ensure that it aligns with Nevada State Standards. Teachers create curriculum map in August and revise it again in December to ensure compliance and coverage.</p>
1b	<p>The school complies with applicable education requirements.</p> <p>Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements</p>	<p>Qualified candidates are pulled from job posted websites (Teachers-Teachers, K12 Job Spot, Indeed and HireVue) by the HR Coordinator, who then forwards them to the hiring team conducting interviews. When appropriate, student teachers are also hired to fill vacant positions. same protocol but are administered in person. Leadership reported that all teachers must be licensed in the state of Nevada in accordance with their charter.</p>
1c	<p>The school protects the rights of students with disabilities.</p> <p>Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student.</p>	<p>The active IEP and accommodations are emailed via password protected document to appropriate staff at the beginning of each semester and after each IEP meeting. Notes are recorded in Infinite Campus. Monthly progress monitoring is documented and kept in student's file in Infinite Campus. Quarterly progress reports are documented in Infinite Campus. Hard copies are filed in locked confidential files on campus.</p>



	A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.	
<b>Measure</b>	<b>Description</b>	<b>Evidence Collected</b>
1d	<p>The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g., listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p>	At the start of the year, teachers attend an in-service provided by the ELL Coordinator. At this meeting, teachers are advised of the process in which students are placed in ELL services. Teachers are shown how to read the students' WIDA scores and are given examples of how strategies can be used in their classroom to support English language learners. English Learning Plans are utilized to identify additional supports and state approved accommodations they need to achieve academic and language growth and success.

Measure	Description	Evidence Collected
3a	<p>The school complies with governance requirements.</p> <p>Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.</p>	<p>NVVA Board meets every month regularly except for July and December. All agendas are posted in accordance with Nevada Open Meeting Laws. Board meetings are held in person and available via zoom for others to attend. A yearly evaluation of the EMO (K12 Stride Inc.) is conducted by the board.</p>
4a	<p>The school protects the rights of all students.</p> <p>Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.</p>	<p>Nevada Virtual Academy is currently serving grade levels 6 through 12. Parents wishing to enroll their children in NVVA must: Complete the online application and provide all required documents. The lottery process and waitlist procedures follow NRS 388A.456:1.</p> <p>PROGRESSIVE DISCIPLINE &amp; RESTORATIVE JUSTICE: Every Nevada Virtual Academy student is entitled to an education received in a safe and respectful environment. Each classroom teacher has rules and policies for their individual classrooms which will be enforced at the school level as needed. intervention. Nevada Virtual Academy uses tiered interventions, whenever possible, to address inappropriate behavior.</p>
5b	<p>The school complies with health and safety requirements.</p> <p>Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.</p>	<p>The EOP is reviewed and updated yearly. Designated staff attend the safety meetings provided through the SPCSA to stay current on any new requirements. The NVVA Student Support Administrator is available for students and families and helps with providing additional community support.</p>

# ORGANIZATIONAL PERFORMANCE

Measures of Progress from Previous Site Evaluations	
<p>The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.</p>	
<p>School staff ability to address previous recommendations</p>	<ol style="list-style-type: none"> <li>1. Improve the quality of classroom instruction and student learning in both the online and blended learning.</li> <li>2. Implement higher level questions and discussion techniques throughout lessons to foster learning for all students.</li> <li>3. Implement new ways of engaging students in the learning process.</li> <li>4. Provide all students with challenging and differentiated instruction.</li> </ol>
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<ol style="list-style-type: none"> <li>1. Teachers and staff members are currently participating in professional learning on how to improve the quality of classroom instruction and student learning in both the online and blended learning. This work is ongoing.</li> <li>2. NVA continues to implement higher level questions and discussion techniques throughout lessons to foster learning for all students. This work is ongoing.</li> <li>3. Teachers and staff members are currently participating in professional learning to discover new ways of engaging students in the learning process. This work is ongoing.</li> <li>4. NVA continues to provide all students with challenging and differentiated instruction. This work is ongoing.</li> </ol>
<p>The reasons school will require additional time to fully address the recommended items.</p>	<ol style="list-style-type: none"> <li>1. Continue providing high quality instruction in both online and blended learning.</li> <li>2. Continue implementing higher level questions and discussion techniques throughout lessons to foster learning for all students.</li> <li>3. Continue to find new ways of engaging students in the learning process.</li> <li>4. Continue to provide all students with challenging and differentiated instruction.</li> </ol>

# SITE EVALUATION FINDINGS

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## STRENGTHS

Summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

1. Students at Nevada Virtual Academy were observed actively participating in their learning in virtual and blended learning platforms. SPCSA staff observed students participating in the chat box of the online platform and in breakout rooms. NVA staff reported ways they provide engaging differentiated groups, such as Kagan strategies, break-out rooms, and flexible groups.
2. Nevada Virtual Academy's mission is actively supported by ongoing collaboration among school staff. NVA meets regularly for Professional Learning Community meetings and grade level planning. NVA staff works as a team to discuss student performance data, standards, vertical alignment, and student engagement topics.
3. Students at Nevada Virtual Academy can access the curriculum and assignments seven days a week and can work from different locations as needed. Students shared they have access to the curriculum online and can go back to review content anytime. Additionally, teachers at NVA provide additional support to students virtually and in person.
4. Nevada Virtual Academy implements data-based decision making. NVA employs a data coordinator, who analyzes the interim assessment to inform considerations for instructional and curricular decisions. Assessment data is utilized to frame co-planning, break out groups, and blended learning in small groups. NVA staff makes data-based decisions for specialized populations and push-in services. NVA uses the MAP assessment for grades six through twelve, offering consistent data three times a year across grade levels.

## CHALLENGES

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

1. NVA is faced with staffing challenges. Nevada Virtual Academy is addressing this challenge by utilizing teaching staffing platforms to recruit and hire teachers. NVA recruits qualified candidates from job posted websites (Teachers-Teachers {K12 Job Spot}, Indeed and HireVue) by the HR coordinator, who then forwards them to the hiring team conducting interviews. Additionally, NVA recruits student teachers to fill vacant positions.
2. School leaders expressed some challenges around maintaining active and consistent student engagement in the virtual setting. Nevada Virtual Academy provides staff with professional development to address this challenge. Teachers at NVA post student engagement ideas on Padlet<sup>3</sup> for school wide access. NVA employs a community engagement specialist to provide support in addressing student engagement challenges. Staff reported ways they have worked to increase

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<sup>3</sup> Padlet is a digital tool that can help teachers and students in class and beyond by offering a single place for a notice board. The digital notice board is able to feature images, links, videos, and documents, all collated on a "wall" that can be made public or private.

student engagement by implementing and incentivizing social skills and character trait lessons, but this work remains ongoing and is still demanding.

3. NVA continues to work on addressing challenges from their previous site evaluation report around high quality instruction. NVA continues to; a) work on improving the quality of classroom instruction and student learning in both the on-line and blended learning, b) implement higher level questions and discussion techniques throughout lessons to foster learning for all students, c) implement new ways of engaging students in the learning process, and d) provide all students with challenging and differentiated instruction.
4. NVA board members expressed some challenges with filling board seats. Currently, there are two open seats on NVA's board, leaving only five members. The current two openings have been open for at least 12 months, which is a very long time for a public body. Certainly, SPCSA staff understands the importance of identifying qualified individuals with complementary skill sets and background, but a long period of vacancies can create quorum issues if additional board members are absent or have to resign unexpectedly.
5. Large online class sizes are a challenge for NVA. Leadership reported there are typically three co-teachers with larger classes. SPCSA staff observed 92 students in an online geometry class with two teachers. Being consistent in providing 3 teachers for larger online class sizes is a challenge for NVA as they are also faced with staffing challenges. NVA is addressing this challenge by dividing students into flexible differentiated groups to provide tiered level supports and interventions to meet the needs of students.

## RECOMMENDATIONS

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

1. SPCSA staff recommend NVA continue to work on efforts to address staffing challenges. Continue to use teaching staffing outlets to fill positions. Continue to recruit qualified candidates from job posted websites as reported. Additionally, continue to recruit student teachers to fill vacant positions.
2. SPCSA staff recommend that the school quickly begin developing a pool of identified individuals with special backgrounds so as to fill vacant board seats more quickly in the future when they arise. As previously stated, NVA currently has two openings that have been vacant for at least 12 months. SPCSA staff suggests that individual school board members reach out to local community organizations that are service-oriented to identify prospective members. These might include but are not limited to: Nevada Society of Certified Public Accountants, Teach for America, Leaders in Training, and the Clark County Bar Association. SPCSA staff is willing to assist the school to fill these vacancies but recommends that both vacancies be filled by September 1, 2022.
3. SPCSA staff recommend that NVA provides smaller on-line class sizes and small groups to offer targeted individualized instruction to meet the needs of all students. SPCSA staff observed 92 students in an online geometry class. Continue to work on efforts to create sustainability and consistency in providing 3 teachers for larger online class sizes.
4. SPCSA staff recommend NVA pursue Multi-Tiered System of Support (MTSS) opportunities through the SPCSA. Members of the leadership team mentioned there were engagement and loss of learning

challenges resulting from the ongoing COVID-19 pandemic. Staff also indicated that on-line and blended learning has illustrated student difficulty in staying engaged and on task within the classroom environment. MTSS opportunities through the SPCSA, have the potential to provide staff access to Tier 1, 2, and 3 training and resources to address these challenges. MTSS appears to be a systematic, dynamic way for improving student outcomes through focused core instruction, preventative and proactive support, and intensive interventions regarding academics, social-emotional learning, and behavior (Buffum et al., 2018).

5. SPCSA staff recommend NVA continue to focus on addressing challenges from their previous site evaluation report around high quality instruction. It is recommended that NVA continues to; a) work on improving the quality of classroom instruction and student learning in both the on-line and blended learning, b) implement higher level questions and discussion techniques throughout lessons to foster learning for all students, c) implement new ways of engaging students in the learning process, and d) provide all students with challenging and differentiated instruction

## **DEFICIENCIES**

There were no deficiencies identified for Nevada Virtual Academy during this evaluation.

# Appendix E

**STEVE SISOLAK**  
*Governor*

**STATE OF NEVADA**

**REBECCA FEIDEN**  
*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**

**2080 East Flamingo Road Suite 230  
Las Vegas, Nevada 89119-5164  
(702) 486 - 8895 · Fax: (702) 486 - 5543**

Via Electronic Mail

February 12, 2021

Nevada Virtual Academy  
Board Chair Samantha Morris  
School Leader Yolanda Hamilton  
4801 S. Sandhill Rd.  
Las Vegas NV, 89121

**RE: Final Financial Performance Ratings, School Year Ending June 2020 & Notice of Concern**

Dear Samantha Morris and Yolanda Hamilton:

As you know, preliminary Financial Performance Framework results were provided to you on December 18, 2020. These results were formally adopted by the State Public Charter School Authority (SPCSA) on January 22, 2021, thus finalizing your school's Financial Performance Framework ratings for the 2019 – 2020 school year.

A copy of these results can be found attached to this letter.

Please note that the SPCSA also issued a Notice of Concern to Nevada Virtual Academy under the Financial Performance Framework, and directed Nevada Virtual Academy to develop a financial performance improvement plan in collaboration with SPCSA staff. A written report on progress to date in implementing this plan is to be submitted to SPCSA staff no later than April 1, 2021.

This Notice of Concern serves as a reminder that the Charter School Performance Framework, which is incorporated into Nevada Virtual 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 protecting charter school autonomy. Under the Charter School Performance Framework, a Notice of Concern represents Level 1 in the Authority's Intervention process. While we expect that the school will be able to remedy these issues without further action by the Authority, please note that Level 2 in the process 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 process may result in Charter School Contract termination proceedings being initiated under NRS 388A.330.

We suggest a follow-up conversation in the coming weeks to discuss the current financial state of your school as well as next steps in order to meet the April 1, 2021 deadline. SPCSA staff can be available as early as the week of February 15.



**Please confirm receipt of this email, and provide 2-3 dates and times that may work for this initial conversation.**

We appreciate your continuing efforts to help Nevada's students achieve greater and greater academic and all-around performance to put them in a better position to do well in their lives.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mike Dang', with a stylized flourish at the end.

Mike Dang  
Manager, Financial & Organizational Performance Frameworks

Attachment 1: Financial Performance Framework Rating, SYE20

cc: Rebecca Feiden, Executive Director, State Public Charter School Authority  
Michael Gawthrop-Hutchins, Management Analyst III, State Public Charter School Authority  
Ryan Herrick, General Counsel, State Public Charter School Authority  
Melissa Mackedon, Chair, State Public Charter School Authority  
Mark Modrcin, Director of Authorizing, State Public Charter School Authority  
Danny Peltier, Management Analyst I, State Public Charter School Authority

# Appendix F

**Nevada Virtual Academy**

**Address:** 4801 S. Sandhill Road, Las Vegas, NV 89121

**Website:** <http://www.k12.com/nvva>

**Enrollment:** 1461

**Grades Served:** 7-12

2019-20

2018-19

**Notice of Concern Issued**

**N/A**

1. CURRENT RATIO

**Meets Standard**

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

**Does Not Meet Standard**

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

3. ENROLLMENT FORECAST ACCURACY

-

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

4. DEBT DEFAULT

**Meets Standard**

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

5. TOTAL MARGIN AND AGGREGATE  
THREE YEAR TOTAL MARGIN

**Falls Far Below Standard**

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

6. DEBT TO ASSET RATIO

**Meets Standard**

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

7. CASH FLOW

**Falls Far Below Standard**

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

8. DEBT OR LEASE SERVICE COVERAGE  
RATIO

**Does Not Meet Standard**

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

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



## 2020-21 Fiscal Year: Financial Performance Framework

The Financial Performance Framework provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for Details.

### Nevada Virtual Academy

**Address:** 4801 S. Sandhill Road, Las Vegas, NV 89121  
**Website:** <http://www.k12.com/nvva>  
**Enrollment:** 2187  
**Grades Served:** 6-12

2020-21

**Meets the Standard**

2019-20

**Notice of Concern**

<p>1. CURRENT RATIO</p> <p><b>Meets Standard</b></p> <p>Is the school's Current Ratio at least 1.1?</p>	<p>2. UNRESTRICTED DAYS CASH ON HAND</p> <p><b>Meets Standard</b></p> <p>Is the school's UDCOH at least 60 days or 30 days with a positive</p>	<p>3. ENROLLMENT VARIANCE</p> <p>-</p> <p>Is the school's Enrollment Variance 95% or greater?</p>	<p>4. DEBT DEFAULT</p> <p><b>Meets Standard</b></p> <p>Is the school in default of loan covenant(s) or delinquent with debt service payments?</p>
<p>5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL</p> <p><b>Does Not Meet Standard</b></p> <p>Is the school's current year and three year aggregate Total Margin positive?</p>	<p>6. DEBT TO ASSET RATIO</p> <p><b>Meets Standard</b></p> <p>Is the school's Debt to Asset Ratio less than 0.90?</p>	<p>7. CASH FLOW</p> <p><b>Meets Standard</b></p> <p>Is the school's most recent year and three year aggregate cash flow positive?</p>	<p>8. DEBT OR LEASE SERVICE COVERAGE RATIO</p> <p><b>Meets Standard</b></p> <p>Is the school's Debt/Lease Service Coverage Ratio at least 1.10?</p>

\* Enrollment Variance ratings were not reported for the 2020-21 school year.



## 2021-22 Fiscal Year: Financial Performance Framework

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

### Nevada Virtual Academy

**Address:** 8645 S Eastern Ave, Ste 100, Las Vegas, NV 89123

**Website:** <https://nvva.k12.com/>

**Enrollment:** 2027

**Grades Served:** 6-12

2021-22

2020-21

**Meets the Standard**

**Meets the Standard**

<p>1. CURRENT RATIO</p> <p><b>Meets Standard</b></p> <p>Is the school's Current Ratio at least 1.1?</p>	<p>2. UNRESTRICTED DAYS CASH ON HAND</p> <p><b>Meets Standard</b></p> <p>Is the school's UDCOH at least 60 days or 30 days with a positive trend?</p>	<p>3. ENROLLMENT FORECAST ACCURACY</p> <p><b>Not Rated</b></p> <p>Is the school's Enrollment Variance 95% or greater?</p>	<p>4. DEBT DEFAULT</p> <p><b>Meets Standard</b></p> <p>Is the school in default of loan covenants or delinquent with debt service payments?</p>
<p>5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN</p> <p><b>Does Not Meet Standard</b></p> <p>Is the school's current year and three year aggregate Total Margin positive?</p>	<p>6. DEBT TO ASSET RATIO</p> <p><b>Meets Standard</b></p> <p>Is the school's Debt to Asset Ratio less than 0.90?</p>	<p>7. CASH FLOW</p> <p><b>Meets Standard</b></p> <p>Is the school's most recent year and three year aggregate cash flow positive?</p>	<p>8. DEBT OR LEASE SERVICE COVERAGE RATIO</p> <p><b>Meets Standard</b></p> <p>Is the school's Debt/Lease Service Coverage Ratio at least 1.10?</p>

\* Enrollment Forecast Accuracy ratings were not reported for the 2021-22 school year.

# Appendix G

**Nevada Virtual Academy**

**Address:** 4801 S. Sandhill Road, Las Vegas, NV 89121

**Website:** <http://www.k12.com/nvva>

**Enrollment:** 1461

**Grades Served:** 7-12

2019-20

**100.00**  
**Meets Standard**

2018-19

N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
--------------------------	--------------------------

1. EDUCATION PROGRAM

**20 out of 20**

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

2. FINANCIAL MANAGEMENT

**20 out of 20**

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

3. GOVERNANCE & REPORTING

**20 out of 20**

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

4. STUDENTS & EMPLOYEES

**20 out of 20**

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

5. SCHOOL ENVIRONMENT

**20 out of 20**

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



# 2020-21 School Year: Organizational Performance Framework

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

## Nevada Virtual Academy

**Address:** 4801 S. Sandhill Road, Las Vegas, NV 89121

**Website:** <http://www.k12.com/nvva>

**Enrollment:** 2187

**Grades Served:** 6-12

2020-21



2019-20



### SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
--------------------------	--------------------------

### 1. EDUCATION PROGRAM

## 20 out of 20

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

### 2. FINANCIAL MANAGEMENT

## 20 out of 20

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

### 3. GOVERNANCE & REPORTING

## 20 out of 20

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

### 4. STUDENTS & EMPLOYEES

## 20 out of 20

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

### 5. SCHOOL ENVIRONMENT

## 20 out of 20

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



**Nevada Virtual Academy**

Address: 8645 S. Eastern Ave. Ste 100, Las Vegas, NV 89123

Website: <http://www.k12.com/nvva>

Enrollment: 2027

Grades Served: 7-12

2021-22

**100.00**  
Meets Standards

2020-21

Meets  
Standard

**SCORING TABLE**

≥80 MEETS STANDARD	<80 BELOW STANDARD
--------------------------	--------------------------

**EDUCATION PROGRAM**

**20 out of 20**

1a. Is the school implementing the material terms of the education program as defined in the current charter contract?  
5 out of 5

1b. Is the school complying with applicable education requirements?  
5 out of 5

1c. Is the school protecting the rights of students with disabilities?  
5 out of 5

1d. Is the school protecting the rights of English Language Learner (ELL) students?  
5 out of 5

**FINANCIAL MANAGEMENT**

**20 out of 20**

2a. Is the school meeting financial reporting and compliance requirements?  
5 out of 5

2b. Is the school following Generally Accepted Accounting Principles (GAAP)?  
5 out of 5

2c. Is the school using the chart of accounts prescribed by the Department?  
5 out of 5

2d. Is the school complying with applicable requirements for receiving grant funds?  
5 out of 5

**GOVERNANCE & REPORTING**

**20 out of 20**

3a. Is the school complying with governance requirements?  
6.7 out of 6.7

3b. Is the school holding management accountable?  
6.7 out of 6.7

3c. Is the school complying with reporting requirements?  
6.7 out of 6.7

**STUDENTS & EMPLOYEES**

**20 out of 20**

4a. Is the school protecting the rights of all students?  
3.3 out of 3.3

4b. Is the school meeting attendance goals?  
3.3 out of 3.3

4c. Is the school meeting recurrent enrollment requirements?  
3.3 out of 3.3

4d. Is the school meeting teacher and other staff credentialing requirements?  
3.3 out of 3.3

4e. Is the school complying with laws regarding employee rights?  
3.3 out of 3.3

4f. Is the school completing required background checks?  
3.3 out of 3.3

**SCHOOL ENVIRONMENT**

**20 out of 20**

5a. Is the school complying with facilities and transportation requirements?  
10 out of 10

5b. Is the school complying with health and safety requirements?  
10 out of 10