



Nevada State Public Charter School Authority

Site Evaluation Report:
Leadership Academy of Nevada
Evaluation Date: 9/29/2022
Initial Draft Report Date: 11/30/2022

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Appendices

A: Nevada School 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 9/29/2022 at Leadership Academy of Nevada (LANV). 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. Schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern, Notice of Breach, or Notice of Termination, will have a differentiated procedure for their site evaluation. LANV is in year three of its charter contract and meets the criterion for a comprehensive site evaluation.

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.

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 takeaways 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

LANV is located in Las Vegas, Nevada in a facility at 7495 West Azure Dr. Suite 120. The school is a statewide, virtual charter school serving 287 students (as of the most recent Validation Day) in 6th through 12th grade¹ through synchronous instruction. The mission of name of school is: "To provide highly motivated and self-directed students in Nevada with a classical education so that they can become principled leaders."

¹ Because the LANV site evaluation occurred before the enrollment count for 2022 – 2023 was finalized, this information may be dated at the time this report is released

ACADEMIC PERFORMANCE

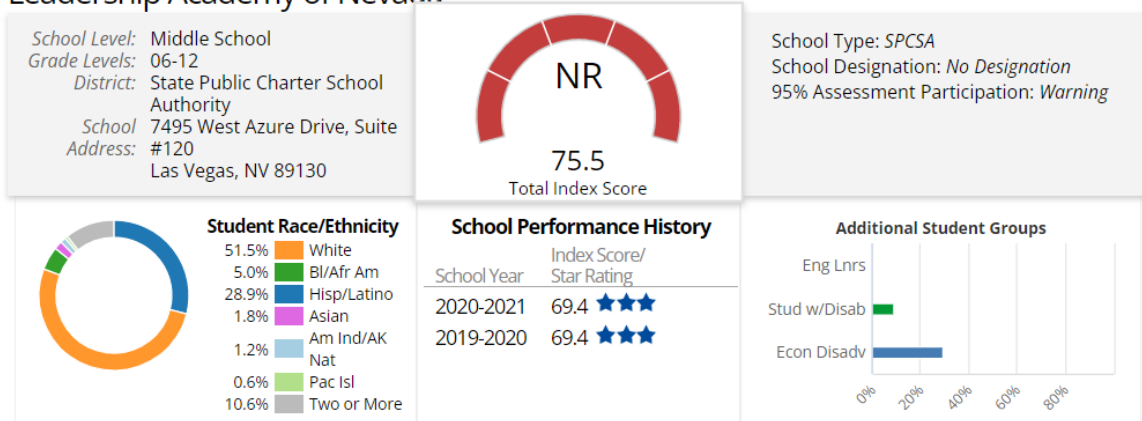
Nevada School Performance Framework 2022

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

Middle School

Leadership Academy of Nevada

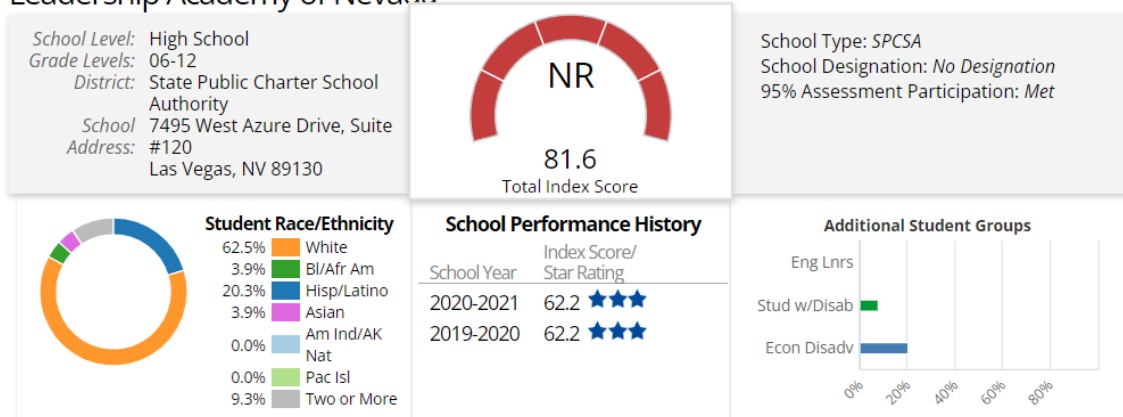
School Year 2021-2022 Nevada School Rating



High School

Leadership Academy of Nevada

School Year 2021-2022 Nevada School Rating



Math and ELA Results

Nevada School Performance Framework

2022

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

Proficiency Rates

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	37.9	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	-	62.7	60.6			
Black/African American	-	18.2	27.3			
Hispanic/Latino	24.4	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	64.2	41.8	43.6			
White/Caucasian	45.4	48.1	49.8			
Special Education	-	9.7	22.7			
English Learners Current + Former	-	20.1	24.2			
English Learners Current	-	7.6				
Economically Disadvantaged	16.6	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	61.9	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	-	79.0	77.1			
Black/African American	15.0	41.1	40.9			
Hispanic/Latino	56.3	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	71.4	64.6	63.2			
White/Caucasian	69.2	67.2	68			
Special Education	-	18.0	25.8			
English Learners Current + Former	-	38.8	28.1			
English Learners Current	-	16.7				
Economically Disadvantaged	38.7	45.9	47.1			

High School

Math Proficient

Math Proficient Points Earned: 9/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	40.0	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	-	55.1	52.76			
Black/African American	-	10.2	22.5			
Hispanic/Latino	-	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	-	31.9	40.11			
White/Caucasian	40.0	33.8	47.04			
Special Education	-	6.6	16.76			
English Learners Current + Former	-	<5	18.8			
English Learners Current	-	<5	16.04			
Economically Disadvantaged	-	14.6	27.8			

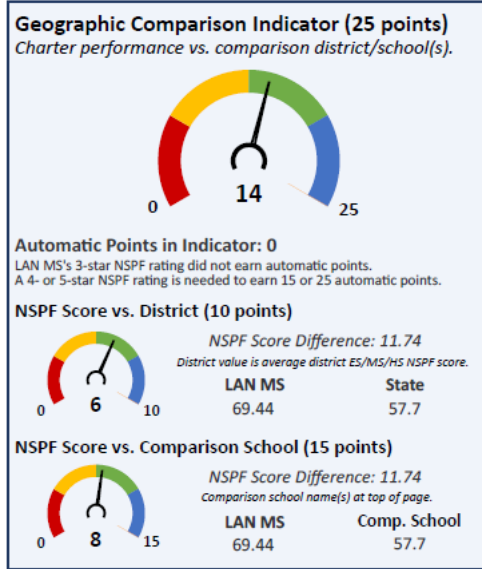
ELA Proficient

ELA Proficient Points Earned: 10/10

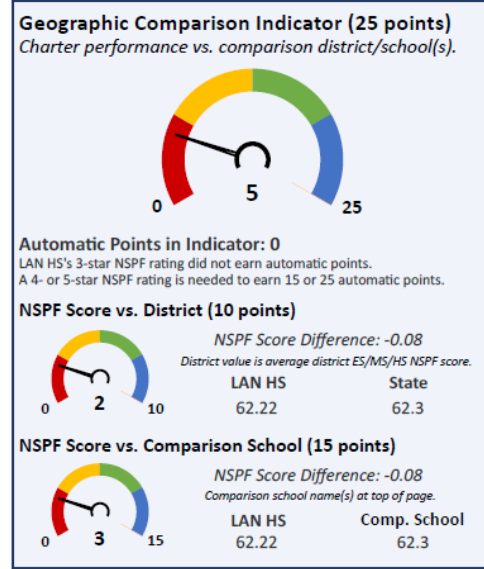
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	80.0	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	-	78.7	66.85			
Black/African American	-	40.6	34.82			
Hispanic/Latino	-	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	-	60.5	60.16			
White/Caucasian	80.0	65.7	64.14			
Special Education	-	16.5	19.92			
English Learners Current + Former	-	12.5	21.64			
English Learners Current	-	9.2	15.98			
Economically Disadvantaged	-	43.4	40.77			

SPCSA Academic Performance Framework² Geographic Comparison Report

Middle School

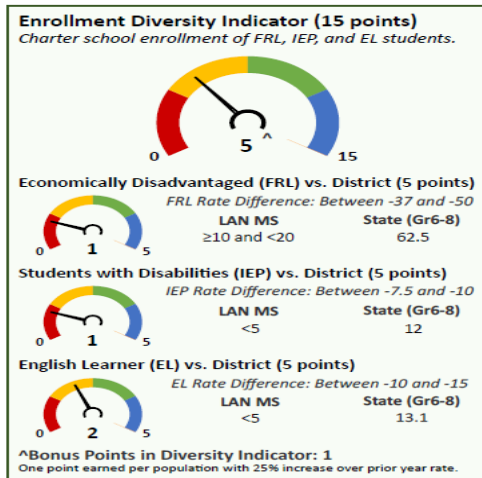


High School

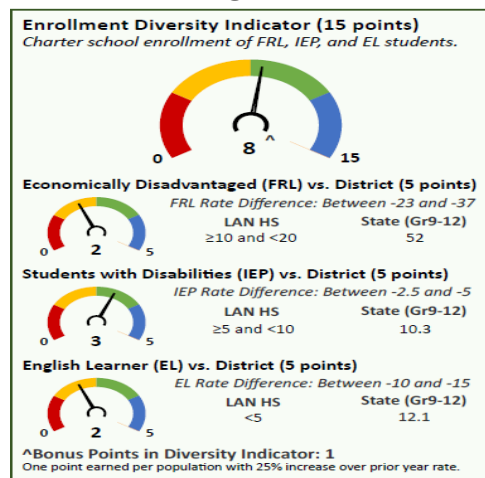


SPCSA Academic Performance Framework Diversity Comparison Results

Middle School



High School



² Because the LANV site evaluation occurred before the adoption of 2021 – 2022 academic performance results by Authority, this may be dated at the time this report is released

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	30 minutes
Parents/Families	8	30 minutes
Students	12	30 minutes
School Leadership	6	30 minutes
Staff	10	30 minutes

Governing Board³:

- Governing board members explained ways they adhere to the board composition requirements per [NRS 388A.320](#). Board members stated, “Our current board has seven members, which includes: four parents, two teachers, and one community member. Of the seven members, two members have expertise in law, two members have expertise in financial services.”
- Board members elaborated on meetings held by the governing board. Board members stated, “Board meetings are held on the third Thursday of each month during the school year. There are a total of ten board meetings each year. A board retreat is held each semester amounting to two retreats per school year. Additionally, eight committee meetings are held each year. We adhere to NV Open Meeting Law by following the guidelines in our extensive internal handbooks.”
- Board members explained ways the board is kept up to date with academics at the school. One board member explained, “The principal presents academic data at each board meeting regarding student engagement and supports for students. Qualitative and quantitative information is discussed.” Additionally, board members reported that the board is asked to observe classes once a month. One board member stated, “Board members are given a link to classes once a month. There is a rubric each board member completes after observing the class.”

Parents/Families:

- Families described LANV’s ability to provide high-quality instruction. One parent said, “I’m impressed with the amount students learn. The structure of the classes is great. For example, one day students will take notes and another they are working in labs.” Another parent elaborated on the tailored instruction opportunities that LANV provides to her child. One family member said, “Students can reach each mentor daily during office hours and get answers right away. Students are comfortable speaking with the teachers and asking clarifying questions.” Families agreed that students have many opportunities to read novels and voice their thoughts in class. Parents shared that small groups, working with their peers, and then having direct feedback from the teacher is great.

³ Three members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Parents shared ways they are kept up to date with the progress their child is making in school. One parent stated, “Parents can access their child’s grades through an application. The app alerts parents if an assignment goes below 80% via email.” Another parent stated, “Communication is consistent. Parent conferences are online. The school sends out participation grades bi-weekly.”
- Families explained ways they feel welcome at the school. One parent said, “I feel comfortable telephoning and communicating with my child’s teachers.” Another parent said, “Staff and leadership make a parent feel welcome.” They are patient and feel leadership makes families feel like their circumstance is the most important in the world.”

Students:

- Students shared what they like about attending LANV. One student said, “Students are encouraged to share thoughts and participate in instruction. We don’t just listen in class; we also participate in class.” Another student explained, “We just did a Socratic seminar and that was really fun.” Students agreed that the small classroom sizes allow teachers to focus on their individual needs.
- Students discussed topics they recently learned. One student said, “We had a great discussion on maintaining eye contact and expectations.” Another student said, “I learned that it is important to breathe and stay calm when you are talking.” A third student shared, “I learned about grit⁴ and determination.”
- Students explained how they feel about the level of instruction they receive from LANV. One student explained, “The level fluctuates between the classes. You might have an easier time in history and a harder time in math.” Another student said, “The classes are usually middle-level. They are not usually easy.” Students agreed that they are not too hard but just right. One student shared, “It’s the perfect amount of challenge!” Another student said, “There are some projects that get harder the older you get. For example, I’m a senior and I have to do a capstone project where I have to research, and it is pretty challenging.”

Leadership:

- Leadership reported LANV has implemented a strong comprehensive student support system. Members of the leadership team explained, “Mentors and student success specialists hold office hours from 2:30 -3:30 every day. On Fridays, students can make an appointment. Students can get help in small groups or one-on-one.” Leadership reported that in addition to daily study hall, students have access to daily math intensive time for two hours.

⁴ Grit is passion and perseverance for long-term and meaningful goals.

- Leadership discussed ways the school continues to strategize in efforts to engage parents about the importance of education. One leadership team member stated, “Several families are either really engaged or disengaged. There is not a lot of middle ground.” Members explained that LANV continues to look for ways in which to engage families on the importance of education, being present with the online classes, being engaged with the learning, and supporting students at home.
- Leadership described how the school uses data from assessments to drive instructional decisions and monitor results. Members explained that diagnostic screeners are used at the beginning of the year for ELA and math to determine the level of students. Leadership explained, “Staff utilizes the diagnostic data to meet students where they are at. We work with students individually, in small groups, and in whole groups to meet the needs of students. Teachers use the data to differentiate assignments for students.”

Staff:

- Staff explained ways they adjust instruction to meet the needs of students, including English language learners, students with an Individualized Education Plan (IEP), and struggling students. One staff member stated, “We utilize the data from screeners to determine students reading level. When we get their level, we can adjust their level across all content areas. For example, I’m the English language arts teacher, once I have screened a student, I can talk to the science teacher and let them know the reading level of my students and he can adjust his instruction.”
- Staff explained that although there is not an official mentor program at the school, the staff is very supportive of each other. One staff member stated, “We feel very comfortable and supported by each other. We get a chance to watch each other’s classes, and recorded videos. It’s a great tool to help us improve our teaching practices.” Staff members reported that the curriculum director meets with staff once a month and provides targeted support once a month. Another staff member said, “We set personal goals once a month and we meet with our curriculum director to improve and progress.” A few staff members reported they have been working on advanced degrees and the administration is supportive. Staff shared that the LANV is a classical⁵ school, and the faculty attends symposiums every year for professional development. Another staff member said, “My director approached me and asked me to become Google certified. They are always reaching out with opportunities to help.” Staff shared that teachers model the same expectations that students have in creating personal and professional goals.
- Staff members communicated how the school community, grade-level teams, and individual teachers use data to drive instruction. Staff reported they meet weekly on Fridays for two hours to discuss the success of students through the utilization of a student success tracker. One staff member stated, “We have staff development meetings every week. Then we meet as content areas. We utilize Google hangouts for different teams.”

⁵ The classical approach is a history-based, idea-oriented educational model that exposes students to the great minds of the past through literature, essays, philosophy, etc.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 22 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 18	Total: 4	Total: 0	Total: 0	Total: 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 13	Total: 7	Total: 0	Total: 0	Total: 2

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's 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 of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 16	Total: 6	Total: 0	Total: 0	Total: 0
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 13	Total: 9	Total: 0	Total: 0	Total: 0
Quality and purpose of questions	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.
	Total: 10	Total: 12	Total: 0	Total: 0	Total: 0
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 10	Total: 12	Total: 0	Total: 0	Total: 0

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and 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 differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 10	Total: 12	Total: 0	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 7	Total: 15	Total: 0	Total: 0	Total: 0

1. In one high school classroom, students participated in small groups developing mission statements and creating a self-reflection for action planning. The instructor lead one breakout room where students could attend and get individual assistance.
2. In one high school chemistry classroom, students directed the questions and responses regarding the atomic structure of molecules using academic language.
3. In one math classroom, students worked on math concepts.
4. In one Science, Technology, Engineering, and Math (STEM) class, students played jeopardy. The instructor was energetic. Students were engaged and participated readily using academic language.
5. In one middle-level math class students worked in small groups explaining how they solved a mathematical problem. The students provided feedback, corrected peer errors in a gentle way, and encouraged each other to explain how they solved the problem.
6. In one English language arts classroom students participated in synthesizing an argument to include a thesis, concession, and reasoning.
7. In several MS classroom, the teacher put students into breakout rooms to complete given tasks. The teacher worked with one group and provided targeted interventions.
8. In one science classroom students reviewed for the mid-terms. The mentor provided encouraging feedback about students' thinking, re-directing as needed.
9. In one classroom, students worked in small groups to create questions for their Socratic seminar.
10. In one middle school math class students solved math problems in small groups. Students talked through their reasoning and solving skills, encouraging each other and checking each other's work.

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, visual inspection 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.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>LANV is an online public charter school that serves Nevada students in grades 6-12. As presented during the leadership focus group, LANV updates its course syllabi each year to ensure course alignment with Nevada Academic Content Standards. LANV ensures decisions made by the IEP team are communicated to all staff who work with specific LANV students. The school develops an IEP with parents that are designed to meet the individual needs of each student.</p>
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>Board members continually review policies, procedures, and Bylaws to ensure they are adhering to them and that the school and board are operating effectively and efficiently. Board members participate in monthly training before each board meeting, in bi-annual training at the board retreats, and in continuous training through a Board Member Canvas course.</p>
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately</p> <p>Measure 4d: Personnel files are under lock and key/stored appropriately</p>	<p>Student and faculty records are stored under lock and key in secured offices.</p>

Indicator 5: School Environment	Measure 5b: <ul style="list-style-type: none"> • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration 	The site evaluation team saw evacuation plans onsite and tagged fire extinguishers throughout the building. Since LANV is an online charter school, an active food service permit and nurse requirements are not applicable.
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*As part of the site evaluation process for full-time virtual public charter schools, the SPCSA site evaluation team received a copy of LANV's distance education application which was approved by the Nevada Department of Education. For details please see: [Site Evaluation Handbook Appendix H](#).

Measures of Progress from Previous Site Evaluations

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>Summary of recommendations from most recent site evaluation.</p>	<ol style="list-style-type: none"> 1. Continue to Monitor Student Achievement. 2. Continue to adhere to statutory requirements regarding student admissions. 3. Consider creating a Parent Steering Committee
<p>School assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations.</p>	<ol style="list-style-type: none"> 1. Student achievement continues to be monitored, 2. New Student Orientation is now held during the first week of each semester. Parents/guardians and students have a meeting with a Student Success Specialist to ensure they are on track to start the semester and have the tools to be successful. 3. Parents serve on our School Improvement Team and are encouraged to participate in Family Nights, Staff/Mentor Appreciation Events, Parent/Mentor Success Huddles (parent/teacher conferences), and annual Parent/Guardian Surveys.
<p>SPCSA staff assessment based upon findings during site evaluation.</p>	<p>Recommendations from the 2021- 2022 Site Evaluation have been addressed. The board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students using data to inform decisions.</p>

SITE EVALUATION FINDINGS

STRENGTHS

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

- LANV offers a strong comprehensive student support system. LANV offers students a wide range of opportunities for them to receive help and support from staff and other students. Leadership reported LANV utilizes a screener tool and a collaborative student success tracker sheet to assess which students need targeted assistance. Members of the leadership team stated, “Our special education team (academic coaches) holds one-on-one sessions with students who have special needs. Mentors have a Planner Party each Friday where students can come and get help filling out their student planners for the next week. Student success specialists hold one-on-one sessions with struggling students who want extra help.” Staff members shared, “All mentors have open-door help sessions Monday through Thursday from 2:30 PM to 3:30 PM. On Fridays, mentors offer open-door help sessions by appointment and set aside time for small-group assistance. Mentors have time built into their schedules twice a week for remediation help.
- LANV has a strong culture of continuous improvement. Leadership stated, “Our mentors and staff are highly qualified and participate in conferences, symposiums, bi-annual staff retreats, monthly department book discussions, weekly professional development sessions, etcetera. to ensure they are continuously improving.” Leadership reported that staff is encouraged to complete an anonymous staff survey each year listing areas of success and suggestions for improvement for the school. The management team reviews the responses and implements changes each year. Leadership explained, “All employees participate in a performance evaluation process each year, which includes two check-ins and one formal review with their supervisor. Employees set a goal each semester and discuss progress with their supervisor during the check-ins. Mentor classes are observed monthly, including peer observations, informal observations, and formal observations. Employees have a weekly “synchro” (one-on-one meeting) with their supervisor.”
- LANV excels in serving a need for students all over the state to have access to high-quality instruction. The site evaluation team observed LANV teaching staff to be distinguished and proficient in alignment with the classroom observation rubric criterion. The site evaluation team observed several instances where teachers provided students with the opportunity to lead discussions throughout the lessons. LANV teaching staff successfully provided opportunities for student voice and kept students engaged during the lessons. LANV encouraged the use of academic language and provided opportunities for students to use academic language during student-led discussions.

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.

- Student retention continues to be a challenge for LANV. Leadership stated, “Our average retention rate over the last several years is 53%. In reviewing responses from our withdrawal forms, the vast majority of comments explaining the reason for withdrawal are positive. Parents and students enjoyed the school and the mentors but were simply looking for something different, such as in person, more socializing, sports, a wider selection of courses, and a less rigorous curriculum.”
- Unengaged students and parents are a challenge for LANV, and information shared during the site evaluation process indicates that this is an ongoing concern. Leadership shared, “Distance learning requires self-motivated students and responsive, engaged families who are involved with their student’s education. Our challenge is actively engaging students and families who are non-participatory. Oftentimes, it is these non-participatory students who struggle academically. We have extensive support available to students and family resources site. Getting non-participatory students and parents/guardians to take advantage of those supports is challenging.”
- LANV is faced with challenges to serve a representative student population. There is capacity for LANV to grow and increase enrollment numbers of students receiving free or reduced-priced lunch, English learners, and students on an Individualized Education Plan (IEP). Leadership reported they are working on efforts to address this through recruitment and marketing.

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.

- Continue to strategize ways to retain students each year. The site evaluation team recommends that LANV works on ways to increase its retention rate of 53%. Continue to analyze data from LANV's withdrawal forms and other measures, to determine ways to address student retention.
- Continue to work on ways to engage non-participatory parents and students. The site evaluation team recommends that LANV find ways to bolster engagement opportunities and communication in efforts to connect with non-participatory parents and students.
- Continue to work on efforts to serve a representative student population. LANV has the capacity to grow and increase the number of students receiving free or reduced-price lunch, English learners, and students with an IEP. It is recommended by the site evaluation team that LANV continues to develop a plan to serve a representative student population.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for LANV during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for LANV during this site evaluation.