



Nevada State Public Charter School Authority

Site Evaluation Report: Beacon Academy of Nevada – East

Evaluation Date: 12/6/2022

Initial Draft Report Date: 1/18/2023

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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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 12/6/2022 at Beacon Academy of Nevada – East campus. 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. While Beacon Academy’s Nevada State Performance Framework (NSPF) would trigger a targeted site evaluation, Beacon Academy applied for and is approved to be rated under the Nevada Alternative Performance Framework by the Nevada Department of Education due to the unique student population served. As such, SPCSA staff implemented a more traditional, comprehensive evaluation protocol given Beacon Academy is in year three of its charter.

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

BANV East campus is located in Las Vegas, Nevada in a facility at 1800 East Sahara. The school serves a combined 552 students (as of the most recent Validation Day) in 9th through 12th grade. The mission of Beacon Academy of Nevada (BANV) is: “To offer at-risk high school students the choice of an innovative and relevant education, which provides the flexibility and support to graduate from high school with concrete plans for their future.”

ACADEMIC PERFORMANCE

Alternative Performance Framework 2022

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

Academic Achievement

	2020-2021	2021-2022	Continuum of Performance
Math Pooled Average	0	0	Maintaining
ELA Pooled Average	5.7	8.5	Maintaining
Science Pooled Average	-	7.6	To Be Determined

BANV enrolls students that qualify for alternative education. Students are typically 2 years behind their peers. Utilizing NWEA MAP for reading and mathematics baseline scores, students make progress towards their annual projected growth scores and demonstrate proficiency by earning a C or higher in their classes .

Attendance

	2020-2021	2021-2022	Continuum of Performance
Attendance Rate	80.5	85.4	Improving
Chronic Absenteeism	N/A	44.5	To Be Determined

BANV's attendance practices align with state distance education requirements. Students are enrolled in 3 online classes every quarter and 1 face-to-face class. Weekly progress is tracked and interventions are provided based upon this data. Chronic absenteeism is calculated by how many truanancies a student received during their enrollment.

Academic Progress

	2020-2021	2021-2022	Continuum of Performance
Credit Earning Rate	53.1	75.1	Improving
Academic IEP Math Goals	N/A	N/A	NA
Academic IEP ELA Goals	N/A	N/A	NA

Students complete 4 or more semester courses every quarter. Scheduling addresses the students' core credit deficiency and MAP diagnostic testing results. Elective courses provide skill building opportunities to supplement core subject areas. Every classroom has a 15:1 student to teacher ratio or lower.

Graduation

	2020-2021	2021-2022	Continuum of Performance
4-Year ACGR	20	13.9	Declining
5-Year ACGR	51.8	34	Declining
Graduation Attainment	3.9	4.4	Maintaining

The majority of students enroll credit deficient. They require extensive academic interventions and social/emotional support to earn a diploma. Our unique scheduling format, wrap-around services, and student-centered courses are designed to support students while they make progress towards graduation.

ACADEMIC PERFORMANCE

Alternative Performance Framework 2022

Student Engagement

	2020-2021	2021-2022	Continuum of Performance
Transferred to Traditional School	100	97.5	Declining
Persisted at Traditional School	81.9	86.6	Maintaining
Transferred to or Stayed at Alternative School	0	2.4	Improving
Persisted at Alternative School	-	-	Maintaining
Student Participation	N/A	N/A	NA

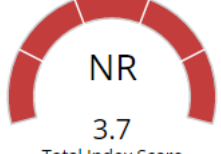

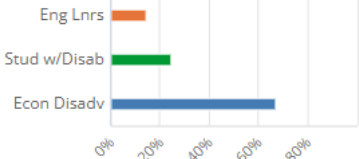
Planning for Success

	2020-2021	2021-2022	Continuum of Performance
Data Driven Literacy Instruction	Level 4: Expanded Level of Implementation	Level 4: Expanded Level of Implementation	To Be Determined
Academic Learning Plans	100	100	Maintaining
Life Skills IEP Goals	N/A	N/A	NA

BANV's support system, including instructional and Student Support Services staff, helps students work through and overcome barriers to achieving academic success, including social and emotional wellbeing. School Social Workers, Counselors, our Career Pathways Facilitator, and teachers work together with each student to provide academic, and social/emotional support, in addition to the skills necessary to transition from high school to college and/or career. In addition, NWEA MAP is administered three times per year to determine baseline and growth data towards individual student goals .

Beacon Academy of Nevada

School Year 2021-2022 Nevada School Rating

<p>School Level: High School Grade Levels: 09-12 District: State Public Charter School Authority School: 7360 W. Flamingo Road Address: Las Vegas, NV 89147</p>	 <p>NR 3.7 Total Index Score</p>	<p>School Type: SPCSA School Designation: CSI 95% Assessment Participation: <i>Met</i></p>						
 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 19.1% White 25.9% BI/Afr Am 43.9% Hisp/Latino 3.0% Asian 0.2% Am Ind/AK Nat 0.8% Pac Isl 6.7% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>10.5 ★</td> </tr> <tr> <td>2019-2020</td> <td>10.5 ★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	10.5 ★	2019-2020	10.5 ★	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2020-2021	10.5 ★							
2019-2020	10.5 ★							

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

High School

Math Proficient

Math Proficient Points Earned: 0.5/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	<4.7	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	-	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	<5	14.6	27.8			

ELA Proficient

ELA Proficient Points Earned: 0.5/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	10.0	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	-	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	12.5	43.4	40.77			

SPCSA Academic Performance Framework Geographic Comparison Report

High School

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 -59.1 between school (3.7 points) and comparison district (62.8 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15 NSPF score difference of -72.8 between school (3.7 points) and comparison school (76.5 points).

SPCSA Academic Performance Framework Diversity Comparison Results

High School

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

15/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5 School FRL rate of ≥ 60 to $< 70\%$ compared to district Gr9-12 FRL rate of $> 95\%$.

5/5 School IEP rate of ≥ 20 to $< 25\%$ compared to district Gr9-12 IEP rate of 10.3%.

5/5 School EL rate of ≥ 10 to $< 15\%$ compared to district Gr9-12 EL rate of 13.2%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	3	30 minutes
Students	7	30 minutes
School Leadership	3	30 minutes
Staff	8	30 minutes

Governing Board¹:

- BANV's governing board has tremendous member retention. Members of the focus group attribute retention to several factors. Board members said the relationships between the governing board and school leadership were "solid." Communication is transparent with frequent information shared on school finances, policies, and student testing data. One board member said, "I feel so comfortable, and information is so fluid, there's no reason for me to leave." Another board member indicated the intentionality with selecting board members played a part in board retention. "Very specific qualifications are sought and pursued with fidelity to fill the board. Recruitment is a select process with active conversations. Prospective members are "invited to a board meeting, asked to give a presentation describing who they are as a person and what their interest is for serving on the board." The board then proceeds to interview the applicant during a question-and-answer session.
- Board members indicated budgets and financial considerations are strong at BANV. A budget is constructed and "we follow the budget pretty well to ensure resources are equitable at both campuses." Board members said they review finances monthly along with their financial sub-committee. "We access detailed expenditures through a portal. Each month, we receive budget reports that include a balance sheet and bank statements," said one focus group participant. Another board member reported, "School leadership is thorough with finances." Board members in the focus group reported budget adjustments are made when enrollment levels are lower than anticipated. "We are seeing some of the adjustments start to take effect now. We have recovered enrollment numbers from COVID. We are where we need to be with the projected numbers, and our budget numbers are looking good. Our enrollment is doing better than anticipated. Attendance is higher and the dropout rate has improved."
- Members of the governing board stated operational consistency across the two BANV campuses has been "very smooth. We have not seen a change in policies or procedures. Everything is streamlined. It's like one big campus at two locations." One board member stated the board as a whole reviews and approves class programs as well as school policies and procedures. "Some of the recent decisions have been approving more bus passes to ensure students have transportation to and from school." Beacon Academy of Nevada has a partnership with the Regional Transit Commission of Southern Nevada. "Grant monies have also been approved and allocated to purchase bus passes for our students," one board member said.

¹ Two members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated. A single board focus group was conducted since the governing board oversees both the East and West campus.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families²:

- Families in the focus group session reported learning about BANV through a few different avenues. Two parents said they learned about BANV upon moving to the United States and having difficulty registering their children with other public schools. Another parent said she researched schools online to fit her special needs child. “We had tried public school, other charter schools, and home schooling. We continued home-schooling during COVID. He was credit deficient and needed more support in academics than home-schooling would provide. We found Beacon and couldn’t be happier.” Parents reported Beacon staff answered all of their questions prior to enrollment and were attentive to both the families’ needs and the needs of their children. One parent said, “Once we decided Beacon was the best fit, the process to enroll was very smooth.”
- Parents reported their children are excited to come to school and learn. “My son is happy and tells me things he has learned when he comes home. He shares the things he has learned in the history of music that he is taking as one of his elective classes.” Another parent said her child likes to talk about all the things she is learning that she had not been taught in her prior school in our home country. “She is learning more here and focused more on her learning.” Some parents said their children attend school for tutoring beyond the two days-a-week requirement.
- Families were very appreciative to school faculty and staff for their timely responsiveness to parental contact. One parent said when she reaches out to the school whether it be an email a phone call or a text, “the school gets back to me within an hour.” Another parent said she was pleased with the transparency provided regarding her child’s learning progress. “I receive emails regularly (weekly) about my child’s grades, or any changes to her schedule.” Parents also reported they were thankful for the resources provided to students. One example a parent shared was teacher responsiveness. “My child can easily reach out to his teachers if he doesn’t understand an assignment or has a question, and the teachers will get right back to him. Sometimes the teacher will then explain it to me as a parent so I can help at home. I really like that.” Another parent said the small classes and one-on-one instruction have helped her child develop confidence. “She will now speak up in class when she doesn’t understand something. She is excited about learning for the first time.” Each of the parents in the focus group said the relationship that develops between the teachers and the students is special.

Students:

- Students said they like attending BANV because of the adjustable attendance policy. Students reported they can choose which two days of the week they attend school for three hours. “I find it helpful when my work schedule changes.” Another student shared, “Sometimes I have family obligations that come up that I need to take care of. Being able to take care of family and still attend school and graduate is important.” Students in the focus group session also said they can also choose which campus to attend. Students can complete a form requesting to attend the west campus once per term if it is more conducive to the student’s needs. Faculty then coordinate communicating the student’s academic growth, progress, and needs with the student and in the student’s electronic file. Teachers at the West campus can easily read the student’s file and support the student in meeting their academic needs.

² The Parents/Families focus group summaries from both Beacon Academy East and Beacon Academy West have been combined as students may request to move campuses once per term.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Students in the focus group expressed appreciation for the attentiveness of the faculty and staff to their academic needs. One student said, “There are multiple teachers in the classroom, and I can get help anytime I need it.” Another student agreed saying they really liked the one-on-one assistance from teachers. “I can always find someone to answer a question or help me when I am stuck.” Many of the students in the focus group reported teachers showing interest in students and their lives. “Students have their minds on other things - family, work, responsibilities outside school. So, when I come to school and teachers ask how I’m doing, that means a lot.”
- Students explained each student is in a program that assists them planning for post-high school graduation. One student said she appreciated how BANV provides ideas for jobs. “I like that the adults listen to me and help me plan beyond school.” Students in the focus group expressed gratitude for the teachers and staff, stating they were respectful and understanding, making students feel comfortable sharing their questions, concerns, and thoughts.

Leadership³:

- The leadership team reported student recruitment often comes from public school referrals. “Counselors may call us or give the student information about our offerings.” Leadership focus group participants said BANV administrative personnel reach out directly to the school to thank them for the referral. One member of the leadership said that sometimes a school is unclear on the requirements for admission to BANV. “When that happens, I reach out and offer to meet with the school’s counseling team to help educate them and share with them how best to recommend students.” Leadership also indicated they contact schools when a student graduates and notifies the school of the student completing their high school diploma requirements. The leadership team said consistent contact with schools helps build rapport and agency with local area schools, adding to the school’s enrollment and providing services to students.
- The leadership team said respect is the most important component in building school culture. “Students come in with a bit of academic damage in regard to their academic environment. Faculty are aware they have to build trust before learning can take place.” Administrative personnel explained students receive a “temperature check” from teachers on the student’s STEP⁴ card. “A student’s social-emotional needs must be met before learning can take place. Sometimes students will need to meet with a social worker for 10 minutes before learning can take place. We have four social workers on staff and are looking to hire a fifth.” Leadership also said that their diverse student “Is mirrored in our culturally diverse staff. We have bi-lingual staff.” Leadership reported all staff are SIOP⁵, trained. Faculty and staff have also completed professional development (PD) on crisis intervention and prevention.

³ The leadership team is comprised of the same personnel for Beacon Academy East and Beacon Academy West. The leadership team co-schedule time to be at each campus several days per week. Each campus has daily leadership representation.

⁴ Students are responsible for completing a STEP (Student Teacher Education Plan) card each day to monitor their learning goals for the day, week, and quarter. The STEP card assists students in tracking credits earned and credits needed. A pacing guide is created and updated as students enter new information on their STEP card. STEP cards provide space for students to indicate their social-emotional status. Students share any specific circumstances that are happening in their lives that may impact their learning.

⁵ SIOP stands for Sheltered Instruction Observation Protocol. SIOP is a research-based validated model allowing English learners to acquire academic knowledge as they develop English language proficiency.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Financial practices at BANV are transparent and ethical according to school leadership. “Before we pay any bills, we make sure we have the packing slips and can match the totals.” Leadership said at least three people review each transaction to minimize errors. “Multiple eyes on finances help. Not one individual has access to the bank account. Approvals must go through several people.”

Staff:

- Teachers in the faculty focus group said orienting students to BANV and showing students how the school is different from conventional schooling is the first step in building trust between the student and the teachers. “Students are met day one with ‘the Beacon hug.’ This orientation program shows students what Beacon is in a snapshot. Then we introduce them to the teachers and then the program. Teachers reported the trust-building takes time, but modelling politeness with every conversation and every person at the school is key. “We model speaking politely and courteously to everyone here. It is important to model that for the students.” A third teacher said, ““We as teachers continue to meet them with respect and politeness even if they are cranky with us. When the students see they are not met with crankiness this often changes their attitude toward how they treat us. We consistently meet them with kindness and respect. “Making students feel heard is very important to us in building rapport and trust.”
- One of the ways faculty address attendance issues is to communicate frequently with the students. “When I don’t see a student in class, I call them immediately.” One teacher said “Students know we care, and we want them here. We want them to graduate, so we reach out.” Another teacher explained, “a lot of students come to us in crisis mode.” Students new to BANV may not have had success in conventional school settings or been disappointed with adults in their lives not following through with what they said they were going to do. One teacher explained, “On Fridays, we have training sessions and PD time. I also have time to contact students regarding their attendance and academics.”
- Faculty and staff explained that students have a four-day school week, attending classes Monday through Thursday. Fridays are reserved for staff meetings and one-hour professional learning community (PLC) time for planning and collaborating lessons with colleagues. Time is also scheduled on Friday for school-wide training, and professional development (PD), and contacting students regarding attendance and academics. “We can reflect and discuss how we will implement the PD and data in the coming weeks. Much of the PD helps orient us to the needs of the students; for example, where they are at in their homelife, are they experiencing anxiety, a crisis, etc.” Faculty said they have completed training and PD regarding learning strategies, suicide prevention, crisis prevention, and trauma training. One faculty member explained, “We look at the student’s mental health first. This needs to be addressed before the students can focus to learn.” Teachers in the focus group reported there are once a month Saturday PD offerings as well. Hours at the Saturday PD can be used for teacher re-certification. Attendance is optional “but a lot of really good training happens on Saturdays. We have had offerings on how to read MAP testing, how to read and implement an IEP, how to create an all-inclusive environment.”

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 20 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: 10	Total: 9	Total: 1	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: 11	Total: 9	Total: 0	Total: 0	Total: 0

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: 9	Total: 11	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: 6	Total: 14	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: 1	Total: 19	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: 0	Total: 20	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: 7	Total: 12	Total: 1	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: 5	Total: 15	Total: 0	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable

1. In one science classroom, students worked independently on online assignments. The teachers pulled small groups to provide targeted support on focus standards. The teachers clearly stated the purpose of the lesson and provided scaffolded instruction to support students in completing the performance task.
2. Strong student engagement in a ELA classroom was prevalent as all students were working independently on the appropriate lesson and/or working alongside an instructor. All students were following classroom and school protocols, and no behavioral reminders were needed.
3. A small group of students watched a video on ecosystems with the instructor in a science class. Students answered questions posed by the teacher. Other students in the class completed assignments at an independent pace. The other instructor in the classroom moved about the room checking each student's academic progress and assisting as needed.
4. In a high school science class, students were engaged in the lesson willing to ask questions of the instructors or request assistance.
5. In one high school math classroom, a teacher provided one on one targeted interventions to a student. All instructors provided scaffolding to guide the student to the correct answer.
6. A student was listening through headphones in one class. The sound coming from the headphones was very loud and distracting to other learners. The teachers in the room did not ask the student to turn the volume down. A few other students in the class were disengaged. One teacher circulated the room speaking with each student one on one about each student's learning activities. One student was waiting for the teacher to come and assist him and could not move forward until he spoke with the instructor. There was a lot of downtime for this student and the student became fidgety, distracted, and disengaged waiting for the teacher.
7. In one math class, students completed independent work as the instructors circulated the room assisting students as needed on content ranging from algebra to geometry. Students were on-task and knew what they needed to complete. Students used academic language to explain how they solved equations.
8. In one high school history class, students worked independently. There were three instructors in the class. One instructor assisted a small group of new students. Students were oriented to the software, the curriculum, school processes for submitting materials. The other two instructors circulated the room, assisting students with their academic progress.
9. In one science class, not all students appeared engaged or following class protocols. Some students appeared to be asleep or listening to music without earphones which was not conducive to active learning. However, some students did appear to be actively working through individualized lessons and asking questions of the instructors.

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>	Beacon Academy of Nevada implements the material terms of their educational program, offering at-risk high school students a flexible and innovative pathway to graduate from high school. Curricular materials align to Nevada Academic Content Standards. The school protects the rights of students by ensuring student files are kept in a secure location. Classroom observations indicated students have multiple supports in the learning environment. Students were observed interacting one-on-one with an aide or a teacher.
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	The BANV Governing Board consists of seven (7) member board and holds ten meetings per year in accordance with Open Meeting Laws and the Code of Ethics. Annually, board members complete training in ethics, open meeting law, school finance, and other areas of school governance.
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>	Student records are stored under lock and key in a secured office. Faculty records are housed on the Beacon Academy West campus under lock and key.
Indicator 5: School Environment	<p>Measure 5b:</p> <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 in classrooms, tagged fire extinguishers throughout the building and common areas. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.

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>	<ul style="list-style-type: none"> • Move to Tier 3 MTSS supports when deemed appropriate. • SPCSA site evaluation staff recommend formalizing a plan to address the on-going challenges leadership reported when serving specialized populations. Items to consider include: <ol style="list-style-type: none"> 1. Increasing consistent student attendance. 2. Growing the number of students who earn two or more credits each term. 3. Improving the number students who achieve a grade of C or higher in their coursework. 4. Expanding the number of students graduating each term. 5. Ensuring policy, procedure, and operational consistency across both campuses.
<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>	<p>School leaders shared several forms of evidence toward progress for recommendations. BANV has added Tier 3 MTSS supports, and formalized plans that address ongoing challenges. The school continues to strategize and build pathways to improve COVID learning loss and reestablish academic routines. Chronic absenteeism continues to be discussed and of primary importance to faculty and staff.</p>
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>BANV leadership believes that recommendations from the 2021-2022 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address prior recommendations is ongoing as the school continues to enroll students serving students that are credit deficient and seeking a pathway to graduation.</p> <p>SPCSA staff agrees with this assessment, and concluded that 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.

Beacon Network

- The governing board demonstrates robust board retention and partnership with leadership. The Beacon Academy of Nevada governing board demonstrates board membership preservation with some members serving 10 years or more. Founding board members serve as current board members. Both the governing board focus group and the leadership focus group reported an effective rapport between leadership and the board based on transparency, respect, and comfortable communication.
- BANV maintains strong support for faculty training and professional development. PD occurs weekly along with PLC time in which the instructional staff review current implementation of accommodations, student performance and feedback. Monthly opportunities for teachers to enhance their professional expertise is offered along with re-certification hours. BANV's commitment to the student population can be observed in the relationships with school personnel and students. Low faculty turnover indicates strong support of personnel needs.
- Student progress is synced hourly within the BANV software system, providing instructors and support personnel analytics at a granular level. School personnel at both campuses can access updated student progress at any time within the software platform. Current data on students' academic progress is both timely and efficient for stakeholders. Teachers can make use of the up-to-date information to make curricular decisions, maximizing student learning and forecasting individualized academic plans of study. Quarterly meetings are held with all instructional staff to review individual student goals and accommodations. Operational procedures across both campuses are consistent. As one board member stated, "It's one campus at two locations."

Beacon East:

- SPCSA staff observed the leadership, faculty, and staff at the East campus modeling the charter's mission and vision "To offer at-risk high school students the choice of an innovative and relevant education, which provides the flexibility and support to graduate from high school with concrete plans for their future." Students within the student focus group reported making plans post-graduation with the help of the school's counselor. During the family focus group several parents said their child did not think about the future before enrolling at BANV.
- SPCSA staff observed conversations between students and faculty demonstrated a focus on meeting individual learning needs of students with fidelity and integrity. SPCSA staff observed a strong connection between teachers and students. BANV East maintains social workers, a literacy facilitator, and a special education facilitator on staff as part of their student support services. Each student has their own case manager and an individualized learning plan. The student: teacher ratio is 1:1 allowing students focused, targeted, and individualized learning. Individual student accommodations are easily accessible to all instructional staff. BANV is attuned to creating a schooling experience that is not "detached from life, problems in family life, or shows a lack of interest towards students," thereby offering students a responsive, understanding environment in which to complete their high school

graduation requirements.

- The BANV East campus was observed to have an economically and ethnically diverse student population. Diverse demographics across school stakeholders is a strength when identifying, understanding, and responding to needs of the school's population.

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.

- BANV serves a unique student population with challenges that differ from more traditional public charter schools. Students enroll seeking credit recovery and assistance in academically planning a pathway to achieve high-school graduation. Emotional, mental, and physical supports are needed on several levels to serve students ranging from 16-21 years of age. BANV students often face economic challenges and various life experiences that vary from a conventional high school population. Sufficient resources to serve the broad and diverse needs of a vulnerable student population require careful planning and consideration to ensure resources and expenditures are appropriate.
- Chronic absenteeism remains a concern at BANV. Leadership continues to strategize ways in which to communicate with families and students, encouraging and educating them on school attendance and academic goal achievement. Students stated bus delays and personal work schedules are often a hindrance to arriving at school on time. Leadership is aware of barriers and continue to strategize ways to accommodate 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.

- SPCSA staff recommend that the school identify a way for students to better see and understand their timeline to graduation. Currently, students can see classes they are taking, classes they have closed, and their grades on their online accounts, but not their proposed graduation date. Students expressed some frustration to SPCSA staff members about their visibility in this regard. It might be helpful for students to see their progress toward graduation becoming closer as they near the completion of classes.
- SPCSA staff recommend leadership consider offering a snack machine that accepts debit cards. Students reported the beverage machine accepts a card, but not the snack machine. Several students described personal circumstances in which they cannot pack a lunch or carry cash. A snack machine that would accept a card would be helpful to students. Additionally, leadership may want to consider scheduling an optional lunch or nutritional break for students. Students indicated some classes allow them to snack, and a five-minute passing period exists in which students can eat something. Many students felt having a little more time to eat would be beneficial.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Beacon Academy East during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for Beacon Academy East during this site evaluation.