Nevada State Public Charter School Authority

Site Evaluation Report
Beacon Academy of Nevada
Evaluation Date: 9/17/2020
Report Date: 10/8/2020

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

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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 9/17/2020 at Beacon Academy of Nevada. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1st, 3rd, and 5th 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 reported. The results will be displayed using a checklist.

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

Beacon Academy of Nevada is located in Las Vegas, Nevada at 7360 West Flamingo Road. The school serves 380 students (as of the most recent Validation Day) in 9th–12th grade during the 2020-21 school year. The mission of Beacon Academy of Nevada is: "To offer at-risk high school students the choice of an innovative and relevant education which provides the flexibility and support to graduate from high school with concrete plans for their future."

ACADEMIC PERFORMANCE

Beacon Academy of Nevada
Math and ELA Results
Nevada School Performance Framework
2019

Beacon Academy of Nevada operates under the Alternative Performance Framework (APF) which is designed to report performance data for alternative schools that serve a high-needs population of students.

Beacon Academy of Nevada serves 380 students in grades 9 – 12

High School

Beacon Academy of Nevada

School Level: High School
Grade Levels: 09-12
District: State Public Charter School Authority
School Address: 7360 W. Flamingo Rd Las Vegas, NV 89147

Student Race/Ethnicity
- 28.1% White
- 15.3% Bl/Afr Am
- 43.3% Hisp/Latino
- 3.7% Asian
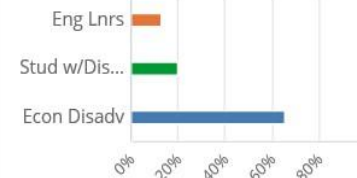- 0.9% Am Ind/AK Nat
- 2.7% Pac Isl
- 5.5% Two or More

School Year 2018-2019 Nevada School Rating

10.5
Total Index Score

School Performance History

School Year	Index Score/ Star Rating
2017-2018	15.5 ★
2016-2017	N/A N/A

School Type: *Charter SPCSA Virtual*
School Designation: *CSI*
95% Assessment Participation: *Met*

Alternative Student Groups
- Eng Lnrs
- Stud w/Dis...
- Econ Disadv

(0% 20% 40% 60% 80%)

Beacon Academy of Nevada
Math and ELA Results
Nevada School Performance Framework
2019

High School Proficiency and Graduation Rates

Math Proficient   **Math Proficient Points Earned: 0.5/10**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	1.1	25.8	32.83	9.3	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50	50.27	-	54.7	47.65
Black/African American	0	7.5	18.42	7.1	6.2	14.12
Hispanic/Latino	0	18.5	22.93	3	17.5	18.87
Pacific Islander	-	16	29.26	-	6.2	25.54
Two or More Races	-	26	36.96	-	26.1	33.64
White/Caucasian	3.5	32	44.25	17.6	28.4	41.31
Special Education	0	6	12.38	0	2.2	7.77
English Learners Current + Former	-	5	14.52	-	10.9	10.02
English Learners Current	-	0		-	2.4	6.96
Economically Disadvantaged	1.6	14.5	24	6.8	13.3	20.01

**ELA Proficient**   **ELA Proficient Points Earned: 0.5/10**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	12.9	53.8	48.54	28.5	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71	65.11	-	68.4	63.27
Black/African American	0	32.7	31.39	14.2	21.6	27.78
Hispanic/Latino	8	47.2	36.5	19.3	39.5	33.15
Pacific Islander	-	52	48.75	-	37.5	46.05
Two or More Races	-	62.5	58.07	-	46.9	55.86
White/Caucasian	22.5	59.7	62.25	41.1	50	60.26
Special Education	9.5	18.8	15.71	0	9	11.27
English Learners Current + Former	-	18.1	17.52	-	21.8	13.18
English Learners Current	-	10.5		-	9.7	6.9
Economically Disadvantaged	11.4	41.8	37.66	18.1	31.2	34.37

Graduation Rates Indicator 0/30
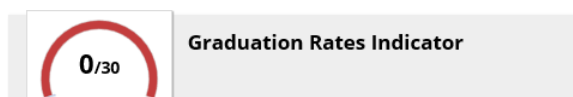
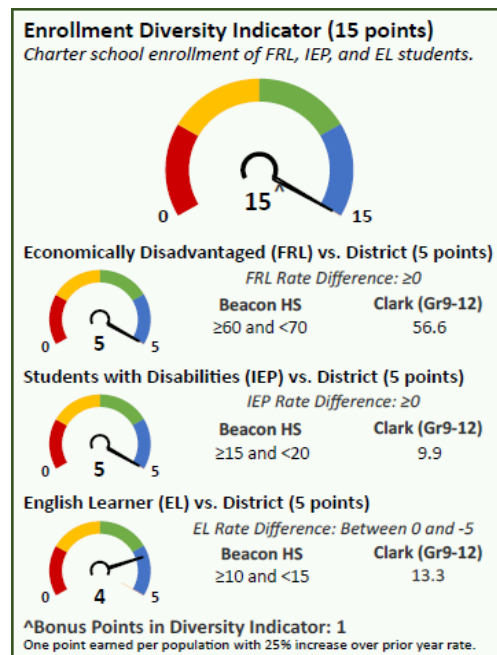| Measure	School Rate	District Rate
4-Year	33.2	70.0
5-Year	62.2	69.0

SPCSA Academic Performance Framework
Geographic Comparison Report

High School
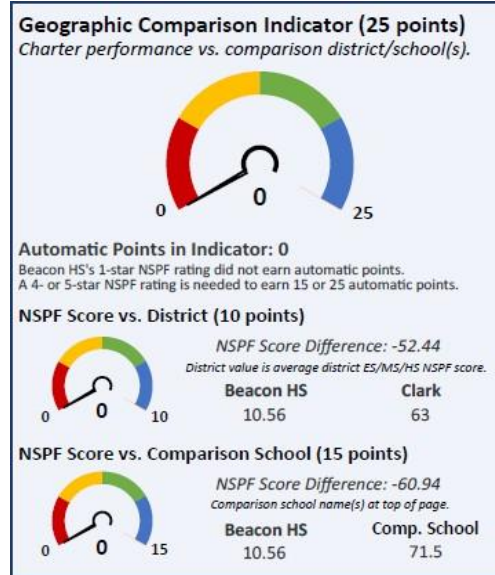
SPCSA Academic Performance Framework
Diversity Comparison Results

High School

CLASSROOM OBSERVATION TOTALS

A total of 12 classrooms were observed for approximately 20 minutes on the day of the evaluation.

I. CLASSROOM ENVIRONMENT

Areas 1 & 2	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Creating an Environment of Respect and Rapport	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.
	Total: 7	Total: 5	Total:	Total:	Total:
Establishing a Culture for Learning	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.
	Total: 5	Total: 7	Total:	Total:	Total:

Areas 3 & 4	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Managing Classroom Procedures	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.
	Total: 4	Total: 8	Total:	Total:	Total:
Managing Student Behavior	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.
	Total: 9	Total: 3	Total:	Total:	Total:

II. CLASSROOM INSTRUCTION

Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	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 explanations are 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.
	Total: 5	Total: 7	Total:	Total:	Total:

Area 6	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
A Using Questioning and Discussion Techniques	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:	Total: 7	Total:	Total:	Total: 5
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.
	Total:	Total: 6	Total:	Total:	Total: 6

The purpose of this portion of the report is to record the number of best practices during the classroom observational portion of the day.

Evidence of adapted materials/assessments: Area 5

☒ Lessons are designed to encourage student curiosity and learning beyond classroom time. 4

☒ The explanation of the content is imaginative. 7

Evidence of questioning and discussion techniques: Area 6

☐ Questions are planned ahead of time and tied to learning target(s)

☒ Teacher questions are open ended: 6

☒ Teacher allows time for students to answer — 3 seconds or more: 5

☒ Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 2

☐ Teacher purposefully signals to entire group of students to wait/think before volunteering a response.

☐ Teacher provides the opportunity for all students to answer the question (think, pair, share, written response).

Evidence of engaging students in learning area 7

☒ Active learning is taking place (rather than just listening or viewing): 4

☒ Students are using reasoning and critical thinking: 5

☒ The lesson is rigorous and includes cognitively complex tasks: 2

☒ Students engage in several types of activities during the lesson including:

  ☒ Speaking ☒ Writing ☒ Reading ☒ Listening ☒ Discussing ☐ Creating
  ☐ Problem Solving

☐ Cooperative groups

☐ Student-led classroom

☒ Technology is integrated into learning/outcomes: 12

☐ Project-based learning

Evidence of Formative Assessment During Instruction: Area 8

☒ Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 1

☒ Students incorporate the feedback by revising their work: 4

☒ Students receive frequent and meaningful feedback regarding their work: 5

☒ A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 5

Other:

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board[1]	3	30 minutes
Parents/Families	3	30 minutes
Students	6	35 minutes
School Leadership	2	30 minutes
Staff	7	30 minutes

Governing Board:

- The board said that the school has gone from an on-line to a blended format and from a semester system to a quarter system. One board member shared that, "Our goal is to serve at-risk students and we are all passionate about the learning needs of our students". The board indicated that they receive information about the school's academic performance on a regular basis. School leaders bring academic data to every board meeting. This data includes achievement and progress measures in the subject areas of Math, ELA, Social Studies and Science.

- The board shared that they meet on a monthly basis and there have been no additions to the board recently. When new members join the board, they receive training on open meeting law and attend a yearly retreat. One board member commented, "We review all school and board policies routinely, so any new members learn all of the information as the year progresses". The Beacon Academy of Nevada board members said that they make sure changes and updates such as those to the student handbook are approved each year. They added that the board meeting agenda is always posted in three places. All of the board meetings are recorded and there is always a time indicated on the agenda for public comment.

- The Beacon Academy of Nevada board relies on one member of the board, who is experienced in school leadership, to conduct the evaluation cycle for the two BANV School leaders. Leaders determine goals, monitor progress and then a written evaluation is conducted. Afterwards, the evaluations for both leaders are shared with the board and all members review and approve these documents. One board member said, "There is a great deal of attentiveness to the evaluation. If the two leaders haven't met the highest level, they look back and determine how they will improve".

- The Beacon School board members review the school's weekly newsletter. One board member shared, "The school leaders make a point of conducting surveys with families and they track the communication levels diligently". In terms of budget, the board has a financial committee and all of the members have access to the books. Board members reported that they are kept up to date with all financial items and have 90 days of cash on hand at all times. One board member commented, "Every month we (the board) know exactly what is going on financially".

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[1] Three members of the six-member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARY continued

Parents/Families:

- Family members said that school staff communicate very well with both students and parents. Parents and family members shared an appreciation for the responsiveness to questions and concerns as well as text messages which inform them about the academic progress of their children from staff. Family members said that they are impressed with the way that the school responded to the new distance learning and believe the transition was done in a smooth manner. From the parent perspective, teachers know their individual children on a personal level. This may include feedback about how the child is doing and if she/he seems to be having any type of social/emotional or academic difficulty. One parent said, "This is the most help I've ever had at any school with my two students who both have special needs". Another parent said, "The teachers have made a point of getting to know her children and her daughter greatly appreciates the one-to-one conversations that take place with her teachers". One parent said, "She really appreciates how it is not only one teacher making sure students are doing well, but a team of staff who work together to surround her young adult with support, communication and additional instruction if need be".

- In terms of academic progress, the school sends a weekly e-mail with updated progress including specific numbers so that parents are continuously aware of the status of academic achievement. Parents receive text messages if there is a concern should a student begin to fall behind. Parents and students are informed about the status of assignments completed or not completed as well.

- With the current environment, and distance learning, there are few opportunities for school activities. In previous years, one parent said she didn't attend much of the offered parent engagement opportunities. She explained, "There haven't been many activities except for informational sessions about attending colleges and applying for FAFSA. The school does not ask parents to volunteer normally. One parent shared she has never been asked to volunteer other than this focus group.

- Parents were all complimentary of Beacon Academy of Nevada stating that the school has individualized learning to meet each of their student's unique needs. One family member stated that, "Beacon is the best choice I have made for my two children and have no regrets about our decision to have them attend this school." The parents are very happy with the high levels of learning, extra help and student satisfaction with the choice to work at his/her own pace. One parent commented that some students struggle with anxiety and focusing on one or more classes at a time. She commended Beacon for being the perfect fit for her student. Another parent said that her son had many motivational challenges and, if it weren't for the staff staying connected to her son, she isn't sure what would have happened. She explained that staff at the school showed her son how to keep on trying and recognized his intelligence and ability to debate. A parent summed it up saying, "Beacon really does represent a beacon of light to students. My son had been through a highly traumatic experience and the school showed how much they care. He is doing very well, and I feel like I got my son back".

FOCUS GROUP SUMMARY continued

Students:

- Students shared that they like attending Beacon Academy of Nevada for several reasons. A number of the participants commented that they like that they are not forced to interact in person with people. One student said that she has some anxiety with face to face settings. Another student said he can get his work done at his own pace. He said, "I can go ahead with learning content and I am not expected to wait for others in the class to catch up". One young adult said that she likes the constant communication with teachers as well as the e-mails, chat online, and the availability to meet with her teachers. She added that, "For her, this setting is much easier for her to communicate within than a regular school setting".

- Students said that they are motivated to attend school. One student said she wants to finish high school, get good grades, and go to college or to a trade school. As far as academic progress, students monitor their academic progress by using a to do list and by setting deadlines for themselves. The STEP Card is part of this. Students explained that each week they look over all assignments for each class, write down grades, track progress and then evaluate themselves to decide how well they are doing. This was shared as a great way to monitor assignments and progress. One student said that she feels respected by all of her teachers. She said, "When I talk with my teachers and ask questions, the teachers respond in a way that is kind, caring and accepting of me".

- Students said that most everyone talks in the chat box and prefers not to use the microphone or the camera. Students explained that this is accepted at the school because most students prefer it this way. The way students communicate and learn in the virtual setting is based on what is the most comfortable for students. Students reported that they are challenged at school. One student remarked, "There are difficult, deep questions asked during some classes. It causes students to think. I find Biology difficult because I'm not interested in it and, when I have to answer questions, I have to make my brain work harder". Students said that they are comfortable stating that they don't understand, asking questions and reaching out to get some help if needed.

- Teachers use the syllabus at the beginning of the year to share expected norms for how students are expected to treat each other and to outline the expectations for completing assignments on time. Students feel connected to activities in the classroom when they are interested in the topic or during classroom discussions. One student commented that the teachers make sure most students can relate to the discussion or learning topic. A student said, "When discussions happen everyone gets to participate, and teachers make sure everyone's point of view is shared". When students were asked if they wished they had outside social opportunities, they said they like it the way it is. One student stated that, at times, there is a delay in teachers responding to her e-mail and she finds that frustrating. Another student shared that she learns so much at Beacon.

FOCUS GROUP SUMMARY continued

Leadership:

- The Beacon Leadership Team said, "In alignment with the mission statement of the school, they are dedicated to serving an at-risk population of students and providing them flexibility and support to graduate from high school". In order to engage and guide students toward success, school personnel have to start by showing students that they care. All staff work to build rapport with students who have been academically and social disadvantaged. One leader remarked, "One of the first things that happens for newly enrolled students is that they get support from a social worker". The saying at the school is "Maslow before Bloom". In other words, the basic needs (Maslow's Hierarchy of Needs) must be met before learning can take place. One of the school leaders explained, "This is why the students come to our school. Without the "caring", students most likely will not persevere, attend or be engaged".

- With this at-risk population, all students are challenged in their courses because the school makes sure that each student is appropriately placed in the classes they need to take to graduate. Programs such as ALEKS help guide students to learn specifically what they need to know. ALEKS is a newer program designed to diagnostically determine where learning gaps exist for each individual student. This helps staff to refrain from teaching redundant information and getting right to where new learning and overcoming learning obstacles can take place. When students enroll, they are provided with a projected graduation date. This allows teachers to review the end goal (graduation) with the progress a student makes each week. All BANV lessons are aligned to the NVACS. The on-line curriculum is reviewed and approved by NDE and the engagement and communication plans for all students are included in the plan. Students are pushed and coached to earn a "C" or higher. This is done because the school wants to help students see the relevance of the "C" and not the "D" in the future. The transcripts/grade may be needed when a student applies to college or trade school.

- With SIOP (Sheltered Instruction Observation Protocol) training and literacy coaching in the last two years, school leaders and teaching staff have realized that academic language of each content area is important. Members of the teaching staff have made academic language a high focus area. Another important area, according to school leaders, is providing feedback to students about their learning. One leader explained, "There is the immediate feedback in whole group and in small group".

- School Leaders shared that one of the social workers is the Drop-Out Prevention Facilitator for the school. The school leaders look at other schools, like Beacon, to find new ideas and ways of improving. At Beacon, every student has a house leader and a coach. The team looks at the high risk "red flags" and know, when they see these indicators, that they must provide support. One leader commented, "Take away the drama of high school and students realize they can do it and become motivated. They become open to college and realize they have talents and drive. When we show students that they can get a certificate and earn a decent wage, they become excited and focused on their future". Leaders admit that the numbers of students transitioning to college or trade school are not as high as we would like them to be. We are improving. We are going to put a high focus on trade school as well as college this school year.

FOCUS GROUP SUMMARY continued

Staff:

- The staff shared that they have adapted their teaching for the current virtual setting in several ways. They said that the students do not like to talk on video or show themselves on the computer. For this reason, teachers have responded by making sure students feel comfortable while communicating on-line. Teachers have adapted by communicating in the virtual classrooms both vocally and by typing into chat and e-mail. Teachers commented that they've had to work hard and think about new ways to engage students. One teacher commented, "Slides have to be short and clear".

- Staff was asked about how they would describe the communication and support from school leaders. One teacher shared that she has a regularly scheduled meeting with the Director of Academics. She likes this because the leader wants to know what she needs or how can she help. The teacher commented," This is tremendously supportive, and I like it because this is constant communication". Another teacher said there are meetings, chats, e-mails, and phone calls with school leaders. She said, "I have never felt that I can't go to them with my ideas and concerns. The leaders have tried to step it up given the current virtual environment". According to staff, decisions are made as a group and the leaders are including everyone in the decision-making process.

- Staff said that data is used daily. One educator shared that looking at MAP scores is a driving force for the curriculum. She explained, "Educators can look at the data and find the commonalities. For example, 75% of the students need some help finding evidence in the text and citing it". Staff said that social workers receive information about who is having attendance issues. This helps us understand which students are at risk of not graduating. One teacher commented, "Our Smart Sheets program allows us to filter and condense the list and have more of a triage effect so that we can keep students engaged with us before they drop out".

- SIOP, Special Education updates, Pearson and PBIS (Positive Behavior Intervention Supports) have been recent Professional Learning opportunities at Beacon. In addition, staff are given the opportunity and time to work together in large and small groups to plan and create unique learning experiences for students. One staff member said, "The Executive Directors send us information about upcoming classes to see if we are interested in taking classes." Staff said that they are preparing to launch the MTSS (Multi-Tiered Systems of Support) training as well. Staff members said that they have such strong support from their school leaders. As one teacher remarked, "Being given a chance to improve yourself and having leaders give you honest feedback and appreciation is priceless". It is clear that the staff unanimously admires and respects their administrators.

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 Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation Classroom Observations Epicenter Submissions	Strong alignment to the mission statement. Courses use multiple modalities and there was evidence of cross-curricular content.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations Epicenter Submissions	All courses are aligned to NVACS. Personalized Learning Plans are based upon core credit attainment.
1c	The school protects the rights of students with disabilities.	School Presentation Epicenter Submissions Classroom Observations	All core subject classes using team teaching model. A high percent of enrolled students has an IEP (currently 25.5% of the school population).
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	Instructional staff SIOP (Sheltered Instruction Observation Protocol). 75% of EL's passed core classes in 2019-2020 terms 1 – 3.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Epicenter Submissions Focus Groups Classroom Observations	Beacon is mission driven: A needs assessment for each student is conducted by school Social Worker. An emphasis in educating those most at-risk students including McKinney-Vento, Foster, FRL wrap-around services provided in collaboration with community partners. BANV Governing Board Policy and Procedure. Manual updated annually.
3b	The school holds management accountable.	School Presentation Focus Groups	School leaders are evaluated each year as overseen by the BANV School Board.
4a	The school protects the rights of all students.	School Presentation Focus Groups Classroom Observations	BANV Governing Board and staff focus on avoiding negative behavioral incidents via crisis prevention training, SEL strategies, and training in de-escalation of negative behaviors. FERPA compliance
5b	The school complies with health and safety requirements.	School Presentation Focus Groups Classroom Observations	Monthly emergency drills conducted. Workplace violence prevention policy. Signs of suicide screening conducted one to two times per year. Project 150 and other community agencies provide food, clothing, and toiletries as needed.

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 Evidence are found within the body of the report and summarized here.

Beacon Academy of Nevada is to be commended for their high levels of academic and organizational alignment to the school's mission statement. The majority of the student population is considered "at-risk" for not graduating from high school. This includes approximately 25% IEP, 10% EL, students qualifying for Title I, those in Foster Care and those experiencing homelessness.

- BANV welcomes all students and assigns a social worker to each young person immediately upon enrollment. The Social Worker conducts a needs assessment and subsequent wrap-around services as quickly as possible. An academic team creates a defined academic path to graduation for each student without delay.
- Staff is aware that many of the students are vulnerable and have intentionally created a highly respectful school environment. This respectful atmosphere offers students support, understanding, and relationships both in person and within the distance learning framework.
- Using diagnostic systems such as ALEks, and STEP CARD to define where students may have barriers to next steps in learning, the staff engages the students and empowers them to own the ability to create a goal and follow through to attainment.
- In some cases, students go from feeling helpless to knowing they can succeed in high school.
- The rights of all students are protected and considered in each circumstance. For example, the option of participating in on-line instruction using no camera or microphone is not only available but preferred by most students. This is readily accepted by all instructional staff.
- Students are praised and encouraged for asking questions and this leads to an overall openness to seeking additional directions, asking questions, or having confirmation regarding an assignment.
- Students have the choice to advance within a given class by completing assignments ahead of time. This is something the students especially appreciated.
- Students receive high levels of positive support in terms of academic plans, wrap-around services, building relationships with positive role models at the school and celebrating the steps to graduation along the way.
- Students, families, staff, and members of the school board are highly satisfied with Beacon Academy of Nevada.

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 students have a history of dropping out of school for extended periods of time. The School Board, leadership, and staff have taken several steps to minimize this from happening as listed above in the "Major Strengths" section. Not only does the drop-out pattern have an impact on achievement scores and graduation rates, it is also tied to funding and has a financial impact on the school. There is no doubt that BANV strongly supports their target students, as described in detail within their mission statement. Due to the very nature of "at-risk" students, this remains a challenge. What is important is the continued tracking of transition success, chronic absenteeism, and retention rates. There is a definite focus on improvement over time at Beacon Academy of Nevada.

RECOMMENDATIONS

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

1. Continue to build "communal" social capital and "relational trust" for students in the school setting. This bonding of youth to classroom teachers, peers, and school activities through trusting and sustained relationships provides protective factors to students from academic failure. Continue to research ways to build upon and implement BANV's current levels of "bridging" the enrolled "at-risk" students to less "at-risk" youth, families and members of the community. This intentional broadening of student perspective, building relationships outside of the school and providing connections to those with necessary resources is to be commended. Continue to build upon the possibilities to provide students with additional opportunities to participate in work-study and business internships. This "bridging" or engagement between students and community role models may greatly benefit Beacon students. Some of the BANV students have strong skills in problem solving, communication, and adaptability but these strengths/skills are not often captured by a GPA or transcripts. A healthy work-study or internship program would provide students with references, work experiences, and relationships with positive community role models.

2. Continue to track and improve BANV's transition, chronic absenteeism, and retention rates. BANV has successfully implemented top recommendations for students at risk of dropping out of high school as noted in the *What Works Clearinghouse*. Recommendations include a strong data tracking system, adult advocates, additional academic support, a personalized learning environment, and rigorous relevant instruction for students. Beacon Academy has strong implementation in these areas but should continue to prioritize each of these moving forward.

DEFICIENCIES

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