



Nevada State Public Charter School Authority

Site Evaluation Report
Leadership Academy of Nevada
Evaluation Date: 9/10/2020
Report Date: 10/9/2020

Contents

INTRODUCTION AND SCHOOL BACKGROUND 2

ACADEMIC PERFORMANCE..... 3

CLASSROOM OBSERVATION TOTALS 6 - 8

FOCUS GROUP SUMMARIES 10

ORGANIZATIONAL PERFORMANCE..... 11

RESULTS..... 25 - 26

Appendices

A: Nevada State Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 9/10/2020 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 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 recorded using a checklist within the report.

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.

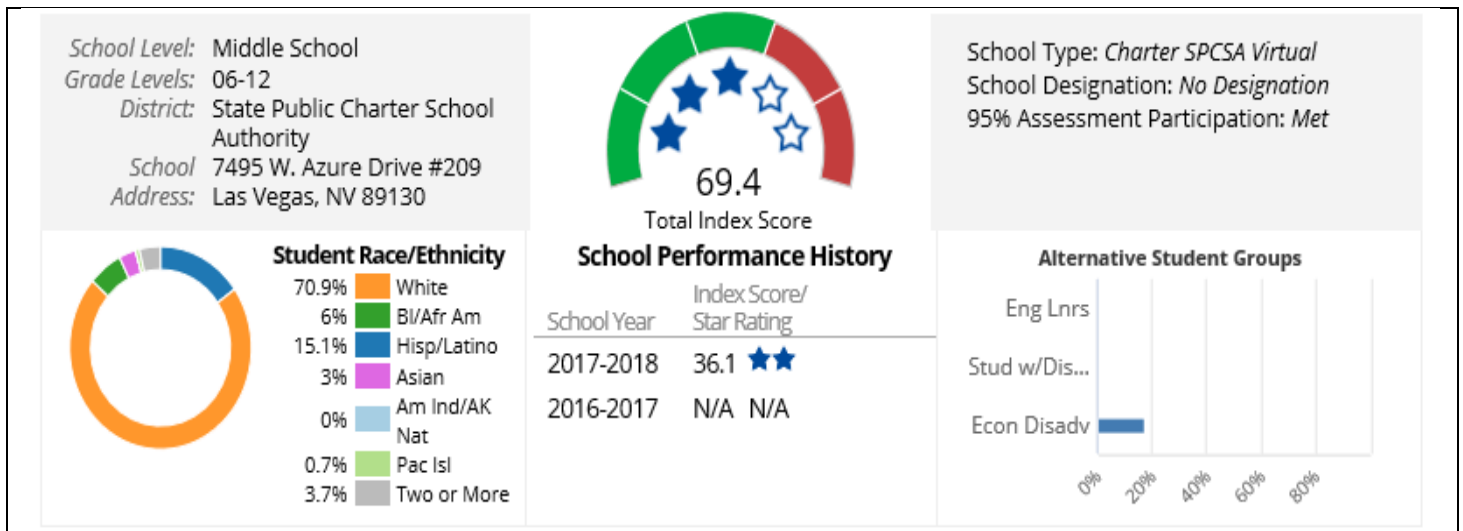
SCHOOL BACKGROUND

Leadership Academy of Nevada is located in Las Vegas in a facility at 7495 West Azure Dr. Suite 120. The school serves 261 students (as of the most recent Validation Day) in 6th-12th grade during the 2020-21 school year. through twelve during the 2020-21 school year. The mission of Leadership Academy of Nevada is: "To provide highly motivated and self-directed students in Nevada with a classical education so that they can become principled leaders."

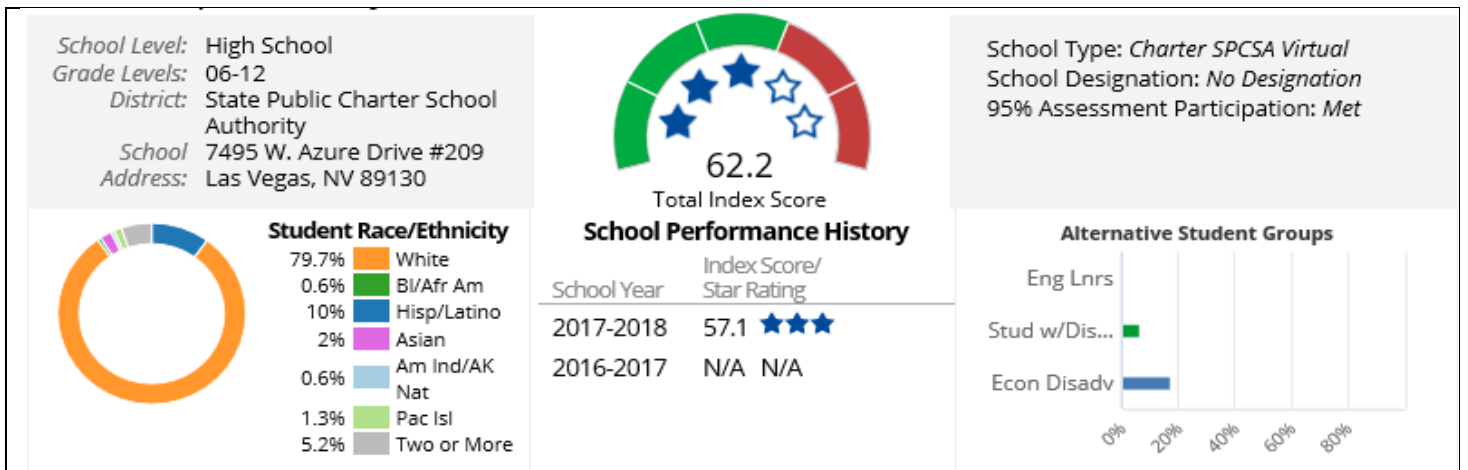
ACADEMIC PERFORMANCE

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

Middle School



High School



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

Middle School Proficiency Rates

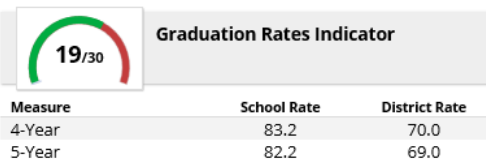
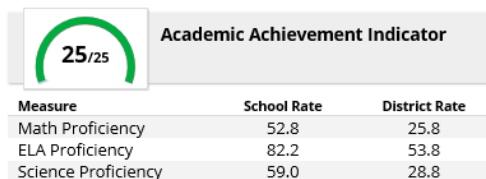
Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	37.2	42.6	36.5	25.4	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	-	24.1	23.5	-	17.7	19.5
Hispanic/Latino	41.1	31.8	29.3	29.4	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	-	47.2	40.6	-	41.5	37.5
White/Caucasian	36.7	51.2	47.1	25.9	44.4	44.4
Special Education	-	12	18.6	-	11.5	14.3
English Learners Current + Former	-	26.8	20.2	-	22.2	16
English Learners Current	-	12.5	-	-	8.5	-
Economically Disadvantaged	21	29	29.2	11.1	21.7	25.5

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	57.1	59.6	54.1	45.2	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	-	40.1	37.8	-	38.4	34.5
Hispanic/Latino	47	50.2	45.1	52.9	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	-	61	59.2
White/Caucasian	60.7	67.7	66.3	46.3	63.5	64.6
Special Education	-	19.8	21.9	-	20.7	17.8
English Learners Current + Former	-	42.7	24.3	-	34.8	20.3
English Learners Current	-	22	-	-	15.8	-
Economically Disadvantaged	31.5	46.3	44.4	36.8	41.5	41.4

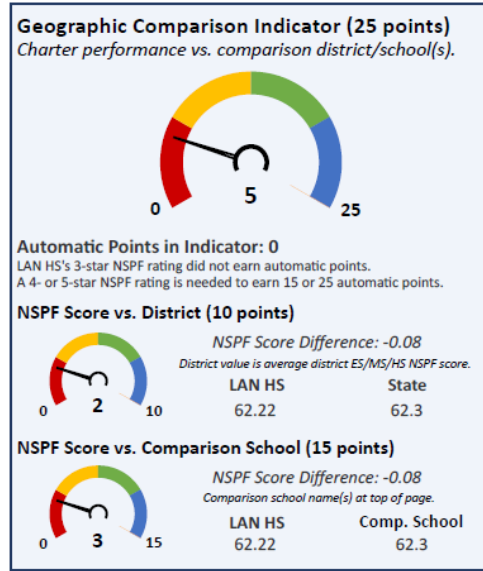
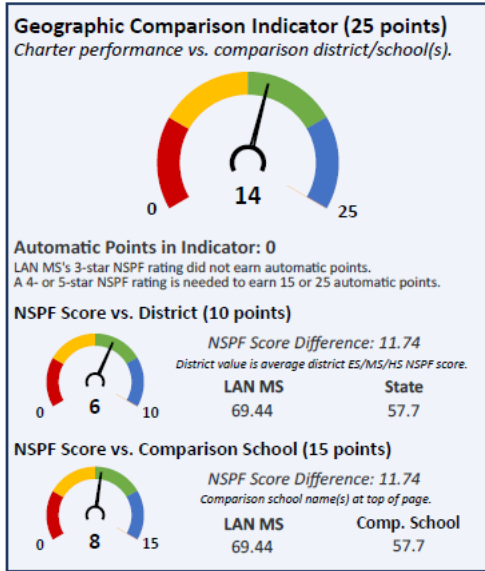
High School Proficiency and Graduation Rates



SPCSA Academic Performance Framework Geographic Comparison Report

Middle School

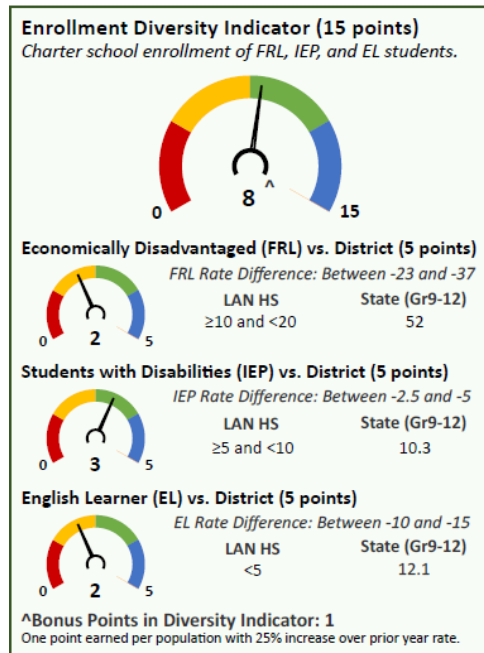
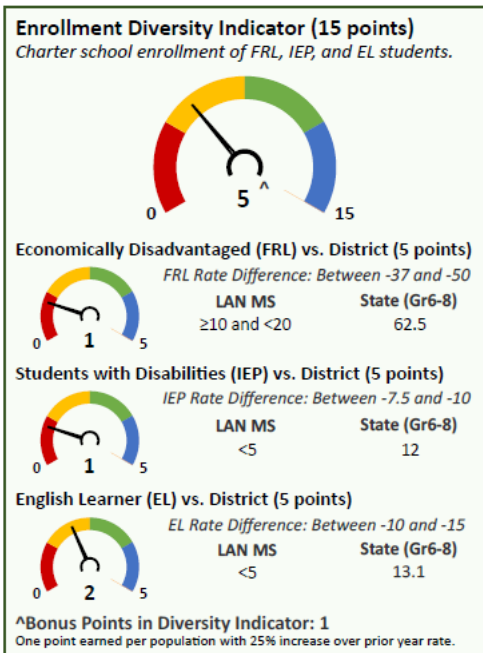
High School



SPCSA Academic Performance Framework Diversity Comparison Results

Middle School

High School



CLASSROOM OBSERVATION TOTALS

A total of 13 classrooms were observed for approximately 20 minutes on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	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.
Total: 4		Total: 9	Total:	Total:	Total:
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: 3		Total: 10	Total:	Total:	Total:
Areas 3 & 4 Managing Classroom Procedures Managing Student Behavior	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	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: 5	Total: 8	Total:	Total:	Total:
	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: 7	Total: 4	Total:	Total:	Total: 2	

II. CLASSROOM INSTRUCTION					
Area 5	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 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.
Total: 4		Total: 6	Total: 1	Total:	Total: 2
Area 6	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Using Questioning and Discussion Techniques	A Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	B 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: 7	Total: 5	Total: 1	Total:	Total:	

II. CLASSROOM INSTRUCTION (continued)

		Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Engaging Students in Learning	Area 7	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	A					
		Total: 7	Total: 5	Total: 1	Total:	Total:
	B	Students make contributions to the representation of content.	There are appropriate activities and materials and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content or lack of lesson structure/pacing.	This criterion was not observed or rated.
		Total: 10	Total: 3	Total:	Total:	
Using Formative Assessment in Instruction	Area 8	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	A	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
		Total: 5	Total: 4	Total:	Total:	Total: 4
	B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 3	Total: 5	Total: 1	Total:	Total: 4	

The purpose of this portion of the report is to provide a numerical value to the total number of best practices seen during the classroom observational portion as a whole This number is indicated at the end of each best practice descriptor/line.

Evidence of adapted materials/assessments: Area 5

- Lessons are designed to encourage student curiosity and learning beyond classroom time. 10
- The explanation of the content is imaginative. 5

Evidence of questioning and discussion techniques: Area 6

- Questions are planned ahead of time and tied to learning target(s): 3
- Teacher questions are open ended: 9
- Teacher allows time for students to answer – 3 seconds or more: 8
- Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 6
- Teacher purposefully signals to entire group of students to wait/think before volunteering a response: 3
- Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 4

Evidence of engaging students in learning area 7

- Active learning is taking place (rather than just listening or viewing): 10
- Students are using reasoning and critical thinking: 10
- The lesson is rigorous and includes cognitively complex tasks: 6
- Students engage in several types of activities during the lesson including:
 - Speaking 9 Writing 8 Reading 3 Listening 13 Discussing 10 Creating Problem Solving 3
- Cooperative groups
- Student-led classroom
- Technology is integrated into learning/outcomes: 13
- 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: 4
- Students incorporate the feedback by revising their work: 5
- 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: 6

Other:

- All students expected to be seen on the camera.
- Breakout rooms are used for small group discussion.
- Evidence of Student Aides helping to guide the students in the class to higher levels of understanding and facilitating discussion within chat-break out rooms.
- All students expected to be seen on the camera.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	3	40 minutes
Parents/Families	8	40 minutes
Students	4	40 minutes
School Leadership	6	40 minutes
Staff	5	40 minutes

Governing Board:

- Board members shared that the school emphasizes leadership development in a classical educational setting, and both are key design elements which are critical to helping the school fulfill their mission. Leadership classes are offered to help students work in teams and foster self-direction within individual students.
- A Participating Board member shared that governance training is an important part of their work, and that the Board receives training every month during public meetings so as to continue to build capacity. Each Board member assists in facilitating this conversation on a monthly basis.
- When asked to reflect about the approved separation between the school and its former EMO, two Board members shared that they had some significant reservations at first, and a complete break from an educational partner at one time presented significant challenges. Since that time, Board members shared that they have done their best to stand by and support school leadership. One Board member reflected on this transition and stated: “I voted against this initially as it seemed like too big of a decision. But looking back, we have met many of our goals and we continue to hire teachers with the right mindset.”

Parents/Families:

- Family members shared that the communication between the school and themselves is excellent. One family member explained that Leadership Academy of Nevada staff communicate through canvas and Gmail. This communication includes updates on a continual basis and this family member felt they were kept up to date and aware of what is happening. Another parent gave a specific example and said she found out there were STEM science kits coming to her home and she then followed up with her son to make sure he was ready with the supplies. Another parent said that he was having trouble with communication with a single teacher and when he reached out to school leaders, the situation was quickly resolved. Another parent, who is new to the school, said that the teachers/mentors have been hands-on and personally reaching out to her children. She said this has made the transition to this-a new school-much easier for the entire family.

¹ Three of the nine-member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARY continued

Parents/Families:

- Regarding relationships between teachers and students, parents commented that the teachers make a great effort to get to know their children. One family member said that they are attending the school for their second year and the mentors at the school have gone out of their way to involve her child by recognizing his high level math skills and making sure the class is challenging to him as well as asking him to become a teacher assistant. Another parent commented, "I know my child will go see his teachers during open-door hours if he has any questions. The teachers involve the students and my son does not hesitate to reach out to get some help." Another parent shared that her daughter has dyslexia and the school has been nothing but amazing for her daughter and she attributes her daughter's success to the mentors at the school.
- Families were asked about how they feel about the school's on-line learning format. One parent, who is new to the school and to the on-line learning environment, said that she was highly concerned about her daughter because she has dyslexia. But she remarked, "The support this school has provided has been comforting." She added, "I no longer have concerns about my daughter." Another parent added that her son had been bored at his previous school and she was worried about math and Algebra. All of her fears are gone due to the office hours the teachers offer, and the chance her student has to get the support that may be needed. Another parent said one of the hindrances with on-line learning is that in math, the students have to use their cursor to write out problems. The school has done their best to encourage students to use tablets for this, but it is difficult to write out the equations at times. Another topic this parent brought up is the "social aspect" which can be left out of the on-line learning format. He said, "I know the school tries to get the students socially involved by offering school activities, and even during the COVID pandemic, the school tried to get the students together to watch a movie."
- Families shared final comments and suggestions. One parent said that she feels the school is doing an amazing job communicating and getting resources to students. A second parent said that her son spent the first two weeks trying to get caught up and he was marked down as he tried. She said he was on the wait list and started a few weeks later than others. It was disheartening for him to work so hard to catch up and see his grades remain low as he hustled to improve them. The parent said that even though the teachers knew he was enrolled after others; he still got marked down to begin with. A third parent commented, "Perhaps the school could consider leveraging parents and create a steering committee. This might help families to avoid being isolated in the separateness of a virtual setting." A final parent said that some of the assignments her son is receiving have been rigorous and challenging, and she would like instructional staff to consider the concept of fewer number of assignments with the trade of expecting a higher quality of work. She said, "I think it would be a situation where perhaps less is more. For example, there are multiple assignments for English, and I would rather see my child take more time on quality and less time on quantity. I wish he could focus on one at a time, perhaps high expectations for fewer assignments."

FOCUS GROUP SUMMARY continued

Students:

- Students participating in the focus group shared that there were a few reasons they chose an online school. One common theme that students indicated kept them enrolled at Leadership Academy of Nevada was the care and attentiveness of the teachers and staff. Students shared that LANV staff is always willing to assist and that they take education seriously.
- Students overwhelmingly felt respected and valued at school. One student summarized their experience this way: “I 100% feel respected in my classes. For me personally, my teachers are very respectful of the topic and what is being said both verbally and in the chat. All of us come from different backgrounds and have different perspectives. There hasn’t been any point since I’ve been here when I felt belittled or afraid to speak up.”
- Despite the virtual setting, students revealed that teachers have high expectations for behavior in class. One student stated that at the beginning of the year, teachers go through grade and behavior expectations, and emphasizes the need for students to be on camera and participating. Another student added: “If we break the guidelines, teachers are quick to remind us what can happen. Most teachers are pretty strict!”
- Students agreed that they feel a part of the school community and that they know their peers very well. Students pointed to classroom discussions being very open and welcoming for all students. Students said that if a student wants to get to know someone beyond the class, they can do so outside of class via email, club or school gathering.

Leadership:

- The leadership team voiced confidence that despite the full-time virtual setting of the school, mentors are still able to accommodate and reach all students no matter the individual learning style. One leader commented: “We have a lot of discussions and experiments. For kids who do not have the materials, they can follow along with mentors. Additionally, office hours are also helpful and well-attended. Specialists also come in to help with subjects.” Another leader added that many mentors use two monitors when teaching each day, with one used for instruction and the other used to observe students. This setup reinforces high expectations according to the leadership team.
- School culture was highlighted as a crucial element to the school’s success. Because the school is fairly small, there are only 13 mentors plus additional support and leadership staff. One leader stated, “This helps us to get to know one another more easily than other schools. And during Friday meetings, we spend time sharing challenges as well as accomplishments—both personal and professional. It has been fun to hear both and get to know my colleagues.”
- Math was identified as a priority area for the school over the past several years. The leadership team shared that in prior years, students were only required to go to math class twice a week. Last year, the school shifted to providing math instruction four days a week, and this year that approach has been implemented at the high school. There was general optimism that this would pay dividends in terms of student progress and achievement.

FOCUS GROUP SUMMARY continued

Staff

- The instructional staff at the school are called Mentors. During the Staff Focus group, school personnel said that they are thoughtful in their approach and ability to adapt instruction to the on-line format. One math mentor said that he decided to make sure his math classes moved away from numerical type-ins because students may think they just need the answer. Now his students have a writing tablet to share *how* they got to the answer. He also incorporated “Go Formative”, a tool which additionally supports his instruction. Another mentor added that she too teaches math and uses the tablet and has created hands on math programs to incorporate to deepen the understanding of mathematical concepts. A third mentor shared her thoughts and said that she teaches her students to think about their learning by teaching students to evaluate levels of their own learning. She said, “Sometimes there is some lag time between getting feedback on assignments, so when students know how to evaluate their learning levels and they don’t get a grade they like or expected, they are more willing to re-take a test or focus on the learning.” She added that she can increase the rigor in the classroom as time goes on because students accelerate in the ability to learn. Along these lines, staff had many examples of how the leadership team at the school is open to feedback from the staff at the school. For example, one mentor took the feedback from her students, to create a more rigorous classroom. She knew ahead of time that the school leaders would respond without any issue and was able to make the changes, knowing she would be supported. Another staff member shared that there are built in feedback loops between staff and leadership and that part of the feedback is feedback concerning how the leaders themselves are doing. Staff said that the Executive Director includes student concerns such as diversity into staff discussion, learning, and response to feedback.
- When asked about data driven instruction, LANV staff shared several examples. One of these was a type of Formative Assessment program called *Go Formative*. The teacher can look at the math problem and quickly analyze and assess how many students did well or not. One of the mentors provided a specific example of how the program is helpful. Students in the class scored 70% correct on a math test. Using the program, the mentor can look and see why some students were able to be successful and why others were not. From this information he can go back and re-teach, see which students are not participating, and give students the opportunity to re-take quizzes and tests. One mentor added that he is able to use this program to gauge his ability to teach math concepts and shared that he takes the median of the group tests and compares the scores to the year before. He is able to measure his overall ability to have high levels of achievement within his realm of teaching.
- Staff said that they have decided to remain as teachers/mentors at this school from last school year to this one, 20-21 for many reasons. One person shared that she wants to stay at the school because she trusts the leadership and she feels closer to the students as compared to her other school experiences. Another person shared that after 4 years, she was thinking she might have stopped growing on the job and the leaders at the school were able to accommodate her need to keep learning and she was able to continue even though she moved out of state. A third person shared that he thought on-line instruction doesn’t work, but he tried Leadership Academy of Nevada and gave the on-line learning format one more tries. He feels the key factor in success, particularly in

the on-line setting, is establishing and insisting on high expectations. He commented, "Both the administrators, mentors, and students are held to very high expectations at this school." Teaching staff shared that they feel empowered to create and adhere to the on-line educational setting. Another teacher said, "The school allows teachers to insert their curriculum and the administrators are there to support as are other teachers. There are high levels of commitment to students and to the school and this is a high quality place to work." Staff shared that transitioning away from the former EMO has made a big difference. One teacher noted: "The teaching staff is able to change pacing and to create the curriculum which creates more control over the levels of learning within each individual classroom. We, as a teaching staff have learned about new ideas and have created amazing engagement and assignments. We are still learning, but we are flexible and work together to help students to be engaged and increase levels of achievement."

- The staff shared that students with a 504 or Individual Education Plans are provided specific support as needed. For example, one student with severe ADHD is been provided a way to create his own daily plan after having it modeled one on one with an expert teacher. Another staff member shared that if a teacher is aware that the students are having difficulty reading, there is accommodation for this. For example, one teacher uses texts with a variety of Lexile Reading levels, to enable all students, regardless of their reading level, to read to learn about the same subject. Staff said that the students with IEPs are helped by all teachers because they are aware of their needs.

ORGANIZATIONAL PERFORMANCE FRAMEWORK

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, Questions and/or Concerns
1a	The school implements material terms of the education program.	Focus groups School presentation Epicenter submissions	LEAD courses are created around the school's mission statement. Electives include: Computer Technology, Creative Writing Fine Arts, Survey of the Arts, World of Art, and Office and Teacher Aide. Teachers are called "Mentors".
1b	The school complies with applicable education requirements.	Focus groups School presentation Epicenter submissions	Dual Enrollment increased from 6 students to 20 students.
1c	The school protects the rights of students with disabilities.	Focus groups School presentation Classroom observations	Full inclusion school. Academic coach works with students between classes. Guardian training on Special Ed Law and daily data collection on goals/benchmarks. All teachers have a copy of IEP to determine if adequate progress is made
1d	The school protects the rights of ELL students.	Focus groups School presentation Classroom observations	Non- proficient students have individual goals to assist in developing proficiency in reading, writing, listening, and speaking. Small class sizes

3a	The school complies with governance requirements	Focus Groups School presentation Epicenter submissions	Alternative Distance Ed plans created and signed. LANV has synchronous classes.
3b	The school holds management accountable	Focus groups School presentations	School leaders set yearly goals and review expectations with supervisors. Written evaluations are provided to each leader, including the Executive Director.
4a	The school protects the rights of all students	Focus groups School presentation Classroom observations	<p>School is trying to recruit employees and board members from diverse backgrounds and The curriculum includes books which provide examples of a variety of cultures.</p> <p>During the 19-20 School Year a student from LANV's documentary was featured as a showcase for the National Museum of African American History and Culture.</p> <p>During the 19-20 school year, two students from diverse backgrounds gave a presentation to school staff on implicit bias, social inclusivity.</p> <p>Small group instruction held each Friday and there are study halls for each grade level.</p>
5b	The school complies with health and safety requirements	Focus groups School presentation Classroom observations	LANV has Zoom security options in place and there is an anti-harassment policy.

SITE EVALUATION FINDINGS

STRENGTHS

Academic/Classroom Observations

The evaluation team observed 13 on-line, virtual classrooms in the morning and afternoon for approximately twenty minutes each on September 10, 2020.

The results from the classroom observational rubric, listed on pages 6-9 will be summarized here with an emphasis on observed strengths.

Classroom Environment

Area 3- “Managing Student Behavior” results indicate a strong pattern. Classroom routines and procedures appeared seamless and student behavior was entirely appropriate in 7 out of 13 classrooms observed on this day.

Classroom Instruction

Area 6- “Using Questioning and Discussion Techniques” results indicated a strong pattern. Students assume responsibility for the participation of most students in the discussion in seven out of 13 classrooms observed on this day.

Area 7- “Students make contributions to the representation of content” in 10 out of 13 classrooms observed this day.

General comments based on qualitative data collection included: high levels of student ownership, observed positive relationships between teachers and students as well as student to student, lessons designed to encourage student curiosity beyond classroom time, imaginative explanation of content, planned and open ended questions, active learning, students using reasoning and critical thinking, students engaged in several types of activities during the lesson including speaking, writing, reading, listening, discussing, creating, and problem solving, student- led classrooms, technology integrated into learning, and motivated and engaged students during the lesson.

Focus Groups

The evaluation team held focus groups for the school leadership, staff, students, families, and school board throughout the day on September 10, 2020.

The results from the focus groups are summarized within the report on pages 10-15 of this report. Results indicate strong stakeholder engagement and satisfaction with the school. All focus groups complemented the leadership staff at the school and described them as flexible and supportive. School staff was also highly regarded by parents and students.

Organizational Performance:

A limited number of measures within the organizational performance framework were partially evaluated during the site evaluation taking place on September 10, 2020. Evidence was collected from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation

SITE EVALUATION FINDINGS continued

CHALLENGES

Focus Groups

During the Family focus group, it came to our attention that there may be difficulty for those students admitted to the school after the first day of school to catch up on missed content. This may be an item for the school staff to investigate and consider addressing.

During the family focus group, participants suggested that the school consider forming a Parent Steering Committee, with the intention of creating communication, and engagement on behalf of families at the school. The Board and school leadership may wish to consider this proposition as a way to further engage with the LANV community.

Organizational Performance

The school appears to have successfully separated from the previous EMO and the school appears to be well aligned, with high levels of engagement from students, families, staff, school leaders, and the board. With this in place, the school may want to consider setting new specific school-wide goals based on the current needs of the school. Considerations might include improving diversity and improving the retention rates of students and staff.

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.

Continue to Monitor Student Achievement

It will remain increasingly important for school leadership and the governing Board to scrutinize student achievement and outcomes as measured by both the Nevada State Performance Framework, and the SPCSA frameworks. With levels of dual enrollment increasing, continue to determine the benefits of this program for students at the school and encourage participation for those students who are a good fit for the program.

Continue to adhere to statutory requirements regarding student admissions.

SPCSA staff understands that a student orientation can offer many benefits to students and families near the beginning of each school year. Please continue to be mindful that any orientation occurring prior to the beginning of the school year is of the voluntary nature or can be completed during the first few days of school during the traditional school year.

Consider creating a Parent Steering Committee

Parent involvement/engagement was included as a challenge the school is working to address. Given the feedback from the family focus group, consider creating a Parent Steering Committee that can provide parents and families an additional opportunity to engaged with the school community, especially the governing board. SPCSA staff is happy to provide suggestions about how to start this work or facilitate conversations with other schools where an advisory board may already be established.

DEFICIENCIES

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