Nevada State Public Charter School Authority

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

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Appendices

A: Nevada State Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

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

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

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

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

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

SCHOOL BACKGROUND

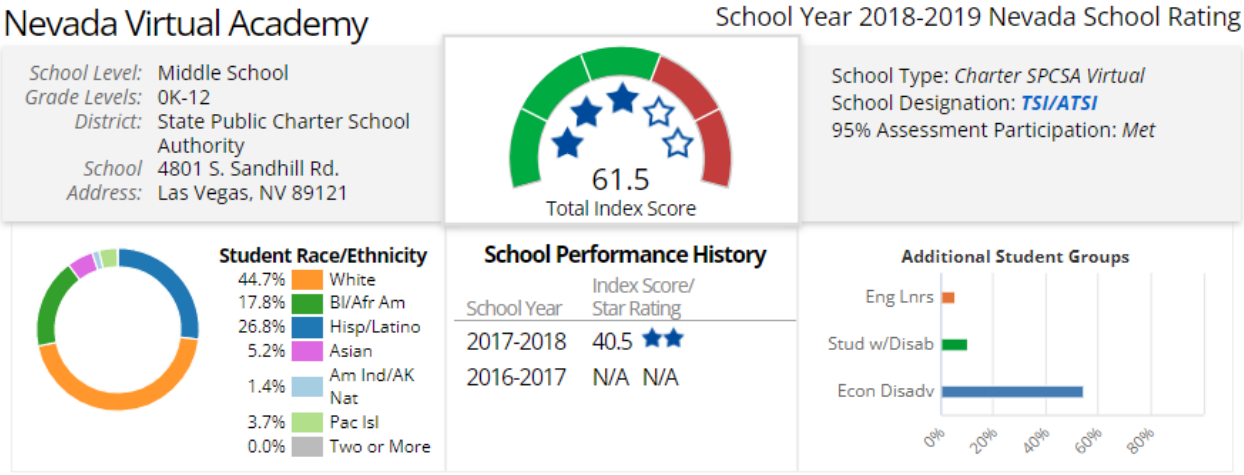
Nevada Virtual Academy is in Las Vegas, Nevada in a facility at 4801 S. Sandhill Rd. The school serves 2,027 students (as of the most recent Validation Day) in 6th through 12th grade. The mission of name of school is: "*To promote student achievement by preparing EVERY student for college and career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

ACADEMIC PERFORMANCE

Nevada School Performance Framework
2019

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

Middle School



Nevada School Performance Framework
2019

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

High school

Nevada Virtual Academy

School Year 2018-2019 Nevada School Rating

School Level: High School
Grade Levels: 0K-12
District: State Public Charter School Authority
School Address: 4801 S. Sandhill Rd. Las Vegas, NV 89121

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

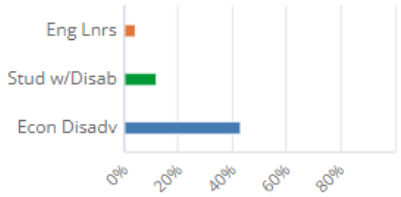
Student Race/Ethnicity

48.2%	White
13.1%	Bl/Afr Am
30.1%	Hisp/Latino
5.1%	Asian
0.9%	Am Ind/AK Nat
2.4%	Pac Isl
0.0%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	52.0 ★★★
2016-2017	N/A N/A

Additional Student Groups



Nevada Virtual Academy
Math and ELA Results
Nevada School Performance Framework
2019

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

Proficiency Rates

Middle School

Math Proficient

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

ELA Proficient

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

Math and ELA Results
Nevada School Performance Framework
2019

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

High School

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

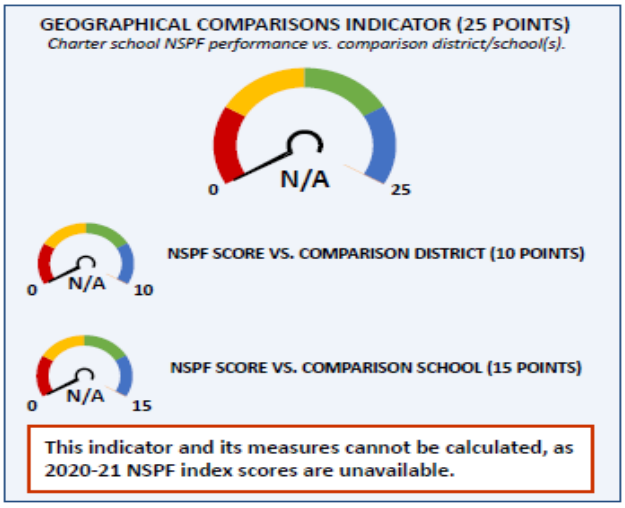
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	13.9	25.8	32.83	18.2	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50.0	50.27	35.7	54.7	47.65
Black/African American	6.4	7.5	18.42	3.5	6.2	14.12
Hispanic/Latino	6.4	18.5	22.93	10.2	17.5	18.87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

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

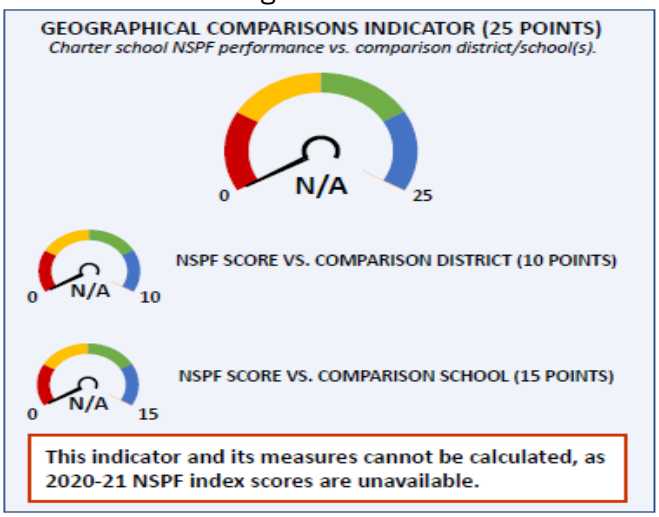
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	40.7	53.9	48.54	39.8	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71.0	65.11	57.1	68.4	63.27
Black/African American	32.2	32.8	31.39	22.2	21.6	27.78
Hispanic/Latino	27.4	47.3	36.5	30.6	39.5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

SPCSA Academic Performance Framework
Geographic Comparison Report

Middle School

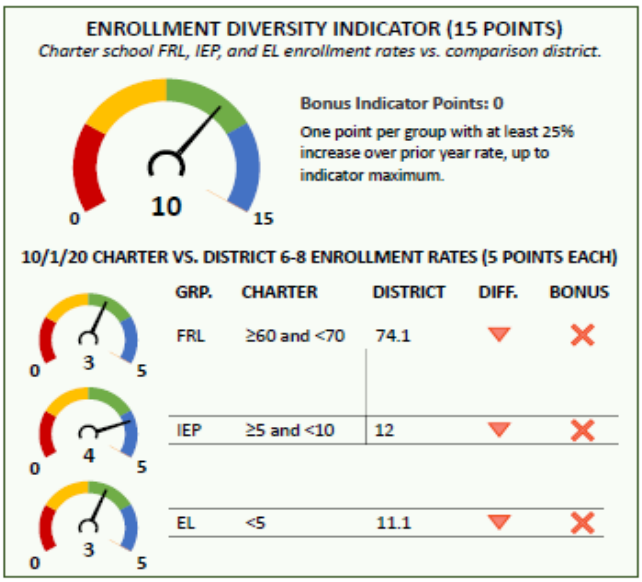


High school

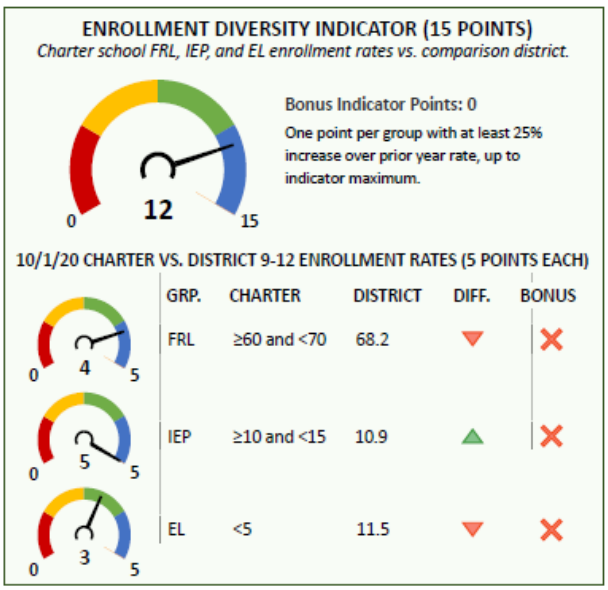


SPCSA Academic Performance Framework
Diversity Comparison Results

Middle School



High school



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

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

Governing Board[1]:

1. Board members shared they formally evaluate the school leader on a yearly basis. This is completed in the autumn at the same time they conduct the EMO evaluation. The entire board receives information about academics from Dr. Hamilton, and one board member receives weekly updates regarding academics. The board meets on the last Tuesday of the month.

2. The board shared the school has worked to improve Career and Technical Education offerings (CTE), dual credit, and ensuring students can graduate from high school. One member said, "The CTE offerings are the best they have ever been." The Jump Start program gives students the opportunity to obtain an associate degree by graduation according to board members, who also reported these programs have helped graduation rates improve. One board member stated, "At the middle school level, students have the opportunity to take an explorations class to determine the high school they would like to attend."

3. The board is looking for new ways to keep the EMO accountable and meet the needs of board student goals. Currently, the board does not have any special committees. But board members do work in groups of two to address special projects. A professional board training based on recommendations from the SPCSA is scheduled. The board has two open seats, and they are currently looking for individuals with backgrounds in finance and law.

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

1. Parents shared several reasons for choosing NVA. One parent explained she has had four children and one grandchild attend NVA. Another parent said his child attends NVA because the lessons are engaging, and he wanted a higher level of instruction. Families reported they can talk directly to the teachers whereas at prior schools, this was a challenge. Families reported that during the pandemic there was no instructional time lost; schoolwork remained on course at NVA. One parent explained though his daughter has special needs, she has excelled here and is very happy with all the support from staff. Families shared their enthusiasm about getting their child into NVA prior to the pandemic as now, NVA's popularity has created a waiting list. One parent said, "I am happy with the occupational and physical therapy services and the level of instruction provided." In one parent's words, "Nevada Virtual provided the exact answer my child needed."

2. Parents shared they feel their children are academically challenged at NVA. One parent commented her child's *Smarter Balanced Assessment Consortium* (SBAC) and test scores have been going up since her child began attending this school. Another parent commented, "My child does everything on her own and I don't feel like I have to teach her myself." A third parent appreciates his daughter's learning doesn't stop just because she is having a difficult day.

3. Family members said they feel very welcome at this school. One person said that he has all of the teacher's phone numbers. Families shared their child has received birthday cards from teachers. Families reported as students get older, the school wants the parents to step back a bit. Families stated that even though parents have stepped back a bit, NVA still holds students accountable and keeps the families informed.

Students:

1. Students reported teachers provide the objectives at the beginning of each lesson. Students shared they can login online and meet with their teachers one on one. Students explained that students can email teachers if they have any questions or need help completing assignments.

2. One student said, "Going to this school is the best decision you can make. I learn more here than in a brick-and-mortar school. There are more offerings, and I can work on my own time instead of trying to do everything on someone else's schedule." Students reported NVA has a lot of classes and programs to offer. Students shared they can complete their work on their own time.

3. Students report teachers provide feedback through assessments or check point formatives. One student said, "Sometimes check points are not actually graded assignments but they let me know where I am at." Students shared they have access to the curriculum online and can go back and review content anytime.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

1. Leadership members shared they have three CTE Programs and are looking to add more pathways soon for students. NVA offers a dual credit and jumpstart program through Western Nevada College according to school leadership. Currently, the CTE programs include business, administrative services, and graphic design.

2. Leadership reported NVA employs a community engagement coordinator, English language (EL) coordinator, academic advisors, counselor, data coordinator, Related Services Manager (RSM), learning coach, instructional assistants, and an EL teacher to support the needs of EL students and specialized populations. The staff listed provides tiered level interventions and supports to meet the needs of all students. For example, leadership explained that the data coordinator analyzes data to form differentiated groups, the counselor provides weekly social-emotional learning lessons to students, and the EL coordinator provides EL services to ELs and specialized populations.

3. Leadership reported teachers plan during their Professional Learning Community (PLC) time every day and create breakout room lesson plans. According to school leaders, on Mondays, NVA staff work with grade level staff to identify lessons and standards. On Tuesdays, NVA staff analyze data and adjust instruction. On Wednesdays, NVA staff explore homeroom data, such as student attendance, EL lesson outcomes, and student growth. On Thursdays, NVA content area staff meet as a grade level/department to develop lesson plans for the following week. On Fridays, teachers receive support from the instructional coach and observe mentor teachers.

Staff:

1. Staff shared they analyze assessment data to see where content teaching staff can improve. One teacher reported NVA staff analyze Measures of Academic Progress (MAP) data, and curriculum assessments to measure academic growth. In addition, teachers shared they look at priority standards to monitor student learning. NVA staff discussed various supports used to help EL learners, such as videos, role-play, and sentence starters. Teachers explained instructional aides push-in to classes and support students by providing targeted interventions. Staff shared the instructional team tries to get more students involved through online participation by offering students incentives.

2. Staff shared they use programs such as Delta Math to differentiate learning. Some programs have self-checks that focus on a given standard. NVA staff reported ways they provide engaging differentiated groups, such as Kagan strategies, break-out rooms, and flexible groups. A SPED teacher reported they use DESMOS[2] to monitor student growth and provide tiered level supports.

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

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

CLASSROOM OBSERVATION TOTALS

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

I. Classroom Environment

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 **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: 0	**Total:** 18	**Total:** 0	**Total:** 0	**Total:** 2
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: 0	**Total:** 17	**Total:** 1	**Total:** 0	**Total:** 2

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 **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: 0	**Total:** 18	**Total:** 0	**Total:** 0	**Total:** 2
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: 1	**Total:** 17	**Total:** 0	**Total:** 0	**Total:** 2

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 5 **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 is done skillfully, but other portions are difficult to follow.	The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 0	**Total:** 18	**Total:** 0	**Total:** 0	**Total:** 2
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 6 **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: 0	**Total:** 14	**Total:** 2	**Total:** 0	**Total:** 4
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: 1	**Total:** 11	**Total:** 4	**Total:** 0	**Total:** 4

CLASSROOM OBSERVATION TOTALS

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

Additional information about the classroom observations shared here when applicable

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

ORGANIZATIONAL PERFORMANCE

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

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

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

	A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.	
Measure	**Description**	**Evidence Collected**
1d	The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologie3s to provide EL students with meaningful access to content. A description of how EL students are acquiring English language skills in all four domains (e.g., listening, speaking, reading, and writing) A description of how EL student progress within the four domains is monitored.	At the start of the year, teachers attend an in-service provided by the ELL Coordinator. At this meeting, teachers are advised of the process in which students are placed in ELL services. Teachers are shown how to read the students' WIDA scores and are given examples of how strategies can be used in their classroom to support English language learners. English Learning Plans are utilized to identify additional supports and state approved accommodations they need to achieve academic and language growth and success.

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

ORGANIZATIONAL PERFORMANCE

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.	
School staff ability to address previous recommendations	1. Improve the quality of classroom instruction and student learning in both the online and blended learning. 2. Implement higher level questions and discussion techniques throughout lessons to foster learning for all students. 3. Implement new ways of engaging students in the learning process. 4. Provide all students with challenging and differentiated instruction.
Evidence the school can provide to support the implementation of previous recommendations.	1. Teachers and staff members are currently participating in professional learning on how to improve the quality of classroom instruction and student learning in both the online and blended learning. This work is ongoing. 2. NVA continues to implement higher level questions and discussion techniques throughout lessons to foster learning for all students. This work is ongoing. 3. Teachers and staff members are currently participating in professional learning to discover new ways of engaging students in the learning process. This work is ongoing. 4. NVA continues to provide all students with challenging and differentiated instruction. This work is ongoing.
The reasons school will require additional time to fully address the recommended items.	1. Continue providing high quality instruction in both online and blended learning. 2. Continue implementing higher level questions and discussion techniques throughout lessons to foster learning for all students. 3. Continue to find new ways of engaging students in the learning process. 4. Continue to provide all students with challenging and differentiated instruction.

SITE EVALUATION FINDINGS

STRENGTHS

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

1. Students at Nevada Virtual Academy were observed actively participating in their learning in virtual and blended learning platforms. SPCSA staff observed students participating in the chat box of the online platform and in breakout rooms. NVA staff reported ways they provide engaging differentiated groups, such as Kagan strategies, break-out rooms, and flexible groups.

2. Nevada Virtual Academy's mission is actively supported by ongoing collaboration among school staff. NVA meets regularly for Professional Learning Community meetings and grade level planning. NVA staff works as a team to discuss student performance data, standards, vertical alignment, and student engagement topics.

3. Students at Nevada Virtual Academy can access the curriculum and assignments seven days a week and can work from different locations as needed. Students shared they have access to the curriculum online and can go back to review content anytime. Additionally, teachers at NVA provide additional support to students virtually and in person.

4. Nevada Virtual Academy implements data-based decision making. NVA employs a data coordinator, who analyzes the interim assessment to inform considerations for instructional and curricular decisions. Assessment data is utilized to frame co-planning, break out groups, and blended learning in small groups. NVA staff makes data-based decisions for specialized populations and push-in services. NVA uses the MAP assessment for grades six through twelve, offering consistent data three times a year across grade levels.

CHALLENGES

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

1. NVA is faced with staffing challenges. Nevada Virtual Academy is addressing this challenge by utilizing teaching staffing platforms to recruit and hire teachers. NVA recruits qualified candidates from job posted websites (Teachers-Teachers {K12 Job Spot}, Indeed and HireVue) by the HR coordinator, who then forwards them to the hiring team conducting interviews. Additionally, NVA recruits student teachers to fill vacant positions.

2. School leaders expressed some challenges around maintaining active and consistent student engagement in the virtual setting. Nevada Virtual Academy provides staff with professional development to address this challenge. Teachers at NVA post student engagement ideas on Padlet[3] for school wide access. NVA employs a community engagement specialist to provide support in addressing student engagement challenges. Staff reported ways they have worked to increase

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

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

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

4. NVA board members expressed some challenges with filling board seats. Currently, there are two open seats on NVA's board, leaving only five members. The current two openings have been open for at least 12 months, which is a very long time for a public body. Certainly, SPCSA staff understands the importance of identifying qualified individuals with complementary skill sets and background, but a long period of vacancies can create quorum issues if additional board members are absent or have to resign unexpectedly.

5. Large online class sizes are a challenge for NVA. Leadership reported there are typically three co-teachers with larger classes. SPCSA staff observed 92 students in an online geometry class with two teachers. Being consistent in providing 3 teachers for larger online class sizes is a challenge for NVA as they are also faced with staffing challenges. NVA is addressing this challenge by dividing students into flexible differentiated groups to provide tiered level supports and interventions to meet the needs of students.

RECOMMENDATIONS

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

1. SPCSA staff recommend NVA continue to work on efforts to address staffing challenges. Continue to use teaching staffing outlets to fill positions. Continue to recruit qualified candidates from job posted websites as reported. Additionally, continue to recruit student teachers to fill vacant positions.

2. SPCSA staff recommend that the school quickly begin developing a pool of identified individuals with special backgrounds so as to fill vacant board seats more quickly in the future when they arise. As previously stated, NVA currently has two openings that have been vacant for at least 12 months. SPCSA staff suggests that individual school board members reach out to local community organizations that are service-oriented to identify prospective members. These might include but are not limited to: Nevada Society of Certified Public Accountants, Teach for America, Leaders in Training, and the Clark County Bar Association. SPCSA staff is willing to assist the school to fill these vacancies but recommends that both vacancies be filled by September 1, 2022.

3. SPCSA staff recommend that NVA provides smaller on-line class sizes and small groups to offer targeted individualized instruction to meet the needs of all students. SPCSA staff observed 92 students in an online geometry class. Continue to work on efforts to create sustainability and consistency in providing 3 teachers for larger online class sizes.

4. SPCSA staff recommend NVA pursue Multi-Tiered System of Support (MTSS) opportunities through the SPCSA. Members of the leadership team mentioned there were engagement and loss of learning

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

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

DEFICIENCIES

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