



Nevada State Public Charter School Authority

Site Evaluation Report: Nevada Virtual Charter School Evaluation Date: 9/20/2023

State Public Charter School Authority
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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 9/20/2023 at Nevada Virtual Charter School. 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.

Members of the SPCSA staff will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately following the classroom rubric readings. 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.

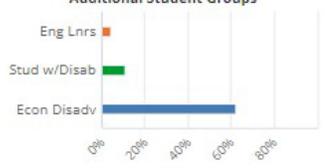
SCHOOL BACKGROUND

Nevada Virtual Charter School is located at 8645 Eastern Ave., Suite 100 in Las Vegas, Nevada. The school serves 2100 students (as of the most recent Validation Day) in 6-12 grades. The mission of Nevada Charter School is: "At Nevada Virtual Charter School, we will make a difference by meeting the unique needs of our diverse students, preparing them for college or career in the 21st century through high quality instruction in our virtual platform."

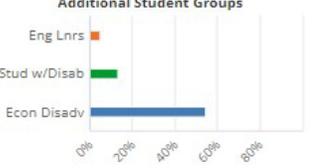
ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023

Nevada Virtual Academy School Year 2022-2023 Nevada School Rating

<p><i>School Level:</i> Middle School <i>Grade:</i> 06-12 <i>Levels:</i> <i>District:</i> State Public Charter School Authority <i>School Address:</i> 8645 S. Eastern Ave. Suite 100 Las Vegas, NV 89123</p>	 33.0 Total Index Score	<p><i>School Type:</i> SPCSA <i>School Designation:</i> Additional TSI 95% Assessment Participation: <i>Met</i></p>						
 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 27.8% White 25.1% BI/Afr Am 38.1% Hisp/Latino 4.9% Asian 0.7% Am Ind/AK Nat 2.6% Pac Isl 0.4% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>42.0 NR</td> </tr> <tr> <td>2020-2021</td> <td>61.5 ★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	42.0 NR	2020-2021	61.5 ★★	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2021-2022	42.0 NR							
2020-2021	61.5 ★★							

Nevada Virtual Academy School Year 2022-2023 Nevada School Rating

<p><i>School Level:</i> High School <i>Grade:</i> 06-12 <i>Levels:</i> <i>District:</i> State Public Charter School Authority <i>School Address:</i> 8645 S. Eastern Ave. Suite 100 Las Vegas, NV 89123</p>	 61.0 Total Index Score	<p><i>School Type:</i> SPCSA <i>School Designation:</i> No Designation 95% Assessment Participation: <i>Met</i></p>						
 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 35.6% White 21.3% BI/Afr Am 33.2% Hisp/Latino 5.1% Asian 0.9% Am Ind/AK Nat 3.5% Pac Isl 0.0% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>53.5 NR</td> </tr> <tr> <td>2020-2021</td> <td>53.0 ★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	53.5 NR	2020-2021	53.0 ★★	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2021-2022	53.5 NR							
2020-2021	53.0 ★★							

Nevada School Performance Framework 2023

Middle School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	12.8	38.5	42.7	16.8	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	9.0	36.3	31.9
Asian	34.2	62.5	62.6	52.2	62.7	60.6
Black/African American	8.5	19.4	31	8.2	18.2	27.3
Hispanic/Latino	12.9	28.3	36.2	14.9	26.4	32.8
Pacific Islander	11.7	37.9	43.1	8.6	28.3	40.1
Two or More Races	-	44.5	46.4	-	41.8	43.6
White/Caucasian	13.3	51.4	52.3	19.3	48.1	49.8
Special Education	6.8	11.5	26.5	10.6	9.7	22.7
English Learners Current + Former	12.9	21.5	28	10.6	20.1	24.2
English Learners Current	<5	6.5		<5	7.6	
Economically Disadvantaged	10.9	24.9	36.1	15.0	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	34.2	53.4	58.6	44.7	57.3	56.4
American Indian/Alaska Native	-	45.6	49	36.3	53.7	46.3
Asian	45.7	74.7	78.2	68.1	79.0	77.1
Black/African American	29.2	37.4	43.9	34.6	41.1	40.9
Hispanic/Latino	35.2	44.8	50.5	42.7	48.2	47.9
Pacific Islander	23.5	47.2	57.8	47.8	53.3	55.5
Two or More Races	-	60.0	65	-	64.6	63.2
White/Caucasian	37.2	64.0	69.6	49.8	67.2	68
Special Education	10.9	17.4	29.6	21.3	18.0	25.8
English Learners Current + Former	29.0	34.0	31.7	27.4	38.8	28.1
English Learners Current	<5	12.0		13.1	16.7	
Economically Disadvantaged	31.0	40.8	49.8	40.9	45.9	47.1

High School

Math Proficient

Math Proficient Points Earned: 2/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	10.6	25.7	39.38	9.9	25.2	36.19
American Indian/Alaska Native	-	20.0	30.62	-	-	26.96
Asian	17.6	50.2	55.12	50.0	55.1	52.76
Black/African American	6.1	11.0	26.37	<5	10.2	22.5
Hispanic/Latino	7.1	16.0	30.44	6.5	14.2	26.78
Pacific Islander	12.5	28.0	36.16	-	23.0	32.8
Two or More Races	-	35.5	43.1	-	31.9	40.11
White/Caucasian	14.8	33.6	49.68	14.4	33.8	47.04
Special Education	17.6	6.2	20.93	10.5	6.6	16.76
English Learners Current + Former	<5	<5	22.86	5.5	<5	18.8
English Learners Current	<5	<5	20.23	<5	<5	16.04
Economically Disadvantaged	7.1	14.5	31.41	5.8	14.6	27.8

ELA Proficient

ELA Proficient Points Earned: 3.5/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	35.3	54.0	53.55	34.3	54.3	51.11
American Indian/Alaska Native	-	70.0	42.92	-	-	39.92
Asian	58.8	75.2	68.51	60.0	78.7	66.85
Black/African American	23.2	34.6	38.08	26.3	40.6	34.82
Hispanic/Latino	31.2	43.8	42.69	24.7	42.3	39.67
Pacific Islander	43.7	56.1	53.74	-	35.8	51.31
Two or More Races	-	65.5	62.16	-	60.5	60.16
White/Caucasian	40.6	64.6	65.93	43.5	65.7	64.14
Special Education	11.7	19.2	23.93	15.7	16.5	19.92
English Learners Current + Former	7.6	10.9	25.56	5.5	12.5	21.64
English Learners Current	7.6	6.0	20.18	<5	9.2	15.98
Economically Disadvantaged	30.5	41.8	43.73	31.3	43.4	40.77

SPCSA Academic Performance Framework Geographic Comparison Report¹

Middle School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
SPCSA school NSPF performance vs. comparison district/school(s).

0/25 0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

0/10 NSPF score difference of -9.8 between school (42 points) and comparison district (51.8 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15 NSPF score difference of -9.8 between school (42 points) and comparison school (51.8 points).

High School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
SPCSA school NSPF performance vs. comparison district/school(s).

0/25 0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

0/10 NSPF score difference of -10.5 between school (53.5 points) and comparison district (64 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15 NSPF score difference of -10.5 between school (53.5 points) and comparison school (64 points).

SPCSA Academic Performance Framework Diversity Comparison Results

Middle School

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

12/15 Indicator bonus points for: EL.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

4/5 School FRL rate of ≥ 50 to $< 60\%$ compared to district Gr6-8 FRL rate of 77.2%.

4/5 School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr6-8 IEP rate of 12.1%.

3/5 School EL rate of $< 5\%$ compared to district Gr6-8 EL rate of 11.5%.

High School

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

12/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

4/5 School FRL rate of ≥ 50 to $< 60\%$ compared to district Gr9-12 FRL rate of 78.6%.

5/5 School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr9-12 IEP rate of 10.8%.

3/5 School EL rate of $< 5\%$ compared to district Gr9-12 EL rate of 11.7%.

¹ Because the SPCSA board will not review the SPCSA Performance Framework until the November 2023 board meeting, the above information reflects information from the 2021-2022 SPCSA Performance Framework.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	45minutes
Parents/Families	4	45minutes
Students	9	45minutes
School Leadership	7	45minutes
Staff	8	45minutes

Governing Board²:

- Two of five governing board members participated in the focus group on the day of the site evaluation. They reported that there are currently no open positions on the governing board. Board members have several areas of expertise including those with backgrounds in the fields of education, finance, and law as well as board members with family and community connections.
- Board members spoke of their role in providing oversight. One board member commented, “We are really good at remembering our place in governance. We hold the school accountable, and we know the goals the school has to hit. We make sure the board is brought up to date within all areas and ensure the school leaders come to us with plans for academic growth.”
- According to board members, the school excels in welcoming all types of students. One board member said, “We love diversity. I give a great deal of credit to our executive school leader and to the student body. The staff here is comprised of people who love children, and all of our hearts are involved in this.”
- Areas for improvement were discussed. One board member stated, “Our biggest concern is enrollment numbers. We hired a social media person to support this.” Another member added, “We are growing our curriculum choices and offer Dual Credit³, Jump Start⁴, and increased CTE⁵ (Career and Technical Education) options.”
- Board members were excited to speak about the school’s greatest strengths. One board member said, “We have so many strengths because we are all committed to seeing students succeed.” Another member commented, “We meet students where they are academically, and our school leaders and staff work diligently to provide students opportunities to help students feel a sense of belonging.”

² Two members of the five member board participated. Quorum was not met, and Open Meeting Law was not violated.

³ Dual enrollment/credit allows Nevada high school students to take courses in a University setting and earn college credit, preparing students for future careers,

⁴ Jump Start is a dual enrollment for students in selected Nevada high schools. Students enroll in college courses while earning high school credits.

⁵ CTE stands for Career and Technical Education which provides an important pathway to success for high school students and offers each student opportunities to personalize his or her education based on their career interests and unique learning needs.

Parents/Families:

- There were four family members taking part with students enrolled in Nevada Virtual Charter ranging from two to eight years. I said that there are several strengths at Nevada Virtual Charter, but communication is the best. One parent commented, “The school’s staff keep me informed and I’m always getting emails about how my child is doing.” Another parent added, “Teachers call and tell me my son is doing a good job or let me know if he is missing an assignment. It seems like the teachers are always reaching out and if they want to reply they will call and they welcome me to call them.”
- Nevada Virtual Charter is a great fit according to families for several reasons. One family member said her child has a disability and the family was rejected from other schools. She said, “I can walk into my son’s classroom (at home) and see how he is doing. The teachers are professional, and the work is amazing.” Another family member said, “I have found that the senior administrators are unbelievably available, which was not the case at other schools where I didn’t feel welcome.” Family members said when the new curriculum was put into place at the beginning of this school year, the students and families were kept well informed with every step of the integration process.
- The members of the family focus group were asked what takes place if their child is struggling academically. One parent remarked, “The school has tutoring. Last year my son struggled in math and his teacher offered to tutor him.” Another family member added, “The school has a program for struggling kids, called blended learning. These are times when kids can go into the school in person and attend class or meet with teachers.” One parent explained that her son has a disability, and he may ask the same question and seem a little bit different, even though he is highly intelligent. She said, “I feel the instruction is tailored to my son and if he has issues, the teachers will let him know what they are expecting out of the assignment. Additionally, my son has the option to do an assignment over to get a better grade. This is perfect for my kid.” All parents commented that they appreciate that their student’s self-esteem has been greatly improved at the school. Parents felt this was because there is no sense of rejection as was the case at some other schools.

Students:

- Nine students in grades through twelve participated in the focus group and spoke about reasons they chose to attend Nevada Virtual Charter School. One person said, “Personally, the virtual setting helps me focus solely on school. There are social issues in the in-person school, so my mom put me into this school years ago. I’ve been here for eight years.” Another student explained, “I attended a brick-and-mortar school until 5th grade and then the social aspect stressed me out. After that, COVID hit and distance learning became the norm. I found that I liked virtual learning, and this school has been a real blessing for me.” A third student commented, “I’ve been here since first grade, and over the years I’ve ended up liking it. I think this is because the teachers are kind and there is no bullying. We get what we need to learn, and the teachers are supportive.” Students said they have more freedom and flexibility with their daily schedules than in a traditional school. One person commented, “You can do all of your assignments and do your homework right after the teacher explains it to you.” Another student said, “I can help my family out and still focus on school.”

STUDENT FOCUS GROUP SUMMARY continued

- Students were appreciative of the teaching staff. Students pointed out that the teachers create a great environment for students to feel safe and comfortable. One student said, “Over the last three years the teachers made it engaging and fun to learn and we understand the lessons.” Another student said, “I have a math teacher who makes me love class. She will not let you get lost. She helped us help solving the problems. She can tell when a student is struggling and she stays there until it is cleared up. with them.”
- In regard to the school’s advising/counseling; students unanimously stated that the school staff tries to set up students for success in the future. A student commented, “They invest in your life, and they are available each time I have struggled or needed something.” Another student added, “ One advisor checked in daily with me to make sure I wasn’t struggling too much. The counselors do an excellent job of making sure our mental health is good.”
- Students commented that the new curriculum this year is difficult for both teachers and students. One student said, “At first it was chaotic, and I had to figure it out. I was used to the old system, (curriculum.) Now I realize I can go at my own pace with it, This system keeps you where you want to be and offers many more options. Another student said, “I like the layout of the virtual curriculum, but I do feel like there is too much online reading. I like holding a book in my hand when I read.”

Leaders:

- There were seven leaders who participated in this focus group on the day of the evaluation and they spoke about their recent decision to terminate Stride (formerly K12) and enter into a new EMO⁶ agreement with Accel-Online West LLC. The change has resulted in a new virtual curriculum which requires leaders and staff to work through system permissions and access. School leaders prioritized communication between the school and families. The school provided training to teachers prior to the start of the school year and worked alongside staff to problem-solve systems issues between Power School, Canvas, and Infinite Campus. The new EMO, Accel, has been supportive and works alongside the governing board and leaders to create new online curriculum, including additional content to add CTE (Career and Technical Education). School leaders are thankful to their board president and vice president for making sure the new EMO understands their role as a management organization working for the Nevada Virtual Charter Governing Board.
- School leaders said they are pleased with the NSPF⁷ increase of four index points from the previous year at the high school level and have been talking about this during leadership meetings. One leader said, “Our opportunity to grow the CTE program helped. We are also focused on the ACT⁸ scores. We were able to use ESSER (Elementary and Secondary School Emergency Relief funding) to conduct an ACT boot camp. Now we provide an ACT preparation book to new families.”

⁶ EMO- Education Management Organization is a term describing a for-profit entity manages schools. It provides distinction from Charter Management Organization, which is a non-profit manager of charter schools.

⁷ NSPF-Nevada School Performance Framework is an annual summary of school performance developed by Nevada Stakeholders

⁸ ACT is a standardized test used for college admissions in the United States. It covers four academic skill areas: English, mathematics, reading, and scientific reasoning.

LEADER FOCUS GROUP SUMMARY continued

- In terms of teacher sustainability, school leaders reported they were able to keep regular education teaching staff on board and have no current openings in that area; however, leaders reported they are having difficulty hiring both special education teachers and school counselors. One leader said, “ We currently have 227 students with special needs. We have interviews scheduled.” Another school leader commented, “We like to grow people from within and promote up.” In terms of specialized leadership positions, school leaders said they have a Student Success Coordinator whose sole job is to coach parents and advocate for students.”
- One school leader assured the SPCSA team that the school would have the required Certificate of Occupancy⁹ soon. This leader said, “We have gotten one bid, and expect to have the others in 10-14 days. We are really close to making the necessary repairs and having the Certificate of Occupancy.”

Staff:

- Eight members of the staff participated in the focus group and several commented about the several benefits to working at the virtual school. One staff member said they had been teaching at the school since 2012 and appreciated the school’s mission. She said, “The school gets those kids that would have been lost in the traditional system and helps them achieve and graduate.” Another person agreed and added, “My daughter had a serious back surgery and was able to stay enrolled and engaged with school.” Another long-time staff member explained, “ I was home for many years raising my children and now I am a special education teacher. I feel really good about working here.” Another staff member explained, “For me it was about flexibility with time. I have three little kids, but I don’t have to drive to and from a school which would take me 45 minutes per day. On top of that, I can work on my Ph.D. and then log in and be ready to teach.”
- In regard to instructional methods within the virtual setting, staff shared some ways they have modified their teaching practice. One teacher said, “In a brick-and-mortar classroom, I felt much of my time went to classroom management. In the virtual setting, I switched to a focus on engagement” Another person explained, “In the virtual setting, I’ve had to get creative. In the virtual setting I’m missing a lot of the visual cues I would get in person, and I have to change to new ways to check in with kids. I have to discover ways which are the most comfortable for my students and still see how they are doing.” One teacher said, “I’ve had to adjust my response time. We have cameras turned on this year, and I can see what is going on with students’ facial responses. I can see if they are in front of the camera. Now I’m more patient and give the students time to think and process the information.” Teachers unanimously appreciate the new cameras on policy and commented that they can see if a student has walked away from their computer. One teacher said, “I teach math and I can see the confusion in their eyes, and I like having the cameras on and see if the kids are laughing at my corny jokes!” Teachers said they have the option to make the cameras so only the teacher can see the students.

⁹ A Certificate of Occupancy is a document issued upon completion of structure designed and permitted for immediate occupancy for a given purpose such as training employees.

STAFF FOCUS GROUP SUMMARY continued

- Staff commented on the new curriculum and management company. Several people said there has been a steep learning curve, but “everyone is going through it together.” Staff said they like the new curriculum more than the previous but the new system in regard to data remains challenging. One person commented, “Staff and students are learning to have patience as we work through this.”
- The topic of student feedback and differentiated instruction was discussed. Teachers shared that they provide students feedback at the time instruction is taking place in addition to providing students specific information about individual assignments. One teacher shared, “With our middle school students, we conference with the students once a month. We check in and see what’s going on and ask students if they have tips to help other students succeed.” In addition, teachers make monthly phone calls to students, conduct Nearpod¹⁰ breakout rooms, tutoring sessions and a class period called “Academic”, which is like a study hall with a teacher present for support.
- Teachers confirmed that they use many forms of data to inform their understanding of what students know and don’t know. Both math and English proficiency levels are monitored using i-Ready¹¹ in all grades. Teachers said class sizes vary between ten to forty-five students, which has made differentiating instruction easier. One teacher commented, “We had an opportunity to have everyone take the SIOP¹² for all students and it gave us all great tips on how to help students in non-verbal ways. Some students might not be comfortable, so we can open the microphone to all and say the sentences at the same time.”

¹⁰Nearpod offers real time insights into student understanding through interactive lessons, interactive videos, gamified learning, formative assessments, and a variety of activities.

¹¹I-Ready is an online academic program in areas of reading and math designed to provide personalized instruction and support.

¹²SIOP (Sheltered Instruction Observation Model) a researched based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 26 middle and high school classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 2	Total: 21	Total: 2	Total: 0	Total: 1
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 0	Total: 24	Total: 0	Total: 0	Total: 2

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 0	Total: 24	Total: 1	Total: 0	Total: 1
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 2	Total: 19	Total: 3	Total: 0	Total: 2
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 2	Total: 14	Total: 7	Total: 1	Total: 2
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 1	Total: 19	Total: 3	Total: 1	Total: 2

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 1	Total: 19	Total: 5	Total: 0	Total: 1
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 1	Total: 19	Total: 3	Total: 0	Total: 3

Additional information about the classroom observations shared here, when applicable.

1. In one middle school classroom, students wrote down what the instructor typed onto the virtual whiteboard. Students answered questions by typing their responses in the chat box. Students did not speak or offer more than one word or phrase as a response.
2. The teacher demonstrated how to use Jamboard, an interactive white board, for a small group activity in one middle level science class. The teacher provided students with notes, a slide deck and the Jamboard instructions for students to quickly get started on the task.
3. There were 18 students in the session, and they were taking the unit exam. The teacher provided an exit poll at the end of the session. Poll question: What were your strengths during this unit? What do you still need help understanding?"
4. In one middle school class, the teacher asked students whether they agreed or disagreed when a student volunteered to respond to a question. The students were eager to respond, some responding by typing in the chat, others orally over their microphone.
5. In an ELA class of 14, students were introduced to the standards and objective of the lesson. An ongoing chat provided students opportunities to answer and ask questions. Small videos were thought provoking and inserted in the lesson. The teacher was easy to see and hear and the slides/videos were engaging.
6. The teacher in one biology class of 19 asked each student to write a question about the topic explain what the topic was. This was an example of student generated questions, a best practice.
7. One hospitality class had 20 students in attendance. The teacher encouraged students to put information in the chat and read the directions out loud to the group. Students appeared to be engaged and were participating in the chat.
8. One high school math class had 20 students. The teacher modeled on the white board/screen and then had students try individually. The teacher showed students two ways to solve the problem. Students went to break out rooms to solve, and then the teacher had students themselves model how to come up with the answer.
9. This was a high school science class with 15 students. The teacher engaged the students by having one student read the objective. Students wrote on the slide with their ideas of the objective. Students raised their hands and spoke on the microphone. If students don't volunteer to speak, then the teacher will call on students. The slides are engaging, the questions are high level such as, "Why is it important to classify matter?"
10. This history class had 15 students and a combination of slides, student chat, and short videos were used. The teacher asked relevant and thought-provoking questions, such as "Do you think we still have this problem today?"

ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	Nevada Virtual is a primarily virtual learning school with some instances of blended learning on site. The blended portion of the educational program has been delayed due to barriers in securing a certificate of occupancy at the new school building site. The programming and materials are in alignment with both the school's charter and the Nevada Academic Content Standards. The school protects the rights of students with disabilities and those learning to speak English.
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements. Ex: Board policies and oversight of Education Service Provider</p>	The school and school board complies with governance compliance requirements.
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately.</p> <p>Measure 4d: Personnel files are under lock and key/stored appropriately.</p>	Student records are located within a secure location.
Indicator 5: School Environment	<p>Measure 5b:</p> <ul style="list-style-type: none"> • Evacuation plans for classrooms are posted. • The school has fire extinguishers on all floors which are tagged. • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration. 	Within the new building, the school has fire extinguishers and evacuation plans are posted. The team did not note an area for a nurse's station including a cot, sharps container, and refrigeration for medication. This will be reviewed during the walk-through.

Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

<p>Prior recommendations by SPCSA staff</p>	<ul style="list-style-type: none"> • Address staffing challenges. Recruit qualified candidates from job posted websites and recruit student teachers to fill vacant positions. • Provide 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. • Pursue Multi-Tiered System of Support (MTSS) opportunities through the SPCSA. • Focus on addressing challenges from the 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.
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations</p>	<ul style="list-style-type: none"> • Members of the school leadership team reported they have a full board with five members. • The members of the school leadership team reported they have a strategic plan to create class sizes averaging 15 students in the middle school and 30 in the high school. • Leadership team members reported the middle school has always had RTI (Response to Intervention), but this year a specialist in math and reading are employed. In addition, this year, within the high school, staff is developing additional MTSS support as more students enroll and are behind. The school reported using i-Ready as an additional intervention/support at all grade levels. • School leaders reported that improving instruction is an ongoing challenge. The school provides professional development to support teachers in improving their pedagogy and strategies. The school leaders reported that students must be engaged and use high level questions. School leaders report that teachers do a phenomenal job of creating great lessons, monitor best practices, and work well with each other to improve student outcomes.

SPCSA staff assessment based upon findings during site evaluation	<ul style="list-style-type: none">• The Nevada Virtual Charter School leadership team believes many recommendations from the previous site evaluation have been addressed by leadership, the governing board, and staff.• SPCSA staff agrees with this assessment, and concluded the board, leadership team, and staff continue to address the academic and social-emotional needs of students. All teaching positions have been filled and interviews have been scheduled for the remaining special education and counseling positions. The governing board has no current open positions. Average class sizes are significantly smaller from previous site evaluations, ranging from 15-30 students. The school has implemented i-Ready and the SPCSA staff noted multiple forms of student engagement during the classroom observational portion of the day.
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SITE EVALUATION FINDINGS

STRENGTHS

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

- The five-member governing board is highly engaged in the operations, academics, and financial status of the school. All positions on the board are filled with a variety of individuals with expertise in the areas of finance, education, law, and community involvement. The board put a great deal of effort and negotiation skills to establish a new relationship with the EMO, Accel. The members of the school board displayed strong oversight by making sure the new EMO understood their role as a management organization working for the Nevada Virtual Charter Board.
- The new EMO, Accel, has been supportive and works alongside the school board and leaders to create an online curriculum that is better suited to students and teachers at the school. This includes the possibility of adding more CTE pathways in years to come.
- The school used ESSER funds to conduct an ACT boot camp and will continue to do so during the upcoming school year. In addition, the school provides all new families with an ACT prep book.
- The school leadership team has strategically lowered class sizes to averages of 15 students in the middle school and 30 in the high school.
- The school is using i-Ready as an additional method to both monitor student achievement and to provide individual and student tailored interventions. This has been implemented in all grades six through 12.
- The school provides professional development to support teachers in improving their pedagogy and strategies. The school leaders have set high expectations in that students must be engaged and asked high-level thought-provoking questions during instructional time.
- The school excels in welcoming all types of students and staff. The school, according to focus group interviews and observations of classrooms, is comprised of people who love children and put forth their best efforts to see all students achieve.
- The three-star rating at the high school is a strength. In addition, SPCSA staff noted multiple forms of student engagement during the classroom observational portion of the site evaluation.

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.

- The transition from Stride, (formally K-12) to Accel has been a challenge. Specific challenges include an all-new curriculum, system and data challenges, and professional learning for staff to understand and implement the new program.
- In the current market for finding and hiring qualified educators, small challenges remain. These include recruiting and hiring qualified staff for Special Education and Counseling positions.
- There is a need to improve the NSPF index score of 33 points which has resulted in a 2-star rating for the middle school. The educational outcomes of students in grades six through eight remain a challenge.
- With the new building, the requirement obtainment of an occupancy certificate has been challenging and has not taken place yet. It is important to note that although blended learning takes place in person at the Reno location, the Las Vegas location does not provide in-person blended learning yet. This is a challenge.

RECOMMENDATIONS

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

- Continue to monitor the new curriculum. It will be important to review student data and growth as it relates to the new online curriculum. Additionally, the SPCSA staff recommends the school leaders continue to provide support for teachers, students, and family members as this is the first school year with this change.
- While SPCSA staff note improvements in online teaching classrooms, it is important to note that the school continue to focus on improving the middle school proficiency rate, currently at 33 index points and a 2-star rating per the NSPF.
- It is recommended that Nevada Virtual Charter School, secure zoning and obtain a certificate of occupancy to offer students blended learning opportunities at the Las Vegas facility. It is important to note that the school has a Reno location in which blended learning is taking place. In addition, the school provides small group learning virtually until the certificate of occupancy is secured.
- SPCSA staff recommend the governing board and school leaders focus on increasing student enrollment numbers. Monitor the outcomes from the social media person who has been hired.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Nevada Virtual Charter School during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for Nevada Virtual Charter School during this site evaluation.