![Great Seal of the State of Nevada]

Nevada State Public Charter School Authority

Nevada Connections Academy

Site Evaluation Report: January 30, 2025

Table of Contents

Links to Resources:
- Nevada School Performance Framework (NSPF)
- SPCSA Academic Performance Framework Results
- SPCSA Organizational Performance Framework Results
- SPCSA Financial Performance Framework Results
- Best Practices

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, 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 years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the Charlotte Danielson Framework for Teaching. All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conduct focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is 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 to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

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.

A strong start for the new school principal
With Nevada Connections Academy (NCA) superintendent remaining in place, there has been a positive and strong start for the new school principal. Beginning with this 2024-25 school year, this individual had an advantage because he was previously employed at a Connections Academy in a different state. Nevada Connections staff reported that the new principal is approachable and has an open-door policy. Faculty appreciated that he is not a micromanager and has succeeded in making a smooth adjustment to leading the school.

Implementation of IXL
Another strength at NCA is the implementation of IXL[1] program. The program is used to help meet students where they are academically and to provide individual remediation for overall higher achievement levels.

College and Career Readiness Program
NCA continues to enroll all students in their College and Career Readiness Program. The school reports that they graduated a record percentage of students as college and career participants and completers.

All students invited to attend ACT boot camp
School leaders reported that all students were invited to attend multiple virtual ACT[2] boot camps. These events were scheduled throughout the school year to help students prepare for and achieve higher scores on the upcoming exam.

Strong levels of student and family satisfaction.
School leaders reported that they received information which indicated that over 80% of the student enrollment for the 2024-25 school plan to return for the 2025-26 school year. Additionally, school leaders said that over 94% of parents indicated that they are either satisfied or highly satisfied with the Nevada Connections program on an independent survey.

---

[1] IXL is a personalized learning platform with a comprehensive k-12 curriculum, individualized guidance, and real-time analytics.
[2] ACT is the acronym for the American College Test, a standardized test used for college admissions in the United States. The ACT test assesses four academic skill areas: English, mathematics, reading, and scientific reasoning. It also offers an optional direct writing test.

Increased student engagement

The SPCSA staff noted a greater number of programs, and strategies were being implemented to engage all types of learners in the virtual classrooms at NCA. Some examples included Nearpod[3] which offers opportunities for differentiation such as quizzes, polls, videos, and collaboration boards, as well as group discussions, virtual chats, white boards and gamification strategies.

Diverse population with a variety of educational needs

NCA is a virtual school that serves a very diverse student population. The school model enables students to have a flexible schedule and to be in several areas of the state. Some examples of students who benefit may be for a variety of reasons ranging from medical issues to elite athlete training schedules.

Increased resources for EL students

NCA has increased the number of resources offered to EL[4] students. The school has two full-time EL teachers and has a bilingual counselor on staff.

---

[3] Nearpod is an interactive instructional delivery platform. It offers opportunities for differentiation that may contain, quizzes. Polls, videos, collaboration boards and more

[4] EL refers to English language learners

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Improve student achievement

One challenge for NCA is overall student achievement levels. The Nevada Report Card displays strong fluctuations for the high school students attending over the last three school years.

School Year	Star Rating	Index Score
2023-2024	**	49.5
2022-2023	***	56
2021-2022	Not Rated	70

School leaders explained that when student enrollment increases significantly from the beginning of a semester to the end, new students are not prepared. NCA's faculty struggles to provide proper staffing, budget and meet expected performance and achievement goals for those students entering mid-semester. School leaders explained that their student & enrollment fluctuations are at about 50% of new students every year. Enrollment parameters create shifts from beginning to end of school year.

Need Stronger Proficiency Rates

Another challenge is proficiency. According to the 2023-24 Academic Achievement Indicator, NCA earned a 5.5 out of 25 possible points. The rates fall well below those of the district.

Measure	School Rate	District Rate
Math Proficiency	6.2	24.1
ELA Proficiency	36.8	55.7
Science Proficiency	19.4	23.6

Improve Chronic Absenteeism Rate

The school is challenges to lower and maintain low levels of chronic absenteeism. There is a slight increase in chronic absenteeism from 2023-24 at 16% to 2024-25 at 16.7%.

Improve English Language Learning (EL) student language development & assessment proficiency

NCA is challenged to improve in this area. They had a much lower rate than that of the district, as displayed below.

Measure	School Rate	District Rate
Met EL AGP Target	<5	14.6

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Improve achievement levels

SPCSA recommends administration and faculty work collaboratively to strategize ways to improve achievement levels. Improved measures should include overall star rating and proficiency levels, as well as improving the 9th grade credit recovery rates.

Raise ACT scores

It is recommended that NCA continue to work at raising ACT scores. It is important to note that the school now offers ACT boot camps. Students who attend may have higher scores.

Strengthen the Graduation rate

The SPCSA recommends NCA continue to pinpoint methods and strategies to increase the rate of students graduating from this high school. The 4-Year graduation rate at NCA is 81.4% as compared to the district rate of 83.8%. The 5-Year graduation rate at NCA is 81.9% as compared to the district rate of 88.0%.

Increase the number of students remaining enrolled continuously from 9th-12th grade.

Focus on increasing the number of students who remain enrolled at the school from 9th to 12th grade. Continue to monitor the effectiveness of the graduation coach. To this end, continue to build bridges with troubled youth and their families.

Monitor the effectiveness of workload due to transition between Renaissance to MAP.

Keep monitoring the workload due to the transition between Renaissance[5] to MAP[6] and adjust accordingly.

---

[5]Renaissance Learning Program offers assessments, practice, and set goals. This allows differentiated instruction.

[6] MAP is an online measured achievement of progress

Site Evaluation Findings: Strong Recommendations

There were no strong recommendations identified for Nevada Connections Academy during this site evaluation.

Site Evaluation Findings: Deficiencies

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

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board[7]	2
Family Members, Parents, and Guardians	4
Faculty and Staff	12
School Leadership	6
Students	12

---

[7] Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the NCA Board participated in the focus group. There are a total number of five members on the board and there have been discussions about expanding to seven. One member said, "I think it is important to have a quality more than the quantity. At this time, we have quorum every single meeting, our members read the material, and we are prepared and totally committed." The board reported they meet monthly. The board is made up of legal people, financial people, and parents.

The new principal leader is appreciated by the board. One board member commented, "He has a good background in education, and brings many strengths. I am personally very happy with him, and I don't know of any challenges. He is a great communicator with students, staff, and families, with clear written emails and lets us know where the students should be academically." Another board member added, "I was skeptical because he lives in Alabama, however, our Superintendent fully supported him. He is very much engaged, and I put a lot of emphasis on the data and our new leader adds several details and can respond and answer questions we have during our board members."

Board members discussed staff retention since last January of 2024. One board member explained, "There is an area on our board agenda dealing with staff so we can see how is being hired and who is leaving. We keep track of all that information, so we review it monthly, and we are aware of reasons teachers come and go." Another board member said, "One of our challenges has to do with the pay of teachers. They did not get the raise that the brick-and-mortar schools received, which makes it hard to compete. We have voted to give our teachers strong raises so that our teachers don't leave. With the NSPF[8] ratings, our board watches this closely and if an assessment is given, we are aware of the assessment outcomes. "

The board confirmed they review the academic outcomes monthly. The board was asked if they anticipate improvements in ACT and graduation rates. Board members said they do believe the EL student outcomes will improve. In addition, the board explained that the IXL sessions will help with ACT outcomes. The ACT bootcamp is helpful because students are given questions that look like the ACT test questions. One of the things put in place is a graduation coordinator, and she looks at the students who may be falling behind. One board member said, "The NSPF measures are reviewed routinely and monitored. We work to provide social interactions via field trips across the state and engagement in the community. They met up at parks, went hiking, went to the neon museum, the Renaissance festival and put together clubs such as the newspaper club." Two students report to the board and are part of the process.

One board member said, 'The teachers at NCA are the most committed teachers I have ever seen. They are amazing. If my daughter has a question, she can call, text, or email and the teacher will respond and provide a 45- minute one to one lesson. The notes the videos the information during the live lessons."

---

[8] NSPF -Nevada School Performance Framework

Focus Group Summary: Family Members, Parents, and Guardians

There were four participants in attendance on the day of the site evaluation. Members of the group spoke about the culture and advantages of their young people attending NCA. One person said, "As far as the culture, I would say it is very open and provides my son, who is an amateur boxer, the flexibility he needs with his sports program. The platform and portal are easy to navigate." A second parent noted, "The counselors and teachers are very open and transparent. At least once a week, the counselor checks in with my son. My son feels free to speak to her at any time." A third family member shared, "My son has been with NCA, and this is his final year. He will graduate this spring. He has an IEP[9] and his teachers are very supportive and provide him with speech to text technology." Another family member stated, "My son is a baseball player, and he follows a school schedule fit for his lifestyle. The teachers are amazing, and I wouldn't have it any other way. This is our first year at the school and we too have had a positive experience, especially with communication. My son has been successful reaching out with questions and receiving answers about the learning content."

Family members were asked to describe their thoughts about the new principal at the school. One parent remarked, "I've been really impressed. Each week he sends an email with a positive message with a quote. The students know him and sometimes the principal will join a virtual lesson and the students like this." Another family member added, "The new school principal has made his presence known. I love that he makes himself available to students, and I feel that is an important contribution to the school."

In terms of communicating with families, parents said the school reaches out by email, telephone, text messaging, and video conferencing. One parent said, "They reach out every way they can and provide important supports to students. For example, they provide occupational therapy and speech therapy. There are high levels of school to home communication and support."

In terms of actual quality of education and learning, family members expressed several positive aspects. One family member said, "We are very content with the quality of education here at this school. NCA has been supportive, and they provide students with quality information. My young adult is learning a great deal, and he participates in speech and debate." Another family member stated, "We joined this school when my soon began 9th grade. Last night he participated in an ACT workshop. I can honestly say my son is an introvert and this has been a great experience." One family member suggested, " My son has not read a novel yet in English. I forced him on my end to read a novel. I would like to see this take place at the school."

Family members shared a few ideas to improve the school from their perspective. One family member said, "My child tends to need more strict deadlines than what is provided. She is consistently saying I'll catch up. I asked the counselor about stricter deadlines." Another parent added, "I agree with the need

---

[9] IEP- Individual Education Plan

for tighter deadlines and expectations. My son says, 'Its okay if I get a zero, I can go back and re-do it.' But that doesn't work in the real world." Other suggestions include a request for the school to provide additional field trips and more opportunities for students to get together in person.

Focus Group Summary: Faculty and Staff

The members of the staff spoke candidly about the current school culture. Staff agreed that they have very close working relationships and support one another. One staff member explained, "Our culture has improved from previous years quite a bit. Our regular education teachers provide support to the special education teachers, and we are a great group."

Teachers spoke about several big changes this school year. One person said, "We have data at our fingertips this school year, and this really helps us meet the needs of our students and adjust our teaching." Another person stated, "There were some big changes at the beginning of the year, and when they didn't make sense, our school leaders listened and adjusted."

Staff commented on the new principal. One person said, "I think it was an easy adjustment for everyone. He has trusted the teachers to do what they need to do, and we are getting things done. I appreciate that trust." Another staff member added, "I can manage my day, and I don't need constant monitoring or micromanaging. Our new principal has enormous skills with technology." A different staff member remarked, "I would throw in that the new principal has an open-door policy and is very approachable. What he brought to the school in terms of technological advances was challenging but now I've improved greatly. If a teacher comes up with an idea, the new principal will look at it and is very open to it. I like being heard and if a concern surfaces, he is all ears and will work out something with you."

Faculty was asked to describe some ways the school reaches out to troubled youth and their families. One staff member explained, "During onboarding should a family express a concern, I know immediately to connect them with the counselor. We have a homeless liaison to support some of our students and families and they will receive support as well as follow-up and monitoring." Another person said, "If there is an academic concern, I show kids how to download a template and help with basic computer skills. In addition, students have a monthly conversation with their homeroom teacher who is expected to head off issues whenever possible." Staff spoke about the special education teacher, who makes sure to check in with students on a weekly basis as well as notices if a student is emotionally disturbed. The teacher will work closely with the counseling and leadership team in this type of instance.

Some of the participants shared ideas for overall school improvement. These ideas included higher pay for teachers and finding a more effective way to deal with truancy. One other suggestion was to find a way for the school to avoid students being enrolled later in the semester.

During the final portion of the focus group interview, participants were asked to describe some of the items they are most proud of as teachers and staff at NCA. One person shared, "I get to work one on one with students and families." Another person added, "I teach medical assisting, and I have students say they are going into phlebotomy, looking to become an electrocardiogram (EKG) technician, or go straight into nursing. I truly enjoy that students have pathways into the fields they are most interested in pursuing after high school." One teacher smiled and said, "I'm most proud of the connections I have with students. One of my students graduated three years ago and continues to communicate with me."

Focus Group Summary: School Leadership

Six members of the NCA leadership team met to discuss the school on the day of the site evaluation. The new principal spoke about his experience up to this point. He explained that he has been with Connections Academy in Alabama for many years. He commented that the teachers in Nevada are so very dedicated to students and put in extra time to develop strong relationships with students. The principal spoke candidly about a challenge. He said, "One of our biggest challenges has to do with our enrollment starting off with the small number of 9th and 10th grade students and then growing as the semester progresses. This causes other barriers such as equitable workloads, keeping staff happy, and being strategically careful with resources." He said the NCA has strong college and career resources for students. He commented, "I think Nevada has been at the forefront of this. Nevada has boosted the importance of having a diverse population at the school."

School leaders updated the SPCSA staff on progress toward retaining qualified teachers at the school. One leader commented, "I would say, two things which are opposing in that one is positive and the other a challenge. We have successfully interviewed and hired quality new people to add to our team. But on the other hand, there are times when we hire someone, and the person doesn't realize the work involved and decides to leave. Last year we had a 13% turn over."

The topic of ACT scores and graduation rates was discussed. One leader said, "I think our graduation rate will be like the previous school year. When students stay with us, they do well; however when students disappear, we try to track them down and we try to anticipate those who may be struggling and take a proactive approach to avoiding their leaving, but this is tricky." Leaders explained that it is difficult to predict what types of scores will be obtained on the ACT test ahead of time. One leader said, "It is difficult to know what the ACT outcomes will be, and we were shocked at how much scores dropped. In addition, every cohort of students is different."

School leaders said they transitioned from Renaissance to MAP testing this year. They shared that they have a truancy program in place now. They have a dean of students working directly with the students in their junior year. Leaders said they are trying to be proactive and determine which students may need extra support ahead of time. One leader said, "The hope is that we will start with fewer at-risk seniors, and in this way, have higher levels of graduation rates and overall student success. Once we see this working for our juniors, we will plan to hire an onboarding specialist to work directly with our freshmen and sophomore students."

The leaders highlighted an important point concerning the school's CTE program. One person said, "When we first started our CTE[10] program, we were flying blind with curriculum. Now Pearson has incorporated a CTE program across several of the Connections schools. They have added a college and career portal. This program was piloted last year and implemented this year."

---

[10] CTE are career and technical readiness programs

Focus Group Summary: Students

There were ten students in the student focus group on the day of the evaluation. Students were asked to describe how they are doing in their classes. One student said, "pretty good". Another said, "I like the courses a lot and I'm doing really well in them." One student explained that sometimes the classes are challenging, such as the dual enrollment classes. Students said that if they are having trouble with a class, they will take more notes, study more, go through resources, and contact teachers. One person said, "Unfortunately the teachers are not as helpful as I might like, and I'll have to resort to using an online resource."

Students said their teachers are amazing. One student said, "I believe they go above and beyond to teach us." One student indicated, "It is a bit mixed, but I have had one or two who were not all that helpful and took a long time to get graded assignments back to me." Students said that if they had a serious issue in their lives, they would reach out to the counselors. The counselors check in a bit more often. One student said he would not discuss personal matters with a teacher, but if he did have an issue, he would talk with his homeroom teacher, whom I've known for a long time.

Students said that their family is very involved in the schooling experience. One person said, "Since my parents have access to everything I do, I can reach out to them for help." Another student said, "My mom is very involved in all my classes, and I would not be doing as well without my mom and dad's assistance." One student said, "My mom contacts my teachers. She joins me in check-ins with teachers and is very involved with my teachers."

Students were asked about tutoring or voluntary study times. One person said, "Our live lessons are highly interactive, and you can ask questions, and I try to attend every one of them." Another student agreed that live lessons take the place of tutoring. One teacher said, "I don't get to participate in the live lessons because I am doing chores or work, but that is because of me." Another student explained that live lessons are often recorded so students can go back and view them later. One student said, "I can always book an appointment with my teacher, and all my teachers are good at teaching."

Students were asked about the next steps after high school. Students said the school helps to guide students toward different paths. One person said, "In my case, I'm going to medical school after high school, and my counselor is keeping up on what I'll need to be successful, and it is amazing." Another student commented, "For me the topic of after high school is tricky, and this is a little more difficult for an on-line high school." A student said, "We had a college prep class which talked about career, trades, college and as a senior I'm getting information about colleges and the application process. We were able to tour some colleges, and I went to see TMCC[11], and then UNR[12] and in southern Nevada we toured UNLV[13]". Students spoke about the things they would like to see changed. One student wanted to see more opportunities to get together in person since they are an online school.

---

[11] TMCC-Truckee Meadows Community College
[12] UNR-University Nevada Reno
[13] UNLV-University Nevada Las Vegas

Classroom Environment and Instruction Observation Rubric

A total of 23 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 1	TOTAL: 15	TOTAL: 5	TOTAL: 0	TOTAL: 2
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 2	TOTAL: 15	TOTAL: 4	TOTAL: 0	TOTAL: 2

Classroom Environment and Instruction Observation Rubric

A total of 23 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 2	TOTAL: 19	TOTAL: 0	TOTAL: 0	TOTAL: 2
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 1	TOTAL: 10	TOTAL: 8	TOTAL: 0	TOTAL: 4

Classroom Environment and Instruction Observation Rubric

A total of 23 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 1	TOTAL: 14	TOTAL: 7	TOTAL: 0	TOTAL: 1
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 2	TOTAL: 10	TOTAL: 3	TOTAL:0	TOTAL: 8

Classroom Observations and Additional Comments

This was a biology class with 50 students in attendance. The teacher created an engaging game to add to the instruction. Students were highly involved in this.

In this science class, there were 8 students and one teacher. The teacher used dice to roll and displayed to students how to record the data. The teacher observed how students were doing and waited for a few seconds to make sure students were following along.

In this pull-out special education classroom, there were 12 students and one teacher. There was evidence of high levels of student engagement and a calm positive teacher. The teacher called on different students to read aloud. The activity required students to think and to read content area words such as adjectives. There was an excellent use of feedback and checks for understanding including thumbs up.

In this classroom there were excellent differentiation and engagement levels.

In this pre-recorded lesson, the topic was Drama. The teacher began the lesson by connecting the topic to students' real lives, asking them to respond to the question, "What plays have you seen?" Students responded in writing in the chat, and the teacher acknowledged these responses.

In this class, the teacher posed an "Essential Question", and students responded in the chat. The teacher was positive, and helped students think about and notice events in history. Students were required to speak live during this class.

During this class the teacher asked open-ended quality questions. There were 8 students present.

This Geometry classroom had six students and one teacher. The teacher used game scenarios to measure students' responses to Geometry questions and problems. The teacher used a web whiteboard to work out the problems with students and had clear demonstration technique.

Measures of Progress from Previous Site Evaluation

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 Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Establish a consistent pattern with the school's index score.	School leaders reported that the addition of IXL programing, the index score will become more consistent.	The SPCSA team agrees with this analysis. The SPCSA team suggests this continues to be an area of recommended emphasis.
Build Bridges with troubled youth	School leaders reported they have added EL staff members, and a graduation coach. They believe these additions will have positive results for students at Nevada Connections.	The SPCSA team agrees with the school leaders and suggests the school continue to monitor overall outcomes with the addition of staff.
Engage students in both on-line and extra voluntary class offerings	The school leaders reported that teachers do have more ability in making curriculum and assessment modifications.	The SPCSA team agrees and suggests the Nevada Connections team continues to monitor the school in this area.
Improve the type and quality of academic interventions offered to students.	The school leaders reported that they have implemented IXL, which is a type of academic intervention.	The SPCSA team agrees and suggests the Nevada Connections team continues to monitor the effectiveness of this intervention.

Operational Compliance Checks

Fire Extinguisher	☒	YES	☐	NO		
Nurse's Station	☒	YES	☐	NO		
Evacuation Plan in Classrooms	☒	YES	☐	NO		
Food Permit	☐	YES	☐	NO	☒	N/A
Elevator Permit	☒	YES	☐	NO	☒	N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.