



Nevada State Public Charter School Authority

Beacon Academy of Nevada, West Campus Site Evaluation Report: February 19, 2025

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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 conducts 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.

Academic and organizational alignment to the school's mission

Beacon Academy of Nevada's mission is to offer at-risk high school students the choice of an innovative and relevant education that provides flexibility and support to graduate from high school with concrete plans for their future. The school's ability to consistently align its academic and organizational framework with its mission is a strength. Students and staff work together to support student success, focusing on quarterly data targets to ensure students earn a minimum of 1.5 credits per term and a C grade or higher in each course. They also emphasize increasing the percentage of students who re-enroll after being withdrawn.

The Organizational Performance Framework defines the operational standards to which a charter school should be accountable. This accountability is to its authorizer, who is responsible for ensuring that the school meets these standards, and to the public. The expectations set out in the organizational framework derive from state and federal law and the operating terms proposed by the school in the charter application. According to the 2023-24 SPCSA Organizational Performance Framework, Beacon Academy of Nevada earned the maximum points (100) for meeting all standards outlined in the framework, which comprises five categories, including educational programs, financial management, governing and reporting, student and employees, and school environment.

Implementation of their multi-tiered systems of support (MTSS) framework

Beacon Academy of Nevada, in its fifth year of the Project AWARE¹ (Advancing Wellness and Resiliency in Education) Grant, has been awarded the Diamond Award (2023-24) and the Platinum Award (2022-23) for its successful implementation of the Multi-Tiered Systems of Support² (MTSS) framework, as noted by the school leaders. This achievement is a testament to the school's commitment and strength in implementing its MTSS framework. The school's MTSS framework, which promotes respectful relationships and implements Tier 1, 2, and 3³ supports, has significantly reduced student behavior reports, as noted by the school's leadership team. The 2023-24 Nevada School Climate and Social-Emotional Learning Survey, completed by the students, further validates this success, with the school achieving an excellent range in physical and emotional safety. These positive survey results are a testament to the school's nurturing environment. Additionally, a theme that emerged in all focus groups was the school's ability to effectively implement its MTSS framework to support the academic, social, and emotional needs of at-risk students who might not otherwise graduate from high school.

¹ The purpose of the Project AWARE (Advancing Wellness and Resiliency in Education) program or grant is to develop a sustainable infrastructure for school-based mental health programs and services.

² MTSS-Multi-Tiered System of Supports is a framework schools use with a tiered (1,2,3) infrastructure that uses data to help match academic and social-emotional behavior and instructional resources to each student.

³ Tiers 1, 2, and 3 include three tiers: universal support (Tier 1), targeted interventions (Tier 2), and intensive supports (Tier 3), each escalating in specificity and intensity within the Multi-Tiered System of Support (MTSS) framework.

Low student-to-staff ratio in every classroom

The low student-to-staff ratio in every classroom, a unique strength of Beacon Academy of Nevada, aligns with the school's core value of a personalized learning environment. The various focus groups highlighted the school's commitment to a low student-to-staff ratio, reinforcing the school's dedication to providing a personalized learning experience for every student. On the day of the site evaluation, the SPCSA site evaluation team observed classrooms led by three staff members and no more than fifteen students, highlighting the school's commitment to maintaining a low student-to-staff ratio in every classroom.

During the classroom observation portion of the site evaluation process, the school's measures were exceptional in the section rating a conducive classroom environment. The SPCSA site evaluators observed twelve classrooms; two were rated as distinguished, and ten were highly proficient. This excellent rating is a testament to the school's commitment to providing a supportive and conducive learning environment with a low student-to-staff ratio, reinforcing the quality of education at Beacon Academy of Nevada.

Strong leadership team

A strength of Beacon Academy of Nevada is the school's leadership team. One leader has been at the school for over ten years, and the other has been there for over seven years, providing stability and a deep understanding of the school's mission and vision. Leadership roles are clearly defined, with an Executive Director of Academics and an Executive Director of Operations and Finance allowing for a highly cohesive leadership structure to meet challenges, adapt, recruit, and retain staff that support the school's core values.

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.

Supporting vulnerable students

According to the school's leadership team, a challenge at Beacon Academy of Nevada is supporting the needs of vulnerable populations, specifically students with emotional challenges and adjudicated students. The school leaders shared that more adjudicated students are enrolling at the school, and they need high levels of wraparound services to ensure a quality, personalized transition to the campus. The school has emphasized the use of its social workers and mental health professionals to support students who are vulnerable and at-risk.

Chronic Absenteeism

A challenge at Beacon Academy of Nevada is its high chronic absenteeism rate. According to the 2023-24 Nevada Alternative Performance Framework⁴ (APF), the school's rate is 43.6 percent, and 46.5 percent according to the Nevada School Performance Framework⁵ (NSPF). This report will reference 43.6 percent because the school qualified for the Nevada Alternative Performance Framework. The school's leadership team is working to reduce the rate of chronically absent students. From the 2022-23 to the 2023-24 school year, the rate decreased from 47.4 percent to 43.6 percent. The school leaders recognize the priority of reducing the percentage of chronically absent students and have actively emphasized the importance of attending school regularly to their students and families.

⁴ The Nevada Alternative Performance Framework (APF) is an accountability system established by the state that is designed to highlight qualifying schools who serve high-needs populations.

⁵ The Nevada School Performance Framework (NSPF) is Nevada's public-school rating system, which was designed by Nevadans for Nevada public schools and developed in accordance with the Federal Student Succeeds Act (ESSA).

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.

Continue implementing their multi-tiered systems of support (MTSS) framework

The SPCSA recommends that Beacon Academy of Nevada continue implementing its MTSS framework to provide support systems to its vulnerable student population, including adjudicated students. Building on the school's existing framework will enhance its ability to serve all students, including pupils with specialized needs. Serving the school's unique population sometimes requires a multidisciplinary team approach of experts to ensure multi-agency wraparound service planning and service delivery aligns with each student's individualized needs. The school's continued use of its social workers and mental health professionals is essential to implementing an effective MTSS framework. Additionally, the school's continued focus on assuring staff is highly trained in Trauma Informed Practices⁶ (TIPs), Adverse Childhood Experiences⁷ (ACEs), and using a Positive Behavioral Interventions and Support⁸ (PBIS) mindset can be foundational to support the specialized needs of students at Beacon Academy of Nevada.

The Nevada Department of Education's (NDE) Office of Safe and Respectful Learning Environment may provide helpful resources for the school leadership team. The office works closely with the Nevada Positive Behavioral Interventions and Supports (PBIS) Technical Assistance Center, housed at the University of Nevada, to assist schools in deeply implementing a framework to support initiatives for school safety, restorative justice, mental health, trauma, climate, and social-emotional learning.

Decrease chronic absenteeism rate

SPCSA staff recommend that Beacon Academy of Nevada continue to refine its plan to improve chronic absenteeism. The plan may include contacting students and families, providing opportunities to engage with school professionals to discuss barriers preventing them from attending school, and creating a plan to address the challenges. According to the Nevada APF data in the Attendance Indicator, the chronic absenteeism rate is 43.6 percent. Decreasing the chronic absenteeism rate will improve students' access to instruction, positively impacting academic achievement and engagement rates. (See Best Practices - <https://spcsa.instructure.com/courses/72>)

⁶ Trauma-Informed Practices (TIPs) are a set of policies and actions that help students who have experienced trauma and aim to prevent re-traumatization.

⁷ Adverse Childhood Experiences (ACEs) are potentially traumatic events that can occur during a child's life, from 0 to 17 years old.

⁸ PBIS-Positive Behavioral Interventions and Support is a systematic program designed to build a positive culture and community in classrooms and schools.

Use of a formal board self-evaluation and leadership evaluation tool and systems

The SPCSA recommends that the Beacon Academy of Nevada Board use a formal board self-evaluation and a leadership evaluation tool and system at least once yearly. Building upon the board's existing practices will enhance the group's ability to be a highly effective team utilizing its assessment data to guide the school and its leaders. The board may contact the SPCSA for useful evaluation tools.

Additionally, adding a member with a background in law will add an element to their existing team. The board comprises individuals with varied backgrounds and expertise who support the school's mission and vision. A member with knowledge of law can enhance the group's knowledge base.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

There were no strong recommendations issued to Beacon Academy of Nevada West Campus during this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

There were no deficiencies issued to Beacon Academy of Nevada West Campus during this site evaluation.

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 ⁹	2
Family Members, Parents, and Guardians	5
Faculty and Staff	10
School Leadership	4
Students	10

⁹ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two Beacon Academy of Nevada Board members participated in the focus group session. The discussion started by focusing on the school's recent successes, including purchasing a new building on East Sahara Avenue to establish its second campus and finalizing the closing sale of its current building on West Flamingo Avenue, scheduled to be finalized at the end of the month (February 2025). The members took pride in fulfilling a community need aligned with the school's mission and vision. One member shared that the board is proud of meeting its enrollment targets and seeing the school fulfill a community need for an alternative educational model to assist students to graduate from high school. The board members elaborated on the high registration percentage of students meeting the State's alternative education criteria for enrollment, which exceed ninety percent.

The session also focused on the school's current challenges. One member expressed concerns about a lack of funding and the board's proactive approach to designing a formal plan to seek additional funding from donors or community partners, including local colleges and universities. The board members elaborated on the importance of networking and highlighting the school's success, mission, and vision to potential donors as a worthy endeavor to support the needs of the greater community of Southern Nevada. Another challenge discussed was the school's increased enrollment of incarcerated youths. The members stated that the school leaders are proactive in supporting the needs of all students, including adjudicated students. They keep the board well-informed of action steps to help this population, including using social workers to provide additional services to support the transition of these youths to school. This proactive approach instills confidence in the board that the school's leadership can navigate challenges.

The participants shared their board members' diverse backgrounds, including expertise in business, finance, organizational change, enterprise management, technology, construction, real estate, foster care, and parenting. The members emphasized that the board and the school leaders consult with the school's attorney when legal matters arise. The members discussed the board's strategy for collaboration and decision-making, often relying on each member's areas of expertise to guide the board to do what is in the school's and its stakeholders' best interest.

Board self-evaluation was a key area of focus. The participants explained their process for evaluating the effectiveness of the board and the school leaders. The SPCSA staff mentioned and offered the resources available regarding board and leadership evaluation, such as performance metrics, peer reviews, and professional development opportunities, noting the importance of a formal and consistent evaluation system to ensure continuous improvement.

Focus Group Summary: Family Members, Parents, and Guardians

Five parents, guardians, and family members representing both Beacon Academy of Nevada campuses participated in the family focus group session. The participants shared the school's strengths, highlighting the teachers' and staff's skills and positive attitudes. One parent said, "I like all of the teachers. They are supportive and friendly and don't rush you." The group supported this statement by sharing varied stories and experiences of their child or family member supported by the Beacon Academy of Nevada staff. A participant shared that the staff emphasizes establishing productive relationships that lead to positive interactions and a supportive classroom environment, thoroughly impacting student outcomes. This emphasis on effective communication is a cornerstone of the school's approach to transparency and trust. A parent shared that her son, who had an individualized educational program¹⁰ (IEP), gained academic self-confidence because teachers took the time to get to know him and how best to communicate with him to support his learning style. The focus group members spoke with conviction that the staff at Beacon Academy of Nevada are highly committed to helping and encouraging students toward social, emotional, and academic growth.

The group highlighted additional strengths of the school, such as the low adult-to-student ratio (three or four adults in the classroom). The group valued that every classroom has at least three adults teaching the students, a testament to the school's commitment to individualized support and a personalized learning environment. A group member stated, "The teachers are willing to help them and make them feel safe and comfortable." With the added benefit of multiple adults serving the classroom, students often work one-to-one or in small groups with specialized assistance from teachers or staff to ensure assignments are completed. The group also placed a high value on the school's flexible scheduling and small class sizes. Group members stated the importance of flexible course scheduling, which allows students to have individualized support while working towards obtaining high school credits and maintaining their schedules to attend to family needs, including working part-time or caring for a family member. Regarding small class sizes, one parent shared the significance of smaller class sizes, saying that "most classes have less than fourteen students," a stark contrast from her son's previous school, where there were over thirty-five students in one classroom.

The session also discussed courses their family members were taking, including English, United States, World History, physical and earth sciences, algebra, and geometry. The participants also suggested the school's leadership team include more student social opportunities. Lastly, when the site evaluation team asked the group to discuss what they would tell others interested in enrolling at the school, responses included a safe place to build student self-confidence and an encouraging staff that doesn't judge their students.

¹⁰ Individualized Education Programs (IEPs) are a legal document provided under Federal law that is used for children in public schools who need special education.

Focus Group Summary: Faculty and Staff

The faculty focus group members discussed the staff's commitment to serving the school's unique population, explicitly the need for a proactive mindset and teamwork to ensure every student receives the assistance they need and classrooms are conducive to learning. One faculty member stated that her team operates in a manner that "anticipates each other's moves" so students are provided with the assistance required for each situation. A group member highlighted the importance of planning and communication. For instance, working together as a staff to group students accordingly in each session so the learning environment can operate as efficiently as possible. A member appreciated her team's willingness to work as a unit to support their students' needs, emphasizing that she could not have been successful without their help.

Participants shared the importance of effective systems and structures, particularly the school's MTSS framework. A few elaborated on their training, which serves as a foundation for their service delivery in assisting at-risk students with their academic, social, and emotional needs. The faculty listed numerous professional development subjects that helped prepare them to serve students at a high level. A staff member mentioned receiving training in restorative practices, a teaching ideal designed to guide students to repair harm and rebuild relationships when conflicts arise. He added it taught him to foster a mindset of "Open arms and no judgment." Another staff member added that their training and MTSS framework enables them to support students from challenging backgrounds and have experienced low success in traditional school systems.

Most of the focus group agreed that the current school culture and climate are positive, attributing the positivity to supportive leadership. A staff member shared that the leadership is very engaged and involved in the school's day-to-day operations. Another member emphasized the value of teaching smaller classes, contributing to a positive school atmosphere. He elaborated on the administration's ability to create course schedules and student groupings that foster a more intimate classroom. A few faculty members shared that they feel supported by the administration and that overall communication is efficient.

The conversation transitioned to a dialogue on the challenge of transitioning into incarcerated youth. One member emphasized the importance of supporting these students while maintaining the quality of instruction. Several group members discussed the importance of helping new students transition to the school without disrupting the success of other students and classroom chemistry. A staff member added the importance of their mental health support team and social workers in ensuring the transition is efficient.

The staff members cited the gratification they feel when students succeed. One staff member discussed how she strongly related to the students because she had gone through a similar educational journey through an alternative education program, citing, "It is like paying it forward." The group echoed the sentiment that building positive relationships with students and seeing them succeed is the most rewarding aspect of their job.

Focus Group Summary: School Leadership

Four leaders of Beacon Academy of Nevada participated in the leadership focus group. They shared their insights and perspectives on leading Beacon Academy of Nevada. At the core of their belief system is the unwavering commitment to ensuring all students enrolled in the East and West campuses receive individualized support. One leader stated, "We approach every student with an individualized support mindset," emphasizing that every teacher has a system for understanding their students so they can be proactive and get to know them well. This proactive approach to supporting and becoming familiar with students is foundational for the school's implementation of its Multi-Tiered Systems of Support (MTSS) framework; reassuring stakeholders about its commitment to individualized education is a priority for the leadership team.

The school's MTSS framework provides the academy with systems and structures to support the school's vulnerable population, including the school's growing population of incarcerated youths. The leadership team shared that the Beacon Academy of Nevada is in its fifth year of participating in the Project AWARE (Advancing Wellness and Resiliency in Education) Grant and received the Diamond Award (2023-24) and the Platinum Award (2022-23) for successfully implementing its MTSS framework to support student's social and emotional wellness needs. The group took great pride in highlighting the use of the Panorama Social Emotional Survey¹¹ and the positive results of the Nevada Social Emotional Survey, emphasizing that the school's data showed that students generally feel safe at school. Also, a school leader shared the school's proactive approach to hiring three licensed social workers, clearly demonstrating the school's commitment to student wellness. Their plans for the next school year are to create a program where prospective social workers can shadow the school's mental health professionals and work as they complete their college requirements, further underscoring this commitment.

The team discussed the school's academic and organizational alignment with the school's mission in depth. The team shared that students and staff focus on quarterly data targets to ensure students earn a minimum of 1.5 credits per term and a C grade or higher in each course. They also emphasize increasing the percentage of students who re-enroll after being withdrawn. The group also highlighted the school's current enrollment percentage (94 percent) of students who meet the State's alternative education criteria, exceeding the Nevada Department of Education (NDE) requirement of 75 percent. The team also discussed chronic absenteeism and the importance of reducing the school's high rates.

Regarding organizational alignment and operational efficiency, the members shared the school's priority of ensuring sound financial and operational leadership to prepare for the recent expansion. The school recently purchased a building on East Flamingo Avenue and is scheduled to complete the purchase agreement for the West Sahara Avenue Building by the end of the month (February 2025). These strategic steps underline the school's vision for growth and its preparedness to meet the needs of its expanding student population.

¹¹ Panorama Survey provides information on students' social and emotional learning skills (social awareness, self-awareness, empathy, responsible decision-making, and self-management) and perceptions.

Focus Group Summary: Students

Ten students participated in the group session. They shared the different courses and topics they were learning, including math, science, and social studies. One student articulated the need for young adults to show responsibility for their learning. He shared instances of missing assignments but took the initiative to communicate with his teachers to ensure he does not fall too far behind, thus holding himself accountable. The student stated that the school fostered his growth in responsibility.

The SPCSA site evaluation team asked the group about their recommendations for the school leaders. One student stated, "I don't have any because the school has done everything to help me progress on my goals." Many members of the group shared the same perspective. The student further stated that he used to be in a class of over forty students on a large urban high school campus, and he experienced little success until enrolling at Beacon Academy of Nevada. Another student shared that the school has provided hope and optimism. Her only recommendation is for other students with similar needs to have the same opportunity to pursue their education in an alternative setting. She noted that she heard about the school from some friends, applied, enrolled, and never regretted the decision. The student said she "Went from 3 credits to 17 credits", emphasizing that it was not less work but a far more supportive learning environment. Now, she is on track to graduate in one or two semesters.

The group discussed the school's flexible scheduling, which allows students to choose classes that best meet their educational and personal needs. Five group members have part-time jobs and conferred on how the school's schedule enables them to pursue part-time employment opportunities while earning their credits for a high school diploma. A few students mentioned that, along with flexible scheduling, the school has caring and accommodating adults who support them on their journey. One student stated, "We can pick which adults work best for our needs," sharing that she has three to four adults in a classroom with whom she can build trusting relationships—a sentiment shared by the other group members. One student shared that students receive individualized attention at school, can be themselves with little apprehension about being bullied, and do not worry about behavioral distractions from other students. A student shared that she enrolled in an individualized education program, and the school staff has provided the support needed for her to flourish.

The session concluded with several students sharing their post-high school plans, which included joining the military, attending college to become a nurse, seeking vocational options, and seeking full-time employment opportunities.

Classroom Environment and Instruction

Observation Rubric

A total of 11 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	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	This criterion was not observed or rated.
	TOTAL: 1	TOTAL: 10	TOTAL: 0	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>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.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 11	TOTAL: 0	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction

Observation Rubric

A total of 11 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 states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage in the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	TOTAL: 3	TOTAL: 8	TOTAL: 0	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	TOTAL: 0	TOTAL: 11	TOTAL: 0	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction

Observation Rubric

A total of 11 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	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 0	TOTAL: 11	TOTAL: 0	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	
	TOTAL: 0	TOTAL: 11	TOTAL: 0	TOTAL: 0	TOTAL: 0

Classroom Observations and Additional Comments

In a high school English classroom, an English teacher, a special education teacher, and a teacher assistant worked with thirteen students. The students were divided into three groups-English A, B, and C and worked on their assignments using their devices. Several students worked on characterizations in stories, and others reviewed their step cards to ensure they were up to date with their English assignments. Students displayed a high focus on progress toward completing their daily tasks, and the staff provided individualized attention to students who needed assistance.

Nine students worked on their science assignments in earth science, physical science, and biology. Two students, assisted by a teacher, learned about plant cells. They reviewed questions and referred to the text as the teacher asked, clarifying questions. The other students independently worked on their assignments using their devices as the teachers monitored their progress. Three teachers provided active support and utilized effective questioning techniques designed to have students explain their reasoning when answering text-dependent questions. The classroom environment was very conducive to learning.

A teacher provided individualized support to a student on her math work, breaking down concepts in a way that was easy to understand. He used humor to make the lesson more engaging and relatable by naming some of the terms after one-name singers like Cher and Adele.

A math classroom had three teachers assisting thirteen students who worked on their math assignments (algebra and geometry) using their devices. One teacher was observed providing one-to-one instruction to a student in solving a math equation and finding the value of X. Another teacher circulated the room, assisting students as needed, while another staff member worked with two students reviewing their assignments. Students were self-directed and engaged in completing their tasks/assignments.

In a science class, a teacher taught a student about neutrons. The teacher used effective questioning techniques to engage the student in learning. Specifically, asking open-ended questions involved deep responses that required the student to think profoundly and precisely. The student seemed challenged but engaged and committed to completing the questions.

In a social studies classroom, students worked on a variety of assignments. One teacher helped a student grasp the material more effectively by asking thoughtful questions and creating scenarios for the student to engage with and respond to. She was very upbeat and praised the student well.

In a high school social studies classroom with twelve students and three staff members, including a teacher and two teacher assistants, students worked on various social studies topics, such as the rise of dictators, financial literacy, vocabulary-based modules (words like slogan), and United States History. The classroom environment was conducive to learning, and the students were intellectually engaged and self-directed. The staff moved around the classroom, assisting students.

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
SPCSA staff recommend that the school identify a way for students to better visualize and understand their graduation timeline.	The school leaders provided an update on their action steps for assisting students in identifying their timeline for graduation. These included a counselor or teacher assisting students with their four-year academic plan and requiring them to submit quarterly forms.	The SPCSA recognizes the school's leadership's efforts in addressing the previous recommendation. Maintaining their system to support students with their academic plans and graduation timelines can serve as an effective measure to monitor and help students better understand their graduation timelines.
SPCSA staff recommend that school leadership consider how the school's model can accommodate students' desire to have social activity time at school. During the student focus group, students indicated while at school they are focused entirely on the computer.	School leaders shared that they have provided board games that are available to students in most classrooms.	The SPCSA recognizes the school's steps to address the previous recommendation, which provides social opportunities for students and a break from computer use.

Operational Compliance Checks

Fire Extinguisher	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Nurse's Station	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Evacuation Plan in Classrooms	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Food Permit	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" type="checkbox"/> N/A
Elevator Permit	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> 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.