



Nevada State Public Charter School Authority

Nevada Connections Academy

Site Evaluation Report: October 16, 2025

State Public Charter School Authority

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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 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.

An increase from a two-star to a three-star high school

One of Nevada Connections Academy's key strengths is its improvement in the Nevada School Performance Framework (NSPF)¹ rating — rising from a two-star school with a 49.5 index score to a three-star school with a 53.5 index score. This progress reflects improved academic outcomes that contribute to higher graduation rates, greater college readiness, and a culture that prevents stagnation while fostering a growth mindset among both students and staff.

A deep analysis of student attrition data

A second strength at Nevada Connections Academy is the focused analysis of student attrition data. A focused analysis of student attrition data revealed that most withdrawals occur in the 10th grade. In response, Nevada Connections Academy implemented several targeted interventions, including assigning a dedicated sophomore coach, strengthening homeroom teacher engagement, introducing new methods to support and motivate students, and forming a teacher committee specifically focused on 10th-grade success. This data-driven approach is essential, as it enables the school to more effectively identify and address institutional barriers that may contribute to students leaving or pausing their path toward graduation.

Student participation in Career and Technical Student Organization

Another strength is the implementation of Career and Technical Student Organizations (CTSOs)². These student-led programs provide opportunities for learners to develop technical, leadership, and employability skills through hands-on, real-world experiences. CTOS empower students to explore potential career paths, participate in skill-based competitions, and connect with industry professionals.

High points within the College and Career Readiness indicator

Nevada Connections Academy received 23 points out of 25 on the College and Career Readiness Indicator in the 2024-25 NSPF Star rating report. For example, the post-secondary preparation participation (89%) rate exceeds the district average (73%). Career readiness is important for high schoolers and helps ensure students are equipped to handle jobs, internships, or college without needing to “catch up” after graduation.

¹ NSPF- The Nevada School Performance Framework is Nevada's public-school rating system designated by Nevadans for Nevada public schools.

² CTSO is a Career and Technical Student Organization is an organization that helps integrate Career and Technical support for CTE programs.

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.

Overall academic performance on the American College Test (ACT) in both ELA and math

Nevada Connections Academy continues to struggle with increasing ACT³ score outcomes. Lower ACT scores can make it harder for students to stand out against the national average and potentially limit their choices for higher education and merit-based aid.

Student engagement and motivation of at-risk students and families

A challenge at Nevada Connections Academy is the need to establish high levels of family and student engagement. These are crucial for a school because they usually lead to improved student achievement, better attendance, and higher graduation rates. Strong engagement helps create a more positive and supportive student school climate.

Low percentage of English Language Learners meeting growth goals

A challenge at Nevada Connections Academy is the low percentage of English Language Learners who meet their growth goals, according to the NSPF English Language Proficiency Indicator. The school rate was 5%, which is below the district rate of 17%.

³ ACT is a standardized college admissions test in the United States that measures college readiness consisting of four multiple-choice sections: English, Math, Reading, and Science.

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 English Language Arts and math proficiency

SPCSA recommends Nevada Connections Academy improve the ELA⁴ proficiency rate which is currently 34.4%. In addition, the math proficiency is 5.9%, respectively, and well below the SPCSA averages of 56.9% in ELA and 25.2% in math. The accomplishment of obtaining and sustaining a steady upward trend, especially in math, is recommended.

Graduation Rate

The SPCSA recommends Nevada Connections Academy improve their current 4-year graduation rate. The rate is 81.9% and well below the SPCSA district average. SPCSA recognizes the hard work Nevada Connections Academy has undertaken to improve the graduation rate and recommends continued improvement.

Continue to learn and use IXL learning platform

It is recommended that Nevada Connections Academy continue its work with the IXL⁵ learning platform. Because the platform is new to the school in recent years, it is recommended that the school discover new ways to use the data outcomes to improve overall student performance. Consider fine-tuning student goal setting and intervention lessons.

Continue to work on building strong family engagement

SPCSA recommends Nevada Connections Academy continue to improve levels of family engagement. Continue to reach out to all families and especially those at risk of dropping out of high school. Strong family engagement has been shown to support strong student outcomes.

Continue to focus on improving English Language students' learning outcomes

The SPCSA recommends that Nevada Connections Academy continue to focus on improving English Language Learner students' learning outcomes, specifically by supporting them in meeting their annual growth goals as measured by WIDA⁶. On the 2024-25 NSPF, the school earned two out of ten points on the English Language Proficiency Indicator, showing that 5% of students were proficient versus 17%.

⁴ ELA- English Language Arts

⁵ IXL Learning Platform is a subscription-based learning site for K-12. It provides personalized learning on an independent basis.

⁶ WIDA is a series of assessments used in the United States to measure the English language proficiency of K-12 students, including skills in listening, reading, writing, and speaking.

Site Evaluation Findings: Strong Recommendations

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

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

Site Evaluation Findings: Deficiencies

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

There were no deficiencies issued for Nevada Connections Academy 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 ⁷	2
Family Members, Parents, and Guardians	3
Faculty and Staff	9
School Leadership	8
Students	12

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

Focus Group Summary: Governing Board

There were two board members in virtual attendance for the board focus group on the day of the site evaluation. Board members shared some of the recent academic highlights. The school has been working to improve graduation rates. The school hired a graduation coach, and reports that this has improved graduation rates. The board members reported that the school is working toward increasing English Language proficiency and have hired a full-time staff member to support this. The college and career readiness programs have been strengthened, and additional methods of support have been added. Board members reported that students have responded positively to the changes in these programs. The ACT boot camps and the IXL program help students to be prepared for the ACT test.

Members of the board shared plans for the school to improve graduation rates. These include ACT bootcamps, and enhanced credit recovery. Board members explained that Nevada Connections Academy prepares a list they have named the “Rainbow List.” It is composed of students who may be at risk for failure to graduate. Students on this list are provided with high levels of support as well as monitored for success. Board members reported the school is working to increase parent engagement and makes a point of staying in regular contact with families. One board member stated that the school leaders wish to encourage staff to better know how to help families help their students. One recent addition is the inclusion of a freshman and a senior success class.

Board members spoke about ways Nevada Connections Academy is working to lower the levels of chronic absenteeism. One board member said, “One thing the staff has implemented is making consistent telephone calls to connect with the students and family members. For example, the success committee makes connections with the students and families.” Board members said the clubs and activities outside of the school, with personal activities, may also help. A board member stated, “Students are required to report attendance, and submit their information to teachers. This is a weekly responsibility required by students, and if students don’t complete it, the system will flag the staff.”

Board members reported they evaluate the superintendent each year and hold a board meetings each month. During the meeting the superintendent provides updates to the board. One person commented, “We board members will individually reach out to the superintendent if we have a question. He is very proactive in providing information. He is very interactive with the students and attends field trips.” Another board member added, “The principal sends out information on a weekly basis and participates more than any other leader. Our principal encourages student involvement, interacts on a personal level with students, and attends live lessons. He works with our students on attending and learning from the school’s sponsored ACT boot camps.”

The board discussed short and long-term goals. Some of the short-term goals included tracking and supporting recent legislative changes such as increased funding for teachers. One board member stated, “We are happy the teachers got a bump in their salary.” Members spoke about long term goals such as improving graduation and proficiency rates at Nevada Connections Academy.

Focus Group Summary: Family Members, Parents, and Guardians

During the site evaluation, three family members participated in the focus group which was held virtually. When asked about the successes they have observed, one family member shared that her son is dually enrolled and earning college credit. Another parent explained that her child has special needs, and the school worked with her to establish a 504⁸ plan and appropriate accommodations. The family member was pleased with the outcome because staff members are now aware of her son's needs and are effectively meeting them. A third parent described how her son chose to enroll in an online school, a decision she initially opposed. Her son had reported significant issues at his previous school. After consulting with a counselor, he transitioned to the online program, where he is now thriving. The parent said, "My son is earning A's and B's and is comfortable and learning. He has no plans to return to his former school."

Families shared that Nevada Connections Academy offers several events and activities. These included, a pumpkin patch visit, online assemblies, and opportunities for students to continue participating in sports at their zoned schools. One parent mentioned that her son has told his friends and their parents about the benefits of the program, inspiring several of them to enroll as well.

For families in rural areas, school and community events remain accessible and meaningful. A family member shared that her daughter struggled academically at her previous zoned school, but after enrolling at Nevada Connections Academy, teachers provided individualized support. They allowed her to work at her own pace, broke down content into manageable parts, and ensured she fully understood each lesson. A parent of a child with Attention-deficit hyperactivity disorder (ADHD) added that the school's flexible pace has been a tremendous help, as students are not rushed, and her child can learn comfortably.

Parents expressed appreciation for the homeroom teachers, describing them as helpful, highly communicative, and organized. They praised the school's structure, scheduling, and adherence to accommodation, noting that support is always available and effective. Overall, families expressed deep gratitude and satisfaction with the school. They praised the teachers and staff, emphasizing that Nevada Connections Academy provides an excellent educational experience and thanking the school for the opportunity to attend.

⁸ 504 plan is part of a federal law, which outlines accommodations for students and improve academic success.

Focus Group Summary: Faculty and Staff

During the site evaluation, nine staff members participated in the focus group. One participant noted that the back-to-school meetings were conducted virtually and were highly successful. Another teacher expressed appreciation for how the school manages data—everything is organized in one place, which helps ensure students get on track and stay on track. Other teachers agreed and shared similar positive feedback. Staff members highlighted satisfaction with recent improvements to attendance tracking and credit recovery, noting that these systems are now more seamless for students. Students can easily access attendance information and see what is needed for credit recovery, and because the system updates in real time, students are completing credit recovery more quickly.

A new staff member commented that compared to other schools, this school has implemented many new processes with strong follow-up. For example, there have been noticeable improvements in attendance from last year to this year, supported by extensive training and follow-up for teachers who need additional support. According to school staff, Special Education initiatives have also advanced, particularly around transition goals and related professional development. Staff noted that student leadership and involvement have increased significantly. The school has also transitioned from MAP⁹ testing to IXL benchmark testing, allowing students to complete assessments on time and at their own pace. Teachers value IXL as a tool for both student practice and for gathering data to inform present levels of performance.

The staff praised the school's focus on supporting students who are credit deficient. The graduation coach was specifically recognized for collaborating with teachers and helping students get back on track to graduate with their class. One teacher remarked, "Sometimes students come to us thinking they won't graduate. Then, the graduation coach meets with the student. Information to support the student is shared with staff to effectively collaborate and use strategies to bring the student to success." Overall, teachers emphasized a strong sense of teamwork—whenever someone has a question or needs support, there is always a person available to help. One person remarked, "As a new member of the team, I've enjoyed working with students in this environment. Coming from a traditional school setting, I was curious to see how strong the connections could be in an online school—and I've been amazed. The relationships with students feel very real and meaningful. My homeroom students reach out with questions, and I love that level of engagement." Another educator added, "I've also felt a tremendous amount of support from the teacher community. I'm never on my own—our special education department is especially strong and well-structured. Everyone is knowledgeable about Special Education law and dedicated to doing what's best for students." A long-term staff member added, "For those of us who have been here longer, it's incredible to see how far the school has come. I'm in my 15th year, and I can say this is not the same school it once was. In the early days, we were figuring things out as we went—there weren't many systems in place". Staff said that over time, through trial and error, Nevada Connections Academy has fine-tuned practices. Staff said the structures and innovations the school developed have inspired other online programs" Another person said, "After 10 years here, I've seen constant growth and adaptation to new technology, state standards, and the changing needs of learners. Yet one thing has never changed: our commitment to students. They are always at the heart of what we do."

⁹ MAP is a test, (measures of academic progress) and is an adaptive computer-based assessment.

Focus Group Summary: School Leadership

During the site evaluation, eight school leaders participated in the focus group. The school is exploring opportunities to expand Career and Technical Education course offerings. Nevada Connections Academy is prioritizing professional development for English Learner teachers to improve student outcomes. The school utilizes IXL Diagnostic Assessments, which are shorter and adaptive compared to MAP. Results show that many students are performing above grade level, displaying an inverse bell curve trend. The Alternative Education program continues to grow, with two additional teachers recently hired. The school successfully completed a validation day to ensure compliance with program requirements. The school customizes the curriculum to meet individual student needs.

Nevada Connections Academy school leaders outlined several updates regarding student engagement and retention. The leadership team has analyzed withdrawal trends and found that disengagement and limited home support are common factors. Many students enter Nevada Connections Academy already behind academically, and transition challenges can lead to early withdrawal. Leaders said that transient students are more likely to leave, and communication with some parents can be difficult. Leaders acknowledge a need to build greater urgency and consistency in re-engagement efforts. Nevada Connections Academy offers support for unhoused and vulnerable students. Leaders reported there are currently 23 students identified as unhoused. A school counselor serves as the liaison to identify and support students experiencing homelessness or involved with Child Welfare Services, connecting them to appropriate community resources.

Nevada Connections Academy has taken steps to improve English Language Learner outcomes. School leaders noted they have increased opportunities for student speaking practice. In addition, some teachers have implemented the use of sentence stems to scaffold the learners ability to speak and write in English. According to school leaders, several classrooms have implemented the use of “Can Do” statements. These statements contain student-friendly goals so that students better understand the objective of the lesson.

According to school leaders, Nevada Connections Academy is implementing small-group instruction during live lessons to target areas of need. The school reported that they have ten special education teachers at the school and have the capacity to enroll approximately 27 additional students before hiring another special education teacher.

School leaders shared several updates about ways they support all learners at the school. Due to the adaptive nature of IXL, the school provides differentiation by meeting the needs of both high-performing and struggling students. The school has added 9th and 10th-grade career coaches to more fully support students with postsecondary planning and tracking of on-time success in classes. In addition, a Teacher Trainer position provides mentorship. The school responded to staff requests for more consistent professional development and has increased teacher training opportunities. Nevada Connections Academy continues to provide organized field trips to universities such as UNR¹⁰ and UNLV¹¹, as well as expanded opportunities for student engagement through in-house clubs and extracurricular activities.

¹⁰ UNR: University of Nevada Reno

¹¹ UNLV: University of Nevada Las Vegas

Focus Group Summary: Students

Twelve high school students in grades 9-12 participated in the student focus group in a virtual setting on the day of the site evaluation. One student shared, “My ability to speak publicly has improved.” Another student shared that she has learned to speak American Sign Language. A participating student commented, “Going to the pumpkin patch was a great opportunity to make new friends and see old ones. I had a great time!”

Students reported they like the online learning because it is self-paced. One student commented, “You can book a Zoom¹² meeting or a telephone call with a teacher if needed.” Students said they appreciate the pacing of the program. One student commented, “I like that I am not rushed, and I can move ahead of others when I am ready. I like that I am not held back at the same pace as others as a traditional school program might require.” Another student commented, “If you get behind, the teachers will contact you and you and provide the instruction and support needed to catch up.” Another student said, “You can travel and not worry about school schedules and are free to schedule your life.” Students like the flexibility the on-line program offers. Several students said they can work volunteer, and participate in sports, and travel teams without getting behind with assignments or testing. A student reported, “I can go to Mexico and see my family. I can attend conferences and not jeopardize my education. On top of that, I am still going to graduate from high school earlier than my peers.”

Students reported that social opportunities are abundant. Students said they went to the Renaissance Fair and spent time with other students. One student said, “It was great to meet others who attend the school virtually and develop relationships.” A student council representative said that the student council will schedule one or two field trips each year. Students said some examples of field trips have included, college tours to both UNLV, and UNR, museums, the pumpkin patch, and others. Students reported they are supporting the planning of graduation and prom to make it more student centered and meaningful. Students pointed out they work to include online events for students attending Nevada Connections Academy and living in a rural area. One example was an upcoming Halloween costume contest.

Students shared several suggestions to improve the school. One suggestion included a desire for more awards. For example, students would like to see additional awards for students who overcome challenges. One student remarked, “I think we need more recognition for student achievement, and higher levels of support or resources for post-graduation plans.” One student commented, “Some students just start to figure out their post-high school plans during their senior year. More resources for high school seniors and opportunities to plan for after high school would be helpful.” Another student suggested, “Because some essays are due on the same day, I would like to suggest alternating due dates for large essay assignments.” A different student added, “I would like to be provided additional choices for our elective classes.”

¹² Zoom is an on-line collaborative video conferencing platform where participants can communicate and see one another.

Classroom Environment and Instruction

Observation Rubric

A total of 0 elementary, 0 middle, and 28 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.	Talk between the teacher and students and among students is uniformly respectful.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.	This criterion was not observed or rated.
	When necessary, students respectfully correct one another.	The teacher successfully responds to disrespectful behavior among students.	The teacher attempts to respond to disrespectful behavior among students with uneven results.	Students' body language indicates feelings of hurt, discomfort, or insecurity.	
	Students participate without fear of put-downs or ridicule from either the teacher or other students.	Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.	The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher displays no familiarity with, or care about, individual students.	
	The teacher respects and encourages students' efforts.	The teacher makes general connections with individual students.			
	TOTAL: 3	TOTAL: 25	TOTAL: 0	TOTAL: 0	
Establishing a Culture for Learning	The teacher communicates passion for the subject.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.	The teachers' energy for the work is neutral.	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.	This criterion was not observed or rated.
	Students indicate through their questions and comments a desire to understand content.	The teacher conveys an expectation of high levels of student effort.	The teacher conveys high expectations for only some students.	The teacher conveys to at least some students that the work is too challenging for them.	
	Students assist their classmates in understanding the content.	Students expend good effort to complete work of high quality.	Students exhibit a limited commitment to completing the work on their own.	Students exhibit little or no pride in their work.	
			The teacher's primary concern appears to be to complete the task at hand.		
	TOTAL: 2	TOTAL: 26	TOTAL: 0	TOTAL: 0	

Classroom Environment and Instruction

Observation Rubric

A total of 0 elementary, 0 middle, and 28 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 with the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	TOTAL: 3	TOTAL: 24	TOTAL: 0	TOTAL: 0	TOTAL: 1
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: 4	TOTAL: 17	TOTAL: 4	TOTAL: 0	TOTAL: 3

Classroom Environment and Instruction

Observation Rubric

A total of 0 elementary, 0 middle, and 28 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: 4	TOTAL: 16	TOTAL: 5	TOTAL: 0	TOTAL: 3
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: 13	TOTAL: 8	TOTAL: 0	TOTAL: 7

Classroom Observations and Additional Comments

In virtual PE live lessons, the teacher taught a lesson on different types of dances. The teacher discussed the Waltz, emphasizing the dancers' body positions, then presented a short video of people performing the waltz. After viewing the video, the teacher answered questions from the chat, which included a total of 64 students participating in the virtual class. The teacher then demonstrated the different angle positioning of his body.

This was a recorded lesson with 8 participants, and the lesson will be made available to other students via a link. The teacher welcomed the students and asked about their weekends. The teacher watched as students worked and monitored progress. The teacher provided background music.

In a high school Geometry class, the teacher guided students in understanding the material, including translations and rotations. He modeled how to access and use "GeoGebra," which allowed students to work hands-on on a geometric plane and place points on a graph.

There were 54 students and one teacher in this live Biology class. The teacher created a video with a voice-over that tells an ongoing story, using dragons as characters and incorporating biology terms. He kept students coming back time after time by adding to the story.

A teacher used the Pearson Online Learning Platform to present the content material in a recorded lesson. The teacher focused on presenting flashcards, and the students were required to match the word to its definition using a game format as their independent learning activity. While the students worked on the activity, the teacher monitored their progress.

The teacher delivered a lesson on GeoGebra, which is a free, dynamic mathematics software for learning and teaching that combines geometry, algebra, and spreadsheets. The teacher provided explicit instructions on moving along the x- and y-axes, and the students followed along. The teacher provided demonstrations and emphasized strategies to ensure students understood the assignment directions.

In a live psychology course, the instructor presented research methods. The teacher presented the lesson's objectives and goals in psychology, including overt behavior, mental processes, measures, and descriptors used in research. A student asked a clarifying question, and the teacher took the time to explain and review related terms to ensure the student understood the information presented.

A FBLA (Future Business Leaders of America) meeting was facilitated by a student. She explained to others how to complete a CAP stone course. She began with announcements about the FBLA Connect, the contributor course, and the ambassador role.

A high school virtual biology class focused on teaching genetics, genomes, dominant and recessive alleles. The teacher showed a short video reviewing these terms while the students watched and shared their thoughts in the chat box. After the video, the teacher presented a worksheet and provided instructions for completing the assignment. 55 students participated in the lesson.

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
Improve achievement levels	This is a continued area of focus.	The school's overall star rating has risen from a two to a three star; however, a pattern of strong and consistent index scores from year to year has not yet taken place.
Raise ACT scores	This is a continued area of focus.	The school has added IXL and additional EL staff as well as a graduation coach.
Strengthen the graduation rate	This is a continued area of focus.	Progress has been made in hiring a graduation coach to focus on at-risk students; additionally, a recent counselor opening has provided the school with the opportunity to hire a Spanish/English bilingual counselor.
Increase the number of students remaining enrolled continuously from 9 th -12 th grade	This is a continued area of focus.	The school reports that teachers have more ability to make changes to the curriculum/and assessments.

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 type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" 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.