NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY SITE EVALUTION HANDBOOK

A reference for leaders at state-authorized charter schools in Nevada
October 2018

Nevada State Public Charter School Authority

TABLE OF CONTENTS

OVERVIEW

This handbook serves as a reference for state-authorized schools on the topic of Site Evaluations. Routine visits, particularly Site Evaluations, are a critical accountability component to the oversight of schools by the Nevada State Public Charter School Authority (SPCSA) and are fundamental to charter schools' autonomy. As approved by the Legislature [NRS-388A.150] the Authority is to *"provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community."*

Site Evaluations allow the SPCSA to assess schools' student achievement, progress to goals, and fulfillment of their mission, vision, and educational program outlined in their charter. Improving the learning of pupils, and, by extension, the public education system; increased opportunities for learning and access to quality education; and a more thorough and efficient system of accountability for student achievement in Nevada, are all foundational elements of the SPCSA's mission and the legislative intent of charter schools and are central elements of the Authority's on-going evaluation of charter schools.

The SPCSA conducts multiple visits throughout schools' charter terms. These include pre-opening readiness checks, site evaluations, and support visits. The types, frequency, and purpose of each visit is outlined in this guide. During Site Evaluations, typically conducted in Years 1, 3, and 5 of a school's charter terms, multiple pieces of evidence are gathered through classroom observations; focus groups and interviews with key stakeholders such as families, staff, and governing board members; data collection and analysis; document review; and ongoing accountability measures. All evidence is considered and examined through the lens of the Academic Framework and provided criteria, which communicate the expectations of schools in two components that are the focus of Site Evaluations: academic performance and organizational effectiveness. Financial stability is also considered and focused on through ongoing oversight. The cumulative evidence through multi-year oversight measures become part of the record that informs the SPCSA's staff renewal recommendations to the Authority Board. The Board of the Nevada State Public Charter School Authority makes all final charter renewal decisions.

The philosophy behind the Authority's approach to Site Evaluations, as outlined throughout this guide, as well as the practical approach the SPCSA takes for visits, stem from best practices of charter school authorizers and are grounded in the role of an authorizer as providing oversight that allow schools to operate continuously with high levels of autonomy. The Nevada SPCSA has designed its Site Evaluation protocols on the recommendations of the National Association of Charter School Authorizers, as well as the researched best practices of numerous authorizers, specifically the Colorado Charter School Institute; District of Columbia Public Charter School Board; Massachusetts Department of Elementary and Secondary Education; and the SUNY Charter Schools Institute.

The Authority Board and staff recognize the many challenges and responsibilities of schools and school leaders through the course of the year and appreciates the collaboration and cooperation on all visits, especially Site Evaluations. This document has been designed to provide practical and thorough information about Site Evaluations to ensure all stakeholders, particularly charter school leaders and their governing teams, know what to

expect and how to best prepare and to ensure efficiency of on-site visits. Familiarity with the protocols, practices, and procedures will help ensure smooth, non-disruptive, effectual visits by the SPCSA staff. Included in Appendix A is a check-list for school leaders that supports their preparation for Site Evaluations.

PURPOSE OF VISITS

The purpose of Authority visits depends on the nature of the visit. In most cases, it is to exercise oversight, gather formal and anecdotal evidence that supports the Authority's monitoring of its schools, and document progress toward goals outlined in schools' charter to ensure accountability as a state-authorized, public school. Focus is on the academic performance and organizational effectiveness of the school, as well as adherence to the approved charter and charter contract with the Authority. In other visits, it is to support schools under the SPCSA's auspices and help schools reach their goals. We want schools, especially those we authorize, to succeed. Our work, whether through evaluative or support visits, is designed to help schools do their best for students and ensure schools are able to continuously operate at high levels of performance. We want all schools to succeed, and ensuring compliance with charter, state, and federal law, as well as consistent academic achievement, helps support schools' continuation. While the SPCSA also focuses on financial viability during the Site Evaluations, the emphasis is on the school's operations, instruction, and compliance components. Evidence gathered during Site Evaluations is ultimately used by the staff in its recommendations for renewal and by the Authority for a renewal decision.

Site Evaluations or Support Visits can occur at any point during a charter's terms, and the Authority visits each school at least once a year for either/both a Support Visit or Site Evaluations. While evaluative visits can occur in any year of the charter, typically they occur in Years 1, 3, and 5 to best support schools' stage of development and the renewal process of Year 6. Schools in receipt of a 'Notice of Concern' or 'Notice of Breach' are likely to have a Site Evaluation visit in any year, and these notices may prompt more frequent visits and/or intentional oversight. The Authority strives for consistency in its processes and aims to support schools' autonomy, but the SPCSA also reserves the right to conduct oversight and compliance checks in any year of a school's operations.

Specific types of visits are outlined below, along with frequency and duration.

TYPES OF VISITS
Pre-Opening Readiness Checks
Prior to the opening of a new school, the Authority conducts a pre-opening visit within two weeks prior to the first day of instruction; schools are provided with a pre-opening readiness checklist within 30 days of authorization, and a pre-opening call takes place within 45 days prior to the first day of instruction. The checklist provides a comprehensive inventory of the tasks and deadlines to ensure a successful school opening.

The purpose of this visit, which should take between two and three hours to conduct, is to for the Authority to inspect and review the school. The Pre-Opening Readiness Check allows the school to demonstrate the work that has been done to prepare for a successful school opening. The Pre-Opening visit includes three parts: tour of the school facility; school

demonstration of how the Pre-Opening Readiness Checklist items have been met; and discussion of the school's development.

Initial Site Evaluations

Authority staff on the Authorizing team conducts this Year 1 visit to ensure the new school has a strong start that sets it up for long-term success. The staff assesses the school early to identify any challenges that could be detrimental to the school meeting its goals and/or fulfilling mission, vision, and academic program outlined in the Authority-approved charter.

The visit lasts 0.5 to 1 school days and is focused on the academic performance and organizational effectiveness components of the school, and includes classroom observations, focus groups, and detailed data analysis of student achievement. The visiting team uses established criteria, performance frameworks, and metrics to inform its observations and focus groups. These visits are initiated by the Authority, and a written report is provided to the school with feedback, findings, and recommendations. These visits provide evidence for recommendations to the Board for decision making and ongoing support for a school.

Site Evaluations

The Authority typically does not conduct evaluative oversight visits to each school annually. Rather, the Authority focuses on evaluative visits in Year 1 (Initial Site Evaluations), Year 3, and Year 5. The Authority relies on the School Support team's annual support visits, as well as ongoing compliance reporting, to inform the Authorization team's understanding of schools' progress and performance. Schools with a proven track record and that are consistently recognized as 4- or 5-star schools may have fewer evaluative visits. Conversely, schools that have shown inconsistent student achievement, have consistently underperformed, and/or have received notices of concern/breech, may have additional oversight through visits.

During Evaluation Visits, which last 1 to 2 school days, the Authorization team of the SPCSA focuses on the academic performance and organizational effectiveness components of the school, and includes classroom observations, focus groups, and detailed data analysis of student achievement. The visiting team uses rubrics, performance frameworks, and metrics to inform its observations and focus groups. These visits are initiated by the Authority, and a written report is provided to the school with feedback, findings, and recommendations. These visits provide evidence for renewal and recommendations to the Board for decision making.

Support Visits

Support visits are on-going annually and led by the Authority's School Support division. They are designed to help schools with specific needs and targeted support (i.e., Special Education, McKinney Vento). These are conducted through informal and formal building walk throughs, visits, and participation or observation at PDs, and they are initiated at both the school's request and by the School Support team of the Authority.

These visits can be brief (i.e., 1 hour for a meeting or campus walk through) or take place over an entire school day. Data, anecdotal evidence, and observation notes from these visits

provide the entire Authority staff with a deeper understanding of the school's performance, progress, and potential, and may be included in any reports and recommendations to the Authority Board.

Pre-Renewal Site Evaluations

In the later months of Year 5, prior to anticipated renewal applications in Year 6, the Authority conducts these evaluative visits with schools that have shown inconsistent student achievement or have consistently underperformed. The Pre-Renewal Site Evaluation provides the Authority and the school an opportunity to identify urgent needs and critical changes that would strengthen the school's application for renewal.

The focus for the Authorization team of the SPCSA is on the academic performance and organizational effectiveness of the school, with an emphasis on analysis for recommendation for renewal.

These visits last 1-2 school days and include classroom observations, focus groups, and detailed data analysis of student achievement. The visiting team uses rubrics, performance frameworks, and metrics to inform its observations and focus groups. These visits are initiated by the Authority, and a written report is provided to the school with feedback, findings, and recommendations. These visits provide evidence for renewal and recommendations to the Board for decision making.

Renewal Site Evaluations

The Authority conducts these evaluative visits during the renewal process for schools in Year 6. Similar to visits in Years 1, 3, and 5, the Renewal Visit is designed to assess the school's accomplishment of goals outlined in its charter, student achievement, and overall success.

The focus for the Authorization team of the SPCSA is on the academic performance and organizational effectiveness of the school, with an emphasis on analysis for recommendation for renewal. These visits provide schools with another opportunity to showcase their compliance, achievement, and accomplishments in favor of renewal.

These visits last 1-2 school days and include classroom observations, focus groups, and detailed data analysis of student achievement. The visiting team uses rubrics, performance frameworks, and metrics to inform its observations and focus groups. These visits are initiated by the Authority, and a written report is provided to the school with feedback, findings, and recommendations. These visits provide evidence for renewal and recommendations to the Board for decision making.

Figure 1: Types of Visits

Type of Visit	Occurrence	Purpose
Pre-Opening Readiness Check	Within 2 weeks of first day of instruction	Determine school's readiness for first day of instruction
Initial Site Evaluation	Year 1, typically fall or early winter	Ensure new school has a strong start that sets it up for long-term success; Identify any challenges that

Type of Visit	Occurrence	Purpose
		could be detrimental to the school meeting its goals
Site Evaluations	Year 3 [Years 1, 3, 5]	Evaluate school's progress, student achievement, and alignment to mission
Support Visits	On-going, annual	Provide specific and targeted support to schools based on their needs
Pre-Renewal Site Evaluation	Year 5, late winter or spring	Opportunity to identify key needs and urgent changes for schools that have shown inconsistent student achievement or have been consistently underperforming
Renewal Site Evaluation	Year 6, during renewal process early fall	Assess the school's accomplishment of goals outlined in its charter, student achievement, and overall success for purposes of renewal

CURRENT VISIT NEEDS

Based on the Authority's current portfolio of schools, including five schools in Year 5 and facing renewal in 2019, the following schedules is proposed for visits the 2018-19 school through the next six years.

Schools in receipt of a 'Notice of Concern' or 'Notice of Breach' may be added to the calendar for a Site Evaluation visit in any year. For schools with multiple campuses, Authority team members will identify the most fitting campus(es) to visit in a given year and communicate with those school leaders. The table below is a provisional outline of visits by the SPCSA, subject to change based on identified needs by the Authority and/or Board.
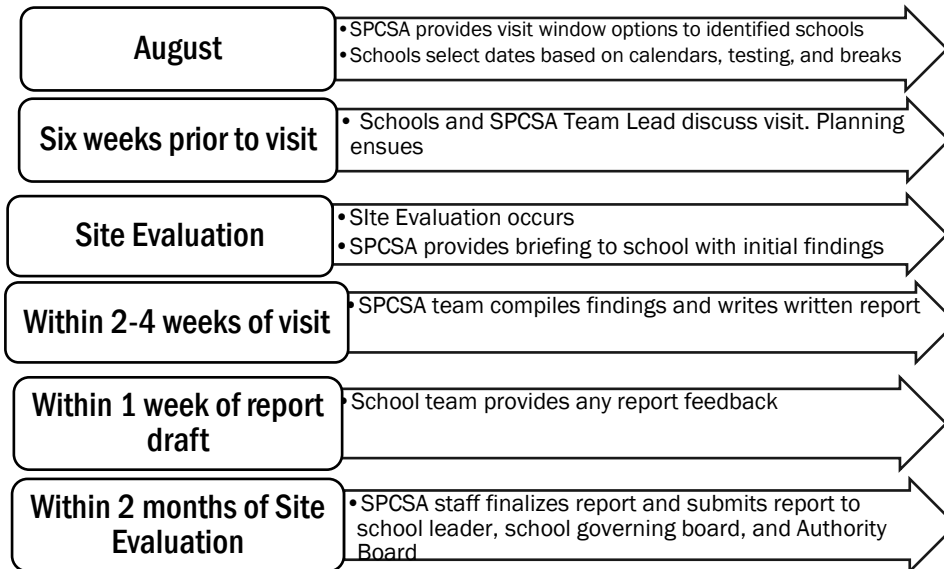
Figure 2: Provisional Outline of Visits, draft

School	Charter Expires	Renewal Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Alpine Academy College Prep HS	06.30.2021	2020-21	Year 4	Year 5	Year 6	Year 1R	Year 2	Year 3
American Preparatory - LV	06.30.2020	2019-20	Year 5	Year 6	Year 1R	Year 2	Year 3	Year 4
Beacon Academy of Nevada	06.13.2020	2019-20	Year 5	Year 6	Year 1 R	Year 2	Year 3	Year 4
Coral Academy	06.30.2019	2018-19	Year 6	Year 1R	Year 2	Year 3	Year 4	Year 5
Discovery Charter [receivership]	06.23.2023	2022-23	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1R
Doral Academy	06.30.2019	2018-19	Year 6	Year 1R	Year 2	Year 3	Year 4	Year 5
Doral Academy of Northern Nevada	06.23.2023	2022-23	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1R

School	Charter Expires	Renewal Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Elko Institute for Academic Achievement	06.30.2021	2020-21	Year 4	Year 5	Year 6	Year 1R	Year 2	Year 3
Equipo Academy	06.30.2021	2020-21	Year 4	Year 5	Year 6	Year 1R	Year 2	Year 3
Founders Academy	06.30.2020	2019-20	Year 5	Year 6	Year 1R	Year 2	Year 3	Year 4
Freedom Classical (formerly ALA-NLV)	06.30.2022	2021-22	Year 3	Year 4	Year 5	Year 6	Year 1R	Year 2
Honors Academy of Literature	06.30.2024	2023-24	Year 1R	Year 2	Year 3	Year 4	Year 5	Year 6
Imagine School at Mountain View	06.13.2023	2022-23	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1R
Leadership Academy of Nevada	06.30.2020	2019-20	Year 5	Year 6	Year 1R	Year 2	Year 3	Year 4
Learning Bridge Charter School	06.30.2019	2018-19	Year 6	Year 1R	Year 2	Year 3	Year 4	Year 5
Legacy Traditional	06.30.2022	2021-22	Year 3	Year 4	Year 5	Year 6	Year 1R	Year 2
Mater Academy of Las Vegas	06.30.2020	2019-20	Year 5	Year 6	Year 1R	Year 2	Year 3	Year 4
Mater Academy of Northern Nevada	06.18.2023	2022-23	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1R
Nevada Connections Academy	06.30.2020	2019-20	Year 5	Year 6	Year 1R	Year 2	Year 3	Year 4
Nevada State High School	06.30.2022	2021-22	Year 3	Year 4	Year 5	Year 6	Year 1R	Year 2
Nevada Virtual Academy	06.30.2019	2018-19	Year 6	Year 1R	Year 2	Year 3	Year 4	Year 5
Oasis Academy	06.13.2023	2022-23	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1R
Pinecrest Academy	06.30.2024	2023-24	Year 1R	Year 2	Year 3	Year 4	Year 5	Year 6
Quest Prep [receivership]	06.30.2020	2019-20	Year 5	Year 6	Year 1R	Year 2	Year 3	Year 4
Silver Sands Montessori	06.30.2021	2020-21	Year 4	Year 5	Year 6	Year 1R	Year 2	Year 3
Somerset Academy	06.30.2022	2021-22	Year 3	Year 4	Year 5	Year 6	Year 1R	Year 2
Sports Leadership and Management Academy (SLAM)	06.30.2022	2021-22	Year 3	Year 4	Year 5	Year 6	Year 1R	Year 2

VISIT PROCESS

The process for a Site Evaluation can take about three to nine months, depending on when the visit occurs. From the initial outreach, which will typically take place at the beginning of the school year, to schedule the visit, to the final report being submitted to the school, the school's board, and the Authority Board, the process can take time. The following diagram outlines the complete Site Evaluation process. Please note, the SPCSA is conducting this process and process with multiple schools through the course of the year.

Stage	Details
August	• SPCSA provides visit window options to identified schools • Schools select dates based on calendars, testing, and breaks
Six weeks prior to visit	• Schools and SPCSA Team Lead discuss visit. Planning ensues
Site Evaluation	• SIte Evaluation occurs • SPCSA provides briefing to school with initial findings
Within 2-4 weeks of visit	• SPCSA team compiles findings and writes written report
Within 1 week of report draft	• School team provides any report feedback
Within 2 months of Site Evaluation	• SPCSA staff finalizes report and submits report to school leader, school governing board, and Authority Board

OUR MEASURES

Using the Academic Framework as the foundational guide, the SPCSA also uses pre-established, clear criteria for Site Evaluations, centered on the academic performance and organizational effectiveness, with a focus on fidelity to the school's charter and its execution.

Resulting site visit reports will contain findings or observations related to the outlined criteria (Appendix B). Findings provide an objective description of the school's performance, as defined by the criteria. Findings synthesize the SPCSA team's analysis of collected data. The Authority uses a ratings scale to summarize a school's performance against the criteria. Ratings provide a concrete summary of a school's performance at the time of the Site Evaluation. In the site visit report, each criterion will be accompanied by a rating: Distinguished, Proficient, Basic, Unsatisfactory. Schools' goals for rating should be at least 'proficient.'

Figure 3: Rating Scale

Rating	Description
Distinguished	The school consistently demonstrates this criterion and is a potential exemplar in this area.
Proficient	The school substantially demonstrates this criterion though minor concerns are noted.
Basic	The school demonstrates some aspects of this criterion but not others and/or moderate concerns are noted.
Unsatisfactory	The school does not demonstrate the criterion and/or significant concerns are noted.

The site visit report will identify examples of the school demonstrating/not demonstrating the criteria and which justifies the ratings. For criteria in need of improvement, the Authority will offer solutions grounded in best practice and/or aligned with the school's mission, vision, and academic program as outlined in its charter.

PREPARING FOR THE VISIT

Given Nevada schools' calendars and established best practices, the SPCSA typically conducts Site Evaluations between the end of September and April. Pre-Renewal Site Evaluations are scheduled later in the year to allow schools with inconsistent performance to better demonstrate strong operations, while allowing time to address any urgent matters in advance of Year 6 renewal application. Renewal Site Evaluations take place in the fall of Year 6, both prior to and during the window for the renewal application process.

Initial Site Evaluations generally take place in the fall or early winter of a school's first year to best support a strong opening of the school and help troubleshoot any operational challenges that could impact the long-term success of the school.

The Authority recognizes that the time of year of a visit may have an impact on the quality of instruction and efficiency of operations, and the SPCSA takes timing into consideration during observations and when drawing conclusions based on evidence gathered during a visit. Schools should maintain their regular schedule and daily routines for Site Evaluations and visits.

Scheduling the visit

Prior to Site Evaluation, the SPCSA staff coordinates with school leaders, or their designated contact, to plan visit dates. When planning Site Evaluations, we consider a variety of factors, including holidays, testing schedules, field trips, and school professional development days, as well Authority staff availability. SPCSA staff provides a window of potential dates to schools, based on staff calendars, known school factors, and visit purpose (i.e., Initial Site Evaluation, Pre-Renewal Site Evaluation). As the Authority staff works collaboratively with schools to accommodate their schedules and preferences, planned visits days are generally not changed or rescheduled unless a serious conflict arises. Once a school leader knows the

day(s) of a Site Evaluation, s/he should share that information with the staff, board, and other stakeholders to begin preparation for the visit.

Points of Contact

For Site Evaluations, including Initial Site Evaluations and Renewal Site Evaluations, the primary point of contact for the Authority is the Director of Authorizing. S/he may assign a staff member as Team Lead for the visit, but schools' initial point of contact should be the Director of Authorizing.

For the school, the SPCSA will first contact the school leader (i.e., the Head of School, Principal). It is at the school leader's discretion to identify a different primary point person from the school with whom the SPCSA will coordinate the site visit and communicate that person's name and contact information to the SPCSA staff.

Team Structure

The Site Evaluation team is led by a member of the SPCSA's Authorization team. The team leader coordinates and facilitates the visit, which may include staff members from other SPCSA teams and/or external consultants. Factors such as academic achievement, fiscal soundness, school size, and school location will be considered when assembling the site visit team, as well as team members' expertise in fiscal management, governance, school leadership, curriculum, and instruction.

Visit Schedule

Based on best practices of authorizers, the SPCSA's Site Evaluations will generally take place over the course of 1 to 2 days, depending on the size, structure, and location of the school. Evaluators will conduct focus groups/interviews, observe operations and instruction, and review requested documents. The team's schedule also will allow for a debrief to discuss preliminary findings.

The Site Evaluation schedule and plan will be developed using school-provided teacher and daily schedules and will typically start an hour before the start of instruction and go until at least 1.5 hours after instruction. The team leader will coordinate with the school's primary point person to arrange specific times for the team's arrival and departure based on the school's daily schedule.

A sample 1-day Site Evaluation visit may look like the following, but is subject to change based on the needs of the school and the purpose of the visit:

Figure 4: Sample 1-Day Site Evaluation Schedule

TIME	ACTION
7 a.m.	SPCSA team arrives and settles into designated space
7:15 a.m.	SPCSA team pre-briefing
7:30 a.m.	SPCSA Team: Overview with Admin and Leadership Team
7:50 a.m.	• SPCSA Team A: Observes morning arrival process outside and entryway • SPCSA Team B: Observes in common space (i.e., cafeteria) and classrooms
8:10 a.m. – 10:10 a.m.	• Team A: Observe in Middle School • Team B: Observe in Elementary School
10:15 a.m. – 11:00 a.m.	SPCSA Team: Document Review
11 a.m. - 11:30 a.m.	• Team A: Student Roundtable • Team B: Personal lunch/break
11:30 a.m. – 12 p.m.	• Team A: Personal lunch/break • Team B: Observe lunch/operations
12 – 12:30 p.m.	SPCSA Team Debrief
12:30 p.m. – 2 p.m.	• Team A: Observe in Elementary School • Team B: Observe in Middle School
2: 00 p.m. – 2:45 p.m.	• Team A: Roundtable with Admin and Leadership Team • Team B: Roundtable with select Governance Team members
2:45 p.m. – 3:15 p.m.	• Team A: Interview with Special Education and ELL team members • Team B: Document Review
3:15 p.m. – 4: 00 p.m.	• EPP Team A: Staff Focus Group (no admin) • EPP Team B: Family Focus Group
4:00 p.m. – 4:15 p.m.	SPCSA Team Debrief
4:15 p.m. – 4:30 p.m.	• EPP Team Lead/Team A: Debrief with Admin & School Leader • EPP Team B: Clean Up
4:30 p.m.	SPCSA Team Departure

Pre-Visit Submissions

Prior to the visit, there are a variety of documents the SPCSA Site Evaluation team needs in order to prepare for and plan the visit. These documents also help familiarize the Authority team with the organizational structure, academic programs, and instructional schedule of the school to maximize their time on campus and create the most efficient schedule for the Site Evaluation. The school's point person will coordinate with the Authority team lead to determine submission process and due dates.

When providing pre-visit documents, schools need to ensure they are the most current and accurate. Schools should provide updated documents to the SPCSA should they change between initial submission and the Site Evaluations (i.e., staff rosters). We recognize the time schools will spend compiling pre-visit materials; complete and timely submissions ensure an efficient visit with minimal requests of the staff and disruptions of instruction on the day of the visit.

Whenever possible, SPCSA staff will use documents schools post in EpiCenter as part of the Reporting Requirements, provided they are the most recent and current for the Site Evaluation. Schools are encouraged to use and share existing documents, rather than create just for Site Evaluations.

Required documents for pre-visits submissions include:
- **Staff Directory:** Provide a complete staff directory, including staff members' names, roles, room assignments. The directory should also include non-instructional staff and any consultants/contracted employees, such as Speech Pathologist or cafeteria workers.
- **Organizational Chart:** Submit a chart that includes *all* instructional and non-instructional staff and accurately illustrates the school's reporting structure. The Org Chart does not need to include staff by name; it should reflect all positions, current titles, and relationships between management/governance and any CMO/EMO.
- **Teacher Roster and Certification:** Using the template provided in Appendix E, complete the Teacher Roster and Certification form, identifying each current teacher's certification, content/grade area, and years of experience. The Authority recognizes that staffing changes occur from the beginning of the year through the school year, and the Site Evaluation Team Lead and school leader will discuss these changes in a pre-visit call so the SPCSA can best understand the current staffing strengths and challenges prior to their visit.
- **Teacher Schedules:** Provide schedules that indicate where each teacher will be throughout the day and what subject/grade s/he teaches within each block of the day. Please also indicate any non-instructional time, such as prep period, lunch, coaching meeting, team meetings. To allow the SPCSA to create the most efficient schedule for the Site Evaluation, please clarify class names and locations, such as Harvard or "The Lions" by providing an explanatory key.
- **Assessment List and Calendar:** Provide a list and calendar for all diagnostic, formative, and summative assessments administered by each grade level throughout the year.
- **Professional Development Calendar:** Submit a calendar of all professional development opportunities provided to the staff throughout the year. If possible, please include a rationale or objective for each PD session, i.e., "Schoolwide Management 101 – August 2018: To align on schoolwide behavior and management expectations and consequences to ensure consistency for students and staff."
- **Site Evaluation Data Collection Form:** Complete and submit the Authority's Site Evaluation Data Collection Form, the template for which will be provided. An example of this form is including in Appendix D.

Logistics

The SPCSA team requests the following from the school site for the duration of their Site Evaluation:

- **On-site Point Person:** The school should designate someone, typically the school leader, to serve as the liaison for the Authority team. This person should be available throughout the visit to troubleshoot issues that may arise, such as document location or schedule changes. The on-site point person should be able to answer questions and provide information about the school to the visiting team.
- **Meeting Space:** The Site Evaluation team will need a private meeting space (i.e., small conference room) from which to run point for the duration of the Site Evaluation. We recognize that charters often have limited space and that Authority staff taking over a room for at least a full day can be disruptive to some staff. However, a private meeting space is critical to the successful and thorough conduct of the Site Evaluation and will be used for team discussions, document review, and interviews with members of the school community.
    - o **Access to WIFI and power outlets:** The Authority staff will use their laptops extensively through the visit and will need access to power outlets when in the assigned meeting space. Please ensure that adequate access is provided, including extension cords and power outlets. Please have guest WiFi access ready, with a log in and password provided to the Team Lead upon arrival to the school.
- **Meals/Food Delivery:** SPCSA may ask schools to provide the team with the names of or lunch menus from nearby restaurants that deliver. The team will coordinate logistics around meal delivery and team members will cover costs; it is against state policy for state-sponsored schools to provide meals for SPCSA staff.

Team Lead will address any other logistical requests with the school point person, such as an LCD projector or a nursing space, as they arise through the planning stages for the Site Evaluation.

DURING THE VISIT

Site Evaluation team members will observe throughout the school, including morning arrival and lunch; conduct classroom observations in all grade levels and/or content areas; interview teachers, administrators, governance team members, support staff, students, and families; and conduct document reviews. All of the gathered data provides evidence to SPCSA and allows the team to generate conclusions and findings on the school's effectiveness with the execution of its charter and its achievement of the school's mission, goals, and purpose as outlined in the charter.

Classroom Observations

In order to get a full picture of the instructional practices, student achievement, and the school's execution of his academic program detailed in its charter, the SPCSA Site Evaluation team conducts extensive observations. Classroom observations provide in-depth

understanding of instructional delivery, curriculum implementation, and student learning, while Operational observations, such as morning arrival, lunch, and transitions provide insight into the practices and procedures of the school that impact and influence instruction.

During their time in classroom, evaluation team members observe instruction, teacher action, student action, classrooms, and inspect curriculum resources, student work (both on display and in journals, folders, etc.). Evaluators may talk with students and/or teachers but never during instruction; team members are conscious of not interrupting instruction or disrupting regular routines in the classrooms.

Teachers should have lesson plans, grade books, artifacts of student work, and other relevant documents readily available and in an area accessible/labeled so as evaluators do not need to interrupt to find them. Teachers are not obligated to greet or respond to visitors in any way; teachers and students should adhere to regular routines and practices. Part of the purpose of classroom observations is to get an accurate representation of the day-to-day practices of schools; changes to routines or teaching methods often have unintended negative consequences, and teachers should follow their regular habits.

SPCSA team members will use a Classroom Observation template and rubric designed by the Authority staff to ensure consistent alignment across state-authorized schools, as well as for familiarity with the tool. However, evaluation teams may ask for the school's observation templates in their document review to better understand how schools observe, evaluate, and assess instructional delivery, as well as how the schools' observation methods are used in coaching, teacher evaluation, and professional development.

Document Review

Visiting site evaluators examine a broad range of documents during visits. The Family Educational Rights and Privacy Act (FERPA) permits the Authority and its staff, as the school's authorizer, as an LEA, to inspect student records, including student performance data, Individualized Education Plans (IEPs), and discipline records during a Site Evaluation. Any external members of the SPCSA team will have signed a legally binding confidentiality agreement that ensure student privacy.

Documents for the onsite review should be placed in the site visit team's room in an organized, easy-to-access manner (i.e., labeled binders, folders). For documents that are too large or impractical to print, the school should arrange electronic access for at least two team members (to be designated during pre-visit logistics). Team members will have a designated time to review the requested documents, though documents should be ready by the start of the team's visit. Evaluators may ask the school leader and/or designated point person for orientation around some documents. Team members may also ask for additional documents, not originally provided, particularly when pursuing a particular line of inquiry. In order to minimize the work in preparing these documents for the visit, and to allow the Authority to better understand the school's actual operations, please provide existing documents, when possible

Requested on-site documents for review are found in Appendix C. Additional items may be requested during the logistical planning for the visit based on school needs, performance, and/or previous evaluations.

Interviews/Focus Groups

Interviews and Focus Groups provide first-hand and distinct feedback from stakeholders of the school. Parents, teachers and staff, governing board members, and students all have a variety of perspectives from their involvement with the school. Therefore, it is important to collect anecdotal and factual evidence from these stakeholders. Additionally, staff in critical roles such as Special Education coordinator or ELL instructor, provide a unique lens into the overall educational program and supports for diverse populations.

Interviews and Focus Groups are conducted by members of the Site Evaluation team and depending on the size and availability of the team, may include one to three team members. Interviews are typically individual or two people, while a Focus Group is up to 10 people within a given category (i.e., parents of enrolled students). The SPCSA Team Lead will work with the school's point person on the number of focus groups, the criteria for participation, and the amount of time needed. Interviews and Focus Groups typically take 45 to 60 minutes but may be abbreviated if the team finds they have conclusive evidence for their findings. To ensure a holistic picture of the school's population and stakeholders' experience, criteria for Focus Groups for parents/families and students will ensure a range of time enrolled at school, student skill level (i.e., students from both special education and gifted programs), grade levels, and socio-economic status (as identified by the school through Free/Reduced lunch status).

Questions for participants are standard across Site Evaluations, to ensure objectivity, with a few questions specific to the context of the school and developed due to observations, document reviews, or other collected data during the Site Evaluation.

Interviews/Focus Groups will be conducted with the following stakeholders:

- o **School Leader/Administrative Team:** Depending on school context and previously-identified need, an individual interview with the school leader or a small focus group with the Administrative team will be conducted. The SPCSA team will ask question and address issues related to the day's observations and visit, instruction and curriculum, student achievement, student engagement, school, culture, Special Education, discipline, operations, and the overall educational program.
- o **Teachers/Staff:** SPCSA team will provide criteria for participation to ensure a range of representation based on grade levels, content areas, years of teaching, years employed at the school, and certified/classified staff. SPCSA will ask questions related to instruction, culture, student achievement, discipline, and the school's overall education plan.

- o **Governing Board:** In addition to other objectives, board members will address fiscal questions and questions specific to the charter. Board members will self-select into focus group, ensuring multiple board members participate but not so many as to violate any state open meeting law.
- o **Students:** Heterogeneously grouped 3rd – 8th graders randomly selected by schools from given criteria (i.e., low achieving, high achieving, enrolled since Kindergarten, newly enrolled student, EL student). Questions will center around the school's learning practices and opportunities, school discipline, and school culture.
- o **Parents of Enrolled Students:** Randomly selected by schools from given criteria (i.e., parent/guardians from across grade levels and years of enrollment at school). Questions will center around the school's learning practices and opportunities, school discipline, and school culture.
- o **Selected staff members based on role:** Critical school roles, such as a Special Education coordinator or ELL coordinator, offer a unique perspective on student supports for diverse populations and the implementation of the school's educational program for *all* students.

School Leader Briefing

At the end of the visit, the Team Lead and select members of the SPCSA team will conduct a briefing with the school leader and anyone else s/he invites to the discussion, such as a board member. The SPCSA Team Leader shares the team's initial analysis, providing preliminary findings and any recommendations for immediate implementation. SPCSA Team Lead also outlines the next steps in the Site Evaluation process.

Figure 5: Components of Site Evaluations

Component	Purpose
SPCSA Team Pre-Briefing	Allows SPCSA Team Lead to welcome the team, provide relevant documents (such as school map, schedule, e.g.,), reviews the purpose and context of the visit, reviews the school's code of conduct and procedures (i.e., no cell phones in hallways), and answers questions about the day from team members. School staff will not be present for this pre-briefing.
SPCSA Team Overview w/Admin and Leadership Team	Provides opportunity for school leaders to review purpose of visit, clarify any questions, address team SPCSA questions, and preview the scope of the day. The SPCSA Team Lead also reviews the team's schedule for the day, and the school leader provides any additional information about the school relevant to the day's visit.
Classroom Observations	Guided by the school's common practices, classroom observations allow SPCSA staff to examine instruction and curriculum delivery, student engagement, and supports for diverse learners. Visitors will collect lesson plans, review student work, and ask teachers and students questions without disrupting instruction.
Operations Observations	Observing operations components such as morning arrival, lunch, and school wide transitions provides insight into the school's culture. Team members can analyze these systems to assess their impact on instruction and the overall efficiency of school's procedures.
Document Review	Offers visitors an opportunity to examine policies and practices, i.e., student-family handbook or lesson plans, and assess alignment with school's charter, mission, and vision. Provides a fuller picture of the day-to-day operations informs the evaluators' understanding of the school.
Student Roundtable	Allows students, the biggest stakeholder of schools, the opportunity to provide their perspective on learning practices and opportunities, school discipline, and school culture. Criteria for participation will be provided to the school, which will identify and facilitate logistics around participation. To ensure a mix of perspectives, criteria will be based on a range of students' grades/ages, skill levels, and time enrolled at school.
Focus Groups/Interviews	Provides perspectives and feedback from key stakeholders, including families, teachers, governing board members, and staff in critical roles, such as Special Education coordinator or ELL Coordinator. Criteria for participation will be provided to the school, which will identify and facilitate logistics around participation. Team members will guide the conversations to include specific evidence and data from participants, with questions tailored specific to each school and its current context.

Component	Purpose
SPCSA Team Debrief	Allows SPCSA team members to identify trends from the Site Evaluation and compile initial trends to share with school administration and leadership. Mid-visit debrief allows team to troubleshoot anything related to the visit and identify priority areas for remaining time on campus.
School Leader Briefing	SPCSA Team Leader shares the team's initial analysis with the school leader, and another administrators/school staff the school identifies for the briefing. This short, oral report provides the school with a summary of initial findings and immediate recommendations, as well as outlines the next steps in the Site Evaluation process.

AFTER THE VISIT

Site Evaluation Report

At the end of the visit, the SPCSA Team Lead and other team members will share a brief oral report with the school leadership. The team may present critical and urgent findings to the school leadership. However, a more thorough report will be developed within 2-4 weeks of the team's visit.

After the Site Evaluation, the SPCSA staff prepares a written report, "Site Evaluation: Year (X) Report," based on the team's findings as a result of observations, document review, focus groups and interviews, and data analysis. This report provides findings, recommendations, and critical evaluation of the overall school program, not a specific teacher, staff member, grade level, or content area. The SPCSA will not use names in its reports, but may refer to specific positions when warranted, such as a discussion of instructional leadership or coordination of the Special Education program.

The Team Lead will facilitate the process for collecting individual team members' data, observation notes, and findings following an established team protocol and assign a team member to be the lead in drafting the Site Evaluation Report. Members of the Site Evaluation will review the report to ensure it is factually accurate and reflects the collective discoveries from the Site Evaluation. The Team Lead incorporates the team's corrections and notes following a review and issues the report the school. The school has one week to respond to any factual errors, suggest corrections, and/or request a meeting with the Team Lead to discuss. The school may also choose to submit a response to the SPCSA's findings, to be included with the report in the public domain. The final report, and any related rebuttals, are submitted to the school's leadership and governing teams, the Authority Board, and into public record via Authority board meetings and website.

APPENDIX A: Site Evaluation Checklist for School Leaders

The following checklist outlines the prework and preparation for Site Evaluations by the SPCSA staff.

➤ **Upon receipt of the Site Evaluation notice email/letter**
- ❑ Check the suggested site visit date(s). Is it a regularly school day without testing, field trips, or early release?
- ❑ Confirm the suggested date(s) by the deadline provided. Please email your confirmation to the SPCSA Team Lead for your school's Site Evaluation. If the proposed date creates a conflict or hardship for your school, call the SPCSA point person to find a mutually agreeable date.
- ❑ Upon confirmation of the site visit date(s), share the visit date and Site Evaluation details with the school's governing board, staff, and other relevant stakeholders.
- ❑ Plan to attend the Site Evaluation call six weeks prior to the visit

➤ **Six weeks prior to the Site Evaluation**
- ❑ Participate in call with SPCSA Team Lead to clarify questions, understand visit purpose and protocols, discuss criteria for participants in interviews/focus groups, and coordinate any remaining logistics.
- ❑ Lead the staff in preparing for the visit. This includes talking with the school's board, teachers and staff, families, and students about what to expect from the SCPSA's visit. Inform teachers that classroom observations will take place, but that the purpose of these observations is to collect evidence for school wide trends not to evaluate individual teachers.
- ❑ Review the Site Evaluation Protocol and share it with relevant members of the school community.
- ❑ Begin gathering required documents for pre-visit submission:
  - ❑ Staff Directory [label as SchoolName.StaffDirectory.SchoolYear]
  - ❑ Organizational Chart [label as SchoolName.OrgChart.SchoolYear]
  - ❑ Teacher Roster and Certification [label as SchoolName.TeacherRoster.SchoolYear]
  - ❑ Teacher Schedules [label as SchoolName.TeacherSchedule.SchoolYear]
  - ❑ Assessment List and Calendar [label as SchoolName.Assessments.SchoolYear]
  - ❑ Site Evaluation Data C ollection Form [label as SchoolName.DataCollection.SchoolYear]

➤ **Four weeks prior to the Site Evaluation**
- ❑ Send the gathered required pre-visit documents to the SPCSA Team Lead, using provided naming conventions. Work with Team Lead to clarify any submissions.
- ❑ Begin coordinating participants for the focus groups, as discussed in previous call.
- ❑ Begin working with the SPCSA Team Lead, school community, and Board to determine the schedule for the visit. This will likely take several iterations to finalize.

➢ **Two weeks prior to the Site Evaluation**
   ❑ Work with the Team Lead to finalize the visit schedule.
   ❑ Make final logistical preparations, including designation of room for visiting team and focus group participation

➢ **One week prior to the Site Evaluation**
   ❑ Speak with the Team Lead to finalize all logistical and schedule details. This includes parking details, options for lunch ordering (see "logistics" in the handbook), securement of private space for SPCSA team use, and clarification of all required pre-visit documents.
   ❑ Confirm all focus group participants. Submit a completed Focus Group template, provided by the SPCSA to the Team Lead. Arrange any necessary coverage of staff participants.
   ❑ Begin to gather documents and materials for the onsite document review.

➢ **One day before the Site Evaluation**
   ❑ Distribute the SPCSA's visit schedule to the school community, including janitorial staff, school security, and other personnel
   ❑ Ensure all requested materials are available, organized, and clearly labeled in the team's private meeting space.
   ❑ Have teachers post the schedule for their classroom for the day of the visit on the door of their classroom.
   ❑ Remind teachers to make requested documents (i.e., lesson plans, grade books, student work) available in a clearly marked spot in their classroom.
   ❑ Determine which stakeholders will attend the end of day Briefing.

➢ **During the Site Evaluation**
   ❑ Ensure the team's meeting room is labeled and remains private for the duration of the visit.
   ❑ Ensure that Focus Group/Interview rooms are labeled remain private while they are being conducted.
   ❑ Make sure point person is available to the visiting team for a morning overview and end of day briefing, as well as any follow-up, troubleshooting, or requests for additional information/documents.
   ❑ Bring concerns/questions to the Team Lead as they arise.

➢ **After the Site Evaluation**
   ❑ Work with the SPCSA team and school's leadership team to review and provide factual corrections or other feedback on the Site Evaluation Report.
   ❑ If deemed necessary, prepare and submit a response to the final report. This response will be included in the report and public domain.
   ❑ Share the final, public report with the school's board, staff, parents, and other stakeholders.

APPENDIX B: Site Evaluations Performance Criteria

Using the Academic Framework as the foundational guide, the SPCSA also uses a specific scale for Site Evaluations with clear criteria around academics and organizational components, and a focus on fidelity to the school's charter and its execution. Resulting site visit reports will contain findings or observations related to the outlined criteria, below. Findings provide an objective description of the school's performance, as defined by the criteria. Findings synthesize the SPCSA team's analysis of collected data. The Authority uses a ratings scale to summarize a school's performance against the criteria. Ratings provide a concrete summary of a school's performance at the time of the Site Evaluation. In the site visit report, each criterion will be accompanied by a rating: Distinguished, Proficient, Basic, Unsatisfactory.

Figure 3: Rating Scale

Rating	Description
Distinguished	The school consistently demonstrates this criterion and is a potential exemplar in this area.
Proficient	The school substantially demonstrates this criterion though minor concerns are noted.
Basic	The school demonstrates some aspects of this criterion but not others and/or moderate concerns are noted.
Unsatisfactory	The school does not demonstrate the criterion and/or significant concerns are noted.

ACADEMIC		
Component	**Criterion**	**Considerations**
Mission and Key Design Elements	The school shows fidelity to its mission, vision, and charter. The school implements key design elements of its academic program and substantially meets its accountability plan goals, as described in its charter.	• Do all stakeholders share a common and consistent understanding of the school's mission and key design elements? • Is the school operating in a manner that shows fidelity to its mission and its approved charter? • Has the school fully implemented the key design elements of the approved charter?
Student Performance	The school consistently meets state student performance standards as defined by the statewide accountability system.	• What star-level is this school? • What percentage of students are proficient in reading and math? What is the demographic breakdown of scores – are at-risk and diverse needs students achieving at similar rates? • Are students meeting goals, as outlined in charter?
Instructional Delivery	The school consistently delivers high-quality instruction that meets the needs of **all** students and provides an academic program	• Do classrooms and/or focus groups reflect that the school has a common

	that encourages the use of different and innovate teaching methods. Diverse student needs are met through differentiation and support.	• understanding of high-quality instruction for all students? • Does observed instruction reflect high expectations for all students? • Does instruction foster student engagement? • Are classroom environments conducive to learning? • What qualitative/quantitative data does the school use? Do teachers report that PD is effective, relevant, and applicable for their instruction and student impact? • What interventions, supports, and resources does the school provide to meet the needs of diverse learners, including those with special needs and Els?
Curriculum	The school demonstrates substantial effectiveness in its use of Common Core state-standard aligned curriculum. The curriculum directly supports the school's academic program, as outlined in its approved charter or charter amendments.	• Is curriculum aligned to state standards? • Is the curriculum regularly reviewed and revised to ensure quality and effectiveness? • Is the curriculum vertically aligned to ensure quality and effectiveness? • Does the curriculum support opportunities for all students, including diverse learners?
Access and Equity	The school demonstratively increases the opportunities for learning and ensures access to quality education for students eligible to attend the school.	• Do teachers demonstrate, both in observations and focus groups, a responsibility for the learning of all students, including diverse learners? • Do the school's policies and practices, including disciplinary, volunteering, transportation, and enrollment, encourage all students/families to seek out this public school? • Has the school updated and received approval for its recruitment and retention plan to include deliberate, specific strategies that the school uses to ensure the ongoing provision of equity before, during, and after enrollment? • Has the school made efforts to enroll a student population that is demographically comparable to the local district's population?
Culture and Family Engagement	The school supports students' social and emotional health in a safe and respectful learning environment that engages families.	• Is the school environment physically and emotionally safe for students? • Does the school have structures in place that promote and create a respectful learning environment?

		• What support and resources are provided to support students physically, socially, and emotionally?
		• Does the school staff identify and coordinate with community services as needed?
		• Does the school work to effectively communicate with families? How?
		• Does school leadership and staff regularly provide families with information on student status and academic progress?
		• Do families report, in focus groups e.g., satisfaction with the school and sufficient opportunities to engage with the school?

ORGANIZATIONAL

Component	Criterion	Considerations
Compliance	The school is in compliance with the terms of its charter and applicable state and federal laws and regulations. The school substantially meets deadlines for required submission of documents (Epicenter).	• Does the school consistently submit required documents on time to the Authority? • Does the school follow state and federal laws and regulations with fidelity? • Is the school in compliance with its charter and charter contract with the SPCSA?
Staff Culture	The school demonstrates substantial sustainment of a well-functioning organizational structure and creates a professional working climate for all staff.	• Does the school clearly define and delineate roles for school stakeholders, leadership, and staff? • Does the school have effective school leader that implements a clearly defined mission and set of goals? • Does the school provide teachers and staff with regularly and frequent opportunities for collaboration and professional development?
Governance Capacity	The Board demonstrates substantial aptitude for its role. Members of the Board act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school.	• Are board members active and engaged in fulfilling tier legal and fiduciary responsibilities and obligations to the school, including following Open Meeting Law, following the board's bylaws, and approving appropriate school policies to ensure compliance with requirements? • Does the board demonstrate appropriate oversight of the school's leader, financial health, progress toward goals, and alignment with the mission while remaining a governing authority? • Does the school have clear, well-understood, and followed systems for

| | | decision-making and communication among all members of the school community? |
| | | • Does the board engage in strategic and continuous improvement planning by setting and regularly monitoring progress relative to goals/priorities that are aligned with the school's mission, vision, and core values? |

APPENDIX C: Required Documents for Document Review

Schools need to have these documents ready for review by the Site Evaluation team during the visit.

Documents for the onsite review should be placed in the site visit team's room in an organized, easy-to-access manner (i.e., labeled binders, folders). For documents that are too large or impractical to print, the school should arrange electronic access for at least two team members (to be designated during pre-visit logistics). Team members will have a designated time to review the requested documents, though documents should be ready by the start of the team's visit.

Provided	Item	Purpose
	Map of School: Provide a basic floor plan that evaluators can use to locate classrooms and offices. This does not need to be a formal blueprint, but classrooms should be labeled	To allow visiting team members to navigate campus and find rooms without interrupting school staff
	Core Curriculum documents: Present documents that demonstrate a comprehensive curriculum aligned to state standards, such as curriculum frameworks or maps, scope and sequences, pacing guides, unit plans, and lesson plans. These documents should include those used by teachers in their planning. If the school uses commercial curriculum, i.e., textbooks or prepared labs, provide examples of their alignment to the school's curriculum and to state standards.	Provide insight into the school's curriculum; evaluators can better follow instruction during observations and assess for alignment to state standards; helps observers understand the context of instruction as related to curriculum
	ELD Curricular Materials: Provide any ELD/ESL materials and curriculum that support EL learners	Provide insight into the school's ELD instruction and support for EL students
	Lesson Plans: Provide copies of English Language Arts and math lesson plans from all teachers who will teach these subjects during the Site Evaluation. All teachers should have lesson plans readily available in an easily-identifiable location in their classrooms.	Observers can better follow instruction during observations and assess for alignment to state standards; Lesson plans can provide answers to evaluators' questions without the interruption of instruction or disturbing teacher
	Assessment Documents: Provide examples of the school's key assessments, such as interim or unit tests. Any documents, tools, and results that demonstrate the school's systems for collecting and analyzing data should also be provided. Other documents may include sample data binders, rubrics, item analysis, action plans, and/or report cards. The school leader (and any Assessment coordinator)	Provide insight into the school's assessments and data analysis; allows evaluators to consider rigor and alignment of assessments to standards and instruction

	should be ready to explain the evaluative team how the staff uses the assessment data.	
	Student Writing Samples: Provide writing samples from each student in one representative class from each grade level. All teachers should have student work readily available in an easily-identifiable location in their classrooms (i.e., on bulletin boards, in labeled folders).	Demonstrate student mastery and progress toward goals and achievement; allow observers to evaluate rigor and grade-level expectations through student work product
	Evaluations: Provide all protocols for evaluations of teachers, administrators, school leaders, and the school's governing Board. If applicable, evaluations of the school's CMO/EMO should also be provided. • **Teachers/Staff:** This can include formal evaluation documents, teacher self-assessments, or summative evaluation documents. • **Administrators:** Provide all evaluations of instructional leaders and other senior staff, and the criteria used, e.g. annual goals, job descriptions, bonus requirements. • **School Leaders:** Provide the board's evaluation of school leaders who report directly to it and the criteria used to assess leadership performance. • **CMO/EMO:** If the school has a charter or educational management organization, provide copies of the board's evaluation of the company.	Allow evaluators to assess the school's standards and bar of achievement for staff; provide insight into the way schools conduct and use evaluations that may be useful to other schools within the Authority's auspices; ensure adherence to charter and charter contract with regards to staff evaluations and employment practices
	Professional Development Documentation: Current professional development calendar/agendas	Provide insight regarding staff development and support; ensure adherence to charter and charter contract with regards to staff development; allow observers to see school's focus for its staff and how it addresses student through staff support
	Recruitment Materials: Current recruitment materials, including the school's application and/or intent to enroll form; any brochures or fliers; lottery forms. Please include samples of recruitment materials translated into other languages.	Ensure compliance with charter, state, and federal regulations related to public schools; provides insight to evaluators regarding community outreach and family engagement
	Special Education and ELL Policy and Procedure Manuals: Copy of the policies and procedures manuals for special education and ELL	Provide insight into the school's support for EL students and students in Special Education; ensure compliance with charter, state, and federal regulations

APPENDIX D: Site Evaluation Data Collection Form

School Name					Date		

STUDENT ENROLLMENT					AT-RISK STUDENTS		
Grade	Current enrollment	Enrollment at beginning of school year	Number of currently enrolled students returning from last year	Number of students who have left since the beginning of the school year	Average number of students per class	Number of students with IEPs receiving academic services	
						Number of students with IEPs receiving related services only	
						Number of students declassified from special education last year	
						Number of students who are English language learners	
K						ATTENDANCE AND DISCIPLINE	
Grade 1							
Grade 2							Last Year	This Year
Grade 3						Total Days of Instruction last year		
Grade 4						Average daily attendance rate		
Grade 5						Number of in-school suspensions		
Grade 6						Number of out-of-school suspensions		
Grade 7						Number of expulsions		
Grade 8						FACULTY RETENTION	
Grade 9						Number of teachers on roster at the end of last academic year	
Grade 10						Number of teachers who returned from last year	
Grade 11						Number of teachers from last year promoted to non-instructional positions	
Grade 12						Number of teachers from last year who were not rehired this school year	
Total						Number of teachers who left during this school year	
Number of students on waitlist from last spring's lottery*						Number of teachers who were terminated during this school year	
Grades in which the school enrolls new students						Number of vacant instructional positions	
Completed by						Title	

APPENDIX E: Teacher Roster and Certification Form[1]

SCHOOL _____ SITE EVALUATION DATE: _____

Person Completing Form Name: _____ Title _____ Date _____

Directions for this form

Enter the name of each lead teacher in the school and provide the requested information in each column. If needed, you may add additional rows or use a second sheet. Enter the number of non-certified teachers at the bottom (include these teachers in the list and list as 'uncertified'. This form should include General Education classroom teachers and any teachers and staff in Special Education. Please be as specific as possible, as demonstrated in the example of the first row.

Teacher LAST Name	Teacher FIRST Name	Grade/ Subject	Certified [Yes/No]	Certification Type	Certification Status	Certification Issue Date	Certification Expiration Date	Total Years Teaching Experience	Years Teaching at this School
Example	Jane	1st	Yes	Early Childhood	Professional	May 2009	n/a	8	3

[1] Per NRS 388A.518