

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2019 Renewal Report for Quest Preparatory Academy  
*Per [NRS 388A.285](#) and [NAC 388A.415](#)*

Issued June 28, 2019

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## 1. **School Overview**

### a. Address:

- i. Quest Academy West Alexander – 7550 West Alexander Las Vegas, NV 89129
- ii. Quest Academy Northwest – 4025 North Rancho Drive Las Vegas, NV 89130

### b. Campus Location:

- i. Clark County

### c. Governing Board Members

- i. *No Board members at this time as the school is currently under a receiver*
- ii. *Board Member information based on Epicenter Board Center*

d. Academic Data Overview<sup>1</sup>

*The following data was compiled from the ratings generated by the Nevada State Performance Framework (NSPF) during the current charter term.*

<b>Year</b>	<b>NSPF Rating</b>
2015	Elementary School – 4 star Middle School – 3 star High School – 3 star
2016	No star ratings released
2017	Elementary School – 1 star Middle School – 2 star High School <sup>2</sup> – NA
2018	Quest Academy – Bridger ES – 2 star Quest Academy – Northwest ES – 2 star Quest Academy – Northwest MS – 3 star

<b>Year</b>	<b>Graduation Rate</b>
2014 – 2015	76.92%
2015 – 2016	79.31%
2016 – 2017	50.00%
2017 – 2018	NA

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<sup>1</sup> For schools applying for a second or third charter term, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority’s consideration.

<sup>2</sup> Quest Preparatory Academy ceased to offer high school instruction beginning in the 2016 – 17 school year.

e. Enrollment History

*The following data was compiled from the Validation Day for the last five school years, or the years within the current charter contract.*

Grade Level	Total Amount Across All Existing Campuses - Number of Students				
	2014-15	2015-16	2016-17	2017-18	2018-19
Pre-K	-	-	-	-	-
K	206	183	93	101	67
1	159	170	105	100	57
2	169	134	112	97	57
3	140	143	86	119	61
4	150	110	80	91	68
5	130	108	78	77	62
6	146	108	62	55	50
7	81	101	57	55	39
8	93	74	50	43	44
9	58	48	-	-	-
10	44	32	-	-	-
11	45	30	-	-	-
12	39	34	-	-	-
<b>Total</b>	<b>1460</b>	<b>1275</b>	<b>723</b>	<b>738</b>	<b>463</b>

## **2. Summary of Issued Notices and Identified Deficiencies**

### **a. Academic**

*The Authority issued a Notice of Intent to Terminate due to academic underperformance on February 19, 2018. This notice is attached as Appendix C.*

### **b. Financial**

*The Authority issued a Notice of Concern to Quest Preparatory Academy for financial concerns on July 14, 2017. This notice is attached as Appendix D.*

### **c. Organizational**

*The Authority issued a Notice of Breach to ongoing organizational concerns on December 8, 2014. This notice is attached as Appendix E.*

### **3. Summary of the Overall Performance of Quest Preparatory Academy**

Beginning in 2008, Quest Preparatory Academy opened under a written charter. The school initially contracted with Imagine Schools, an educational management organization, and subsequently severed that relationship. In 2014, the SPCSA executed a charter contract with Quest, under which Quest continues to operate.

Following that renewal, Quest's governing body made a series of precipitous changes, including rapidly acquiring new facilities without prior Authority knowledge or approval and entering into a series of costly transactions, including the lease of hundreds of tablet devices as part of an undisclosed migration from an academic and instructional program that had resulted in 3 and 4 star status and had merited renewal in 2014. During a forensic audit commissioned by the Authority in 2015, the Quest board again relocated a campus without Authority approval and requested an amendment after the fact. As a condition to amend its charter contract to relocate that campus, and in light of the Authority's serious financial and operational concerns, the governing body of Quest agreed to allow the SPCSA to appoint a receiver to oversee the school. As a result, on October 26, 2015, the SPCSA and Joshua Kern entered into an agreement on behalf of the SPCSA and the charter school whereby Mr. Kern was appointed the receiver over Quest. Subsequently, the remaining members of the Quest governing body legally permitted to serve and work with the receiver under the initial receiver agreement failed to assemble as a board, thus abdicating their role as a governing body.

At its peak, Quest served nearly 1,500 students during the 2014 – 2015 school, and operated four campuses. Since that time, attendance has dropped, and Quest now serves approximately 450 students at two campuses. The academic performance of Quest has varied greatly over the course of the current charter term. The elementary school program was rated as a 4 star program in 2015 according to the NSPF. As noted in the NSPF guidance document, a 4 star school is categorized as a commendable school that has performed well for all students and subgroups. A 4 star school demonstrates satisfactory to strong academic performance for all students. In 2017, however, Quest was rated as a 1 star program. NSPF guidance describes a 1 star school as one that has not met the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. In 2018, Quest's elementary school program was rated as a 2 star program, which is described in guidance documents as a school that has partially met the state's standard for performance. A copy of the NSPF report for Quest's elementary school program for the 2017 – 2018 school year is included as Appendix A within this report.

Quest's middle school program has performed more consistently relative to the elementary school program according to the NSPF. In 2015, the middle school program was rated as a 3 star program. NSPF guidance describes a 3 star program as adequate, meeting the state's standard for performance. In 2017, Quest was rated as a 2 star program, which is described as partially meeting the state's standard for performance. In the most recent ratings in 2018, Quest had returned to a 3 star rating. A copy of the NSPF report for Quest's middle school program for the 2017 – 2018 school year is also included as Appendix A within this report.

Quest's high school was rated as a 3 star program as of 2015, but the school has not offered a high school program since 2015 – 2016.

With regards to the financial performance and viability of the school, the Authority issued a Notice of Concern in 2017 due to financial underperformance during the 2015 – 2016 school year.

Additionally, SPCSA staff recommended a Notice of Breach be issued in 2018 due to continued financial concerns, but the Authority elected to table this agenda item on June 28, 2018<sup>3</sup>.

With regards to the organizational health and performance of the school, the Authority issued a Notice of Breach due to Organizational underperformance and concerns on December 8, 2014. The school has not received any notices regarding organizational performance since that time.

Finally, SPCSA staff conducted a site evaluation of Quest Preparatory Academy on February 21, 2019. SPCSA staff found many positive takeaways during the evaluation, including strong progress monitoring practices, data-driven instruction and a positive school culture. SPCSA staff also identified some areas of growth for the school to prioritize, including the implementation of more rigorous, student-centered instruction tied to daily objectives and continual training and review of school safety practices. It should be noted that while site evaluations are important accountability tool, SPCSA staff places a stronger emphasis on student results and performance. A one-day site evaluation does not eclipse the annual performance rating for a school that captures the work of an entire academic year. See Appendix B for more details on the Quest site evaluation.

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<sup>3</sup> The Authority directed staff to overhaul the financial performance framework during the June 28, 2018 meeting.



#### **4. Requirements for the Renewal Application**

Applicants for renewal will receive an application template to populate and return to Authority staff between October 1 – October 15, 2019. This template will be provided to schools no later than July 31, 2019, and will align to the requirements set forth in [NRS 388A.285](#) and [NAC 388A.415](#).

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision but the SPCSA Board will not give weight to such materials or testimony related to any contemplated changes during the renewal process. The inclusion of amendment materials will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application. Failure to submit the agenda and draft minutes into the appropriate areas in Epicenter prior to filing the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff. The inclusion of the agenda and draft minutes with the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

## **5. Criteria to be used for Making a Renewal Decision**

As stated on the previous page, renewal decisions for schools operating under written charters are based on historic performance data as evidenced by both the Nevada State Performance Framework as well as the SPCSA Performance Framework. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the report but will be given less weight when considered by the Authority in making renewal decisions. Additionally, renewal decisions will be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of a school. The Epicenter platform will be used to inform the assessment of the organizational health of a school, and to help determine whether or not the school is compliant under local, state and federal law. Finally, the SPCSA staff will examine the implementation of any formal improvement plans approved by the Authority in formulating a renewal recommendation. It bears repeating, however, that historical NSPF data will be given the greatest weight.

For schools applying for a third charter term, [NAC 388A.415](#) provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

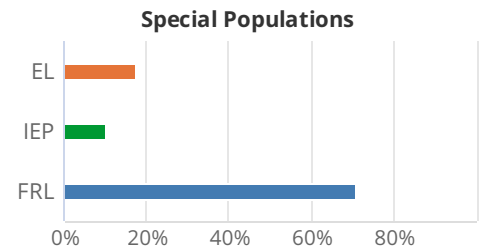
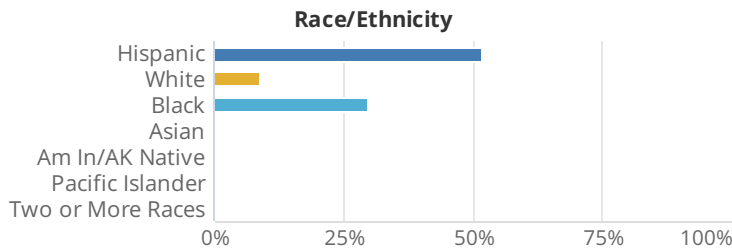
# Appendix A

# School Year 2017-2018 Nevada School Rating for Quest Academy Bridger



School Type: Charter SPCSA  
 School Level: Elementary School  
 Grade Levels: 0K-05  
 District: State Public Charter School Authority  
 Website: [www.questlv.com](http://www.questlv.com)

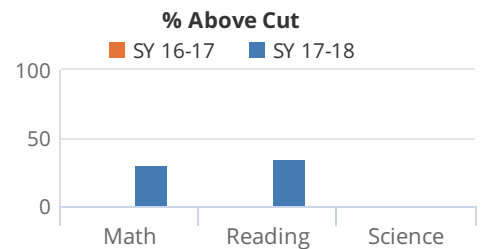
Total Index Score: 47  
 School Designation:  
 1300 E. Bridger Ave.  
 Las Vegas, NV 89101  
 Phone: 702-631-4751 x4



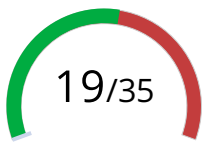
## Academic Achievement



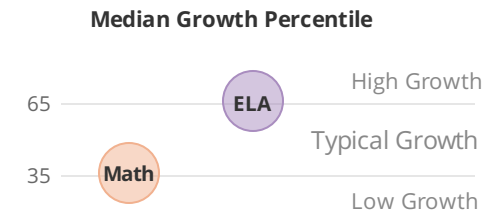
	% Above Cut	% District
Math CRT	31.6	52.8
ELA CRT	35.0	58.6
Science CRT	0	35.3
<i>Pooled Average</i>	29.4	52.9
Read by Grade 3	32.1	56.2



## Student Growth



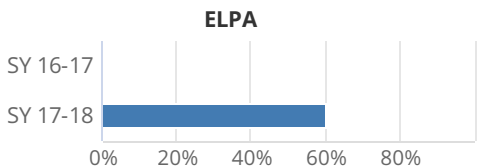
	% SY 17-18
Math CRT MGP	36.0
ELA CRT MGP	65.5
Math CRT AGP	26.6
ELA CRT AGP	56.6



## English Language



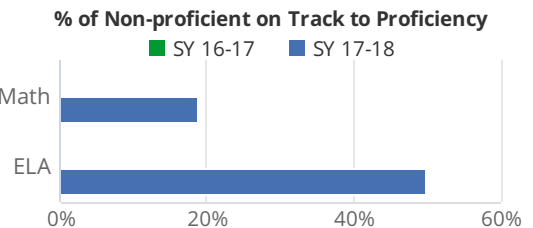
	% of EL Meeting AGP	% District
ELPA	60.0	42.5



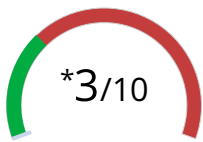
## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	18.7	~15%
ELA CRT	50.0	~45%



## Student Engagement

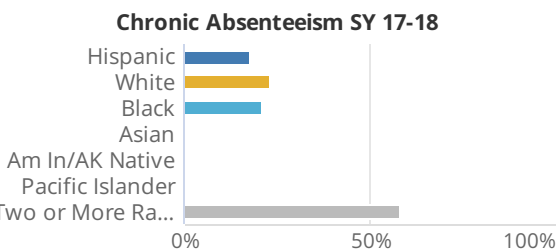


\*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	22.3	10.1

	% Participation	Met Target
Climate Survey	94.4	YES



**Student CRT Proficiency**

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.8	30.9	-	58.3	39.5	-	9	N/A
Asian	-	75.2	67.2	-	76.2	74.1	-	49.2	N/A
Black/African American	22.2	30.6	28.8	27.7	40.5	39.6	-	14.6	N/A
Hispanic/Latino	31.2	40.2	36.5	40.6	48	45.5	0	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	-	59	52.9	-	67.1	62.6	-	46.6	N/A
White/Caucasian	-	61.1	57.2	-	65	65.7	-	43.8	N/A
Special Education	-	29.2	24.8	-	29.3	26.3	-	19.4	N/A
English Learners Current + Former	27.5	37.4	32.4	37.9	38.9	38.4	-	15.2	N/A
English Learners Current	11.7	25.5		23.5	22.8		-	4.8	N/A
Economically Disadvantaged	25	33.1	35.7	29.5	40.4	44	0	17.3	N/A

**Grade 3 ELA**

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	25	34.2
Hispanic/Latino	36.3	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	-	62.6
Special Education	-	29.4
English Learners Current + Former	30	33
English Learners Current	-	21.8
Economically Disadvantaged	20.8	37.5

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	40.5	66	25	65
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	-	-	-	-
English Learners Current + Former	41	66	23.5	64.7
English Learners Current	36	61.5	10	60
Economically Disadvantaged	22	66	15.7	63.1

**Closing Opportunity Gap**

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	23	58.3
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	-	-
Special Education	-	-
English Learners Current + Former	18.1	60
English Learners Current	-	-
Economically Disadvantaged	-	-

**Chronic Absenteeism**

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	-	4.9
Black/African American	20.7	14.5
Hispanic/Latino	17.8	11.5
Pacific Islander	-	12.6
Two or More Races	58.3	9
White/Caucasian	23	9
Special Education	23.8	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	31.2	10.4
Economically Disadvantaged	22.6	15.9

## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

**2 Star school:** Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

### Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

### Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

### Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

### Star Rating



### Index Score

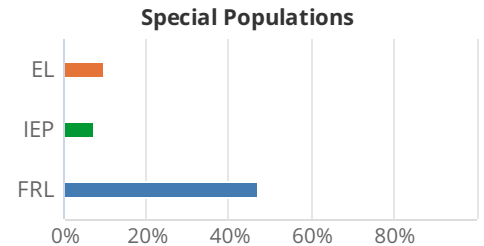
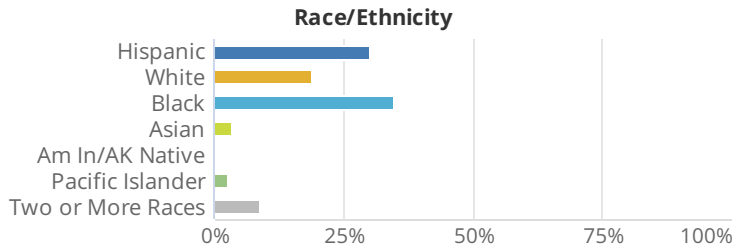
at or above 84  
at or above 67, below 84  
at or above 50, below 67  
at or above 27, below 50  
below 27

# School Year 2017-2018 Nevada School Rating for Quest Academy Northwest



School Type: Charter SPCSA  
 School Level: Elementary School  
 Grade Levels: 0K-08  
 District: State Public Charter School Authority  
 Website: [www.questlv.com](http://www.questlv.com)

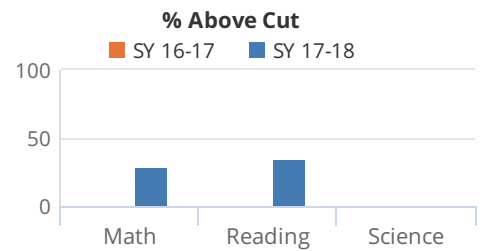
Total Index Score: 48.5  
 School Designation:  
 4025 N. Rancho Dr.  
 Las Vegas, NV 89130  
 Phone: 702-631-4751 x5



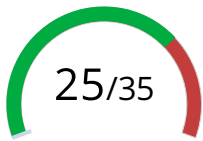
## Academic Achievement



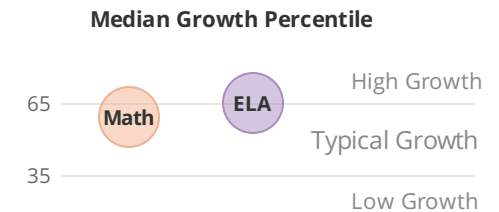
	% Above Cut	% District
Math CRT	29.0	52.8
ELA CRT	34.6	58.6
Science CRT	0	35.3
<i>Pooled Average</i>	28.2	52.9
Read by Grade 3	33.7	56.2



## Student Growth



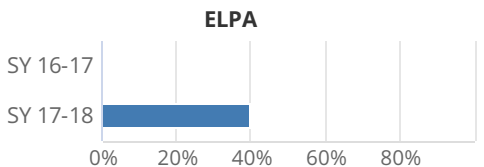
	% SY 17-18
Math CRT MGP	59.0
ELA CRT MGP	65.0
Math CRT AGP	26.7
ELA CRT AGP	55.4



## English Language



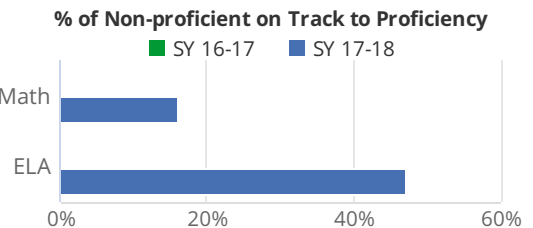
	% of EL Meeting AGP	% District
ELPA	40.0	42.5



## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~15%	16.1
ELA CRT	~35%	47.1



## Student Engagement

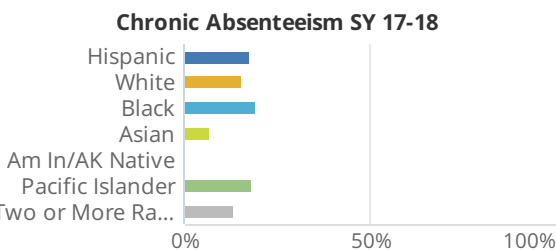


\*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	17.5	10.1

	% Participation	Met Target
Climate Survey	94.5	YES





**Student CRT Proficiency**

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.8	30.9	-	58.3	39.5	-	9	N/A
Asian	70	75.2	67.2	50	76.2	74.1	-	49.2	N/A
Black/African American	10.1	30.6	28.8	18.6	40.5	39.6	0	14.6	N/A
Hispanic/Latino	28.5	40.2	36.5	37.5	48	45.5	0	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	20	59	52.9	53.2	67.1	62.6	-	46.6	N/A
White/Caucasian	52.7	61.1	57.2	47.2	65	65.7	-	43.8	N/A
Special Education	15	29.2	24.8	30	29.3	26.3	-	19.4	N/A
English Learners Current + Former	41.4	37.4	32.4	41.4	38.9	38.4	-	15.2	N/A
English Learners Current	30	25.5		15	22.8		-	4.8	N/A
Economically Disadvantaged	27.2	33.1	35.7	36.3	40.4	44	0	17.3	N/A

**Grade 3 ELA**

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	14.2	34.2
Hispanic/Latino	50	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	44.4	62.6
Special Education	-	29.4
English Learners Current + Former	50	33
English Learners Current	-	21.8
Economically Disadvantaged	33.3	37.5

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	55	51	16.2	40.5
Hispanic/Latino	53	64.5	23.3	50
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	74.5	65	50	66.6
Special Education	69	73	30.7	53.8
English Learners Current + Former	49.5	74	27.7	61.1
English Learners Current	-	-	-	-
Economically Disadvantaged	56	65	25.5	53.4

**Closing Opportunity Gap**

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	18.5	39.2
Hispanic/Latino	13.6	40.9
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	-	54.5
Special Education	-	54.5
English Learners Current + Former	0	40
English Learners Current	-	-
Economically Disadvantaged	16.1	37.1

**Chronic Absenteeism**

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	7.1	4.9
Black/African American	19.3	14.5
Hispanic/Latino	18	11.5
Pacific Islander	18.1	12.6
Two or More Races	13.5	9
White/Caucasian	15.8	9
Special Education	19.1	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	21.2	10.4
Economically Disadvantaged	21.5	15.9

## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

**2 Star school:** Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

### Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

### Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

### Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

### Star Rating



### Index Score

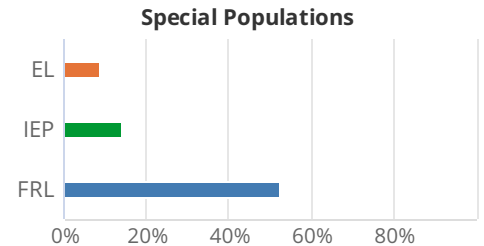
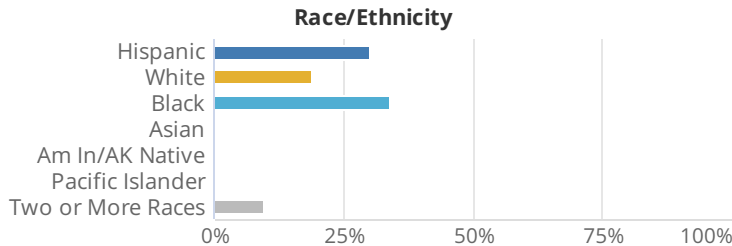
at or above 84  
at or above 67, below 84  
at or above 50, below 67  
at or above 27, below 50  
below 27

# School Year 2017-2018 Nevada School Rating for Quest Academy Northwest



School Type: Charter SPCSA  
 School Level: Middle School  
 Grade Levels: 0K-08  
 District: State Public Charter School Authority  
 Website: [www.questlv.com](http://www.questlv.com)

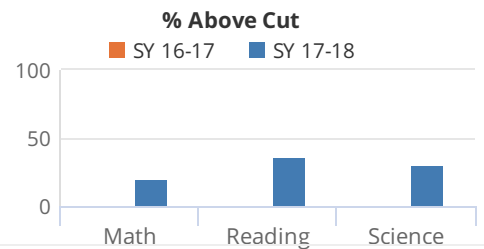
Total Index Score: 56  
 School Designation:  
 4025 N. Rancho Dr.  
 Las Vegas, NV 89130  
 Phone: 702-631-4751 x5



## Academic Achievement



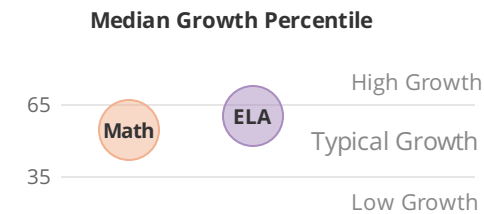
	% Above Cut	% District
% Math CRT	20.2	36.8
% ELA CRT	36.2	56.1
% Science CRT	31.3	45.2
% Pooled Average	28.6	46.3



## Student Growth



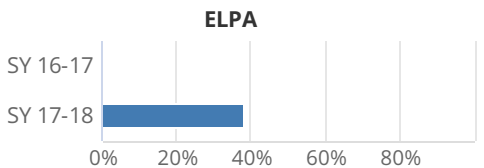
	% SY 17-18
Math CRT MGP	54.0
ELA CRT MGP	60.0
Math CRT AGP	28.1
ELA CRT AGP	40.6



## English Language



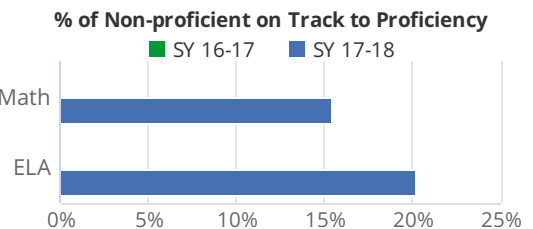
	% of EL Meeting AGP	% District
ELPA	38.4	32.4



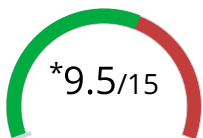
## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	15.5	15.5
ELA CRT	20.2	20.2



## Student Engagement

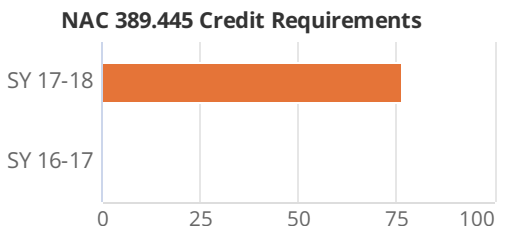


\*Bonus points included

	% School	% District
Chronic Absenteeism	17.9	11.1
Academic Learning Plans	98	97.5
NAC 389.445 Credit Requirements	76.3	91.5

	% Participation	Met Target
Climate Survey	94.7	YES



**Student CRT Proficiency**

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	-	64.1	56.4	-	77.3	74.6	-	62.2	N/A
Black/African American	6.5	17.7	19.5	21.7	38.4	34.5	10	25	N/A
Hispanic/Latino	18.6	26.1	25.5	30.2	46.3	42.2	30.7	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	33.3	41.5	37.5	46.7	61	59.2	-	51.6	N/A
White/Caucasian	25	44.4	44.4	50	63.5	64.6	-	54	N/A
Special Education	0	11.5	14.3	25	20.7	17.8	-	14.6	N/A
English Learners Current + Former	22.2	22.2	16	40.7	34.8	20.3	-	25.7	N/A
English Learners Current	0	8.5		13.3	15.8		-	9.3	N/A
Economically Disadvantaged	13.8	21.7	25.5	24.6	41.5	41.4	23	30.7	N/A

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	62.5	49	18.1	27.2
Hispanic/Latino	51	66	23	30.7
Pacific Islander	-	-	-	-
Two or More Races	37	72	33.3	53.3
White/Caucasian	56	60	34.7	56.5
Special Education	41	65	5.5	38.8
English Learners Current + Former	57.5	58.5	29.1	41.6
English Learners Current	61	51	7.6	0
Economically Disadvantaged	51	56	22.8	28

**Closing Opportunity Gap**

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	11.7	13.7
Hispanic/Latino	15.1	17.2
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	26.6	25
Special Education	7.1	21.4
English Learners Current + Former	11.1	13.3
English Learners Current	8.3	0
Economically Disadvantaged	17	21

**Student Engagement**

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	98	-	85
Asian	-	3.6	-	98.4	-	99.4
Black/African American	18	12.9	96.1	96.3	90.9	85.4
Hispanic/Latino	21.1	11.7	100	97.5	61.5	89.4
Pacific Islander	-	11.9	-	95.9	-	91
Two or More Races	25	12	100	97.3	-	91.7
White/Caucasian	13.8	10.9	100	97.8	-	93.4
Special Education	25	15.3	100	96.8	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	29.4	8.5	95.7	98.2	64.2	85.6
Economically Disadvantaged	21.5	14.3	95.7	98.2	64.2	85.6

## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

**3 Star school:** Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Academic Learning Plan reflects the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

### Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

### Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

### Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

### Star Rating



### Index Score

at or above 80  
at or above 70, below 80  
at or above 50, below 70  
at or above 29, below 50  
below 29

# Appendix B





**Nevada State Public  
Charter School  
Authority**

**To:** Josh Kern, Receiver, Quest Preparatory Academy  
Janelle Veith, Principal, Quest Preparatory Academy  
**From:** Mark Modrcin, Director of Authorizing, State Public Charter School Authority  
**CC:** Jason Guinasso, Chair, State Public Charter School Authority  
**Date:** April 5, 2019  
**Re:** Site Evaluation Report for Quest Preparatory Academy

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**SITE EVALUATION REPORT  
Quest Preparatory Academy**

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, 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 and evaluations throughout schools' charter terms. The cumulative evidence through multi-year oversight measures become part of the record that help inform recommendations put forth by SPCSA staff, specifically renewal recommendations to the Authority Board. The Board of the Nevada State Public Charter School Authority makes all final charter renewal decisions. Site Evaluations are just one criteria considered for renewal; student achievement, financial prudence, and fulfillment of the program outlined in the approved charter are also evaluated by the Authority when making renewal decisions.

Attached is the Site Evaluation Report for Quest Preparatory Academy, which was conducted by Mark Modrcin and Selcuk Ozdemir on February 21, 2019. The school is currently in its 5<sup>th</sup> year of its 2<sup>nd</sup> charter term, which expires on June 30, 2020.

Please contact the Team Lead for this Site Evaluation, Mark Modrcin, with any questions.

# SITE EVALUATION REPORT

Quest Preparatory Academy

**Campus Name:** Northwest Campus

**Date of Authorization:** July 2008

**Grade Levels:** K – 8

**Evaluation Date:** Thursday, February 21, 2019

**School Leaders:** Janelle Veith

**Conducted By:** Mark Modrcin & Selcuk Ozdemir

**Purpose of Site Evaluation:** Year 5, second charter term. School operating under receivership.

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## SUMMARY OF SITE EVALUATION

The mission of Quest Preparatory Academy is “to foster students’ personal and intellectual growth so that they are prepared to be positively productive and engaged citizens of their communities. We pride ourselves on our familial environment, and caring and committed teaching, leadership, and support staff.”

During our Site Evaluation, the team observed this mission being lived out on campus through the following:

- Almost all school staff members reiterated how the school community is truly a family. Staff works hard to get to know all parents, and frequently they know parents outside of those that have children in their classroom.
- Teachers demonstrated a commitment to data-driven instruction, and since the Receivership began, staff has noted a shift in how teachers are developed so as to improve instruction. Administrators are in classrooms more often, lesson plans are reviewed weekly, and feedback to teachers focuses on improvement. This reinforces the school’s emphasis on committed teachers and school leaders.
- The school has established systems in place to review classroom and school level data in addition to teacher observation data. These systems are integral to the recent academic successes occurring at the school and speak to the school’s shift towards continuous development and improvement.

Site Evaluation team members observed instruction in both elementary and middle school classrooms, and core subject areas in both grade configurations: math, English/ELA, world history and science. Additionally, SPCSA staff observed instruction in one special education/resource room. On average, each classroom was observed for approximately 24 minutes. Evaluators were able to observe lessons at the beginning, middle and end of class periods.

Observers noted consistency in the posting of daily objectives in all classes. These were easy to read and current. SPCSA staff also noted the use of the “knights up” phrase/chant in order to get the attention of students or bring everyone back together for further instruction (in classrooms) or additional direction (in common areas) in the elementary grades. Lastly, SPCSA staff noted that staff handled any behavior issues in a calm and warm manner. Classrooms were generally free of any behavior management issues, but when they did arise, staff demonstrated the necessary skills and relationships to refocus students on the task at hand in almost every case.

## I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
<i>Creating an Environment of Respect and Rapport</i>	Teachers were positive and respectful in their interactions with students, as were students with one another and they always engaged with students with an appropriate tone. While an increase in student-led discourse is needed, the conversations that took place were respectful and exhibited general warmth.	Distinguished <b>Proficient</b> Basic Unsatisfactory
<i>Establishing a Culture of Learning</i>	Observers noted that during the classroom observations there were few, if any, behavior concerns. Teachers were actively working to create a positive culture of learning. There were few, if any, instances where students appeared off-task or disengaged. If this occurred, teachers were quick to address the situation in a positive manner to redirect the student back to the task at hand.	Distinguished <b>Proficient</b> Basic Unsatisfactory
<i>Managing Classroom Procedures</i>	For the most part, general education teachers had strong, consistent classroom procedures that were followed by students throughout the school. Less consistency in classroom procedures was seen in resource rooms.	Distinguished <b>Proficient</b> Basic Unsatisfactory
<i>Managing Student Behavior</i>	Teachers consistently demonstrate proficiency with management of student behavior. In general teachers used positive encouragement to maintain an environment conducive to learning and are aware of students that may need to be redirected.	Distinguished <b>Proficient</b> Basic Unsatisfactory

## II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
<i>Communicating with Students</i>	Teachers proficiently communicated with students and students spoke appropriately with each other. This was seen through multiple examples, including the opening of lessons and as teachers explained the content that was covered.	Distinguished <b>Proficient</b> Basic Unsatisfactory
<i>Using Questioning and Discussion Techniques</i>	Teachers generally led questions and answers, rather than facilitate discussions among students. The questions asked of students were often basic and low level, requiring follow-ups by the teacher to determine mastery and understanding. Few teachers implemented higher Depth of Knowledge (DOK) questions.	Distinguished Proficient <b>Basic</b> Unsatisfactory
<i>Engaging Students in Learning</i>	Throughout all classrooms, students appeared at least somewhat engaged as evidence by their participation. While a few classrooms had strong pacing and structure to their lessons, the majority of classrooms appeared to have pacing and/or activities that did not lead to high levels of engagement. As previously mentioned, questioning techniques could be more rigorous to challenge and engage students beyond a low-level, basic understanding.	Distinguished Proficient <b>Basic</b> Unsatisfactory

<i>Using Assessment in Instruction</i>	In most classrooms, students seem aware of the performance and criteria that they will be evaluated on as a result of the lesson. In a few cases, teachers did an excellent job of tying the assessment back to the daily objective so that students are able to see the importance of success and understanding of a specific topic. Teachers and interventionists provide student with support throughout lessons so as to be successful within a lesson.	Distinguished <b>Proficient</b> Basic Unsatisfactory
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### III. OPERATIONS

Instructional Observation	Evidence Observed	School-wide Rating
<i>Mission-driven Operations</i>	Use of the walk-through tracker, student data monitoring and analyzing academic data via online tools are qualities tied to the mission of the school. Other elements of the school, such as transitions between classes, indicate that students and teachers operate with a sense of urgency.	Distinguished <b>Proficient</b> Basic Unsatisfactory
<i>Managing Schoolwide Procedures</i>	In general, observed classrooms, as well as during transition periods, students show a clear understanding of procedures, operations and expectations.	Distinguished <b>Proficient</b> Basic Unsatisfactory
<i>Maintaining a Safe Environment</i>	The team noted student and staff demonstrated a concern for maintaining a safe student environment. Staff understands the unique structure of the campus and the need to escort students between buildings given they are separate and unattached. Observers do feel, however, that Quest Academy could take more proactive measures to ensure that student transitions are seamless and safer for students.	Distinguished <b>Proficient</b> Basic Unsatisfactory

### IV. FOCUS GROUP SUMMARY

Group	Number of Participants	Duration
Governing Board Members	1 (Receiver)	45 minutes
Parents / Families	6	55 minutes
Students	10	50 minutes
School Leadership	6 (principal, assistant principal, instr. coaches)	45 minutes
School Staff	12	45 minutes

In general, the following themes developed from each of the following Focus Groups:

#### Governing Board (Receiver)

- The school has worked tirelessly to improve in two areas – data-driven instruction and professional development – to expedite the turnaround efforts at Quest Academy. From a governance perspective, this has been largely successful to date but has required frequent leadership meetings, stronger data tools and support for teachers to foster their development.

- The Receiver continues to prioritize the hiring, development and retention of effective staff. This has been largely successful as evidenced by the school's results but has required increased pay for teachers and a strategic, coordinated advertising campaign so that there is a deep pool of applicants from which to choose.
- The Receiver recognizes that the turnaround efforts at Quest will continue to be a challenge, especially given some of the past and current financial problems at the school. The two priorities moving forward are the continued, positive academic trajectory of the school and to resolve the remaining financials issues to as to put the school on a path to success.

### Parents / Families

- Members of this focus group were especially thankful that the school provides individual attention to their students. The school setting has been very caring, and teachers are very accessible for all of their students. Said one parent, *"I have three kids. Teachers pay attention to kids. If there are any concern teachers communicate with me right away."*
- The members of the group commented that they feel very welcome in their child's school. One parent explained that she feels part of a family at Quest. Even when she calls the office to ask something she can feel from their voice they are very warm and caring. Said one parent, *"My daughter feels like part of a family here. They always treat us like a family."*
- All participants in this focus group said the school and staff are responsive to student and family needs. They mentioned that the school often sends fliers and emails to communicate them. A couple of members also expressed thanks for the phone app in as it is easy to use and is always handy. Said one parent, *"In addition to email or phone application, teachers also call us to communicate. I am not good with technology, so I really like when they call me"*
- The members of the group commented they like when the school asks them to be involved (such as International Night, Chili Cook-off, Coffee with the Principal, Pack meeting). A few members commented that school posts the board meeting notices to the windows, but they also prefer to receive it as an email/flier so that they can remain fully informed of current issues at the school.

### Students

- The majority of students participating in the focus group indicated that they feel challenged by their teachers on a daily basis. Students cited that teachers use exit tickets, additional work at the end of class, or scaffolded assignments to push their thinking to ensure mastery.
- Students shared that they see their teachers working together and collaborating so that students are served effectively. Students indicated that teachers meet regularly, and that they seem to get along.
- Students indicated that they feel safe on campus. One student said, *"Yes, I feel safe on campus and can't walk anywhere without an adult present."* Another student also mentioned that there are many safety drills conducted frequently which helps them feel secure. Both comments are encouraging given the logistical challenges at the Northwest campus with multiple buildings that are not connected.
- The 'knight up' chant/routine helps students understand teacher expectations throughout the campus. All students in the focus group indicated that this stresses the importance of being responsible, respectful and safe. However, students communicated that a failure to follow the 'Knight-up' expectations were loosely enforced, and reprimands could vary from class to class.

## Leadership

- It was clear that the data systems (walk through tracker, student data monitoring, Google sheets) used by the school are critical to each day of instruction. This strengthens the instructional delivery for teachers and students.
- All participants in this focus group said more professional development is provided under current leadership than the previous administration and governing board. The professional development sessions are based on the needs uncovered in available data. Instructional coaches mentioned they are in the classroom frequently to support teachers and give them feedback on their lesson plans so as to foster changes and improvement. There are also 2 interventionist work with small group in the classroom. This demonstrates the administration's commitment to staff and their willingness to adapt to improve the learning environment.
- All participants in the focus group spoke favorably about the emphasis on developing and maintaining a positive culture at Quest Academy, and the sense of community cultivated by the school's leadership and staff and. Participants in the focus group spoke highly of the school's mission and were able to identify multiple ways they work toward fulfilling it for all students. This positive morale could also be felt by the observers throughout the day.
- The leadership team consistently cited and spoke highly of using data (MAP testing, student growth, progress monitoring) to inform instruction. The pervasive tone in the room indicated that they always evaluate the data and data binders as well as a demonstration of the systems were provided to the evaluation team. It is clear that the school updates data frequently (at least once a week) and that results are shared with teachers as well as during professional development. Said one parent, *"Nothing happens by chance. We strategically use formative data to inform instruction"*

## Teachers

- Teachers participating in the focus group overwhelmingly indicated that the school has a renewed focus on data, which is used to promote student growth, teacher planning and professional development. One teacher commented, *"Data is being used in all aspects of my class, especially the MAP test. The results from this test are so important because they allow me to make sure all students are making progress."*
- Teachers provided positive comments related to the teacher evaluation process. Prior to the Receivership, teachers were observed once a year and the feedback was mostly negative, focused on what areas the teacher needed to work. Now, teachers are provided with areas of strength and areas that need some improvement. Additionally, teachers are provided with coaching and mentoring to further their development.
- The Quest staff indicated that there are high expectations for lesson planning, and that feedback and support is provided to them when necessary. One teacher said, *"We have to provide our lesson plans four days in advance of the following week, and I receive feedback within 24 hours of submission. Having a different lens review this information is helpful, and I know that coaches and the leadership team are willing to help me."* This confirms that the school takes teacher development and support seriously.
- There is a sense of pride among teachers about working together to support one another, and many commented that they feel Quest feels like a family. Teachers indicated that they appreciate the opportunity to determine the best way to solve problems. Examples of this include defining the "knights-up" expectations at the beginning of the year and each other's willingness to help others when students may misbehave. This can include talking about management strategies to trading students when there is a need for a supervised time-out.

## OVERALL STRENGTHS OF PROGRAM

### a. Progress monitoring and data-driven instruction

An emphasis on data-driven instruction was evident to observers throughout the school as well as in roundtables with the Receiver, school leadership and teachers. Teachers feel comfortable using the data and assessments available to them, and this was made clear during their focus group. Quest administration provided SPCSA staff with a thorough overview of their data practices, data trackers, and how the tool is used to identify students that may need additional support. The school has clearly shifted in this direction under the Receiver, and it is likely that this has been an underlying factor in the academic gains at Quest. To further build on this emerging strength, the school should work with students so that they are aware of their individual data and take ownership of their opportunities for growth over time.

### b. Positive school culture

Multiple focus groups – staff, families, students – reiterated that there is truly a positive culture present at Quest, and that all stakeholders view Quest as a community hub with a positive culture. Teachers indicated that they have strong, personal relationships with parents and families, often referring to them by their first name and having frequent conversations, either by phone or in-person. Parents substantiated this sentiment, stating that they feel welcome at all times. Students also felt cared for at the school and, for the vast majority, had strong relationships with teachers, especially those that have been at the school for some time. This strong culture should be celebrated, and the school should look at ways to build on this success.

## V. RECOMMENDATIONS

### a. Push for more rigorous, student-centered instruction tied to the daily objective

Evaluators noted that most classrooms provided direct instruction to students with few opportunities for student discourse and/or discussion among their peers. This was true in most classrooms no matter if the observers conducted an evaluation during the beginning, middle or end of a lesson. The school should continue to prioritize developing the instructional-capacity of teachers so that students assume more responsibility of their learning. In many classrooms, especially within the elementary school, evaluators also noted that instruction lacked rigor. Questions were low-level, and most of the time simply required students to respond with a simple yes/no answer without a justification or rationale for their response. On some occasions, teachers would indicate an answer was correct and provide the rationale for the students. While students did indicate that they feel challenged, the evaluation team's findings do not match this conclusion.

#### Action Item

Teachers should shift from questioning students to facilitating lessons and discussions so as to more accurately measure mastery of the objective(s). Teachers and school leadership should collectively review the Depth of Knowledge and/or Bloom's Taxonomy to push students towards higher level thinking. During lesson plans, teachers should be asked to insert questions throughout their lessons so as that this can be developed over time and delivered more consistently during lessons. Lesson planning should also include opportunities for students to lead the discourse and conversation so that mastery can be assessed. Evaluators noted a few examples of this, but they were almost exclusively within the middle school grades. New teachers or those that may need additional support in this area may find it useful to observe their peers implement this skill.

Lessons could be further enhanced by direct ties to the daily objective during the opening and closure of the lessons. SPCSA staff saw only one clear example of this during the site evaluation. A

conscientious effort to prioritize a restatement of the objective at the beginning and end of the lesson will help engage students as they will more clearly understand how the day's goals and how they are to be assessed.

**b. Ensure that school safety plans are up to date and implemented consistently**

While students indicated that they felt safe, and evaluators observed staff helping during student transitions, SPCSA staff remains apprehensive about the unique arrangement of the campus and how it may leave the school open to unique safety issues. Students are required to walk outdoors between buildings each day, sometimes on a sidewalk next to a drive used heavily by cars during drop-off and pick-up times. SPCSA staff did observe Quest staff members consistently escorting students to and from buildings, but this may not always be possible when students are called to the office or if there are extenuating circumstances. It should be noted that classrooms for younger students are housed in the main building, limiting the amount of transitions they experience outside.

**Action Item**

SPCSA staff requests that Quest leadership continue to provide ongoing training and reminders to current staff regarding school safety plans. SPCSA staff would like to take a more active role in the school safety planning process for the 2019 – 2020 school year. This may include reviewing final safety and drill plans and reviewing daily schedules for students so as to minimize transitions. SPCSA staff also asks that the school look into other measures (wraparound fencing, security guard) that may help increase the level of student safety. SPCSA staff recognizes the inherent costs associated with this recommendation but feels compelled to highlight this concern given it is related to student safety.

**c. Develop a transition plan from the Receivership to a full-fledged governing Board**

It is clear that Quest Academy has shown progress under its current receiver, who has been in place since October 26, 2015. This is most evident in the academic improvement of the school, which saw an increase of nearly 30 index points from the 2017 to the 2018 ratings. The court-ordered receivership, however, is not a permanent fix to the prior governance problems the school experienced.

**Action Item**

The receiver, in collaboration with SPCSA staff, should present a transition plan to the Authority no later than the May 31, 2019 meeting. This will allow the school to continue to implement its academic improvement plan under the guidance of the receiver during the final year of the current charter contract (2019 – 2020). Should the school be renewed by the Authority in the fall of 2019, this timeline would allow the school to start with a new, able governing board under a renewed contract taking effect on July 1, 2020. Moreover, this timeline would allow the receiver a significant runway to ensure that the integrity of the academic plan continues with fidelity under a new governing body.

**Note**

SPCSA School Support Team members will follow up on each of these recommendations during their next site visit, unless otherwise noted.

###



# Appendix C

**BRIAN SANDOVAL**  
*Governor*

**STATE OF NEVADA**

**PATRICK GAVIN**  
*Executive Director*



**STATE PUBLIC CHARTER SCHOOL AUTHORITY**

**1749 North Stewart Street Suite 40  
Carson City, Nevada 89706-2543  
(775) 687 - 9174 • Fax: (775) 687 – 9113**

**VIA ELECTRONIC MAIL AND  
CERTIFIED MAIL – RETURN RECEIPT REQUESTED**

February 19, 2018

Quest Preparatory Academy  
c/o Joshua Kern, Receiver  
1101 17<sup>th</sup> St Northwest, Suite 2200  
Washington, DC 20036

**Re: Notice of Intent to Terminate Quest Preparatory Academy's Charter School Contract**

Mr. Kern,

Pursuant to NRS 388A.330, this correspondence constitutes the State Public Charter School Authority's Notice of Intent to Terminate Quest Preparatory Academy's charter school contract. As you are aware, at the February 16, 2018 SPCSA Board meeting, the SPCSA Board voted to issue this Notice.

This Notice is based on Quest Preparatory Academy being rated in the lowest 5 percent of public schools pursuant to the Department of Education's statewide system of accountability.

Now that the SPCSA Board has voted to issue this Notice, pursuant to NRS 388A.330, the following will occur:

1. Quest Preparatory Academy will be provided with at least 30 days to correct the deficiencies identified above. This period begins as of the date of this Notice, February 19, 2018, and ends on April 2, 2018.
2. The SPCSA Board will make determination regarding whether Quest Preparatory Academy has corrected the deficiencies identified above to the satisfaction of the Authority at its April 27, 2018 Board meeting.
3. In the event that the SPCSA Board determines at its April 27, 2018 Board meeting that Quest Preparatory Academy has not corrected the deficiencies identified above, a public

hearing will be held on May 14, 2018 in order for the SPCSA Board to make a determination regarding whether to terminate Quest Preparatory Academy's charter school contract.

Note that the Authority and Quest Preparatory Academy may agree in writing to different time periods than those prescribed by NRS 388A.330.

Finally, no action by the SPCSA Board to terminate Quest Preparatory Academy's charter school contract would be effective until the end of the 2017-2018 school year.

Sincerely,

Jason Guinasso  
Board Chair  
State Public Charter School Authority

cc: Patrick Gavin; Executive Director, State Public Charter School Authority  
(*via electronic mail only*)

# Appendix D

**BRIAN SANDOVAL**  
*Governor*

**STATE OF NEVADA**

**PATRICK GAVIN**  
*Executive Director*



**STATE PUBLIC CHARTER SCHOOL AUTHORITY**

**1749 North Stewart Street Suite 40  
Carson City, Nevada 89706-2543  
(775) 687 - 9174 • Fax: (775) 687 - 9113**

Via Electronic Mail and Epicenter

July 14, 2017

Joshua Kern  
Quest Preparatory Academy  
4660 North Rancho Dr.  
Las Vegas NV 89130

Dear Kern,

This is Quest Preparatory Academy's first Notice of Concern due to financial underperformance as tracked in the 2015-2016 Authority Performance Framework. A Notice of Concern is sent to all charter schools whose financial framework profile results in at least one indicator scoring at "Falls Far Below Standard" or at least three indicators at "Does Not Meet Standard." This analysis is based on the eight financial measures detailed in the [Financial Performance Framework Workbook](#) which can be found on the State Public Charter School Authority [website](#). Your school's 2015-2016 Financial Framework Profile was sent via email on 3/17/17.

In June 2013, the State Public Charter School Authority Board adopted the Performance Framework, which provides charter school boards and leaders with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy. Pursuant to NRS 386.527, the Performance Framework is required to be incorporated into a Charter Contract. Additionally, the Authority utilizes the Performance Framework as the primary means of conducting the financial programmatic audits required of schools operating under written charters.

Financial underperformance is defined as the failure to meet operational standards to which a charter school is accountable to its sponsor and the public. As defined by the Performance Framework, all schools begin outside of the intervention ladder and are considered to be in Good Standing. Schools in Good Standing receive non-intrusive regular oversight and submissions tracking. Schools must meet performance targets and expectations including compliance and maintain open communication with us in exchange for this level of non-intrusive oversight. Schools can enter Level 1 of the intervention ladder if the Authority receives a verified complaint of material concern, or if regular oversight generates significant questions or concerns. If there is any recurrence, Quest Preparatory Academy will enter Level 2, a Notice of Breach due to a failure to comply with applicable statutes and regulation resulting in a pattern of fiscal mismanagement. Failure to meet the requirements specified in the Notice of Breach will result in entry to Level 3, intent to revoke for Persistent

Underperformance. Please note the Performance Framework provides for entry into the Intervention Ladder in the case of more serious performance issues.

To avoid entering Level 2 status, Notice of Breach, Quest Preparatory Academy must:

1. Improve the score of the Current Ratio, Total Margin and Debt to Asset Ratio measures while not declining in the score of any other financial measure.
2. Improve the score of all financial measures so there are less than three indications of “Does Not Meet Standard” and zero indications of “Falls Far Below Standard.”

To achieve Good Standing status, Quest Preparatory Academy must:

1. Improve the score of the Current Ratio, Total Margin and Debt to Asset Ratio measures from “Falls Far Below Standard” to “Meets Standard” while not declining in the score of any other financial measure.
2. Improve the score of the Unrestricted Days of Cash on Hand, Enrollment Forecast Accuracy, and Debt Service Current Ratio measures from “Does Not Meet Standard” to “Meets Standard” while not declining in the score of any other financial measure.

The State Public Charter School Authority believes strongly in a quality public school of choice for every Nevada child, and we hope that Quest Preparatory Academy will join us in increasing the number of State Public Charter School Authority-sponsored quality charter schools by improving Quest Preparatory Academy’s financial performance.

Sincerely,



Patrick J. Gavin  
Executive Director

Enclosure

cc: Janelle Veith, Administrator  
Jennifer Bingham, Administrator  
Tiffany Ferguson, Administrator

# Appendix E

**BRIAN SANDOVAL**  
*Governor*

**STATE OF NEVADA**

**PATRICK GAVIN**  
*Director*



**STATE PUBLIC CHARTER SCHOOL AUTHORITY**  
**1749 North Stewart Street Suite 40**  
**Carson City, Nevada 89706-2543**  
**(775) 687 - 9174 · Fax: (775) 687 - 9113**

December 8, 2014

David Olive, Board President  
Quest Academy Preparatory Academy  
7485 West Azure Drive  
Las Vegas, NV 89130

RE: Notice of Breach

This is Quest Preparatory Academy's first Notice of Breach due to organizational underperformance as tracked in the 2014-2015 Authority Organizational Framework.

In June 2013, the State Public Charter School Authority Board adopted the Performance Framework, which provides charter school boards and leaders with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy. Pursuant to NRS 386.527, the Performance Framework is required to be incorporated into a Charter Contract. Within the Performance Framework, the following performance outcomes may be cause for revocation/termination of a school's charter:

Organizational underperformance is defined as the failure to meet operational standards to which a charter school should be accountable to its sponsor and the public.

As defined by the Performance Framework, all schools begin outside of the intervention ladder and are considered to be in Good Standing. Schools in Good Standing receive non-intrusive regular oversight and submissions tracking. Schools must meet performance targets and expectations including compliance and maintain open communication with us in exchange for this level of non-intrusive oversight.

Schools can enter Level One of the intervention ladder if the Authority receives a verified complaint of material concern, or if regular oversight generates significant questions or concerns. Schools can enter the intervention ladder at Level Two if the



school fails to comply with a material term of its charter contract. Quest Academy's Organizational Performance for the 2014-2015 school year has generated significant concern and has moved Quest Academy into Level Two of the intervention ladder.

As of December 8, 2014, the school has not submitted the required the Quarterly Year-To-Date Financial Statements for the first quarter of FY '15 into Epicenter. This filing was due to the Authority on November 3, 2014. In addition, the school has also not submitted a complete and compliant Annual Independent Audit into Epicenter as of December 8, 2014. The complete and compliant audit was due to be submitted into Epicenter by December 1, 2014. While a member of the school staff emailed an audit she represented as final on October 31, 2014, the submission 1) was not submitted into Epicenter at any point between that date and December 8, 2014; 2) was not formally placed on a posted agenda for discussion or approval during a board meeting based on a review of Epicenter submissions; 3) was not discussed or formally approved by the board based on draft or approved minutes based on a review of Epicenter submissions; and 5) the Annual Independent Audit submitted via email is incomplete: pursuant to NAC 387.775, the Annual Independent Audit must also include an analysis of and findings on compliance with applicable statutes and regulations and a management letter outlining any recommendations for improvement; neither element is evident based on a review of the purported final audit submitted by staff via email on October 31, 2014. Moreover, Quest Preparatory Academy currently shows 64% on-time submittals in Epicenter. Taken in aggregate, these missed deadlines and omissions represent multiple material violations of the charter contract and raise serious concerns about the organizational viability of Quest Preparatory Academy.

To return to Good Standing, Quest Preparatory Academy must 1) submit the Quarterly Year-To-Date Financial Statements for the first quarter of FY '15; 2) submit the complete and compliant Annual Independent Audit for FY '14 pursuant to NAC 387.775 and NRS 386.540; 3) comply fully with a forensic audit of the school's finances and operations by an independent accounting firm selected by and under the direction of the Authority and receive a clean audit opinion from that firm; and 4) comply with all reporting requirements and deadlines. Failure to meet the requirements specified in the Notice of Breach will result in entry to Level 3, intent to revoke for Persistent Underperformance. Moreover, information gathered from a review of the Quarterly Year-to-Date Financial Statements, the complete and compliant Annual Independent Audit, or the forensic audit of the school's finances and operations may result in the issuance of a Notice of Concern or a Notice of Breach due to financial underperformance.

The State Public Charter School Authority believes strongly in a quality public school of choice for every Nevada child, and we hope that Quest Preparatory Academy will join us in increasing the number of State Public Charter School Authority-sponsored quality charter

schools by improving Quest Preparatory Academy's organizational performance in the 2014-2015 school year.

A handwritten signature in black ink, appearing to read "Patrick Gavin". The signature is fluid and cursive, with a large initial "P" and "G".

Patrick Gavin, Director

State Public Charter School Authority

1749 North Stewart Street Suite 40

Carson City, NV 89706

CC: Deb Roberson

SPCSA Board Members

Quest Preparatory Academy Board Members