

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2022 Renewal Report for  
Discovery Charter School of Las Vegas  
*Per [NRS 388A.285](#) and [NAC 388A.415](#)*

Issued June 30, 2022

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## 1. School Overview

- a. Addresses:
  - i. Hillpointe – 8941 Hillpointe Road Las Vegas, NV 89134
  - ii. Sandhill – 3975 South Sandhill Road, Las Vegas, NV 89121
  
- b. County, Campus Locations and Enrollment Caps:
  - i. Clark County
  - ii. Hillpointe 2022-2023 Enrollment Cap – 380
  - iii. Sandhill 2022-2023 Cap – 120
  
- c. Governing Board Members
  - i. President – Nick Petsas
  - ii. Secretary – Heather Stinnett
  - iii. Member – Chris Cooks
  - iv. Member – Flynn Stern
  - v. Member – Bryan Weeks

*Board Member information based on Epicenter Board Center*

d. Academic Data Overview<sup>1</sup> - NRS 388A.285(1)(a)

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

<b>Year</b>	<b>NSPF Ratings<sup>2</sup></b>
2017 – 2018	Sandhill (formerly known as Mesa Vista) Elementary School: 3 stars Middle School: 4 stars  Hillpointe Elementary School: 4 stars Middle School: 5 stars
2018 – 2019	Sandhill (formerly known as Mesa Vista) Elementary School: 2 stars Middle School: 2 stars  Hillpointe Elementary School: 4 stars Middle School: 4 stars
2019 – 2020	Sandhill <sup>3</sup> Elementary School: 2 stars Middle School: 2 stars  Hillpointe Elementary School: 4 stars Middle School: 4 stars
2020 - 2021	Sandhill <sup>4</sup> Elementary School: 2 stars  Hillpointe Elementary School: 4 stars Middle School: 4 stars

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<sup>1</sup> For schools applying for a third charter term and beyond, [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> Due to COVID-19, the Nevada Department of Education (NDE) did not calculate Nevada School Performance Framework (NSPF) school ratings for the 2019-20 or 2020-21 school years and instead applied NSPF school ratings from the 2018-2019 school year to both the 2019-20 and 2020-21 school years.

<sup>3</sup> The Sandhill campus was known as the Mesa Vista campus prior to the 2020-21 school year.

<sup>4</sup> Although NSPF star ratings for 2020-21 were carried over from 2018-19—a year in which the Sandhill campus had a star rating for the middle school level—the Sandhill campus did not have any middle school students during the 2020-21 school year and is therefore not displayed.

4-Year Graduation Rate (if applicable)

<b>Class of</b>	<b>Percent of Students Graduating in 4 Years</b>
2017 – 2018	N/A
2018 – 2019	N/A
2019 – 2020	N/A
2020 – 2021	N/A

*The SPCSA Academic Performance Framework was updated and approved on June 28, 2019. Due to the COVID-19 pandemic and the waiver granted by the US Department of Education, the first two years of results under this framework were for informational purposes only. Reports for the 2019 – 2020 and 2020 – 2021 school year are included in the Appendix of this document.*

e. Financial Data Overview - NRS 388A.285(1)(a)

<b>Year</b>	<b>Findings &amp; Framework Results</b>
2017 - 2018	Meets Standard
2018 - 2019	Meets Standard
2019 - 2020	Notice of Concern
2020 - 2021	Meets Standard

f. Organizational Data Overview - NRS 388A.285(1)(a)

<b>Year</b>	<b>Findings &amp; Framework Results</b>
2017 - 2018	Meets Standard
2018 - 2019	Meets Standard
2019 - 2020	Meets Standard
2020 - 2021	Meets Standard

g. Enrollment History

The following data were compiled from the NDE October 1 validation day for the last five school years, or the years within the current charter contract. To protect student privacy, rates associated with FRL, IEP, and ELL populations less than 10 students are displayed with an asterisk (\*), and extreme values less than 5 or greater than 95 percent are shown as <5.0 and >95.0, respectively. N/A indicates the population did not exist.

<b>Total Enrollment (Number of Students) Across All Existing Campuses</b>					
<b>Grade</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
Pre-K	0	0	0	0	0
K	42	83	66	62	69
1	34	39	69	73	59
2	54	33	31	69	77
3	47	50	34	30	52
4	40	35	47	43	35
5	62	35	44	62	42
6	38	36	38	42	45
7	41	31	23	37	50
8	30	30	21	32	31
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
<b>Total</b>	<b>388</b>	<b>372</b>	<b>373</b>	<b>450</b>	<b>460</b>

*Discovery Charter School (combined)*

<b>Student Group Enrollment Rates</b>											
<b>Year</b>	<b>Enrollment</b>	<b>Asian</b>	<b>Black</b>	<b>White</b>	<b>Hisp.</b>	<b>Amer. Ind.</b>	<b>Two or More</b>	<b>Pac. Isl.</b>	<b>FRL</b>	<b>IEP</b>	<b>ELL</b>
2017-18	388	2.5	7.2	56.1	23.4	1.0	6.9	2.5	19.3	5.9	*
2018-19	372	1.6	12.9	47.8	23.6	0.8	10.2	2.9	31.7	6.9	*
2019-20	373	1.3	11.7	41.5	32.9	1.0	9.9	1.3	0.0 <sup>5</sup>	6.9	*
2020-21	450	2.8	10.0	37.3	38.0	0.8	10.0	0.8	0.0 <sup>6</sup>	6.8	*
2021-22	460	2.3	8.4	36.0	40.2	0.6	10.8	1.3	20.2	8.6	5.0

<sup>5</sup> This reported value of 0% FRL for the 2019-20 school year was due to an error by the school in the NDE October 1 2019 validation day. This value was likely not 0%.

<sup>6</sup> This reported value of 0% FRL for the 2020-21 school year was due to an error by the school in the NDE October 1 2020 validation day. This value was likely not 0%.



Discovery Charter School Mesa Vista/Sandhill<sup>7,8</sup>

Student Group Enrollment Rates											
Year	Enrollment	Asian	Black	White	Hisp.	Amer. Ind.	Two or More	Pac. Isl.	FRL	IEP	ELL
2017-18	154	3.2	7.7	50.6	22.7	0.6	8.4	6.4	21.4	*	*
2018-19	119	0.8	19.3	34.4	22.6	0.0	13.4	9.2	42.8	*	*
2019-20	106	1.8	18.8	19.8	43.3	0.0	12.2	3.7	0.0	*	*
2020-21	111	2.7	18.9	21.6	50.4	0.0	5.4	0.9	0.0	*	*
2021-22	101	1.9	14.8	20.7	54.4	0.0	5.9	1.9	31.6	*	10.8

Discovery Charter School Hillpointe<sup>9</sup>

Student Group Enrollment Rates											
Year	Enrollment	Asian	Black	White	Hisp.	Amer. Ind.	Two or More	Pac. Isl.	FRL	IEP	ELL
2017-18	234	2.1	6.8	59.8	23.9	1.2	5.9	0.0	17.9	8.1	*
2018-19	235	1.9	9.8	54.1	24.1	1.1	8.6	0.0	26.4	6.7	*
2019-20	267	1.1	8.9	50.1	28.8	1.4	8.9	0.3	0.0	7.1	*
2020-21	339	2.9	7.0	42.4	33.9	1.1	11.5	0.8	0.0	7.3	*
2021-22	359	2.5	6.6	40.3	36.2	0.8	12.2	1.1	16.9	8.9	<5.0

2021-22 Student Group Enrollment Rates for State, SPCSA, and Local County School District			
Entity	FRL	IEP	ELL
State of Nevada	78.2	12.1	13.7
SPCSA	43.4	9.8	8.8
Clark County	94.8	12.0	15.5

<sup>7</sup> From the 2017-18 to 2019-20 school years, this campus was known as Mesa Vista. From the 2020-21 school year forward, this campus has been known as Sandhill.

<sup>8</sup> Reported values of 0% FRL for the 2019-20 and 2020-21 school years was due to an error by the school in the NDE October 1 2019 validation day. These values were likely not 0%.

<sup>9</sup> Reported values of 0% FRL for the 2019-20 and 2020-21 school years was due to an error by the school in the NDE October 1 2019 validation day. These values were likely not 0%.

## 2. Summary of Issued Notices and Identified Deficiencies – NRS 388A.285(1)(b)

*The Authority Board has issued the following Notices to Discovery Charter School of Las Vegas:*

*a. Academic*

- i. The Authority Board issued an Academic Notice of Concern to DCSLV – Sandhill ES on October 4, 2019. This is attached as Appendix F.
- ii. The Authority Board issued an Academic Notice of Concern to DCSLV – Sandhill MS on October 4, 2019. This is attached as Appendix G.

*b. Financial*

- i. The Authority Board issued a Financial Notice of Concern to DCSLV on February 12, 2021. This is attached as Appendix H.

*c. Organizational*

The Authority Board has not issued any Organizational Notices to DCSLV this charter term.

*d. Site Evaluations*

No deficiencies have been identified during site evaluations of DCSLV this charter term.

Each Notice and/or deficiency identified during a site evaluation listed above constitutes a deficiency in school performance pursuant to NRS 388A.285(1)(b).

### **3. Summary of the Overall Performance of Discovery Charter Schools – Las Vegas (DCSLV)**

Discovery Charter Schools currently offers instruction at the elementary and middle school levels, grades K-8, across two campuses: Hillpointe and Sandhill. The former offers instruction to grades K – 8; the latter, K – 6. According to the NSPF ratings for the 2018 – 2019 school year, both the elementary and middle school programs at the Sandhill campus were rated as 2- star programs. As noted in the NSPF guidance document, a 2-star elementary and middle 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. As a result of this performance, the Authority issued Notices of Concerns to both the elementary and middle school programs at that campus. A copy of each of these Notices of Concern can be found within Appendix F and Appendix G within this report. A copy of the NSPF reports for DCSLV for the 2018 – 2019 school year are included as Appendix A within this report.

According to the NSPF ratings for the 2018 – 2019 school year, both the elementary and middle school programs at the Hillpointe campus were rated as 4- star programs. As noted in the NSPF guidance document, a 4-star elementary and middle school identifies 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. A copy of the NSPF reports for DCSLV for the 2018 – 2019 school year is included as Appendix A within this report.

Prior to the 2018– 2019 school year, DCSLV received ratings for the 2017– 2018 school year for the programs at both campuses, earning a 3-star rating for the Sandhill ES and a 4-star rating for the Sandhill MS. The Hillpointe ES earned a 4-star rating and the Hillpointe MS earned a 5-star rating, both for the same year. As noted in the NSPF guidance document, a 3-star elementary school rating 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 academi achievement or growth with little exception; however, no group is far below behind. NSPF guidance recognizes a 5-star school as superior, exceeding expectations for all students and subgroups on every indicator category with little to no exception. A copy of these NSPF reports can also be found within Appendix A.

With regards to the financial performance and viability of the school, currently, staff finds that DCSLV is meeting performance expectations. DCSLV was issued a Notice of Concern as a result of the school’s financial framework for the 2019 – 2020 school year. Performance under the framework improved according to the 2020 – 21 results, and the Notice of Concern was removed as the school was found to be ‘Meeting Standards’. Copies of these results as well as the Notice of Concern can be found as Appendices H through J within this report.

The organizational health and performance of the school has been strong over the current charter term. DCSLV was found to be ‘Meeting Standards’ for both the 2019 – 2020 and 2020 – 2021 school years according to the SPCSA Organizational Framework. Copies of these results can be found as Appendix K and Appendix L within this report.

Finally, SPCSA staff has conducted two site evaluations each at both DCSLV campuses during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including high levels of confidence in school leadership, strong community and small learning environments, and providing clear schoolwide expectations. SPCSA staff also identified some areas of growth for the school to prioritize, including formalizing plans to increase student diversity at the Hillpointe campus and cultivate and maintain a prospective board member pool so that the school is prepared to address any upcoming board vacancies, whether planned or unplanned. During this charter term, no deficiencies have been identified during a site evaluation. 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 Appendices B through E for more details on the DCSLV site evaluations.

#### **4. Requirements for the Renewal Application – NRS 388A.285(1)(c)**

Applicants for renewal will receive an application template to populate and submit to Authority staff between October 1 – October 15, 2022<sup>10</sup>. This template will be provided to schools no later than July 31, 2022.

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 showing a school board's approval will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

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<sup>10</sup> NRS 388A.285(3)

## **5. Criteria to be used for Making a Renewal Decision – NRS 388A285(1)(d)**

As stated on the previous page, renewal decisions for schools operating under charter contracts are based on historic academic, organization, and financial performance data as evidenced by both the Nevada School 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 application but will be given less weight when considered by the Authority in making renewal decisions. In accordance with NAC 388A.415(10) academic performance of pupils as measured by the SPCSA's Academic Performance Framework and the Nevada School Performance Framework will be given the greatest weight in the renewal decision. Renewal decisions will also 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 the public charter school. The SPCSA Organizational Performance Framework will be the primary tool used to inform the assessment of the organizational health of a school. It bears repeating, however, that historical academic performance, as evidenced by the Nevada School Performance Framework and the SPCSA's Academic Performance Framework will be given the greatest weight.

For schools applying for a third charter term and beyond, [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.

Finally, it is noteworthy that SB 451 from the 80th Legislative Session (2019), now codified in NRS 388A285(6) allows the Authority to renew charter schools for variable lengths, from three to ten years. If a school is recommended for renewal, SPCSA staff will generally recommend a six-year term for schools that consistently meet performance expectations according to the Nevada School Performance Framework and the SPCSA's Academic Performance Framework. Schools that exceed expectations may be recommended for a term longer than six years. If recommended for renewal, schools that do not consistently meet expectations are likely to be recommended for a term of less than six years.

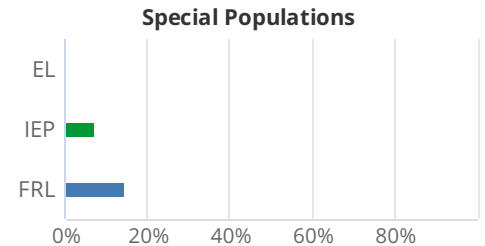
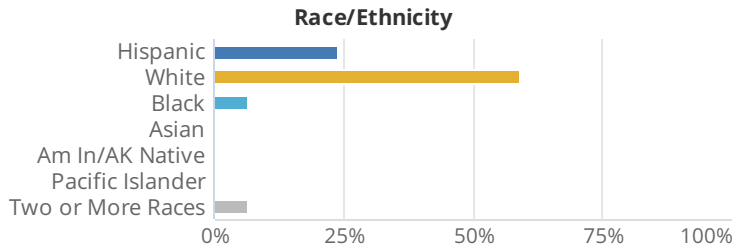
# Appendix A

# School Year 2017-2018 Nevada School Rating for Discovery Charter School HillPointe

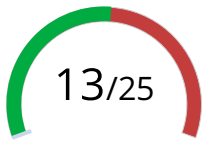


School Type: Charter SPCSA  
 School Level: Elementary School  
 Grade Levels: 0K-08  
 District: State Public Charter School Authority  
 Website: [dcslv.org](http://dcslv.org)

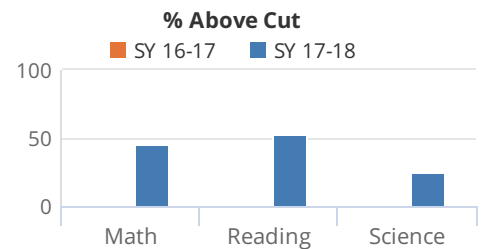
Total Index Score: 80.89  
 School Designation:  
 8941 Hillpointe Rd.  
 Las Vegas, NV 89134  
 Phone: 702-240-0359



## Academic Achievement



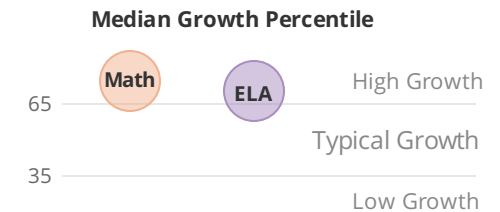
	% Above Cut	% District
Math CRT	45.6	52.8
ELA CRT	53.2	58.6
Science CRT	25.6	35.3
<i>Pooled Average</i>	45.2	52.9
Read by Grade 3	53.8	56.2



## Student Growth



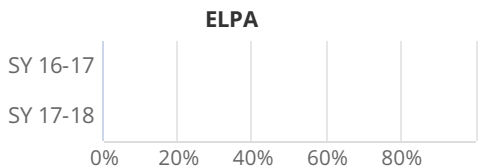
	% SY 17-18
Math CRT MGP	74.0
ELA CRT MGP	69.5
Math CRT AGP	62.0
ELA CRT AGP	65.5



## English Language



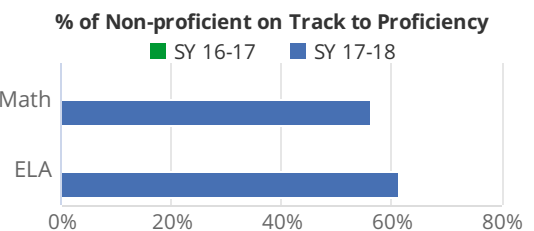
	% of EL Meeting AGP	% District
ELPA	-	42.5



## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~45%	56.2
ELA CRT	~45%	61.5

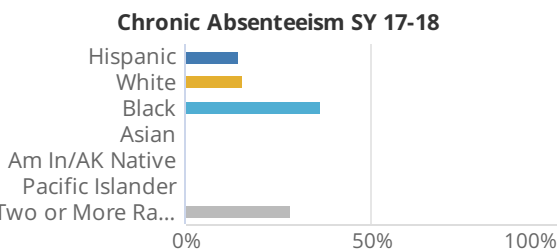


## Student Engagement



\*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	18.8	10.1
	% Participation	Met Target
Climate Survey	100.0	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	-	30.6	28.8	-	40.5	39.6	-	14.6	N/A
Hispanic/Latino	50	40.2	36.5	50	48	45.5	-	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	50	61.1	57.2	55.5	65	65.7	30.7	43.8	N/A
Special Education	-	29.2	24.8	-	29.3	26.3	-	19.4	N/A
English Learners Current + Former	-	37.4	32.4	-	38.9	38.4	-	15.2	N/A
English Learners Current	-	25.5		-	22.8		-	4.8	N/A
Economically Disadvantaged	50	33.1	35.7	37.5	40.4	44	-	17.3	N/A

**Grade 3 ELA**

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	-	34.2
Hispanic/Latino	-	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	66.6	62.6
Special Education	-	29.4
English Learners Current + Former	-	33
English Learners Current	-	21.8
Economically Disadvantaged	-	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	73	48	53.8	46.1
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	85	82	67.5	72.9
Special Education	-	-	-	-
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-

**Closing Opportunity Gap**

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	-	-
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	60	68.4
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	-	-

**Chronic Absenteeism**

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	-	4.9
Black/African American	36.3	14.5
Hispanic/Latino	14.5	11.5
Pacific Islander	-	12.6
Two or More Races	28.5	9
White/Caucasian	15.5	9
Special Education	30.7	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	-	10.4
Economically Disadvantaged	12.5	15.9

## What does my school rating mean?

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

**4 Star school:** Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.

## 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

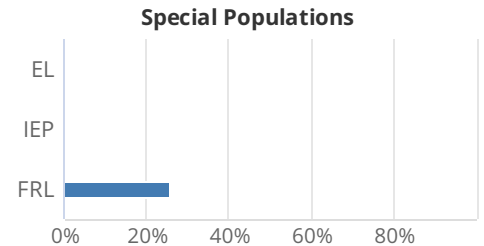
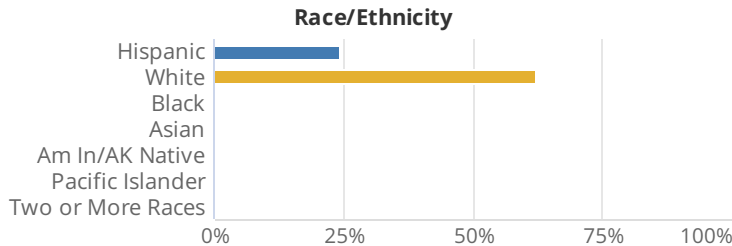
at or above 84  
 at or above 67, below 84  
 at or above 50, below 67  
 at or above 27, below 50  
 below 27

# School Year 2017-2018 Nevada School Rating for Discovery Charter School HillPointe



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

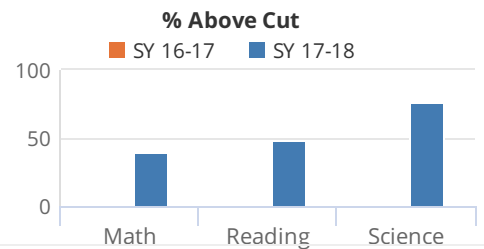
Total Index Score: 87  
 School Designation:  
 8941 Hillpointe Rd.  
 Las Vegas, NV 89134  
 Phone: 702-240-0359



## Academic Achievement



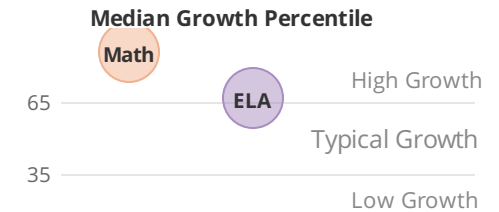
	% Above Cut	% District
% Math CRT	39.6	36.8
% ELA CRT	49.2	56.1
% Science CRT	76.5	45.2
% Pooled Average	48.2	46.3



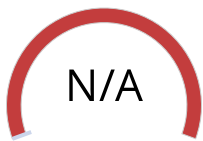
## Student Growth



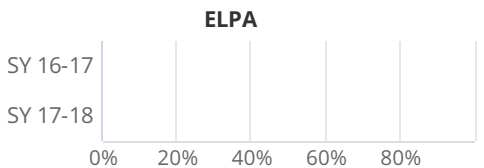
	% SY 17-18
Math CRT MGP	85.0
ELA CRT MGP	66.0
Math CRT AGP	45.8
ELA CRT AGP	55.7



## English Language



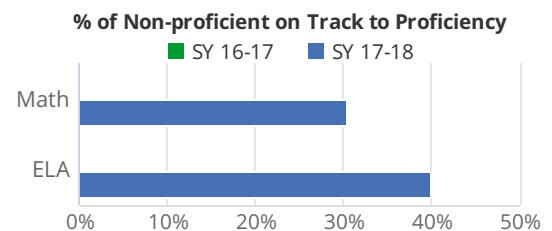
	% of EL Meeting AGP	% District
ELPA	-	32.4



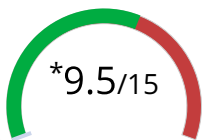
## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~30%	30.4
ELA CRT	~30%	40



## Student Engagement

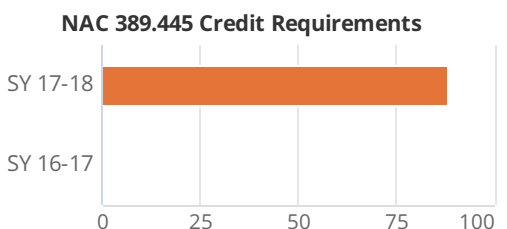


\*Bonus points included

	% School	% District
Chronic Absenteeism	17.9	11.1
Academic Learning Plans	100	97.5
NAC 389.445 Credit Requirements	88.2	91.5

	% Participation	Met Target
Climate Survey	98.4	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	-	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	-	17.7	19.5	-	38.4	34.5	-	25	N/A
Hispanic/Latino	30.7	26.1	25.5	46.1	46.3	42.2	-	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	-	41.5	37.5	-	61	59.2	-	51.6	N/A
White/Caucasian	48.7	44.4	44.4	56.1	63.5	64.6	83.3	54	N/A
Special Education	-	11.5	14.3	-	20.7	17.8	-	14.6	N/A
English Learners Current + Former	-	22.2	16	-	34.8	20.3	-	25.7	N/A
English Learners Current	-	8.5		-	15.8		-	9.3	N/A
Economically Disadvantaged	18.7	21.7	25.5	18.7	41.5	41.4	-	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	-	-	-	-
Hispanic/Latino	88	47	38.4	46.1
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	80.5	66.5	52.5	65
Special Education	-	-	-	-
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	56	28	26.6	20

**Closing Opportunity Gap**

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	20	-
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	37.9	50
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	20	-

**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	-	12.9	-	96.3	-	85.4
Hispanic/Latino	25	11.7	-	97.5	-	89.4
Pacific Islander	-	11.9	-	95.9	-	91
Two or More Races	-	12	-	97.3	-	91.7
White/Caucasian	19	10.9	100	97.8	91.6	93.4
Special Education	-	15.3	-	96.8	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	8.5	100	98.2	-	85.6
Economically Disadvantaged	18.7	14.3	100	98.2	-	85.6

## What does my school rating mean?

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

**5 Star school:** Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

## 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

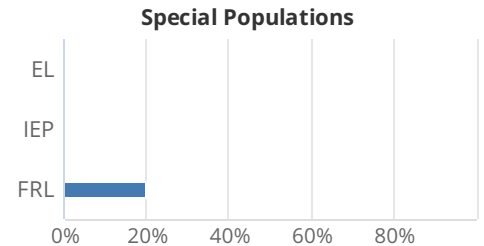
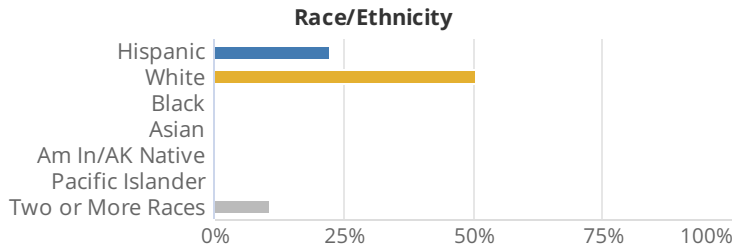
at or above 80  
at or above 70, below 80  
at or above 50, below 70  
at or above 29, below 50  
below 29

# School Year 2017-2018 Nevada School Rating for Discovery Charter School Mesa Vista



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

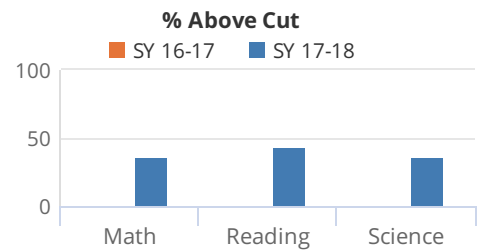
Total Index Score: 53.11  
 School Designation:  
 3883 E. Mesa Vista Way  
 Las Vegas, NV 89120  
 Phone: 702-547-5682



## Academic Achievement



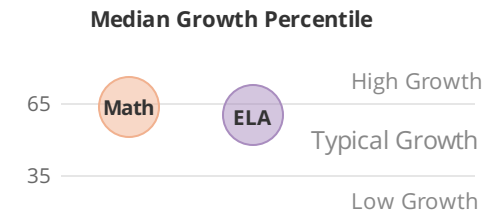
	% Above Cut	% District
Math CRT	36.7	52.8
ELA CRT	44.8	58.6
Science CRT	37.5	35.3
<i>Pooled Average</i>	40.1	52.9
Read by Grade 3	30.7	56.2



## Student Growth



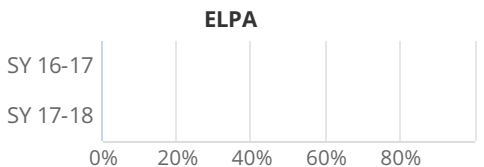
	% SY 17-18
Math CRT MGP	63.0
ELA CRT MGP	59.5
Math CRT AGP	47.2
ELA CRT AGP	50.0



## English Language



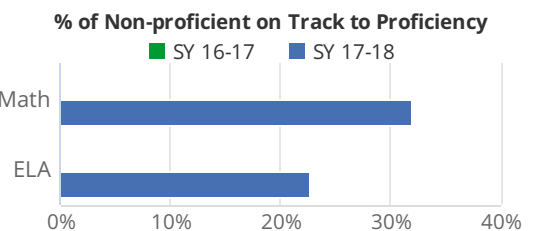
	% of EL Meeting AGP	% District
ELPA	-	42.5



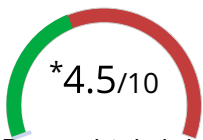
## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~35%	32.0
ELA CRT	~35%	22.7



## Student Engagement

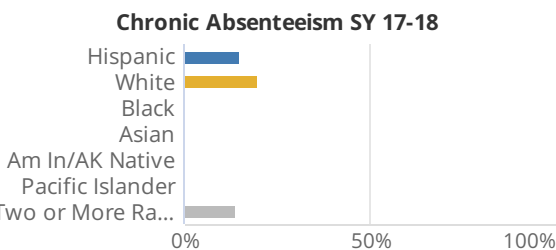


\*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	19.6	10.1

	% Participation	Met Target
Climate Survey	100.0	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	-	30.6	28.8	-	40.5	39.6	-	14.6	N/A
Hispanic/Latino	8.3	40.2	36.5	16.6	48	45.5	-	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	52	61.1	57.2	64	65	65.7	53.8	43.8	N/A
Special Education	-	29.2	24.8	-	29.3	26.3	-	19.4	N/A
English Learners Current + Former	-	37.4	32.4	-	38.9	38.4	-	15.2	N/A
English Learners Current	-	25.5		-	22.8		-	4.8	N/A
Economically Disadvantaged	-	33.1	35.7	-	40.4	44	-	17.3	N/A

**Grade 3 ELA**

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	-	34.2
Hispanic/Latino	-	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	-	62.6
Special Education	-	29.4
English Learners Current + Former	-	33
English Learners Current	-	21.8
Economically Disadvantaged	-	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	-	-	-	-
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	75.5	59.5	66.6	61.1
Special Education	-	-	-	-
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-

**Closing Opportunity Gap**

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

**Chronic Absenteeism**

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	-	4.9
Black/African American	-	14.5
Hispanic/Latino	15.1	11.5
Pacific Islander	-	12.6
Two or More Races	14.2	9
White/Caucasian	20	9
Special Education	-	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	-	10.4
Economically Disadvantaged	16.6	15.9

## What does my school rating mean?

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

**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 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

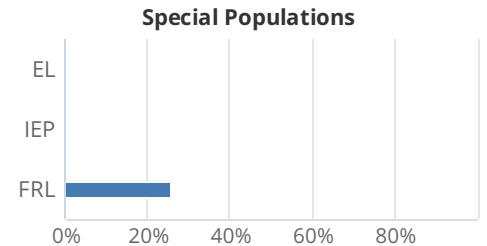
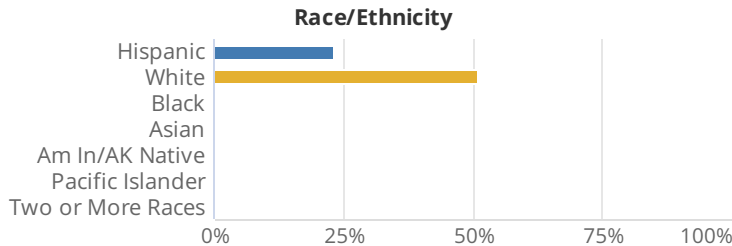
at or above 84  
at or above 67, below 84  
at or above 50, below 67  
at or above 27, below 50  
below 27

# School Year 2017-2018 Nevada School Rating for Discovery Charter School Mesa Vista

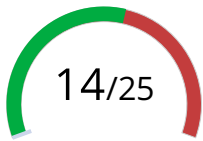


School Type: Charter SPCSA  
 School Level: Middle School  
 Grade Levels: 0K-08  
 District: State Public Charter School Authority  
 Website: [dsclv.org](http://dsclv.org)

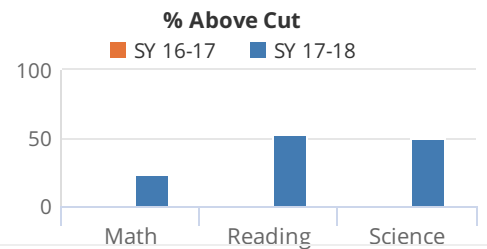
Total Index Score: 72.56  
 School Designation:  
 3883 E. Mesa Vista Way  
 Las Vegas, NV 89120  
 Phone: 702-547-5682



## Academic Achievement



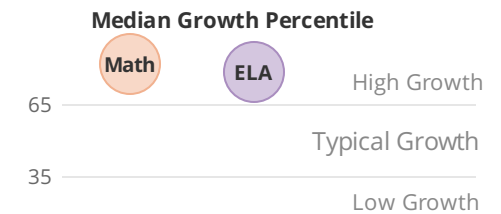
	% Above Cut	% District
% Math CRT	23.5	36.8
% ELA CRT	52.9	56.1
% Science CRT	50	45.2
% Pooled Average	39.7	46.3



## Student Growth



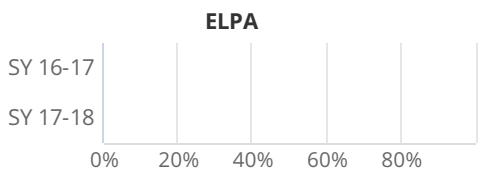
	% SY 17-18
Math CRT MGP	81.0
ELA CRT MGP	78.0
Math CRT AGP	32.2
ELA CRT AGP	64.5



## English Language



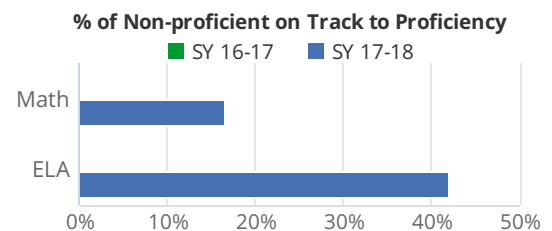
	% of EL Meeting AGP	% District
ELPA	-	32.4



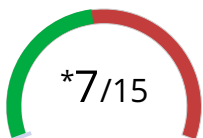
## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	16.6	16.6
ELA CRT	42.1	42.1



## Student Engagement

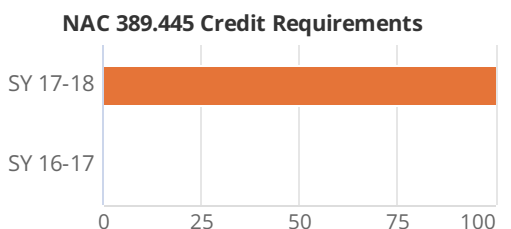


\*Bonus points included

	% School	% District
Chronic Absenteeism	27.0	11.1
Academic Learning Plans	100	97.5
NAC 389.445 Credit Requirements	100	91.5

	% Participation	Met Target
Climate Survey	100.0	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	-	17.7	19.5	-	38.4	34.5	-	25	N/A
Hispanic/Latino	-	26.1	25.5	-	46.3	42.2	-	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	-	41.5	37.5	-	61	59.2	-	51.6	N/A
White/Caucasian	33.3	44.4	44.4	53.3	63.5	64.6	-	54	N/A
Special Education	-	11.5	14.3	-	20.7	17.8	-	14.6	N/A
English Learners Current + Former	-	22.2	16	-	34.8	20.3	-	25.7	N/A
English Learners Current	-	8.5		-	15.8		-	9.3	N/A
Economically Disadvantaged	-	21.7	25.5	-	41.5	41.4	-	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	-	-	-	-
Hispanic/Latino	-	-	-	-
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	81.5	78	35.7	64.2
Special Education	-	-	-	-
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-

**Closing Opportunity Gap**

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	-	-
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	10	-
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	-	-

**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	-	12.9	-	96.3	-	85.4
Hispanic/Latino	25	11.7	-	97.5	-	89.4
Pacific Islander	-	11.9	-	95.9	-	91
Two or More Races	-	12	-	97.3	-	91.7
White/Caucasian	34.7	10.9	-	97.8	-	93.4
Special Education	-	15.3	-	96.8	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	8.5	-	98.2	-	85.6
Economically Disadvantaged	-	14.3	-	98.2	-	85.6

## What does my school rating mean?

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

**4 Star school:** Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.

## 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.

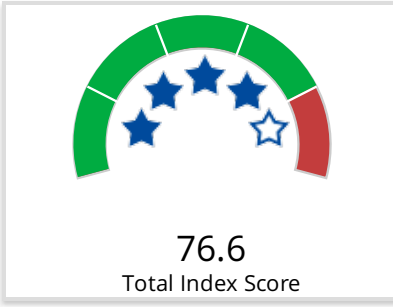
### Star Rating



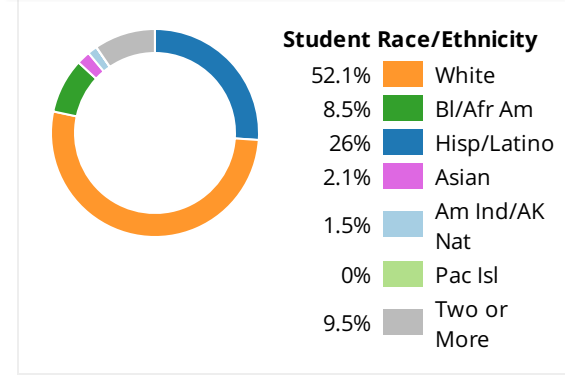
### Index Score

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

*School Level:* Elementary School  
*Grade Levels:* OK-08  
*District:* State Public Charter School Authority  
*School Address:* 8941 Hillpointe Rd. Las Vegas, NV 89134

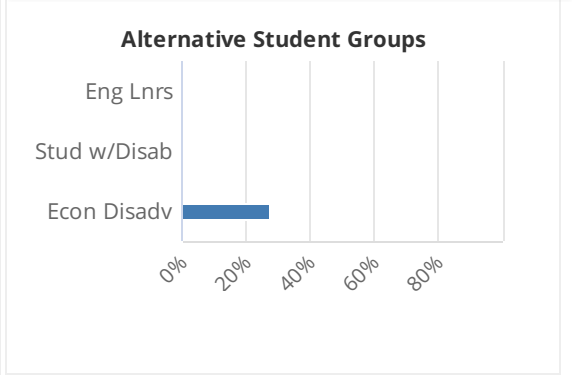


School Type: *Charter SPCSA*  
 School Designation: *No Designation*  
 95% Assessment Participation: *Met*



**School Performance History**

School Year	Index Score/Star Rating
2017-2018	80.8 ★★★★★
2016-2017	N/A N/A



### What does my school rating mean?

**Four-Star school:** Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

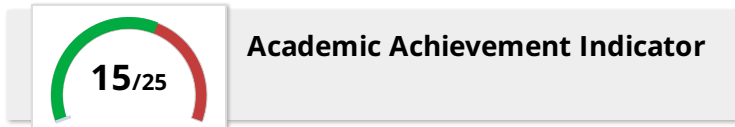
### How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

### How are star ratings determined based on total index score?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

### 2018-2019 School Performance



Measure	School Rate	District Rate
Pooled Proficiency	49.7	54
Math Proficiency	53.2	54.5
ELA Proficiency	50.6	60.1
Science Proficiency	36	34.7
Read-by-Grade-3 Proficiency	43.2	56.7

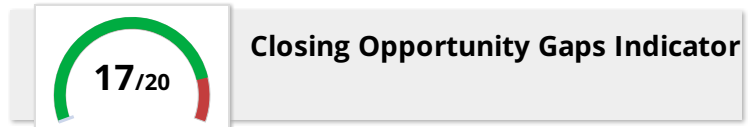


Measure	School Median	District Median
Math MGP	75	55
ELA MGP	55	52

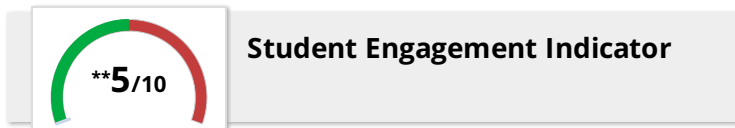
	School Rate	District Rate
Met Math AGP Target	69.7	49.7
Met ELA AGP Target	64.2	59.7



Measure	School Rate	District Rate
Met EL AGP Target	-	56.7



Measure	School Rate	District Rate
Prior Non-Proficient Met	52.2	27.8
Math AGP Target		
Prior Non-Proficient Met	45	39.2
ELA AGP Target		

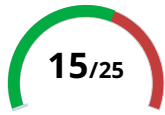


Measure	School Rate	District Rate
Chronic Absenteeism	16.6	8
Climate Survey Participation	92.5	N/A

\*\* Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.





**Academic Achievement**

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 Smarter Balanced, Nevada Science, and Nevada Alternate 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). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

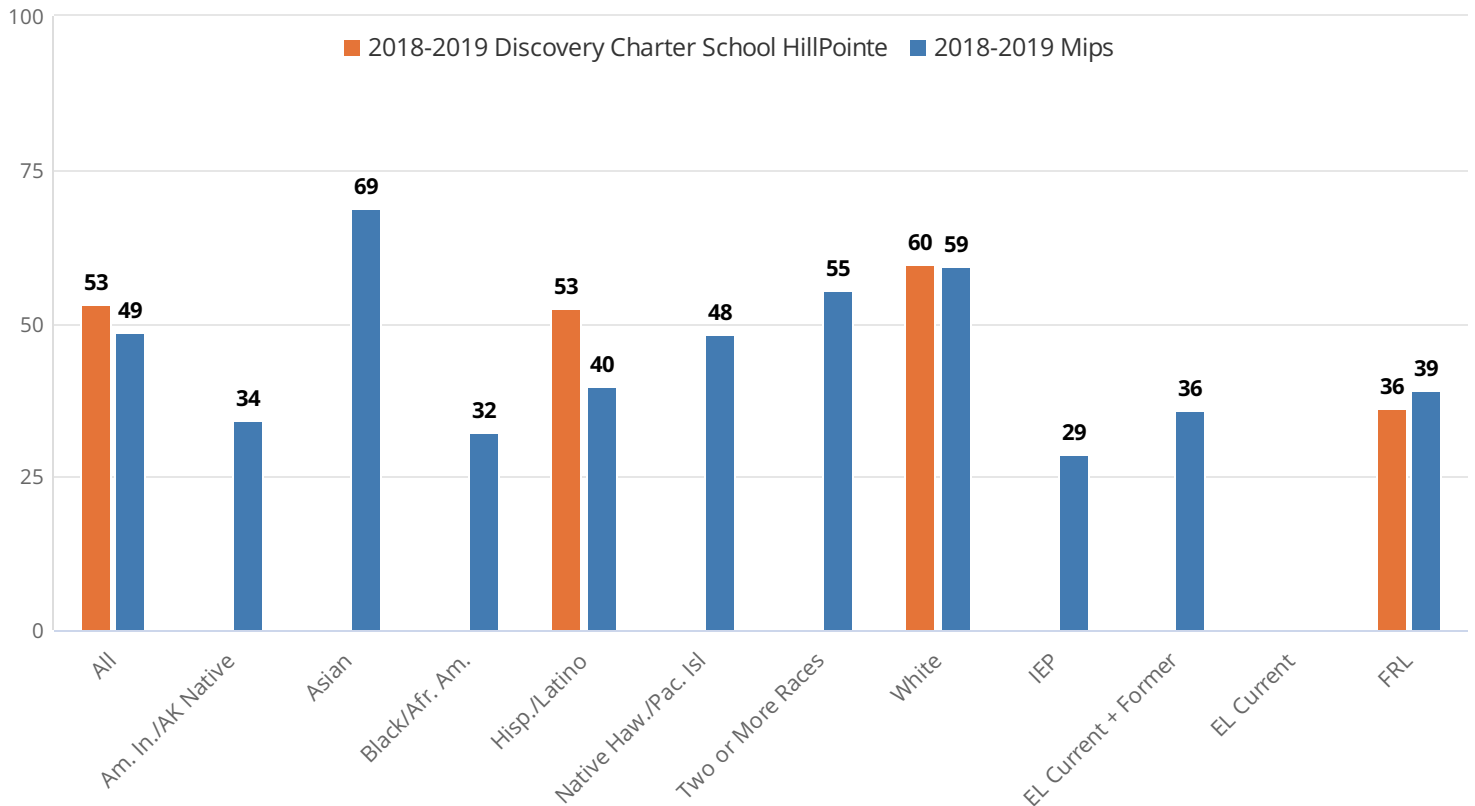
**Pooled Proficiency Points Earned: 12/20**

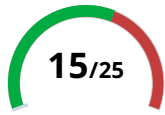
	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	49.7	54	45.2	52.9

**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	53.2	54.5	48.5	45.6	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	-	75.2	67.2
Black/African American	-	31.3	32.3	-	30.6	28.8
Hispanic/Latino	52.6	44.6	39.6	50	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	-	58.2	55.3	-	59	52.9
White/Caucasian	59.7	62.2	59.3	50	61.1	57.2
Special Education	-	27.3	28.6	-	29.2	24.8
English Learners Current + Former	-	42.2	35.8	-	37.4	32.4
English Learners Current	-	32.3	-	-	25.5	-
Economically Disadvantaged	36.2	39.7	39	50	33.1	35.7

**Math Assessments  
% Proficient**



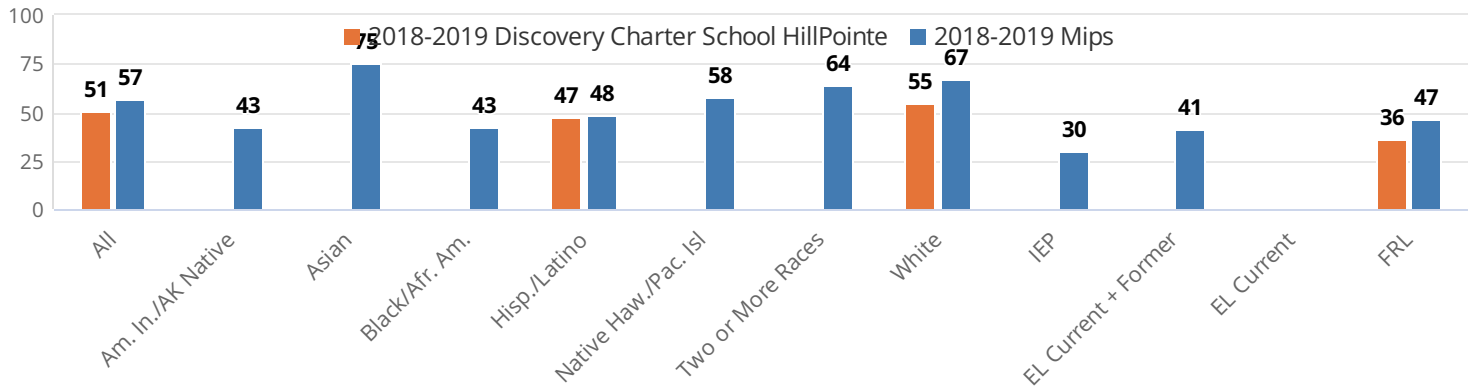


## Academic Achievement

### ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	50.6	60.1	57	53.2	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.2	74.1
Black/African American	-	40.8	42.6	-	40.5	39.6
Hispanic/Latino	47.2	51.1	48.2	50	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	-	63.7	64.4	-	67.1	62.6
White/Caucasian	55	66.7	67.4	55.5	65	65.7
Special Education	-	26.6	30	-	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.3	-	-	22.8	-
Economically Disadvantaged	36.2	45.3	46.8	37.5	40.4	44

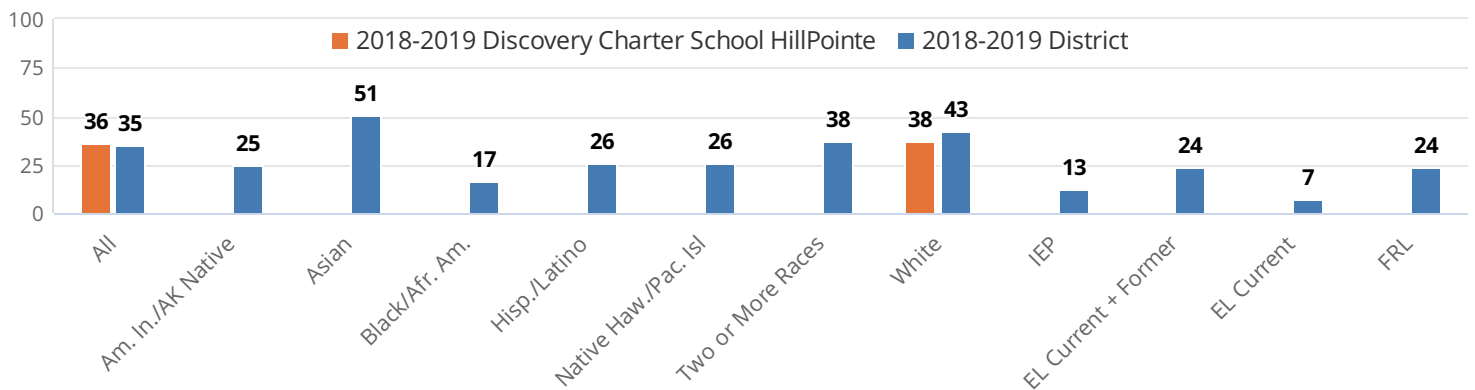
ELA Assessments  
% Proficient



### Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	36	34.7	25.6	35.3
American Indian/Alaska Native	-	25	-	9
Asian	-	50.5	-	49.2
Black/African American	-	16.6	-	14.6
Hispanic/Latino	-	25.8	-	22.5
Pacific Islander	-	26.1	-	32
Two or More Races	-	37.6	-	46.6
White/Caucasian	37.5	42.7	30.7	43.8
Special Education	-	12.5	-	19.4
English Learners Current + Former	-	24.1	-	15.2
English Learners Current	-	7.2	-	4.8
Economically Disadvantaged	-	23.8	-	17.3

Science Assessments  
% Proficient





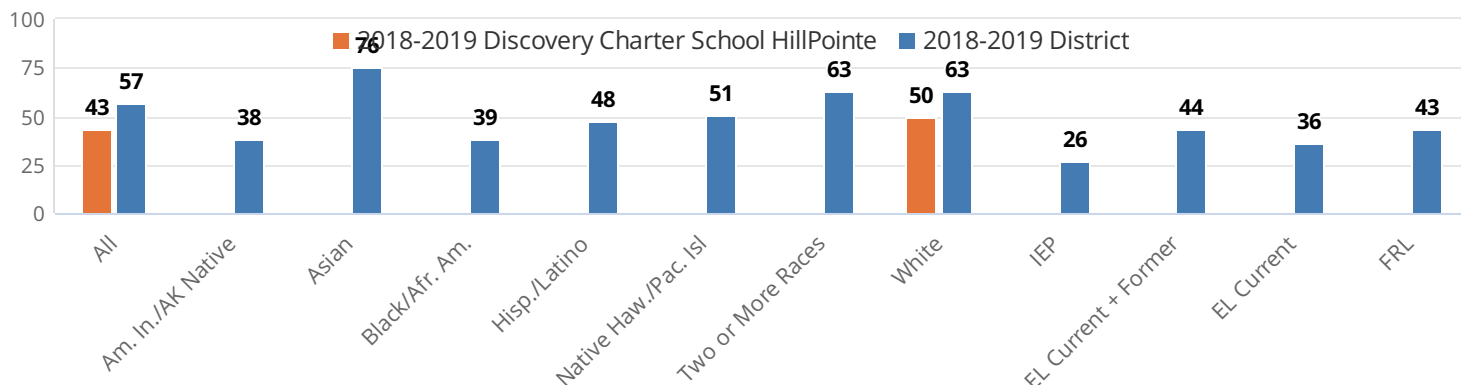
**Academic Achievement**

**Read by Grade 3 Proficient**

**Read by Grade 3 Points Earned: 3/5**

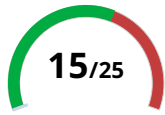
Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	43.2	56.7	53.8	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	-	75.7	-	74.5
Black/African American	-	38.5	-	34.2
Hispanic/Latino	-	47.5	-	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	-	63.1	-	64.3
White/Caucasian	50	62.6	66.6	62.6
Special Education	-	26.3	-	29.4
English Learners Current + Former	-	43.6	-	33
English Learners Current	-	36.1	-	21.8
Economically Disadvantaged	-	43.2	-	37.5

**Read by Grade 3 % Proficient**



The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40 <sup>th</sup> Percentile	Student Growth Score
2nd Grade	38	38
1st Grade	55.5	41
Kindergarten	N/A	N/A



## Academic Achievement

**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty: 0****Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	94%	94%	>=95%	>=95%
Special Education	-	-	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	-	-



## 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 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 SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the 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. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

## MGP Growth Data

Math MGP Points Earned: 10/10 ELA MGP Points Earned: 7/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	75	55	55	52	74	53	69.5	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	-	58	-	59	-	61.5	-	62
Black/African American	-	48	-	43.5	-	45	-	44
Hispanic/Latino	79	54	50	51	73	49	48	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	-	53	-	50	-	53	-	51.5
White/Caucasian	75	57	58	54	85	55	82	49
Special Education	-	51	-	42	-	49	-	40.5
English Learners Current + Former	-	59	-	53	-	49	-	52
English Learners Current	-	56	-	49	-	43.5	-	44
Economically Disadvantaged	77	53	62	47	-	46	-	46

## AGP Growth Data

Math AGP Points Earned: 7.5/7.5 ELA AGP Points Earned: 7.5/7.5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	69.7	49.7	64.2	59.7	62	48.6	65.5	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	-	66.4	-	73.5	-	69.9	-	70.7
Black/African American	-	30.1	-	43.5	-	28.8	-	41.3
Hispanic/Latino	81.7	43	63.6	54.2	53.8	37.8	46.1	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	-	50.2	-	59.3	-	51.2	-	60.7
White/Caucasian	73.9	56.1	65.2	65	67.5	53.7	72.9	58.7
Special Education	-	28.3	-	34.5	-	29.5	-	30.5
English Learners Current + Former	-	43.8	-	48.1	-	35.2	-	44.6
English Learners Current	-	34.7	-	37.6	-	23.3	-	32.2
Economically Disadvantaged	58.2	38.2	63.6	47.7	-	29.8	-	42.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



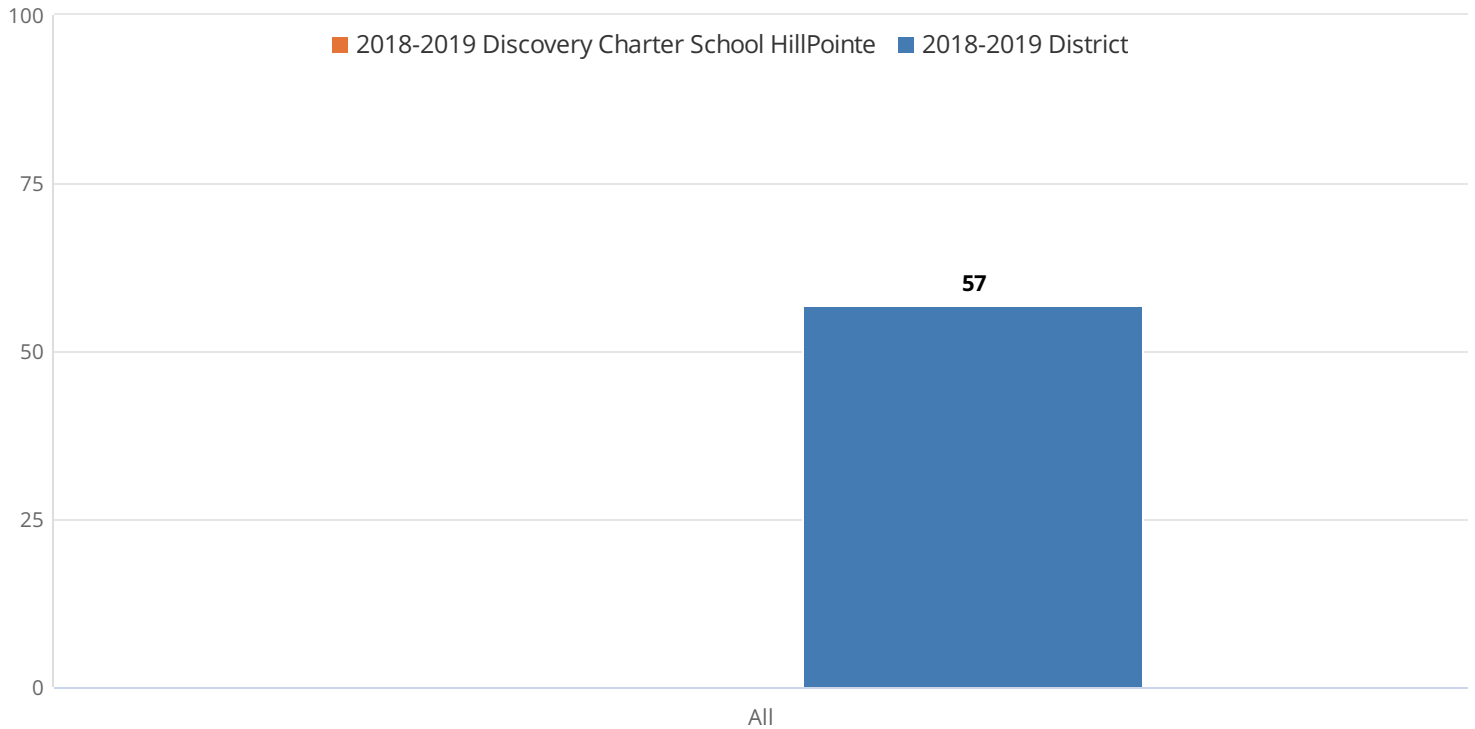
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs 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. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/NA

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	56.7	-	-	42.5

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



## Closing Opportunity Gaps

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 target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 10/10      ELA AGP Points Earned: 7/10**

Groups	2019		2019		2018		2018	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	52.2	27.8	45	39.2	56.2	27	61.5	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	-	38.5	-	52.3	-	48.6	-	53.5
Black/African American	-	20	-	26.5	-	16.5	-	30.3
Hispanic/Latino	-	26	-	37	-	22.6	-	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	-	27.3	-	36.2	-	31.1	-	41.3
White/Caucasian	-	32.2	-	45.7	60	31.5	68.4	38.7
Special Education	-	16.3	-	22.3	-	15.5	-	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	24.1	-	31.6	-	16.8	-	31.3
Economically Disadvantaged	-	23	-	32.2	-	20	-	29.8



**Student Engagement**

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. 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. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

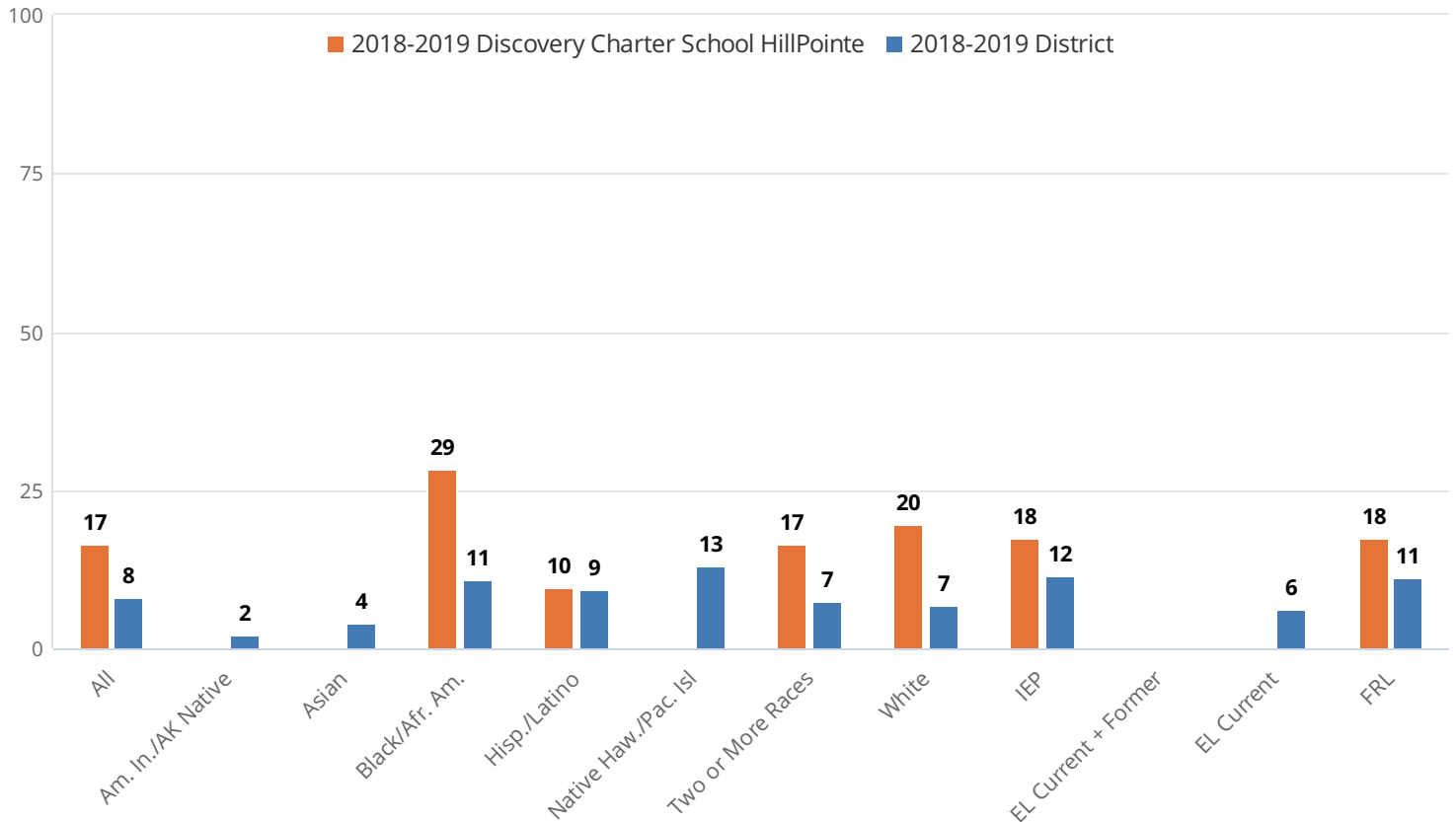
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 4/10**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	16.6	8	18.8	10.1
American Indian/Alaska Native	-	2.3	-	14.5
Asian	-	4.2	-	4.9
Black/African American	28.5	11	36.3	14.5
Hispanic/Latino	9.8	9.4	14.5	11.5
Pacific Islander	-	13	-	12.6
Two or More Races	16.6	7.4	28.5	9
White/Caucasian	19.5	6.9	15.5	9
Special Education	17.6	11.5	30.7	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	6.2	-	10.4
Economically Disadvantaged	17.6	11.1	12.5	15.9


**Reducing Chronic Absenteeism by 10% Points Earned: 1**

Chronic Absenteeism Rate (%)



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



<p><i>School Level:</i> Middle School</p> <p><i>Grade Levels:</i> OK-08</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 8941 Hillpointe Rd. Las Vegas, NV 89134</p>	 <p><b>70.5</b> Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>60% White</li> <li>13.8% BI/Afr Am</li> <li>18.3% Hisp/Latino</li> <li>1.5% Asian</li> <li>0% Am Ind/AK Nat</li> <li>0% Pac Isl</li> <li>6% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>87 ★★★★★</td> </tr> <tr> <td>2016-2017</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2017-2018	87 ★★★★★	2016-2017	N/A N/A	<p><b>Alternative Student Groups</b></p>  <p>Eng Lnrs</p> <p>Stud w/Disab</p> <p>Econ Disadv</p>
School Year	Index Score/Star Rating							
2017-2018	87 ★★★★★							
2016-2017	N/A N/A							

### What does my school rating mean?

**Four-Star school:** Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

### How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

### How are star ratings determined based on total index score?

- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★

### 2018-2019 School Performance

**17/25** **Academic Achievement Indicator**

Measure	School Rate	District Rate
Pooled Proficiency	43.7	50.2
Math Proficiency	32.7	42.6
ELA Proficiency	54.6	59.6
Science Proficiency	43.3	44.7

**N/A** **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	-	38.3

**24.5/30** **Student Growth Indicator**

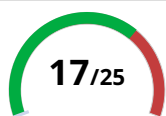
Measure	School Median	District Median
Math MGP	52	58
ELA MGP	71.5	56
	School Rate	District Rate
Met Math AGP Target	35.3	44.3
Met ELA AGP Target	59.6	61.3

**11/20** **Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met	11.4	21.8
Math AGP Target		
Prior Non-Proficient Met	29	32.7
ELA AGP Target		

\*\* Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

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 Smarter Balanced, Nevada Science, and Nevada Alternate 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). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

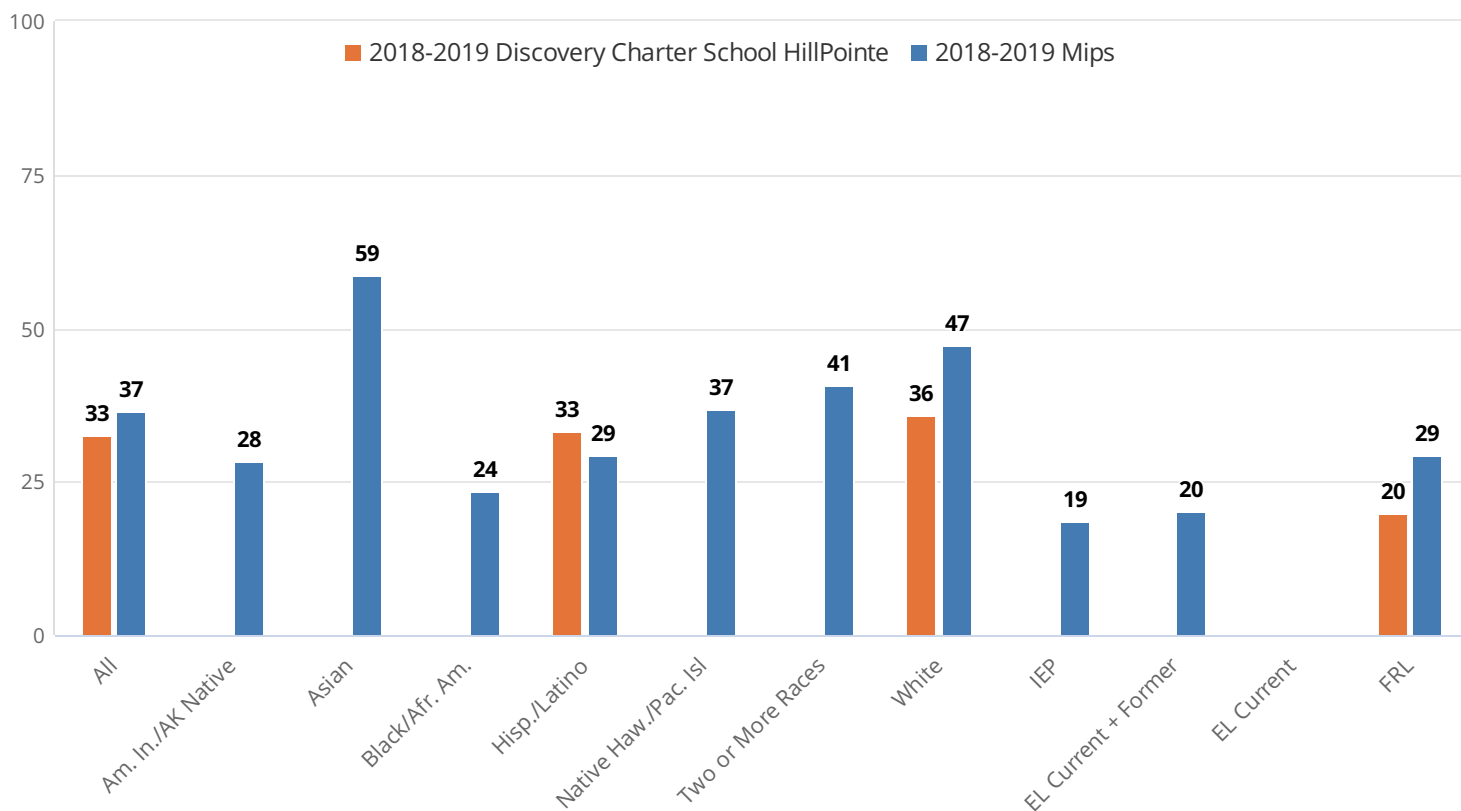
**Pooled Proficiency** **Pooled Proficiency Points Earned: 17/25**

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	43.7	50.2	48.2	46.3

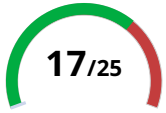
**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	32.7	42.6	36.5	39.6	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	-	24.1	23.5	-	17.7	19.5
Hispanic/Latino	33.2	31.8	29.3	30.7	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	-	47.2	40.6	-	41.5	37.5
White/Caucasian	35.7	51.2	47.1	48.7	44.4	44.4
Special Education	-	12	18.6	-	11.5	14.3
English Learners Current + Former	-	26.8	20.2	-	22.2	16
English Learners Current	-	12.5	-	-	8.5	-
Economically Disadvantaged	20	29	29.2	18.7	21.7	25.5

**Math Assessments  
% Proficient**



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

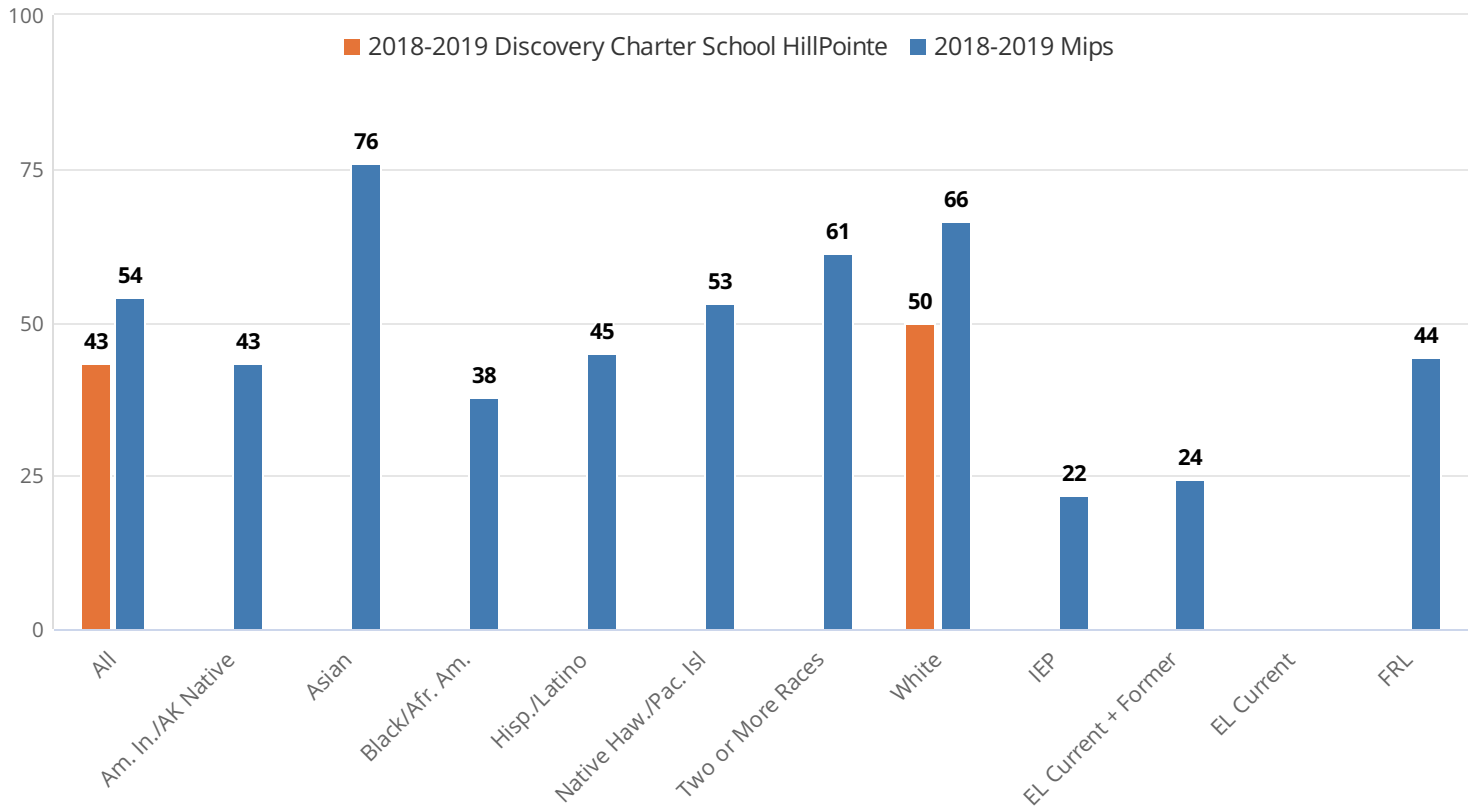


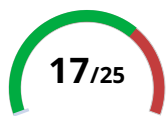
## Academic Achievement

### ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	54.6	59.6	54.1	49.2	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	-	40.1	37.8	-	38.4	34.5
Hispanic/Latino	58.2	50.2	45.1	46.1	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	-	61	59.2
White/Caucasian	66.5	67.7	66.3	56.1	63.5	64.6
Special Education	-	19.8	21.9	-	20.7	17.8
English Learners Current + Former	-	42.7	24.3	-	34.8	20.3
English Learners Current	-	22	-	-	15.8	-
Economically Disadvantaged	46.6	46.3	44.4	18.7	41.5	41.4

ELA Assessments  
% Proficient



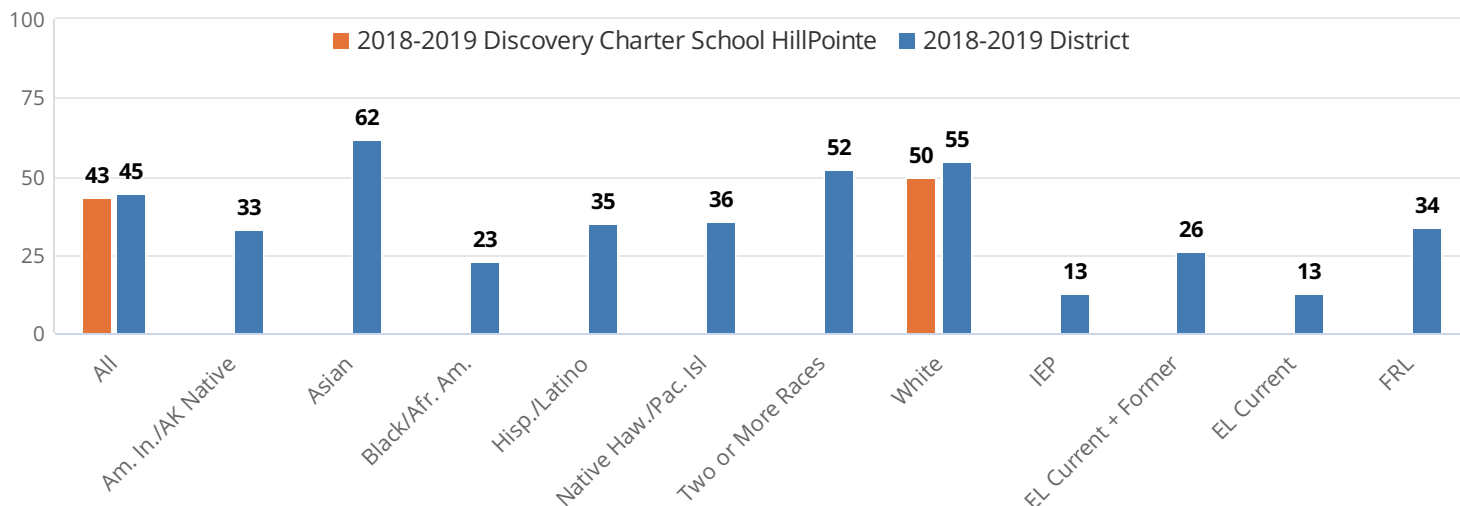


**Academic Achievement**

**Science Proficient**

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	43.3	44.7	76.5	45.2
American Indian/Alaska Native	-	33.2	-	38.1
Asian	-	62	-	62.2
Black/African American	-	23.1	-	25
Hispanic/Latino	-	35.2	-	34.9
Pacific Islander	-	35.7	-	42.8
Two or More Races	-	52.2	-	51.6
White/Caucasian	50	54.5	83.3	54
Special Education	-	13	-	14.6
English Learners Current + Former	-	26	-	25.7
English Learners Current	-	12.6	-	9.3
Economically Disadvantaged	-	33.7	-	30.7

Science Assessments  
% Proficient



**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty: 0**

**Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	-	-	-	-
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-



## 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 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 SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the 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.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

## MGP Growth Data

Math MGP Points Earned: 6/10

ELA MGP Points Earned: 10/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	52	58	71.5	56	85	52	66	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	-	63	-	57	-	62	-	62
Black/African American	-	53	-	51	-	45	-	50.5
Hispanic/Latino	52	59	80	57	88	54	47	52
Pacific Islander	-	63	-	57	-	51.5	-	49.5
Two or More Races	-	56	-	54	-	53	-	55
White/Caucasian	44	58	73.5	56	80.5	49	66.5	53
Special Education	-	55	-	55	-	44	-	50
English Learners Current + Former	-	64	-	64	-	59	-	54
English Learners Current	-	61	-	62	-	57	-	53
Economically Disadvantaged	49.5	59	52.5	57	56	53	28	52

## AGP Growth Data

Math AGP Points Earned: 4/5

ELA AGP Points Earned: 4.5/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	35.3	44.3	59.6	61.3	45.8	37.7	55.7	56.5
American Indian/Alaska Native	-	28.1	-	68.4	-	23.8	-	54.2
Asian	-	65.9	-	78.5	-	66.5	-	78
Black/African American	-	27.5	-	44.2	-	20.1	-	39.5
Hispanic/Latino	36.2	35.5	63.6	53.6	38.4	30.1	46.1	47.2
Pacific Islander	-	47.2	-	59.7	-	35.3	-	53.1
Two or More Races	-	47.1	-	66.2	-	42.7	-	61.3
White/Caucasian	36.7	51.8	73.5	68.4	52.5	44	65	62.2
Special Education	-	16.8	-	25.3	-	14.5	-	23.6
English Learners Current + Former	-	32.7	-	48.3	-	31.3	-	40
English Learners Current	-	17.3	-	28.1	-	14.8	-	20.1
Economically Disadvantaged	14.1	33.3	42.7	50.3	26.6	25.8	20	42.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



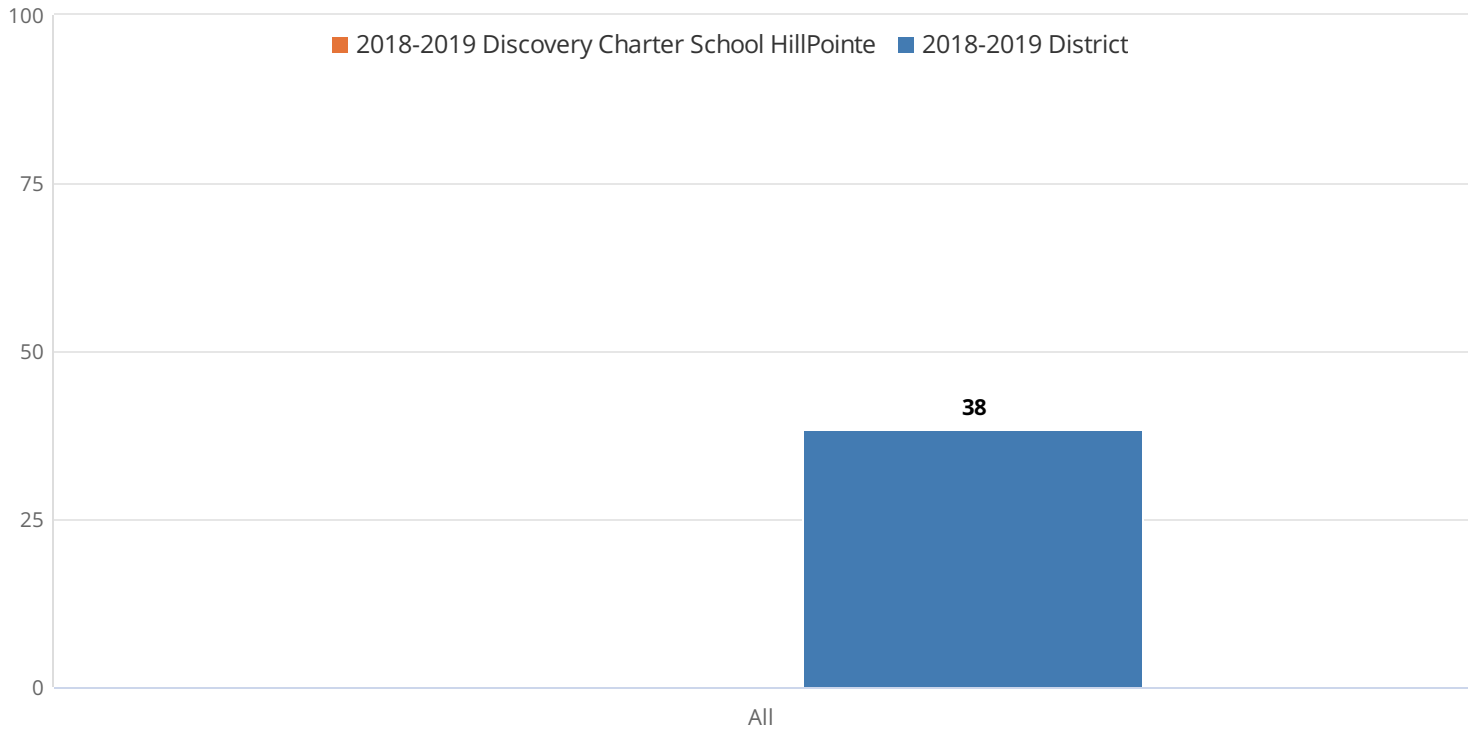
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	38.3	-	-	32.4

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>

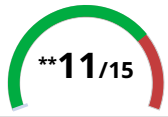


## Closing Opportunity Gaps

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 AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 4/10      ELA AGP Points Earned: 7/10**

Groups	2019		2019		2018		2018	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	11.4	21.8	29	32.7	30.4	19	40	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	-	28.6	-	40.2	-	35.6	-	44.6
Black/African American	-	15	-	22	-	10.9	-	23.3
Hispanic/Latino	-	21.5	-	31.1	20	17.1	-	23.6
Pacific Islander	-	21.1	-	23	-	19.5	-	23.3
Two or More Races	-	19.8	-	32.8	-	21	-	32
White/Caucasian	11	24.8	46.1	38.3	37.9	21.5	50	33.2
Special Education	-	9.6	-	16.8	-	6.4	-	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	12.5	-	22.1	-	13.8	-	16.8
Economically Disadvantaged	0	19.5	-	29.1	20	16	-	23.5



**Student Engagement**

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. 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. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect 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. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

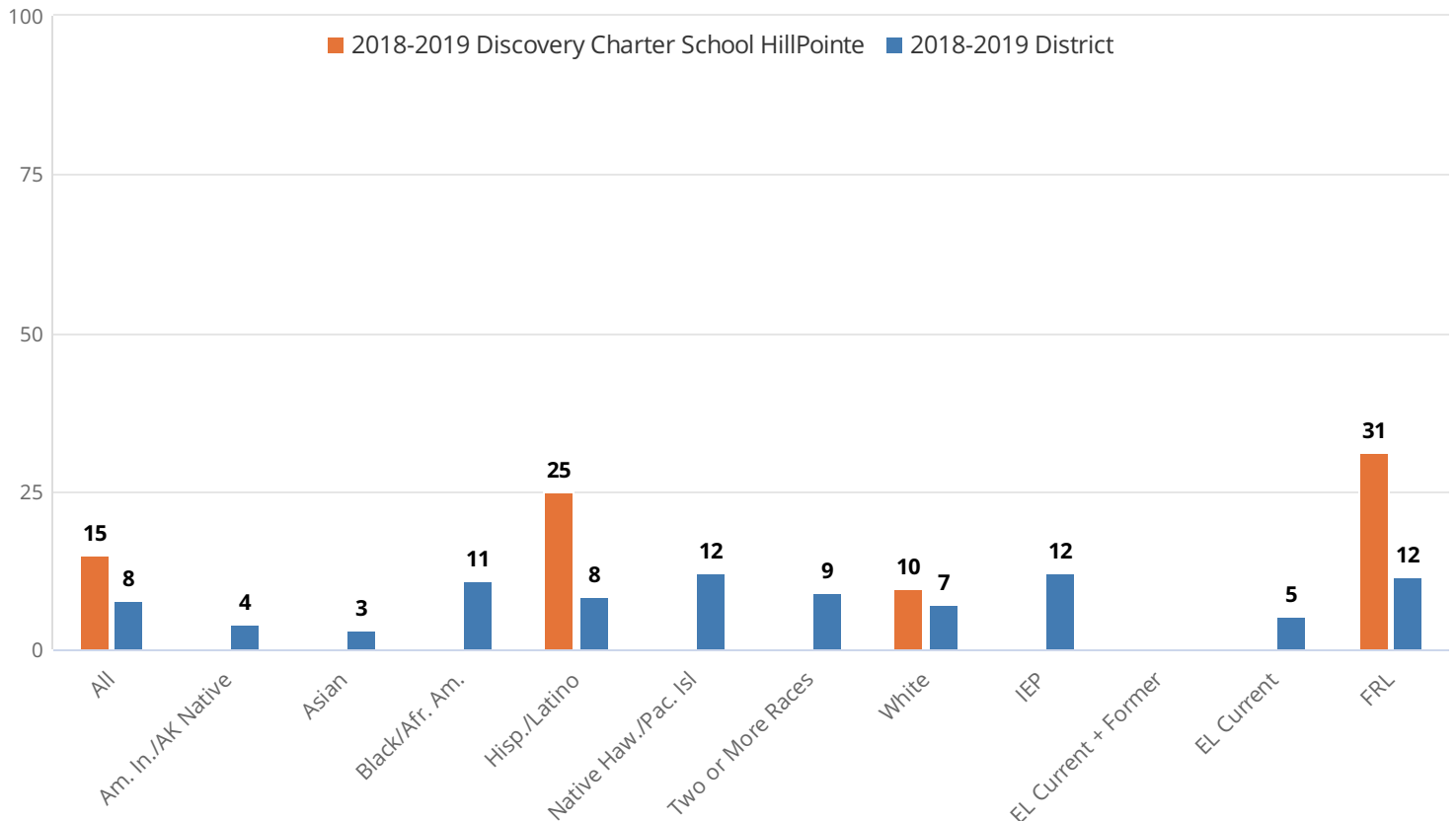
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 5/10**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	14.9	7.9	17.9	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	-	3	-	3.6
Black/African American	-	11	-	12.9
Hispanic/Latino	25	8.4	25	11.7
Pacific Islander	-	12	-	11.9
Two or More Races	-	8.9	-	12
White/Caucasian	9.6	7.2	19	10.9
Special Education	-	12.1	-	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	5.2	-	8.5
Economically Disadvantaged	31.1	11.5	18.7	14.3

Reducing Chronic Absenteeism by 10% bonus points: 1

**Chronic Absenteeism Rate (%)**







**Student Engagement**

**Academic Learning Plans**

**Academic Learning Plans Points Earned 2/2**

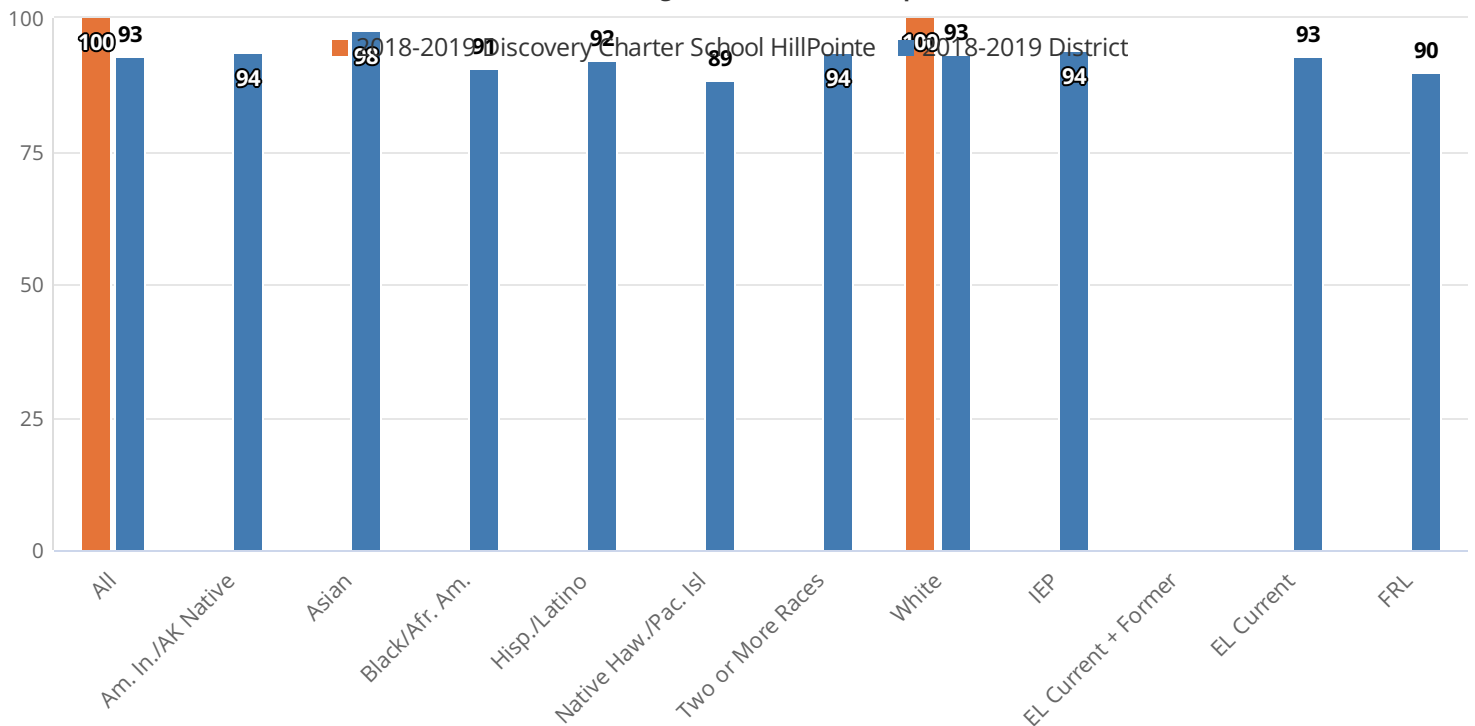
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	100	99.5	100	97.5
American Indian/Alaska Native	-	100	-	98
Asian	-	99.7	-	98.4
Black/African American	-	99.2	-	96.3
Hispanic/Latino	100	99.5	-	97.5
Pacific Islander	-	99.5	-	95.9
Two or More Races	-	99.7	-	97.3
White/Caucasian	100	99.4	100	97.8
Special Education	-	99.4	-	96.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	98.5	100	98.2
Economically Disadvantaged	100	99.4	100	98.2

**NAC 389.445 Credit Requirements**

**NAC 389.445 Credit Requirements Points Earned 3/3**

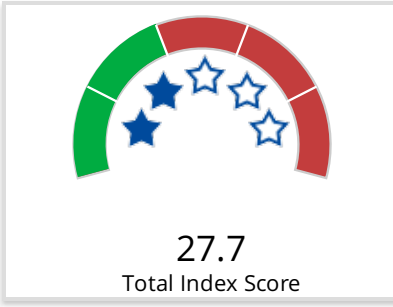
Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	100	92.7	88.2	91.5
American Indian/Alaska Native	-	93.7	-	85
Asian	-	97.9	-	99.4
Black/African American	-	90.5	-	85.4
Hispanic/Latino	-	92.2	-	89.4
Pacific Islander	-	88.5	-	91
Two or More Races	-	93.7	-	91.7
White/Caucasian	100	93.2	91.6	93.4
Special Education	-	93.9	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	92.7	-	85.6
Economically Disadvantaged	-	89.7	-	85.6

**% of Students Meeting 8th Grade Credit Requirements**

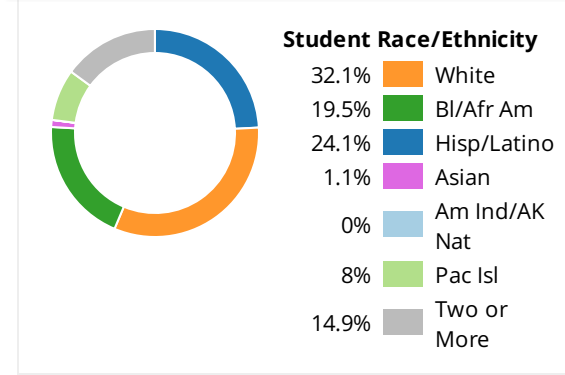


'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

*School Level:* Elementary School  
*Grade Levels:* OK-08  
*District:* State Public Charter School Authority  
*School Address:* 3883 E. Mesa Vista Way  
 Las Vegas, NV 89120

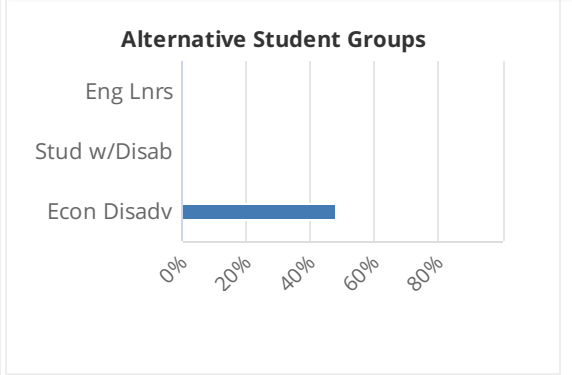


School Type: *Charter SPCSA*  
 School Designation: *No Designation*  
 95% Assessment Participation: *Met*



**School Performance History**

School Year	Index Score/Star Rating
2017-2018	53.1 ★★ ★
2016-2017	N/A N/A



### What does my school rating mean?

**Two-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.

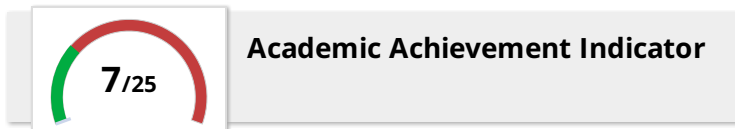
### How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

### How are star ratings determined based on total index score?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 67 ★★★
- At or above 67 and less than 84 ★★★★
- At or above 84 ★★★★★

### 2018-2019 School Performance

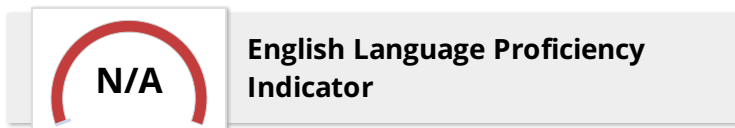


Measure	School Rate	District Rate
Pooled Proficiency	35.1	54
Math Proficiency	37.5	54.5
ELA Proficiency	40.6	60.1
Science Proficiency	10	34.7
Read-by-Grade-3 Proficiency	37.5	56.7

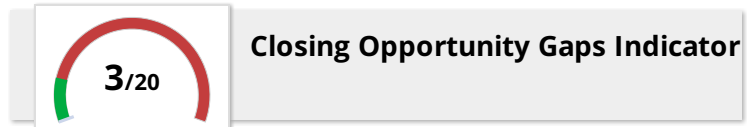


Measure	School Median	District Median
Math MGP	42.5	55
ELA MGP	57.5	52

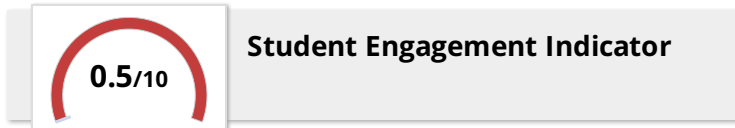
	School Rate	District Rate
Met Math AGP Target	21.3	49.7
Met ELA AGP Target	50	59.7



Measure	School Rate	District Rate
Met EL AGP Target	-	56.7

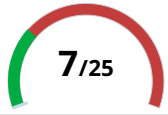


Measure	School Rate	District Rate
Prior Non-Proficient Met	0	27.8
Math AGP Target		
Prior Non-Proficient Met	30	39.2
ELA AGP Target		



Measure	School Rate	District Rate
Chronic Absenteeism	23.1	8
Climate Survey Participation	100	N/A

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

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 Smarter Balanced, Nevada Science, and Nevada Alternate 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). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

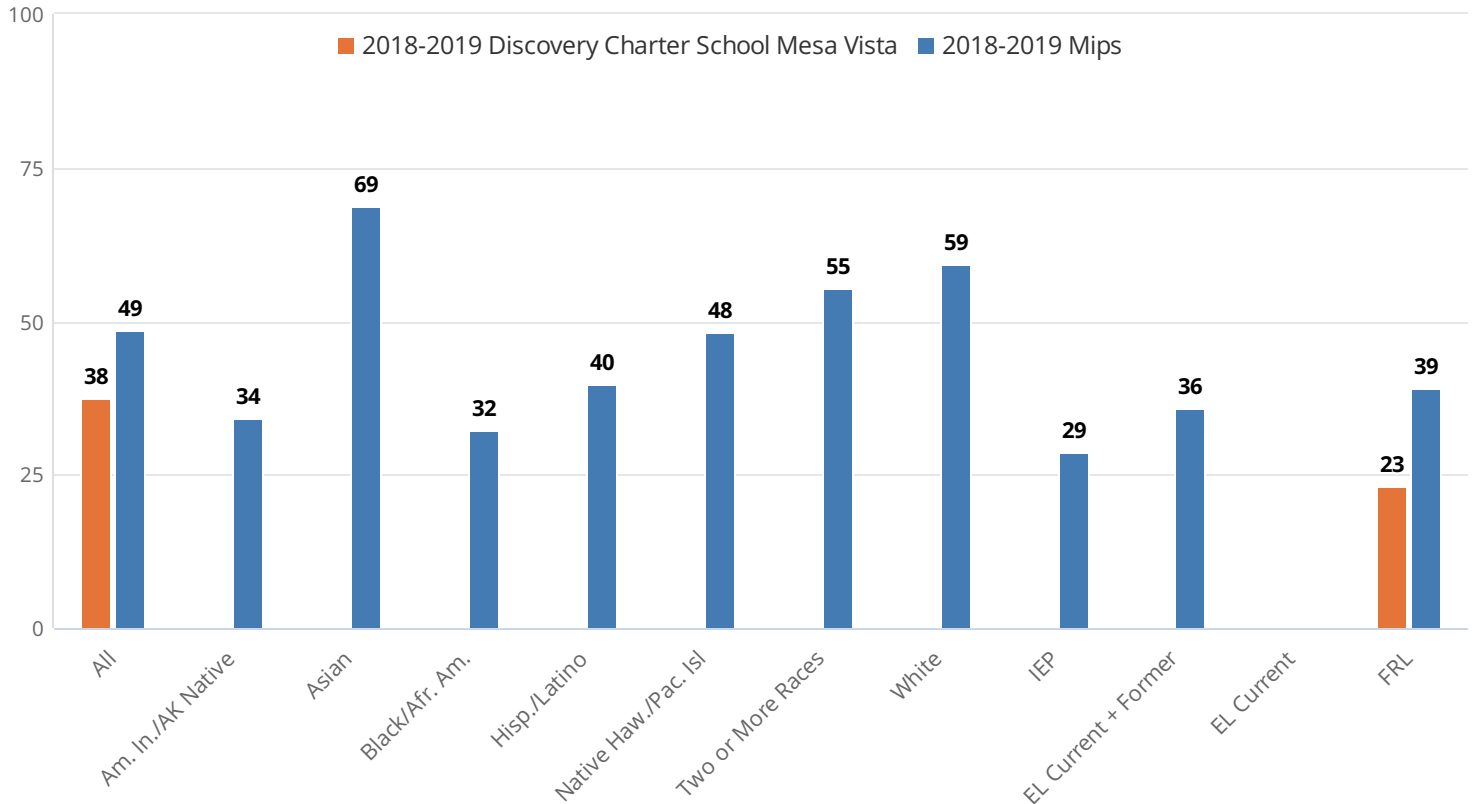
**Pooled Proficiency Points Earned: 5/20**

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	35.1	54	40.1	52.9

**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	37.5	54.5	48.5	36.7	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	-	75.2	67.2
Black/African American	-	31.3	32.3	-	30.6	28.8
Hispanic/Latino	-	44.6	39.6	8.3	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	-	58.2	55.3	-	59	52.9
White/Caucasian	-	62.2	59.3	52	61.1	57.2
Special Education	-	27.3	28.6	-	29.2	24.8
English Learners Current + Former	-	42.2	35.8	-	37.4	32.4
English Learners Current	-	32.3	-	-	25.5	-
Economically Disadvantaged	23	39.7	39	-	33.1	35.7

**Math Assessments  
% Proficient**



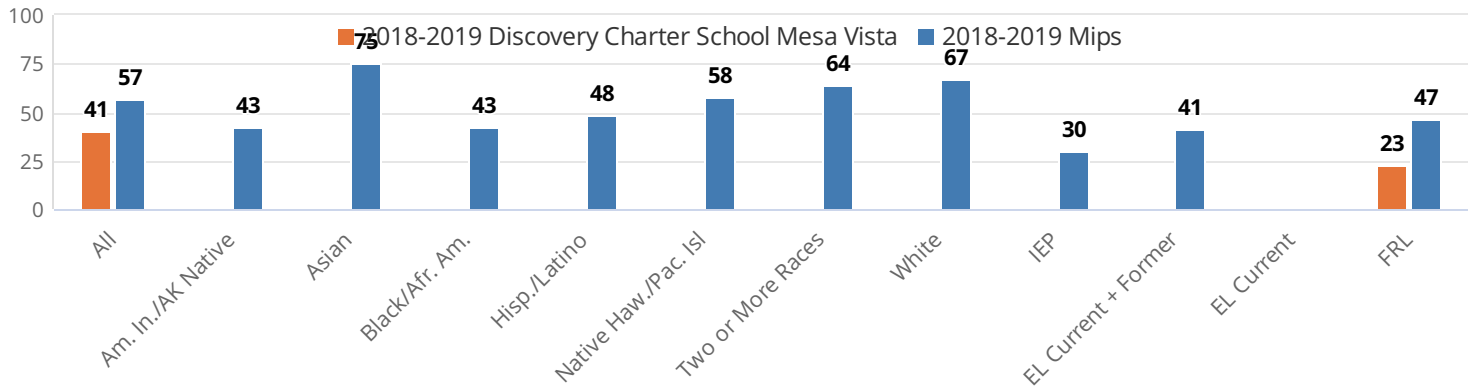


**Academic Achievement**

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	40.6	60.1	57	44.8	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.2	74.1
Black/African American	-	40.8	42.6	-	40.5	39.6
Hispanic/Latino	-	51.1	48.2	16.6	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	-	63.7	64.4	-	67.1	62.6
White/Caucasian	-	66.7	67.4	64	65	65.7
Special Education	-	26.6	30	-	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.3	-	-	22.8	-
Economically Disadvantaged	23	45.3	46.8	-	40.4	44

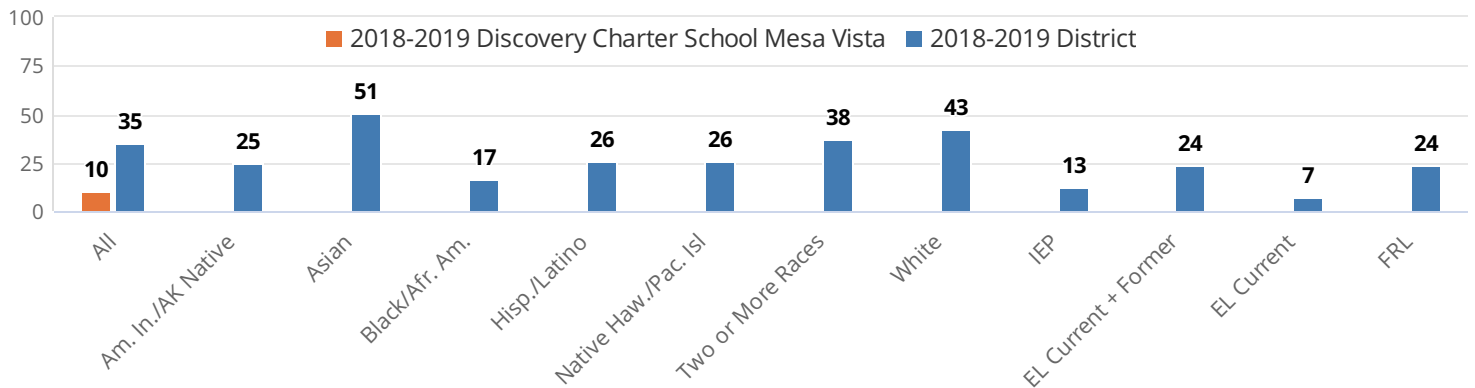
**ELA Assessments  
% Proficient**

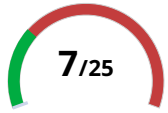


**Science Proficient**

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	10	34.7	37.5	35.3
American Indian/Alaska Native	-	25	-	9
Asian	-	50.5	-	49.2
Black/African American	-	16.6	-	14.6
Hispanic/Latino	-	25.8	-	22.5
Pacific Islander	-	26.1	-	32
Two or More Races	-	37.6	-	46.6
White/Caucasian	-	42.7	53.8	43.8
Special Education	-	12.5	-	19.4
English Learners Current + Former	-	24.1	-	15.2
English Learners Current	-	7.2	-	4.8
Economically Disadvantaged	-	23.8	-	17.3

**Science Assessments  
% Proficient**





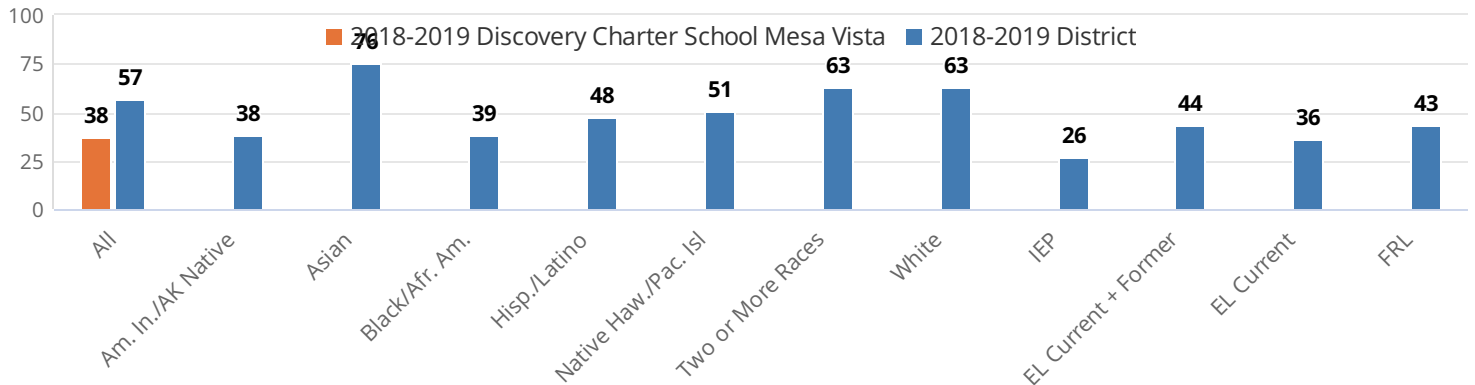
**Academic Achievement**

**Read by Grade 3 Proficient**

**Read by Grade 3 Points Earned: 2/5**

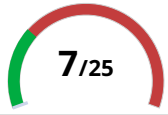
Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	37.5	56.7	30.7	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	-	75.7	-	74.5
Black/African American	-	38.5	-	34.2
Hispanic/Latino	-	47.5	-	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	-	63.1	-	64.3
White/Caucasian	-	62.6	-	62.6
Special Education	-	26.3	-	29.4
English Learners Current + Former	-	43.6	-	33
English Learners Current	-	36.1	-	21.8
Economically Disadvantaged	-	43.2	-	37.5

**Read by Grade 3 % Proficient**



The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40 <sup>th</sup> Percentile	Student Growth Score
2nd Grade	47	27
1st Grade	54.5	41
Kindergarten	N/A	N/A



## Academic Achievement

**Participation on State Assessments**

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty: 0****Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	-	-	-	-
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	>=95%	>=95%
Special Education	-	-	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-



## 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 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 SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the 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. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

### MGP Growth Data

**Math MGP Points Earned: 3/10**    **ELA MGP Points Earned: 7/10**

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	42.5	55	57.5	52	63	53	59.5	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	-	58	-	59	-	61.5	-	62
Black/African American	-	48	-	43.5	-	45	-	44
Hispanic/Latino	-	54	-	51	-	49	-	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	-	53	-	50	-	53	-	51.5
White/Caucasian	-	57	-	54	75.5	55	59.5	49
Special Education	-	51	-	42	-	49	-	40.5
English Learners Current + Former	-	59	-	53	-	49	-	52
English Learners Current	-	56	-	49	-	43.5	-	44
Economically Disadvantaged	-	53	-	47	-	46	-	46

### AGP Growth Data

**Math AGP Points Earned: 0.5/7.5**    **ELA AGP Points Earned: 4/7.5**

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	21.3	49.7	50	59.7	47.2	48.6	50	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	-	66.4	-	73.5	-	69.9	-	70.7
Black/African American	-	30.1	-	43.5	-	28.8	-	41.3
Hispanic/Latino	-	43	-	54.2	-	37.8	-	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	-	50.2	-	59.3	-	51.2	-	60.7
White/Caucasian	-	56.1	-	65	66.6	53.7	61.1	58.7
Special Education	-	28.3	-	34.5	-	29.5	-	30.5
English Learners Current + Former	-	43.8	-	48.1	-	35.2	-	44.6
English Learners Current	-	34.7	-	37.6	-	23.3	-	32.2
Economically Disadvantaged	-	38.2	-	47.7	-	29.8	-	42.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



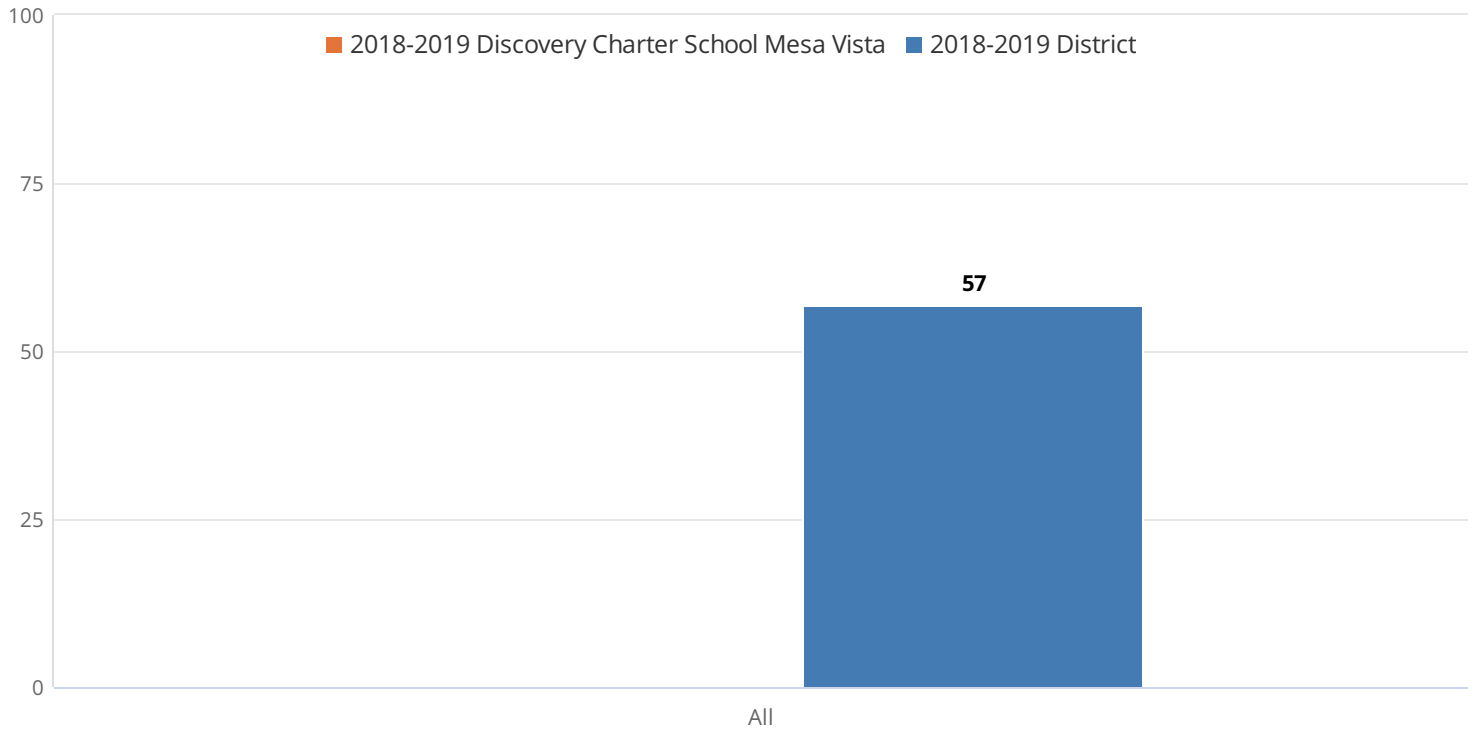
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs 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. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/NA

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	56.7	-	-	42.5

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.





## Closing Opportunity Gaps

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 target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 1/10      ELA AGP Points Earned: 2/10**

Groups	2019				2018			
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	0	27.8	30	39.2	32	27	22.7	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	-	38.5	-	52.3	-	48.6	-	53.5
Black/African American	-	20	-	26.5	-	16.5	-	30.3
Hispanic/Latino	-	26	-	37	-	22.6	-	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	-	27.3	-	36.2	-	31.1	-	41.3
White/Caucasian	-	32.2	-	45.7	54.5	31.5	-	38.7
Special Education	-	16.3	-	22.3	-	15.5	-	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	24.1	-	31.6	-	16.8	-	31.3
Economically Disadvantaged	-	23	-	32.2	-	20	-	29.8



**Student Engagement**

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. 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. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

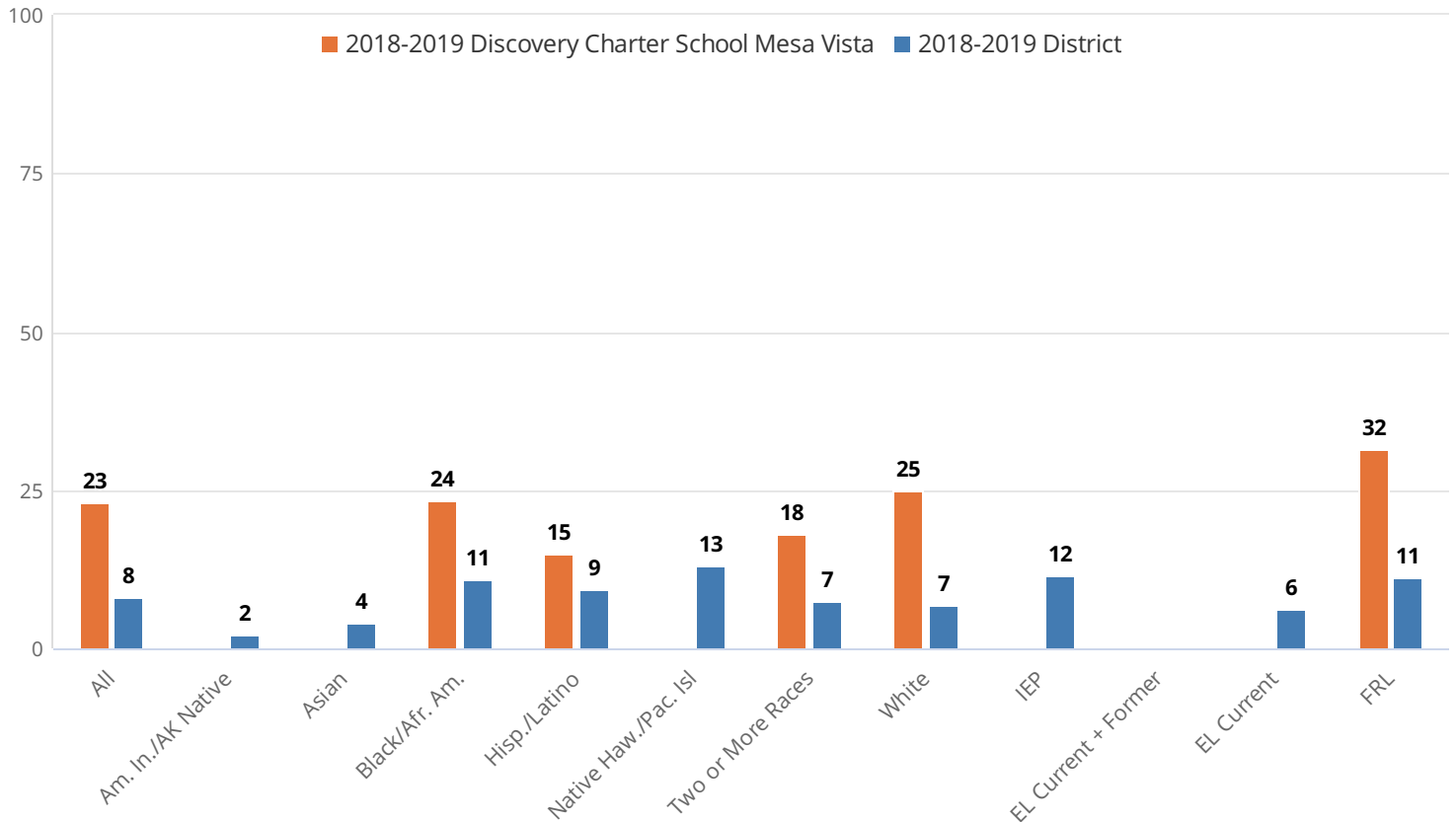
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 0.5/10**


Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	23.1	8	19.6	10.1
American Indian/Alaska Native	-	2.3	-	14.5
Asian	-	4.2	-	4.9
Black/African American	23.5	11	-	14.5
Hispanic/Latino	15	9.4	15.1	11.5
Pacific Islander	-	13	-	12.6
Two or More Races	18.1	7.4	14.2	9
White/Caucasian	25	6.9	20	9
Special Education	-	11.5	-	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	6.2	-	10.4
Economically Disadvantaged	31.5	11.1	16.6	15.9

**Reducing Chronic Absenteeism by 10% Points Earned: NA**

Chronic Absenteeism Rate (%)



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

<p><i>School Level:</i> Middle School</p> <p><i>Grade Levels:</i> OK-08</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 3883 E. Mesa Vista Way Las Vegas, NV 89120</p>	 <p><b>44.8</b> Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>40.6% White</li> <li>18.6% Bl/Afr Am</li> <li>18.6% Hisp/Latino</li> <li>0% Asian</li> <li>0% Am Ind/AK Nat</li> <li>12.5% Pac Isl</li> <li>9.3% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>72.5 ★★★★★</td> </tr> <tr> <td>2016-2017</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2017-2018	72.5 ★★★★★	2016-2017	N/A N/A	<p><b>Alternative Student Groups</b></p> <table border="1"> <thead> <tr> <th>Group</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Eng Lnrs</td> <td>0%</td> </tr> <tr> <td>Stud w/Disab</td> <td>0%</td> </tr> <tr> <td>Econ Disadv</td> <td>0%</td> </tr> </tbody> </table>	Group	Percentage	Eng Lnrs	0%	Stud w/Disab	0%	Econ Disadv	0%
School Year	Index Score/Star Rating															
2017-2018	72.5 ★★★★★															
2016-2017	N/A N/A															
Group	Percentage															
Eng Lnrs	0%															
Stud w/Disab	0%															
Econ Disadv	0%															

### What does my school rating mean?

**Two-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.


### How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

### How are star ratings determined based on total index score?

- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★


### 2018-2019 School Performance



**Academic Achievement Indicator**

9/25

Measure	School Rate	District Rate
Pooled Proficiency	30	50.2
Math Proficiency	16.6	42.6
ELA Proficiency	50	59.6
Science Proficiency	-	44.7



**Student Growth Indicator**

22.5/30


Measure	School Median	District Median
Math MGP	63.5	58
ELA MGP	54	56
	School Rate	District Rate
Met Math AGP Target	18.6	44.3
Met ELA AGP Target	62.5	61.3



**English Language Proficiency Indicator**

N/A

Measure	School Rate	District Rate
Met EL AGP Target	N/A	38.3



**Closing Opportunity Gaps Indicator**

1/20

Measure	School Rate	District Rate
Prior Non-Proficient Met	7.5	21.8
Math AGP Target		
Prior Non-Proficient Met	-	32.7
ELA AGP Target		

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

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 Smarter Balanced, Nevada Science, and Nevada Alternate 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). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Pooled Proficiency**

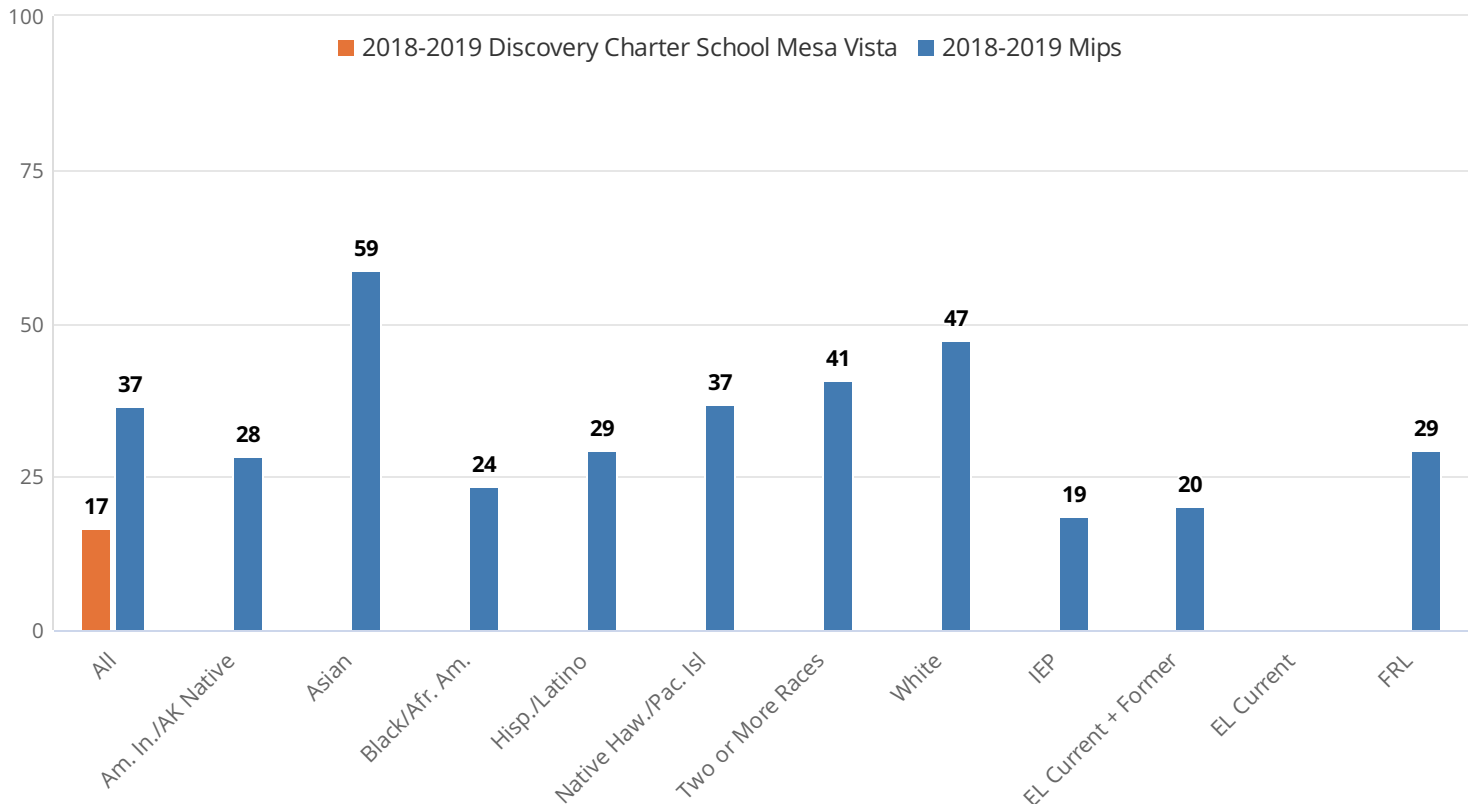
**Pooled Proficiency Points Earned: 9/25**

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	30	50.2	39.7	46.3

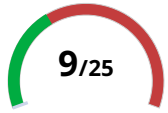
**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	16.6	42.6	36.5	23.5	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	-	24.1	23.5	-	17.7	19.5
Hispanic/Latino	-	31.8	29.3	-	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	-	47.2	40.6	-	41.5	37.5
White/Caucasian	-	51.2	47.1	33.3	44.4	44.4
Special Education	-	12	18.6	-	11.5	14.3
English Learners Current + Former	-	26.8	20.2	-	22.2	16
English Learners Current	-	12.5	-	-	8.5	-
Economically Disadvantaged	-	29	29.2	-	21.7	25.5

**Math Assessments  
% Proficient**



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

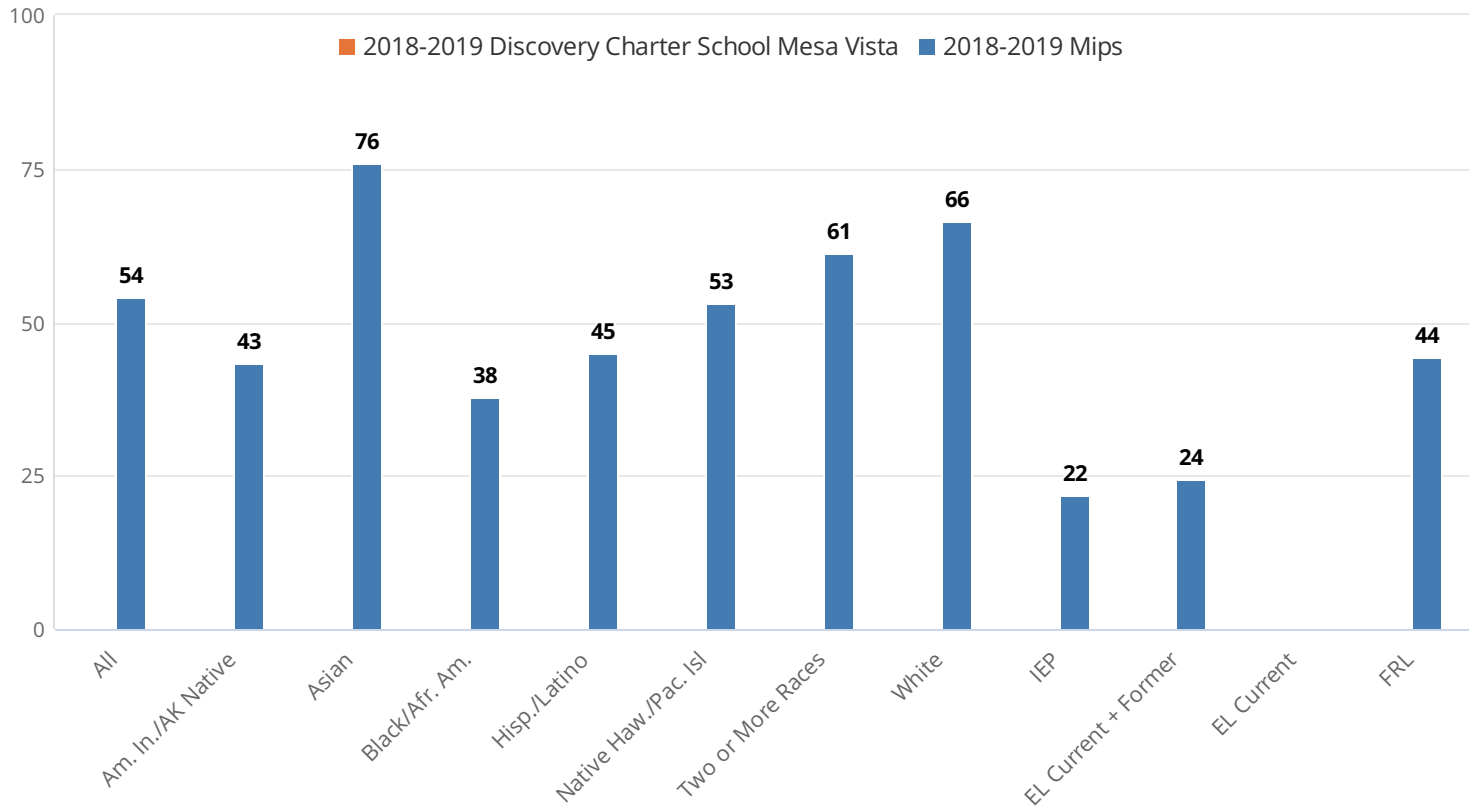


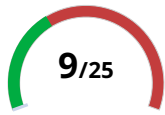
**Academic Achievement**

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	50	59.6	54.1	52.9	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	-	40.1	37.8	-	38.4	34.5
Hispanic/Latino	-	50.2	45.1	-	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	-	61	59.2
White/Caucasian	-	67.7	66.3	53.3	63.5	64.6
Special Education	-	19.8	21.9	-	20.7	17.8
English Learners Current + Former	-	42.7	24.3	-	34.8	20.3
English Learners Current	-	22	-	-	15.8	-
Economically Disadvantaged	-	46.3	44.4	-	41.5	41.4

**ELA Assessments  
% Proficient**



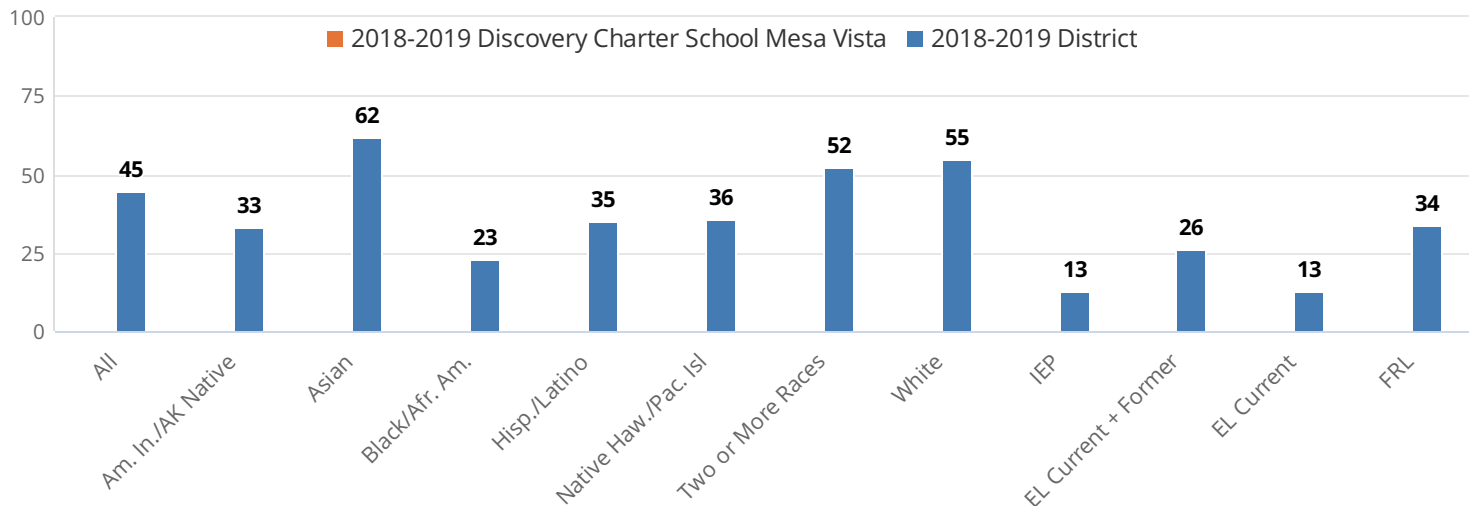


**Academic Achievement**

**Science Proficient**

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	-	44.7	50	45.2
American Indian/Alaska Native	-	33.2	-	38.1
Asian	-	62	-	62.2
Black/African American	-	23.1	-	25
Hispanic/Latino	-	35.2	-	34.9
Pacific Islander	-	35.7	-	42.8
Two or More Races	-	52.2	-	51.6
White/Caucasian	-	54.5	-	54
Special Education	-	13	-	14.6
English Learners Current + Former	-	26	-	25.7
English Learners Current	-	12.6	-	9.3
Economically Disadvantaged	-	33.7	-	30.7

Science Assessments  
% Proficient



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

**Participation Penalty: 0**

**Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	-	-	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	-	-	-	-
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	-	-	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-



## 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 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 SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the 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.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

## MGP Growth Data

Math MGP Points Earned: 9/10 ELA MGP Points Earned: 7/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	63.5	58	54	56	81	52	78	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	-	63	-	57	-	62	-	62
Black/African American	-	53	-	51	-	45	-	50.5
Hispanic/Latino	-	59	-	57	-	54	-	52
Pacific Islander	-	63	-	57	-	51.5	-	49.5
Two or More Races	-	56	-	54	-	53	-	55
White/Caucasian	-	58	-	56	81.5	49	78	53
Special Education	-	55	-	55	-	44	-	50
English Learners Current + Former	-	64	-	64	-	59	-	54
English Learners Current	-	61	-	62	-	57	-	53
Economically Disadvantaged	-	59	-	57	-	53	-	52

## AGP Growth Data

Math AGP Points Earned: 1.5/5 ELA AGP Points Earned: 5/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	18.6	44.3	62.5	61.3	32.2	37.7	64.5	56.5
American Indian/Alaska Native	-	28.1	-	68.4	-	23.8	-	54.2
Asian	-	65.9	-	78.5	-	66.5	-	78
Black/African American	-	27.5	-	44.2	-	20.1	-	39.5
Hispanic/Latino	-	35.5	-	53.6	-	30.1	-	47.2
Pacific Islander	-	47.2	-	59.7	-	35.3	-	53.1
Two or More Races	-	47.1	-	66.2	-	42.7	-	61.3
White/Caucasian	-	51.8	-	68.4	35.7	44	64.2	62.2
Special Education	-	16.8	-	25.3	-	14.5	-	23.6
English Learners Current + Former	-	32.7	-	48.3	-	31.3	-	40
English Learners Current	-	17.3	-	28.1	-	14.8	-	20.1
Economically Disadvantaged	-	33.3	-	50.3	-	25.8	-	42.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



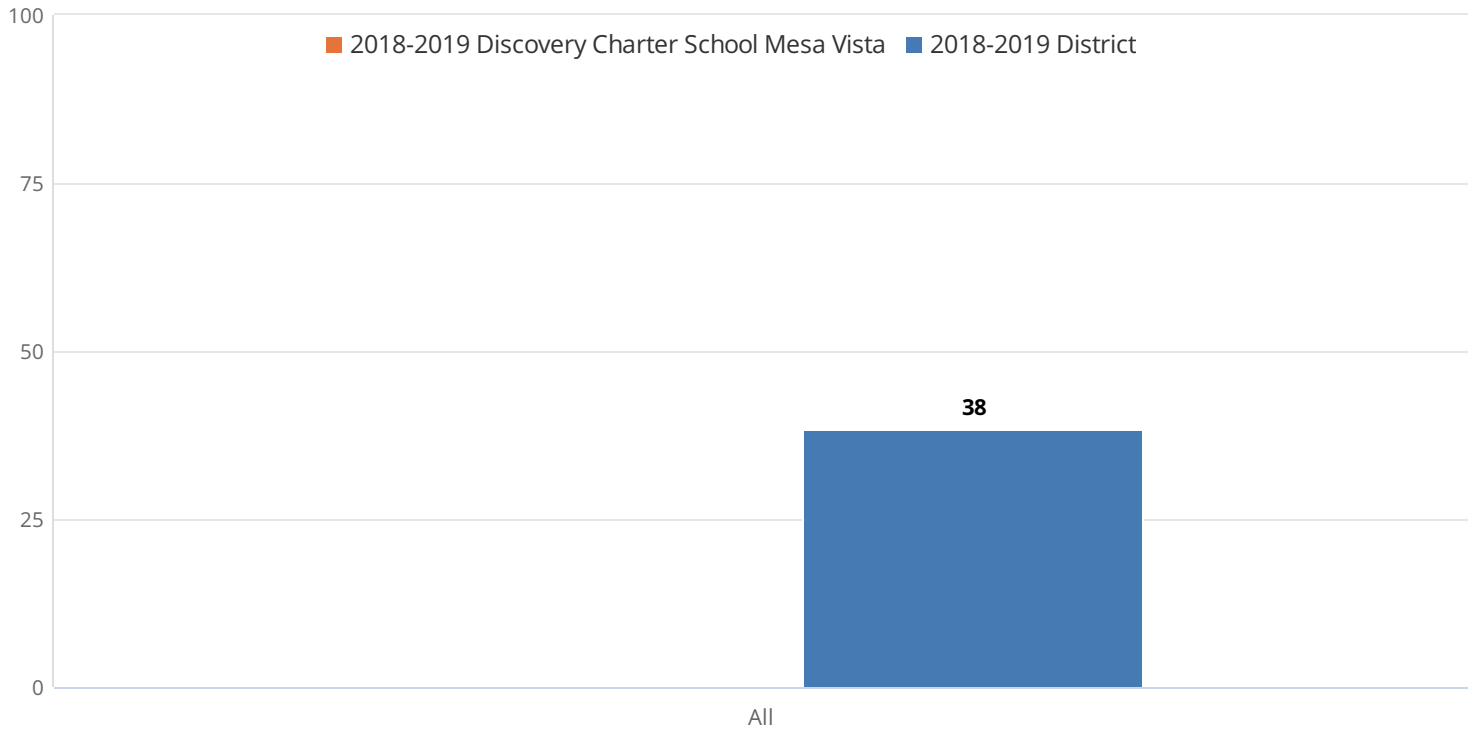
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	N/A	N/A	38.3	-	-	32.4

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>





## Closing Opportunity Gaps

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 AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

### Math AGP Points Earned: 1/10      ELA AGP Points Earned: NA/10

Groups	2019				2018			
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	7.5	21.8	-	32.7	16.6	19	42.1	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	-	28.6	-	40.2	-	35.6	-	44.6
Black/African American	-	15	-	22	-	10.9	-	23.3
Hispanic/Latino	-	21.5	-	31.1	-	17.1	-	23.6
Pacific Islander	-	21.1	-	23	-	19.5	-	23.3
Two or More Races	-	19.8	-	32.8	-	21	-	32
White/Caucasian	-	24.8	-	38.3	10	21.5	-	33.2
Special Education	-	9.6	-	16.8	-	6.4	-	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	12.5	-	22.1	-	13.8	-	16.8
Economically Disadvantaged	-	19.5	-	29.1	-	16	-	23.5



**Student Engagement**

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. 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. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect 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. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

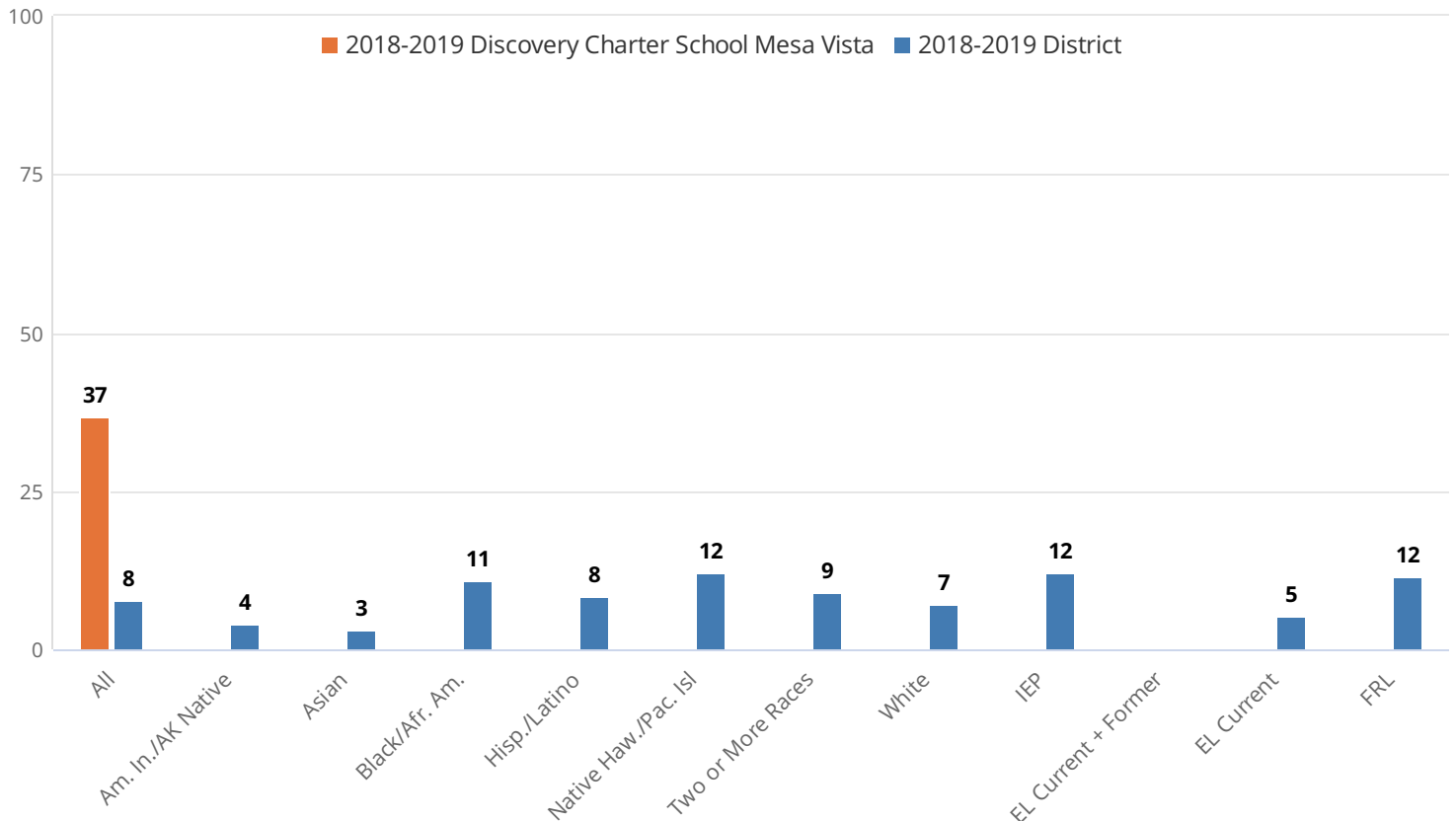
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 0/10**

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	36.7	7.9	27	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	-	3	-	3.6
Black/African American	-	11	-	12.9
Hispanic/Latino	-	8.4	25	11.7
Pacific Islander	-	12	-	11.9
Two or More Races	-	8.9	-	12
White/Caucasian	-	7.2	34.7	10.9
Special Education	-	12.1	-	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	5.2	-	8.5
Economically Disadvantaged	-	11.5	-	14.3

Reducing Chronic Absenteeism by 10% bonus points: NA

**Chronic Absenteeism Rate (%)**





**Student Engagement**

**Academic Learning Plans**

**Academic Learning Plans Points Earned 2/2**

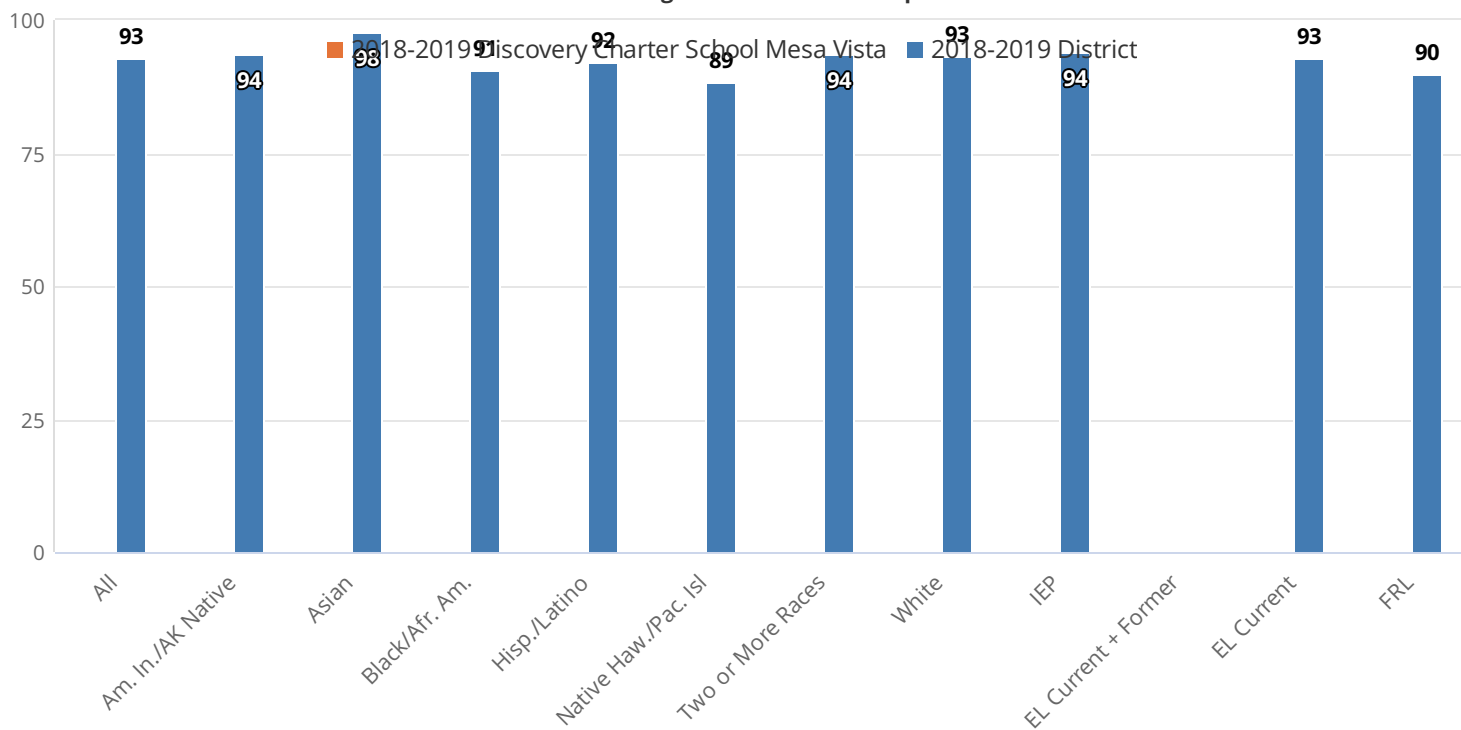
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	100	99.5	100	97.5
American Indian/Alaska Native	-	100	-	98
Asian	-	99.7	-	98.4
Black/African American	-	99.2	-	96.3
Hispanic/Latino	-	99.5	-	97.5
Pacific Islander	-	99.5	-	95.9
Two or More Races	-	99.7	-	97.3
White/Caucasian	-	99.4	-	97.8
Special Education	-	99.4	-	96.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	98.5	-	98.2
Economically Disadvantaged	-	99.4	-	98.2

**NAC 389.445 Credit Requirements**

**NAC 389.445 Credit Requirements Points Earned NA/3**

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	-	92.7	100	91.5
American Indian/Alaska Native	-	93.7	-	85
Asian	-	97.9	-	99.4
Black/African American	-	90.5	-	85.4
Hispanic/Latino	-	92.2	-	89.4
Pacific Islander	-	88.5	-	91
Two or More Races	-	93.7	-	91.7
White/Caucasian	-	93.2	-	93.4
Special Education	-	93.9	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	92.7	-	85.6
Economically Disadvantaged	-	89.7	-	85.6

**% of Students Meeting 8th Grade Credit Requirements**



'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

# Appendix B

## SITE EVALUATION REPORT

**Campus Name:** Discovery Prep. HillPointe Campus  
**Grade Levels:** K-5  
**School Leader:** Tricia Wilbourne  
**Purpose of Evaluation:** This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.  
**Conducted Date:** November 20, 2019  
**Conducted By:** Karen Gordon, Rebecca Feiden

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### SUMMARY OF SITE EVALUATION

#### School's Mission:

Discovery Charter School's mission is to promote a safe, nurturing environment which fosters student success through community involvement, progressive educational practices, and innovative use of technology.

Site Evaluation team members observed instruction in six classrooms. At times, the mission was observed in classrooms and on the campus. The team observed several instances of a safe and nurturing environment within classrooms and on the campus. There was far less evidence of the community involvement portion of the mission observed.

#### I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
<b>Creating an Environment of Respect and Rapport</b>	The team observed a wide variety of ratings and levels within classrooms. In some cases, the classrooms were respectful, and students displayed high levels of respect for each other and for learning. One classroom was considered, "Distinguished" because the students were encouraging each other and taking responsibility for being a part of the learning environment. In a few middle school classrooms, teachers were somewhat insensitive. For example, when one student was struggling the teacher loudly asked whether he needed to go to the resource room.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b> <b>Not Observed</b>
<b>Establishing a Culture for Learning</b>	There was a clear culture for learning in many of the classrooms. The students were committed to learning and were involved in activities as directed. These include items such as where to put things, what to do	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b>

	first second third. In other instances, particularly at the Middle School level, low expectations were exhibited and learning materials were not readily available for the lesson. In one classroom, students were instructed to take notes but only about half did and at no time did teachers check in on student note-taking.	Not Observed
Managing Classroom Procedures	There were mixed results in this area. Some of the teachers had clear procedures to follow within the classrooms such as using the bathroom, raising your hand, turn and talk, and putting away materials and transitioning to the next subject. In other classrooms, most frequently in the middle school, procedures for the beginning of class were not clear and it took several minutes for the class to begin.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Student Behavior	The results here were divided as well. In one set of classrooms there was no evidence of student misbehavior and teachers quickly, and respectfully redirected student behavior, oftentimes by praising the desired outcome of other students. However, in other classrooms there were several minor misbehaviors. For example, in one classroom two students were reminded several times to “stay with” the teacher but the students’ behavior did not change. In another classroom, the teacher asked students to work independently but said they could talk a little. However, students began talking a lot and the teacher tried to redirect the class but was unclear of what the expectations were. Students quieted down momentarily but then began talking again.	Distinguished Proficient Basic Unsatisfactory Not Observed

**II. INSTRUCTIONAL OBSERVATION**

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	For the most part teachers communicated clearly with students using an understandable language and tone of voice. In one case the teacher pointed out the learning target and it was posted in the classroom. In other classrooms the reason for the lesson was not as easy to distinguish. For example, in one English class, students were instructed to follow along with a movie of Romeo and Juliet but the purpose behind the lesson was not apparent.	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Questioning and Discussion Techniques	In general, teachers were asking relatively basic questions and not providing many opportunities for students to think critically or discuss the classroom	Distinguished Proficient Basic

	<p>topics with one another. For example, in a math classroom, students were completing a graphing exercise. While creative, this activity didn't provide avenues for students to explain their process and/or use mathematical vocabulary.</p>	<p>Unsatisfactory Not Observed</p>
<p><b>Engaging Students in Learning</b></p>	<p>In most classrooms, students were intellectually engaged in thoughtful activities. For example, in one fourth grade classroom, students worked in pairs to evaluate sample student work (made by the teacher) and served as detectives to see what the sample student did wrong. However, in some classrooms, content was less intellectually engaging. For example, in one classroom students were reviewing for a test by doing multiple choice group work. When questions were answered incorrectly, the teacher did not stop to have students explain or discuss.</p>	<p>Distinguished Proficient Basic Unsatisfactory Not Observed</p>
<p><b>Using Assessment in Instruction</b></p>	<p>In most cases, students were aware of what they should be doing and to some extent the expectations for their work. In most cases, teachers were monitoring the overall class performance. For example, most lesson plans were very high level, with limited to no identification of checks for understanding or high-order thinking questions embedded in lesson plans. In some classrooms, particularly at the middle school level students seemed unaware as to what was expected or what success looked like. This was evidenced both by the teachers' introduction to lessons and confusion among students. In addition, completion of lessons on iReady appear largely driven by extrinsic incentives as students could only speak to the reward they would get if they met their goal and not the learning they should accomplish.</p>	<p>Distinguished Proficient Basic Unsatisfactory Not Observed</p>

### III. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	At times, the mission was observed in classrooms and on the campus. The team observed several instances of a safe and nurturing environment. For example, during the morning meeting students shared with the class “something good” which appeared to have a positive impact on the classroom culture. The other portion of the mission statement, which includes community involvement, progressive educational practices, and innovative use of technology was less apparent.	Distinguished Proficient <b>Basic</b> Unsatisfactory Not Observed
Managing Schoolwide Procedures	In general, schoolwide procedures existed but were somewhat inconsistent. School arrival was orderly. Daily announcements conducted across both campuses creates a regular morning routine, regardless of Ms. Wilbourne’s physical location. However, middle school transitions between classes were largely disorganized. This may be somewhat impacted by the challenging space configuration. At two instances during transition students appeared to leave the classroom without acknowledgement from the teacher.	Distinguished Proficient <b>Basic</b> Unsatisfactory Not Observed
Maintaining a Safe Environment	In general, the school campus felt safe and students appeared to know expectations for school behavior and activities. School arrival was orderly and safe. However, at one point in the day a group of 5+ lower elementary students were observed outside of a classroom with no supervision and no clear direction. In addition, within the middle school, transitions between classes were largely disorganized. This may be somewhat impacted by the challenging space configuration. At two instances during transitions students appeared to leave the classroom without acknowledgement from the teacher. In addition, in at least one middle school classroom, attendance was not taken which could result in students being unaccounted for.	Distinguished Proficient <b>Basic</b> Unsatisfactory Not Observed



#### IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
Governing Board <sup>1</sup>	2	45
Parents/Families	8	45
Students	7	35
School Leadership	3	35
Staff	5	45

##### Governing Board:

- The Board focus group, with two members in attendance took place on November 19th, at the Sandhill campus.
- Board members discussed the fact that currently, Hillpointe's data and ratings are a little better than Sandhill's. However, the board articulated that anecdotally they believe that both schools are providing a good option for students, particularly those students that may be getting lost in larger, district schools.
- The board identified that the small N-size at Sandhill may have an impact on the data and ratings.
- Both board members articulated a belief that Discovery fills a niche for students outside of the mainstream either on the upper end or lower end.
- With regard to efforts to improve academic performance, board members articulated an interest in exploring additions to the school's program in the future related to STEM, robotics and social emotional learning, but shared that they were still getting the foundation in place.
- The board meets monthly and has decided to maintain that frequency until things are more stable following the transition from receivership.
- Board members stated that the chair works with the leader to draft agendas and includes any requests from other members.
- The board currently consists of five members, including two parents of students and this is commendable as parents are a fundamental stakeholder group.
- The board recently voted to approve updates to its bylaws.
- There are no formal committees in place currently, but there have been discussions regarding an audit committee and an education committee.
- Board members shared that they are still determining standing agenda items, but had regularly discussed budget, enrollment and preparing students for the SBAC.
- The board members shared that while the board is all new, they are a committed group of individuals.
- Several members of the board have experience with Open Meeting Law and others received recent training on the topic.
- Board identified an outstanding debt and issue related to prior PERS payments. While these issues are inherited, one board member spoke to specific plans to work

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<sup>1</sup> Two members of the five-member board participated. Quorum was not met, and Open Meeting Law was not violated.

with PERS to understand and resolve the debt. Currently there is a payment plan in place and the school is current on payments.

- One board member spoke about future plans for increasing engagement from families and the community.
- The board members also acknowledged that there may be a future need for fundraising and development.

#### Parents/Families:

- There were several themes for why parents had chosen to send their child to Discovery including:
  - Wanting a small school environment that would ensure students didn't fall through the cracks and could be monitored
  - Flexibility in curriculum, schedule, etc.
  - Small class sizes that would enable students to be individually challenged
  - An Individualized-student centered approach
- Parents reported that they saw themselves as a team with the school and teachers to help their child succeed
- Parents believe it is their job to be up-to-date and informed about how their child is doing and support at home as well as to support the school through volunteering, donating materials and donating money when possible.
- Parents believe that the school is an extension of the family and while there have been some ups and downs in the last few years, they are happy with the current direction.
- Several parents reported that teachers had worked to ensure their individual child was being challenged, particularly for students that are above grade level.
- One parent stated that they liked that there were multiple different ways students learned, such as projects.
- One parent stated that he was concerned about his child who struggles in certain content areas and whether all of the information was going over her head.
- With regard to communication, parents appreciate that the school is very responsive and communicative.
- Parents reported many different communication tools (email, weekly Hoot, Dojo, google classroom, etc.) and stated that it would be nice if things were centralized and streamlined, perhaps through the school's website, which could be updated more regularly and provide more long-term information
- Parents reported many opportunities to be involved: volunteering, events, etc.
  - Responsive staff
  - Recent positive progress
- Parents also identified a few things to consider changing or improving:
  - Sticking to a curriculum and not changing from year to year
  - Additional staffing support (this year school feels a little short staffed)
  - Facilities, particular ensuring that bathrooms are working
  - Safety of the middle school building and managing access during the day
  - Safety and procedures for arrival and dismissal

- Updating the student handbook
- Cleaning the school bus

**Students:**

- The students had several things they like about the school. One student commented, “I like the freedoms here compared with other public schools. There are fewer students in the classroom in general.” Another student said, “The teachers and students are respectful and kind to each other.” A student added, “Teachers are open to their students and they don’t ignore them.” One student put it this way, “I like how they aren’t over populated by students, and you can ask the teacher and get the help you may need.”
- Students were asked if they feel challenged, and generally speaking, indicated that they do feel classwork is demanding. One student commented, “I’m in 7th grade and I’m challenged by iReady but not necessarily in the classroom.” An elementary school student agreed with this sentiment, saying “I’m in 4th grade and in iReady I’m in 5th grade level and I’m on my grade level because i-ready is challenging.”
- Students were asked about safety and what they would do if they had a problem. They said they would go to their teachers, friends, parents, and principal. One student commented that he did not like the way the middle school classroom is located and feels that outsiders can easily access the building. This group of students did not seem to know about Safe Voice, however. One student knew about it from last year but did not know how to use it if need be.
- The student group explained that all students keep track of their progress using their own data folder. Individual student goals are set at the beginning of the year and students track their own progress toward completion of the goals. Students are offered an incentive for completing the goal such as a special field trip at the end of the school-year.

**School Leadership:**

- School leadership reported that parent involvement was one of the major challenges for overcoming student achievement obstacles.
- School leadership also pointed out that while many of the school’s resources and tools are online (google classroom, iReady) they did not have enough computers and teachers often must share.
- School leadership reported some issues with student behavior and stated that they were working to leverage positive relationships with students to improve behavior and enable more focus on learning.
- Leaders discussed the need to tighten up middle school stating that the systems are in place but there is a need for more concentration on RTI and effective use of data.
- One school leader shared information about a new program to support students with mathematical automaticity or mental math recall.
- As for communication, school leaders reported use of newsletters, email and meetings. In addition, leadership shared that they use less formal modes of communication such as impromptu meetings and text messages. In particular leaders emphasized that their aim is to be accessible to staff.

- Leaders shared that staff recruitment has not been an issue and that much of their recruitment has come through their networks and their teacher's networks. There has been limited teacher turnover and leaders are aware of people who are interested in seeking employment at the school.
- With regard to teacher evaluations, the process is just beginning. The process includes teachers selecting a date for the evaluation. After the evaluation, leadership meets with the teacher to discuss the report. Evaluations are split between two leaders, but leaders are frequently conducting observation together to make sure nothing is missed. At this time, walkthroughs are informal and have mostly been focused on consistency. Middle school was reported as a hot spot so far this year.
- With regard to data – the school uses the iReady diagnostic to form groups for small group instruction. The diagnostic is used three times per year. However, the growth check assessment is done monthly and can lead to more frequent adjustments in groupings.
- Staff are required to look at data at least every other week and may use their Friday PD time for this activity.
- Data is used to communicate with parents, particularly with parent-teacher conferences and every grade level has a spreadsheet with a column for data.
- For advanced students, they get advanced work on iReady and get extension work through small group work.
- Regarding the iReady diagnostic, the leadership is alerted if students rush through the assessment. When this occurs, students must retake the assessment, so they get a realistic data point for the student.
- Leaders stated that they would expect observes to see:
  - Kids being productive in classrooms
  - Teachers being attentive to kids and making sure they are moving along
  - Kids interacting – discourse, small groups, pairs
  - Kids engaged
  - Attention signals to get class back together

#### **School Staff:**

- Staff described the morale at the school as good. They said that the individual teachers get along with each other.
- The school leadership was thought to be encouraging and supportive. One teacher said that there is an “open-door policy” with all of the administrators and she felt it easy to reach out if need be.
- Teaching staff said they use data, especially from i-ready to form small groups, keep track of student progress, and communicate achievement levels to families.
- Teachers said they differentiate instruction by noticing how students learn. One teacher said she tries to determine if the child is a visual, auditory, or other type of learner and adapt instruction to meet student needs.
- The staff commented that professional development has met their needs. A Professional learning session on i-ready was said to be very helpful and insightful to all staff.
- When asked about the school-wide approach to discipline staff said they didn't see

any real big issues, but they felt that if they needed administrative support, it would be provided quickly.

- School staff said that they thought the buildings for the school were problematic in that the sinks and bathrooms are outdated and old and the janitorial services or cleanliness of the school could be improved upon.

## V. OVERALL STRENGTHS OF PROGRAM

1. Discovery Hillpointe is well liked by students, staff, and parents. In particular, the stakeholders indicated that they value the small school environment and small class-sizes. Several students said they appreciate the levels of individual attention at this school. There is consensus among many stakeholder groups that the school is moving in the right direction.
2. Students, families, and teachers expressed confidence in the school's Leadership Team and appreciate their open communication and responsiveness.
3. The school encourages teachers to "Loop" or automatically move to the next grade level with their class whenever possible. This is viewed as a positive strategy and the value is appreciated by teachers, parents, and students.
4. There are some teachers at this site who displayed master- level and distinguished teaching practices.
  - Our team observed a few teachers encouraging students to make material contributions to the representation of content. For example, students were invited to solve a math problem on the board in front of other students while the others worked independently on the problem. Then the teacher facilitated the whole group in checking the answer and the work. Afterwards the student was encouraged to pick another student to share and repeated the process.
  - In one classroom, very high levels of warmth and caring were reflected in both the teacher and students. Students took the initiative to support each other. This was apparent when one student became frustrated that he was not chosen to share. One classmate said, "I'm sorry your feelings are hurt but I hope you get a chance to share soon." When this student was eventually chosen to share, the classmates clapped and cheered for him. This is an example of students maintain high levels of civility among classrooms and is considered, distinguished per the rubric.
  - In this same room a student was asked to hand out tickets to students for positive behavior and therefore helped to be a part of creating the positive environment.

## VI. RECOMMENDATIONS

1. While the overall rating in many of the classroom rubric strands was "proficient" there are a few key areas for improvement:

- a. Systemically implement some of the essential formative assessment components to improve academic outcomes for students. This is important because daily feedback of what a student is learning is a critical component in student achievement.
  - b. Make a point of informing the students how their learning or criteria for success that day, will be evaluated. When students know they have accomplished or achieved the learning target, they will assume the responsibility for learning, hold their work and themselves to the highest standard.
  - c. Consider bolstering the lesson planning requirements to ensure that leadership can effectively monitor how teachers are planning to assess student learning on a day-to-day basis.
2. Continue to improve the consistency in culture and instruction in the middle school. In particular,
  - a. Work to make sure that each classroom has clear procedures and expectations in order to maximize instructional time.
  - b. Ensure that across all classrooms teachers are preparing rigorous lessons with activities and questions that will require higher-level thinking and thorough explanation.
3. Review school facility and safety plans
  - a. The middle school facility poses some logistical challenges that appear to be impacting class-to-class transitions and ultimately eating into classroom learning time. Consider improvements to the facility and/or changes to procedures to address these issues.
  - b. The middle school facility is physically separate from the main office and other buildings. The SPCSA recommends evaluating access policies and procedures to this building to ensure that students, teachers and families can feel confident in their safety.
  - c. Families reported challenges with the arrival and dismissal procedures. Consider improvements to the arrival and dismissal procedures and/or contacting the city of Las Vegas to identify other opportunities for improvement (ex. extending school zone)
4. Consider developing a more streamlined approach to communication setting staff-wide expectations for communicating regularly and having a more comprehensive website.
5. Now that the new board has met a few times on a regular basis, consider the following additional components:
  - a. Evaluate the school's mission and vision and work to ensure that they are the driving force for the school.
  - b. Create performance expectations and an evaluation process for the school leader(s)
  - c. Standing agenda items: (for example, student achievement, financial and personnel updates
  - d. Determine if additional committees should be formed
6. In a partnership between the school staff and the school board, consider re-writing the Mission Statement to better fit school goals.

7. Update the Special Education policy and procedure manual from 2017 that is currently in Epicenter. Make sure all leaders and special education teachers know where to locate this information.
8. Move the Mesa Vista MS students to Hillpointe MS at the beginning of the 2020 – 2021 school year. This timeline allows for a smooth transition to federal and state reporting such as NSPF star ratings and the Nevada Report Card. In September 2020, both Mesa Vista MS and Hillpointe MS will (1) receive an NSPF star rating for SY 19-20, provided they meet required n-sizes, and (2) have their SY 19-20 data reported on the Nevada Report Card. In September 2021, since Mesa Vista MS will have closed for the 20-21 SY, only Hillpointe MS will receive an NSPF star rating and have data reported on the Nevada Report Card.

## **VI. DEFICIENCIES**

There were no deficiencies identified for any of the Discovery Charter School campuses during the evaluations.



PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE<sup>2</sup>

Name of School: Discovery Prep. Hillpointe

School Year **2018-2019** Nevada School Performance Framework Rating(s) (NSPF)

**Elementary School 4 of 5 stars  
Middle School 4 of 5 stars**

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
50.6 %	54.6%	53.2%	32.7%
Elementary	Middle	Elementary	Middle

High School Data

Graduation Rate: N/A	Average ACT Composite: N/A
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# Appendix C

## SITE EVALUATION REPORT

**Campus Name:** Discovery Charter School – Sandhill Campus  
**Grade Levels:** K-5  
**School Leader:** Tricia Wilbourne  
**Purpose of Evaluation:** This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.  
**Conducted Date:** November 19, 2019  
**Conducted By:** Karen Gordon, Rebecca Feiden

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### SUMMARY OF SITE EVALUATION

#### School's Mission:

Discovery Charter School's mission is to promote a safe, nurturing environment which fosters student success through community involvement, progressive educational practices, and innovative use of technology.

Site Evaluation team members observed instruction in seven classrooms. The mission was observed in classrooms and on the campus. The team observed several instances of a safe environment. For example, the use of student's first names, and students expressing their concerns and thoughts to adults was a common occurrence. The other portion of the mission statement, which includes community involvement, progressive educational practices, and innovative use of technology was less apparent.

#### I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	Student/Teacher interactions were warm and positive. During morning announcements, observers saw a teacher joking with students about dressing up as Santa Claus. During classroom instruction teachers provided positive reinforcement to students and positive narration.	Distinguished Proficient Basic Unsatisfactory Not Observed
Establishing a Culture for Learning	There was a wide range of levels observed in this area. While almost all students were on task in all classrooms, in several cases, students could not articulate what they were learning or trying to achieve. This was particularly apparent in classrooms where students were working on tablets or computers in blended programs. One student was asked why they were working on a program and the	Distinguished Proficient Basic Unsatisfactory Not Observed

	student responded, “so that we can go on our end of year trip.”	
<b>Managing Classroom Procedures</b>	All classrooms had established classroom procedures. In one classroom, students transitioned quickly from one writing exercise to sitting on the carpet to introduce a new lesson seamlessly. In another classroom, students were asked to move from morning snack to blended work and at their own paces, got logged on and began work independently with limited need for teacher support or direction.	<b>Distinguished</b> <b>Proficient</b> Basic Unsatisfactory Not Observed
<b>Managing Student Behavior</b>	Very few students were off task or in need of redirection. In a few cases, teachers quickly reminded students of the expectations and respectfully redirected individual students.	<b>Distinguished</b> <b>Proficient</b> Basic Unsatisfactory Not Observed

**II. INSTRUCTIONAL OBSERVATION**

<b>Instructional Observation</b>	<b>Evidence Observed</b>	<b>School-wide Rating</b>
<b>Communicating with Students</b>	Teachers communicated with students in a clear and understandable manner. The overall level at the school could be improved by making sure students understand the purpose for learning during the instructional time. Students can set their own purpose for learning and gauge themselves on how they are achieving the learning target.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> Unsatisfactory Not Observed
<b>Using Questioning and Discussion Techniques</b>	There were many instances of teachers using varied questioning and discussion techniques across the campus. One example that was observed was turn to your shoulder partner and ask a question and listen for a response. In upper grade classrooms the students were sharing their ideas and perspectives on a topic.	<b>Distinguished</b> <b>Proficient</b> Basic Unsatisfactory Not Observed
<b>Engaging Students in Learning</b>	Engagement levels within all classrooms observed were between 90% to 100% engagement. Strategic pacing, use of movement, discussion, and a variety of learning activities were observed.	<b>Distinguished</b> <b>Proficient</b> Basic Unsatisfactory Not Observed
<b>Using Assessment in Instruction</b>	There were many examples of teachers using assessment in instruction. This included a teacher asking a student by name to respond, listening for whole group response, and teachers reacting one-on-one to scaffold, model, or re-explain content.	<b>Distinguished</b> <b>Proficient</b> Basic Unsatisfactory Not Observed

### III. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
<b>Mission driven operations</b>	The mission was observed in classrooms and on the campus. The team observed several instances of a safe and nurturing environment. For example, the use of student’s first names, and students expressing their concerns and thoughts to adults was a common occurrence. The other portion of the mission statement, which includes community involvement, progressive educational practices, and innovative use of technology was less apparent.	Distinguished Proficient <b>Basic</b> Unsatisfactory Not Observed
<b>Managing Schoolwide Procedures</b>	There were several school-wide procedures observed. These include recess monitoring and behavior, entering, exiting, and eating lunch, and walking from classroom to classroom.	Distinguished <b>Proficient</b> Basic Unsatisfactory Not Observed
<b>Maintaining a Safe Environment</b>	The SPCSA team observed no incidents of unsafe behavior. Classrooms and common areas are maintained in an orderly and safe manner.	Distinguished <b>Proficient</b> Basic Unsatisfactory Not Observed

#### IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
Governing Board <sup>1</sup>	2	45
Parents/Families	5	45
Students	7	35
School Leadership	2	35
Staff	4	45

##### Governing Board:

- Board members discussed the fact that currently, Hillpointe's data and ratings are a little better than Sandhill's. However, the board articulated that anecdotally they believe that both schools are providing a good option for students, particularly those students that may be getting lost in larger schools. The board did identify that the small N-size at Sandhill may have an impact on the data and ratings for that campus, and that they are continuing to monitor all data closely. One board member spoke about the RTI process for identifying students who need additional supports.
- Both board members articulated a belief that Discovery fills a niche for students outside of the mainstream either on the upper end or lower end.
- Regarding efforts to improve academic performance, board members articulated an interest in exploring additions to the school's program in the future related to STEM, robotics and social emotional learning, but shared that they were still getting the foundation in place.
- The board meets monthly and has decided to maintain that frequency until things are more stable following the transition from receivership.
- Board members stated that the chair works with the leader to draft agendas and includes any requests from other members.
- The board currently consists of five members, including two parents of students which is important as parents are critical stakeholders in the education of students.
- The board recently voted to approve updates to its bylaws and this is an example of the board taking action on important items such as the bylaws.
- There are no formal committees in place currently, but there have been discussions regarding an audit committee and an education committee.
- Board members shared that they are still determining standing agenda items, but had regularly discussed budget, enrollment and preparing students for the SBAC.
- The board members shared that while the board is all new, they are a committed group of individuals.
- Several members of the board have experience with Open Meeting Law and others received recent training on the topic.
- The Board identified an outstanding debt and issue related to prior PERS payments. While these issues are inherited, one board member spoke to specific plans to work

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<sup>1</sup> Two members of the five-member board participated. Quorum was not met, and Open Meeting Law was not violated.

with PERS to understand and resolve the debt. Currently there is a payment plan in place and the school is current on payments.

- One board member spoke about future plans for increasing engagement from families and the community.
- The board members also acknowledged that there may be a future need for fundraising and development.

#### Parents/Families:

- There were several key strengths that parents identified about the school:
  - Small class sizes and small school environment
  - A strong community orientation
  - Partnership with teachers and school leadership
  - A focus on kindness such as lessons and teachers modeling this for students.
  - Personalized approach which allows each student to be seen and heard.
- Parents expressed that they were an extension of the school. School doesn't end at the door of the school, rather parents should know what students are working on and encourage them at home.
- In addition, parents articulated a belief that they should partner with the school and teachers
- Many parents appreciated the use of Dojo for communication, though some expressed concern that it was inconsistently used.
- Most parents reported feeling like their child was challenged most of the time. There was consensus that there had been recent improvements in this area.
- Parents shared that they can keep tabs on student's learning through 3-month progress reports and iReady/ST Math.
- Some parents shared that they would appreciate more verbal communication and that they preferred text communication to paper flyers.
- Some parents reported volunteering and expressed appreciation for a recent move by the school to bring parent engagement back as a focus.
- Parent's expressed appreciation and respect for school leadership which is important as a new leader is in place this school year.
- One parent described getting tools and resources (ex. videos) to support learning at home.
- Parents shared that they like iReady and iMath because they can see their students' progress.
- All parents said that their children love the school and look forward to attending and that is very important to them.
- Parents expressed concern that recess, and lunch are not long enough for students to eat and to exercise.
- One parent expressed concern that when his/her child had an issue with a teacher the leadership did not really listen to his/her concerns. Though the issue has subsided, he/she did not feel listened to.
- Parents identified a few things to potentially improve on or change:
  - Fundraising for new playground equipment

- More sports and music opportunities
- Opportunities to bring computers home to work on
- Opportunities for more project-based learning
- One parent expressed that he/she had attended board meetings and appreciated that opportunity as well as the school's initiative to make them available over Facebook live.

#### **Students:**

- Students reported liking many things about the school. These include student council, lunch, computers, and getting to do ST math and i-ready. The students participating in Student Council say that they are working on a drive to collect items for homeless people.
- When students were asked if they were challenged in their classrooms, students commented, "Its challenging because we have to write a paragraph or a question." Another student added, "I like [the material and coursework] harder and you get to experience what it feels like when something is hard. I like the experience." A third student commented that, "I have a bit of a challenge in math and the computer learning is ready, challenging, and can be fun or challenging. A student summed it up saying, "You need to be engaged because what we are learning is challenging."
- Students report feeling safe on campus. One student said, "Bullying is at about a 9.5 out of 10, with 10 being no bullying at all." Students did mention that they were aware of a break in at the campus and see cigarette packs on the grounds from time to time. They also said there are teenagers outside of the fence and they call out to students and throw things over the fence. Students reported participating in fire drills as well as soft and hard lock down procedures.
- Students said they monitor their achievement by setting a goal and monitoring their own progress toward completion of the goal. They went on to explain that a goal is set for them at the beginning of the year and if they make the goal, they go on a field trip at the end of the year.
- Students suggestions for improvement were minimal. Multiple students commented that a clean-up of school grounds would be helpful because there is trash on the grass and damage being done to trees.
- Students explained that their parents are kept up to date about their behavior and achievement. This is done through class Dojo, iReady, and notes home from the teacher. They said that parent conferences are very important, and students share how they are doing.

#### **School Leadership:**

- Leadership articulated some of the challenges faced in enabling student learning: tardiness, absenteeism, parent buy in with the Discovery program, homework requirements, and in some cases, student behaviors.
- As a 2-star school, the leadership sees that the staff is urgent in their work and does not hesitate to implement improvements immediately.
- Leadership reported a proactive approach for meeting with parents at any initial signs of academic, attendance or behavior issues.
- Leadership shared that all teachers use class Dojo to communicate with families.

- Teachers are encouraged to communicate regularly with families.
- Leadership described a collaborative approach with teachers with regard to communication and support. (ex. open door policy; providing instructional support)
- Leadership expressed that last year, some of the systems were diluted so they are now focused on tightening up use of iReady, grade level curriculum, efficient use of time, using dat.
- Leadership described a contract with students/families regarding academic goals. Students who reach goals are rewarded at the end of year (ex. field trip).
- In terms of communication, leadership described a weekly newsletter (Hoot) as well as other means of communication (email, text, informal meetings, scheduled meetings) that are used to keep all stakeholders informed.
- Leadership expressed that doing lunch duty allows an opportunity for informal conversation with teachers and students. It also provides a chance to observe student behaviors.
- With regard to recruiting teachers and staff, leadership described an organic process whereby they've primarily leveraged current teachers and their networks to identify quality staff.
- Leadership reported a high teacher retention rate and shared that teachers like the small class sizes and not being micro-managed.
- With regard to teacher evaluations, school leadership shared that the process is just beginning. The process includes teachers selecting a date for the evaluation. After the evaluation, leadership meets with the teacher to discuss the report.
- Evaluations are split between two leaders, but leaders are frequently conducting observation together to make sure nothing is missed. Leadership also expressed that they leverage anecdotal notes from the year to inform evaluations.
- At this point, teacher coaching is organic and is happening primarily through real-time supports such as modeling.
- With regard to data – the school uses the iReady diagnostic to form groups for small group instruction. The diagnostic is used three times per year. However, the growth check assessment is done monthly and can lead to more frequent adjustments in groupings.
- In addition, data is used to communicate with parents, particularly with parent-teacher conferences.
- Leadership expressed hopes that the following elements were clear and apparent during the site evaluation and evaluation staff noted that they were indeed present.
  - Instruction in every classroom
  - High levels of student participation
  - Positive interactions between students and their peers and positive interactions between students and staff
  - Kids enjoying and wanting to be at school
  - Areas to improve the physical building and space



**School Staff:**

- Staff reported that morale is good. One person said, “Everyone talks to each other here.” Another added, we are a family; when someone is hurting, and we have experienced a lot of deaths... we all hurt. We offer to help each other out. for example, if I have days off, I will offer my days to other staff. We tell students they are our second family.”
- Professional Development is offered to this staff in combination with both campuses in attendance. Staff said they appreciate this combination and like the opportunity to collaborate with other teachers within the same grade level at the other campus.
- Teachers were asked about how they would describe, “high quality instruction”. One person said, “For me it is taking all that you know and breaking it down to the simplest form to meet understanding. Another teacher added that, “You have the standards and a goal you want to meet and then you can cater it to what will keep the kids engaged, but you know the kids are engaged when they are learning. My goal to keep the kids engaged. At this school, I teach as much as I can, and they are somewhat excited, and it will stick with them. S- engagement strategy- I like fun and noise, adding something like a movement a facial expression and they are more likely to remember what you are saying. S- same- mnemonic devices, I pick a student to make the choreography for the song.”

**V. OVERALL STRENGTHS OF PROGRAM**

1. There is ample evidence of curriculum and lesson plans aligned to the Nevada Academic Content Standards. The curriculum is aligned both horizontally and vertically K-8.
2. For the most part, the level of classroom instruction was found to be at a “Proficient” level overall with a few instances of “Distinguished” within individual rubric strands. In one classroom, students appeared to own the classroom culture through their strong investment and ownership over their classroom jobs.
3. Students attending this school were observed to be engaged in learning at high levels, approximately 90-100%.
4. Instructors and support staff make a point of both instructing students in their grade-level set of standards and in providing additional supports to either provide intervention or enhance learning.
5. Overall, students, staff and parents reported high levels of satisfaction with the school. Parents value the small class sizes and small classroom environment and students expressed that they felt challenged in their classrooms.

**VI. RECOMMENDATIONS**

1. Although lesson plans and curriculum were vertically and horizontally aligned to Nevada Academic Content Standards (NVACS) and students were highly engaged, the quality of instruction could be elevated to “Proficient” or even “Distinguished” by implementing some thoughtful improvements, including:

- a. Formative assessments can be leveraged to improve academic outcomes for students
  - b. Learning targets can be emphasized in a way that students understand and can tie to their personal experiences. This increases motivation for learning and assists students in thinking about what they understand or don't understand during learning time. It greatly increases the odds of students thinking about their own learning during the lesson.
  - c. Learning targets or objectives can be leveraged for students so they better understand success on a daily basis. When students know they have accomplished or achieved the learning target, they will assume the responsibility for learning, hold their work and themselves to the highest standard.
  - d. Checks for understanding and specific feedback should be ongoing for students to help them along the journey to accomplishing the learning target. This increases the likelihood that the student will repeat the desired outcome and fuels student motivation
2. Now that the new board has conducted multiple open meetings, consider adding the following components to the public meeting agenda:
    - a. An evaluation of the school's mission and vision to ensure that they are the driving force for the school.
    - b. Clear performance expectations and an evaluation process for the school leader(s)
    - c. Standing agenda items: (for example, student achievement, financial and personnel updates
    - d. Committee reports, should they be implemented, to inform the school community about important updates
  3. Given that Discovery operates two small campuses under new leadership and a new governing body, work to ensure communication and parent involvement at the school and classroom level on a more consistent basis.
    - a. Set staff expectations for parent communication (ex: frequency, method, and consistency)
    - b. Ensure avenues for parent concerns, issues, and suggestions for improvement are heard.
  4. Increase communication and expectations between classroom and Special Education teacher to know and monitoring IEP goals.
  5. Update the Special Education Policy Manual. Provide all school leaders an updated copy of this.
  6. Consider a board and school partnership in creating a new Mission Statement that better aligns with the direction and goals of the school.

## **VII. DEFICIENCIES**

There were no deficiencies identified for the Discovery Sandhill campus during the evaluation.



PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE<sup>2</sup>

Name of School: **Discovery Sandhill Campus**

School Year **2018-2019** Nevada School Performance Framework Rating(s) (NSPF)

Elementary: 2 of 5 stars  
 Middle School: 2 of 5 stars

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
Elementary	Middle	Elementary	Middle
40.6%	50%	37.5%	16.6%

High School Data

Graduation Rate: N/A	Average ACT Composite: N/A
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# Appendix D



# **Nevada State Public Charter School Authority**

## **Site Evaluation Report: Discovery Charter Schools Las Vegas – Hillpointe**

Evaluation Date: 4/7/2022

Report Date: 5/31/2022

State Public Charter School Authority  
775-687-9174  
1749 North Stewart Street Suite 40  
Carson City, Nevada 89706  
2080 East Flamingo Road, Suite 230  
Las Vegas, NV 89119

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Classroom Observation Totals .....	12
Organizational Performance.....	16
Site Evaluation Findings .....	20

# Appendices

## A: Nevada State Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

## B: SPCSA Academic Framework

[http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062\\_8-Academic-Performance-Framework-Guidance-Document.pdf](http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-Academic-Performance-Framework-Guidance-Document.pdf)

## C: SPCSA Organizational Framework

[http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062\\_8-OPF-Att-1-Ratings-Scorecard.pdf](http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-OPF-Att-1-Ratings-Scorecard.pdf)

# INTRODUCTION AND SCHOOL BACKGROUND

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on April 7, 2022 at Discovery Charter School Las Vegas (DCSLV) Hillpointe. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

This evaluation has been designed to focus on teaching and learning (e.g., curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

## SCHOOL BACKGROUND

DCSLV Hillpointe is in Las Vegas, Nevada in a facility at 8941 Hillpointe Rd. The school serves 339 students (as of the most recent Validation Day) in kindergarten through 8<sup>th</sup> grade. The mission of name of school is: "To promote a safe, nurturing environment which fosters student success through community involvement, progressive educational practices, and innovative use of technology."

# ACADEMIC PERFORMANCE

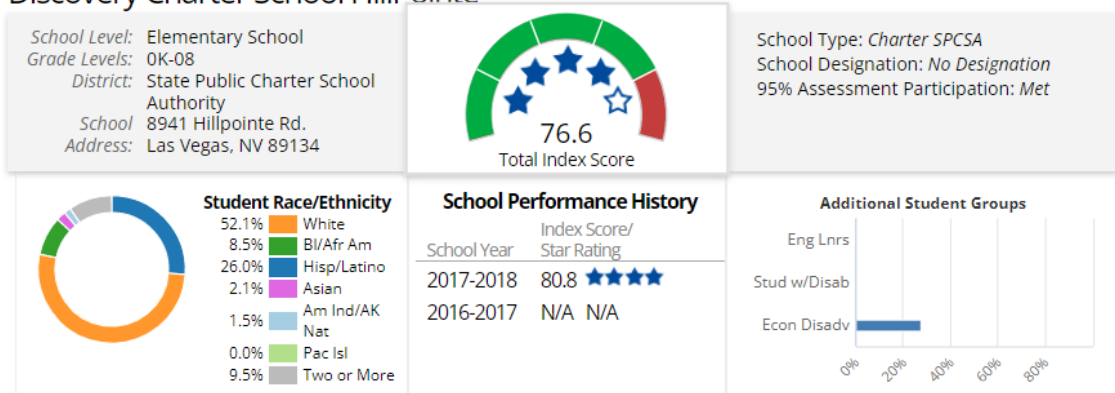
## Nevada School Performance Framework 2019

DCSLV Hillpointe serves 339 students in grades K – 8.

### Elementary School

#### Discovery Charter School HillPointe

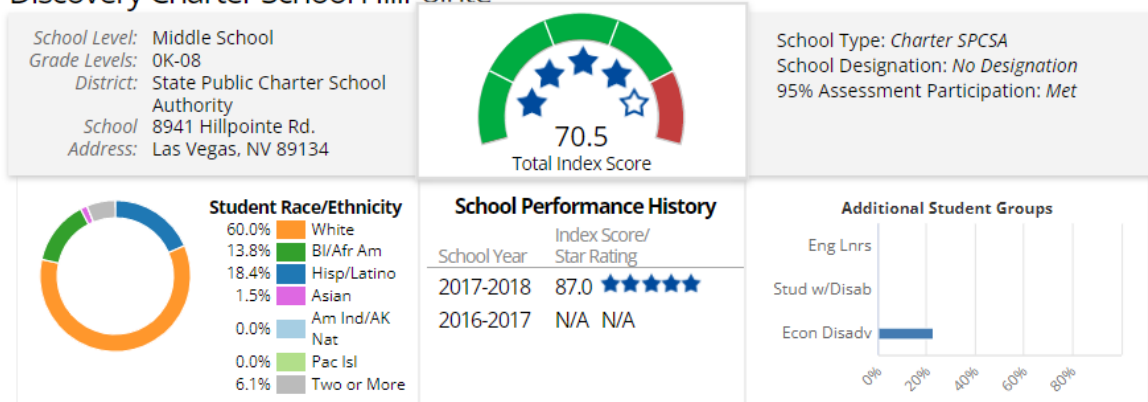
School Year 2018-2019 Nevada School Rating



### Middle School

#### Discovery Charter School HillPointe

School Year 2018-2019 Nevada School Rating





DCSLV Hillpointe  
Math and ELA Results  
Nevada School Performance Framework  
2019

Proficiency Rates

Elementary School

**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	53.3	54.5	48.5	45.6	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	-	75.6	68.8	-	75.2	67.2
Black/African American	-	31.3	32.3	-	30.6	28.8
Hispanic/Latino	52.6	44.6	39.6	50.0	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	-	58.2	55.3	-	59.0	52.9
White/Caucasian	59.8	62.3	59.3	50.0	61.1	57.2
Special Education	-	27.4	28.6	-	29.2	24.8
English Learners Current + Former	-	42.3	35.8	-	37.4	32.4
English Learners Current	-	32.4	-	-	25.5	-
Economically Disadvantaged	36.3	39.8	39	50.0	33.1	35.7

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	50.6	60.1	57	53.2	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.3	74.1
Black/African American	-	40.9	42.6	-	40.5	39.6
Hispanic/Latino	47.3	51.1	48.2	50.0	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	-	63.8	64.4	-	67.1	62.6
White/Caucasian	55.0	66.8	67.4	55.5	65.0	65.7
Special Education	-	26.7	30	-	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.4	-	-	22.8	-
Economically Disadvantaged	36.3	45.4	46.8	37.5	40.4	44

Middle School

**Math Proficient**

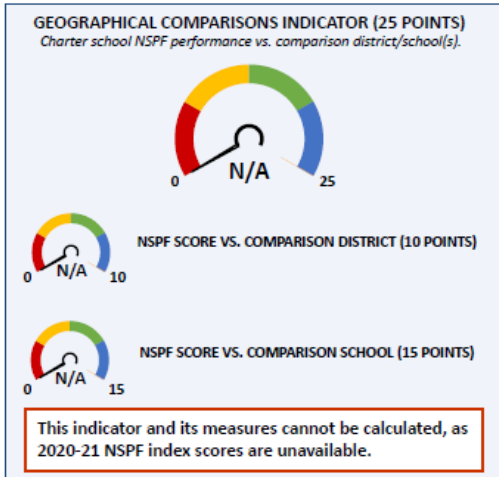
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	32.8	42.6	36.5	39.6	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	-	24.2	23.5	-	17.7	19.5
Hispanic/Latino	33.3	31.9	29.3	30.7	26.1	25.5
Pacific Islander	-	44.9	36.9	-	34.9	33.6
Two or More Races	-	47.3	40.6	-	41.5	37.5
White/Caucasian	35.8	51.3	47.1	48.7	44.4	44.4
Special Education	-	12.1	18.6	-	11.5	14.3
English Learners Current + Former	-	26.9	20.2	-	22.2	16
English Learners Current	-	12.6	-	-	8.5	-
Economically Disadvantaged	20.0	29.0	29.2	18.7	21.7	25.5

**ELA Proficient**

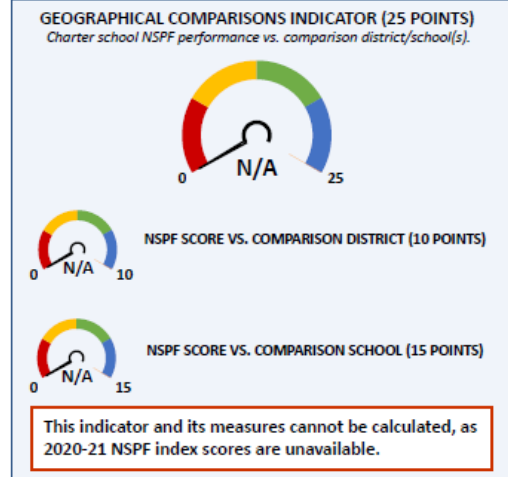
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	54.6	59.6	54.1	49.2	56.1	51.7
American Indian/Alaska Native	-	61.3	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	-	40.1	37.8	-	38.4	34.5
Hispanic/Latino	58.3	50.3	45.1	46.1	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	-	61.0	59.2
White/Caucasian	66.6	67.8	66.3	56.1	63.5	64.6
Special Education	-	19.9	21.9	-	20.7	17.8
English Learners Current + Former	-	42.7	24.3	-	34.8	20.3
English Learners Current	-	22.0	-	-	15.8	-
Economically Disadvantaged	46.6	46.4	44.4	18.7	41.5	41.4

# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School

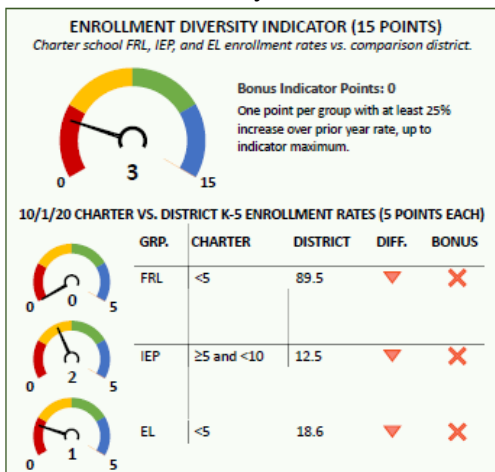


## Middle School

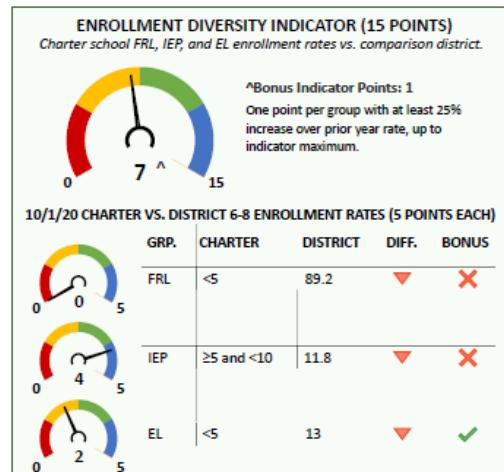


# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School



## Middle School



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	6	30 minutes
Students	6	30 minutes
School Leadership	2	30 minutes
Staff	7	30 minutes

### **Governing Board<sup>1</sup>:**

The governing board focus group was conducted with the DCSLV board members which apply to both DCSLV Sandhill and DCSLV Hillpointe campuses.

1. Members of the board shared their perspective regarding academics during the 2021-2022 school year. One said, “While the Sandhill campus is focused on closing achievement gaps of diverse student groups, the DCSLV Hillpointe campus has a higher star rating and is focused on improving targeted areas specific to the needs of the school.” Another board member stated, “The principal shares data with the teachers weekly. Campuses have been working on Smarter Balanced Assessment Consortium (SBAC) and i-Ready<sup>2</sup> assessment preparation.” The board also indicated there is caution and concern for misusing data, so leadership has been very careful in how they read, present, and make decisions regarding student academic data. The board shared they are provided reports regularly from leadership.
2. Current areas of specialty representation on the board include a parent on the governing board who has a background in human resources, an attorney, a former educator, and members with a background in finance and real estate. One board member said, “We do not have a current pool to recruit new members to the board. There has been a desire to create a resource pool of folks who may be able to step into the board as others’ terms expire.” The principal is evaluated yearly by the board through a formal process according to focus group participants.
3. Members of the governing board communicated the principal keeps the board up to date on post pandemic challenges regarding student behavior, loss of learning, and bullying. The board approved of hiring a counselor and reported it has helped tremendously in the 2021-2022 academic year. Counselors have been able to assist students and families struggling with life disruptions, such as trauma, divorce, loss of employment, etc. A board member articulated, “The campuses feel inviting, warm, and welcoming. There is not a sense of tension with the teachers or students. There is a sense of safety and comfort. There are a lot of smiles when I enter the schools.” The board does not communicate directly with the families. There are some families who attend the board meetings every month. Leadership communicates with families, providing summaries or updates on board decisions.

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<sup>1</sup> Two members of the Five member board participated. Quorum was not met, and Open Meeting Law was not violated.

<sup>2</sup> i-Ready Learning is a digital instructional resource assessing students with grade-level materials in reading and math.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

### Parents/Families:

1. Parents are excited that students are back at school and learning in-person. Students are excited to socialize with their friends now that school has normalized in-person learning hours. A few parents indicated their children like to stay after school and talk to the teachers. A few parents said their children can't wait to return to school on Monday mornings. During COVID, DCSLV Hillpointe offered hybrid learning in place of in-person learning. A parent shared his child felt lost and confused "without a consistent routine or social cues to assist her in self-regulating behaviors" during hybrid learning. One parent explained in their house they refer to last year and distance learning as "The Lost Year; she felt lost all year long." Another family member in the focus group said his daughter was depressed during COVID. "She didn't know if she should even go outside for a walk. Coming back to school she was nervous and then two weeks later she is happy and joyful again."
2. Parents in the focus group described staff as being "really engaged with the students and their learning." Teachers test weekly as there are i-Ready targets to meet. Teachers set up weekly homework in ClassDojo<sup>3</sup> indicating where students should be with the i-Ready lessons. Families appreciate the G.A.T.E.<sup>4</sup> program beginning during the 2021-2022 academic year and feel it has been beneficial to student academic learning. Families receive weekly emails from the school entitled, "The Weekly Hoot", as well as an email from the homeroom teacher. School events and testing information are communicated through the teachers to the student. Several parents in the focus group felt despite the weekly emails and ClassDojo access, "communication is not consistent across grade levels or teachers. Sometimes different software platforms indicate different information and it's confusing." Parents stated different grades have different communication avenues making consistency in communication as well as which platform to use for accurate information puzzling.
3. Families in the focus group expressed they feel welcome at the school. They felt there were opportunities for families and parents to volunteer at school events and activities. Several families indicated the community feel of the school has made a difference in students' approach to learning and their academic performance. A parent affirmed, "The school feels warm and welcoming. The teachers are nice, patient, and willing to work with students. They are there for the holistic child." Families agreed DCSLV Hillpointe "is part of the family." Several parents provided examples of teachers taking negative events and turning them into learning opportunities. "If students enter an altercation, the teachers will engage with the students and work with them, so the student learns something and goes away feeling good about the situation." One parent said her child came to DCSLV Hillpointe with several needs. "Faculty, staff and service providers rallied around my child, and he has flourished. He's now in GATE."
4. Families were asked if there was one thing they could add to DCSLV Hillpointe what would it be. Family members said a library would be a nice addition. A few others suggested that the middle school should offer more electives, or accelerated options.

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<sup>3</sup> ClassDojo is digital sharing platform allowing teachers to document student behaviors and academic notes for families via a web browser.

<sup>4</sup> G.A.T.E. is the acronym for Gifted and Talented Education. The Office of Educational Research and Improvement in the U.S. Department Education define G.A.T.E. students as: "Children with outstanding talent performing at a remarkably high level of accomplishment when compared with others of their age, experience, or environment."

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

### Students:

1. Students described what they like about attending DCSLV Hillpointe. Students in the focus group said they like having a support dog on campus. One student said, "We get along with each other in class. Everyone is friendly, kind, and approachable." Students said they like the activities they get to do in class to learn. At DCSLV Hillpointe there is a community school garden. Students across grade levels get to work in the garden. Several students in the focus group indicated the adults at DCSLV Hillpointe are open to listening to students. There is confidentiality when students share things with administration according to focus group participants. Students said they feel safe at school.
2. Students were asked to share something they had learned during the 2021-2022 academic school year. A few students mentioned they enjoyed using math to solve the mysteries. Many students in the focus group mentioned the school science fair project as an example of how much of their learning was project based. One student described students building a car using a balloon as propulsion in elementary science. A student who participated in the GATE program stated, "We are currently doing an environmental project that is to be presented to the school on ways to recycle, compost, etc."
3. Students shared their learning experiences during the 2021-2022 academic year. A student stated, "At the beginning of this year, school was easy. Now it has gotten more challenging." A few students said they feel they forgot things in math during COVID and had to re-learn things once school began to normalize with in-person learning. Long division was a mathematical concept cited by several of the focus group participants that needed revisiting. Most of the students in the focus group said they knew they had forgotten some concepts learned in earlier grades during the pandemic. Many appreciated the teachers for reviewing materials they felt they forgot or needed refreshing. Some students said they felt "caught up" and others in the focus group said they are "still catching up."

### Leadership:

The leader focus group was conducted with the school leaders which apply to both DCSLV Sandhill and DCSLV Hillpointe campuses.

1. Leadership reported the school communicates with families through email, Facebook, and ClassDojo. Leadership described the color-coded handout and flyer system they utilize for sending information home to families. Leadership provided the example of flyers printed on blue paper indicate the document is to be signed by a parent or guardian and returned to the school.
2. Leadership stated the DCSLV Sandhill campus serves at-risk students. Leadership brings faculty and staff together and provides professional development. Professional development focuses on EL strategies and supports for EL students. Leadership reported three students currently have an IEP at the Sandhill campus and there are open seats at DCSLV Sandhill. The DCSLV Sandhill campus provides transportation for sixth graders to be bussed to the DCSLV Hillpointe campus.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

3. Members of the leadership team indicated the school holds monthly grade level data talks during teachers' preparation periods. Professional Learning Communities (PLCs) analyze academic data to inform instructional decisions during the monthly data talks. One member from the leadership team said, "Student data is color coded on an excel spread sheet. Intramural and extramural testing data is examined for growth or regressions." Leadership said the part-time SPED teacher at the DCSLV Sandhill implements the IEPs and provides SPED services. Leadership communicated the SPED facilitator at DCSLV Hillpointe supports students and serves both the DCSLV Sandhill and SCSLV Hillpointe campuses. Leadership reported 2021-2022 was the first year DCSLV Sandhill has had a SPED teacher on-site. Leadership explained support for SPED and EL populations primarily occurs through pull outs with the literacy specialist, who holds a TESOL certificate. Additionally, EL students utilize the Imagine learning online curriculum software to improve language skills.
4. Leadership shared there are plans to increase special populations at both the DCSLV Sandhill campus and DCSLV Hillpointe campus by being more intentional in tracking data of students currently enrolled. Second graders have not had any formal education because COVID disrupted early formative education leadership explained. Leadership expressed confidence the SPED population will grow once current second grade students are evaluated during third grade.

### Staff:

1. Staff reported ways they are working to close achievement gaps. One interventionist said, "I use data to drive grouping decisions for interventions in reading and math, and enrichment strategies." Faculty and leadership reported incentives are provided for students to practice their i-Ready skills. Staff members said, "There are coffee gift cards for a 'latte growth,' pizza parties, field trips, bowling, and glow-in-the-dark parties. Parents donate items for these incentives." Staff reported they meet monthly with administration for data chats to discuss growth. One staff member reported, "Kindergarten and first grade meet together, second grade and third grade meet together, fourth and fifth grade meet together, and middle school collectively meets." Faculty from DCSLV Hillpointe said they meet with the Sandhill faculty about every other month and share ideas after looking at student academic data. Staff shared they analyze data at the beginning of the year to create student groups for interventions.
2. Staff shared services and interventions are provided to students learning English (EL) as well as students with an Individual Education Plan (IEP). For students in need of targeted intervention strategies, faculty explained how small groups are utilized to assist in learning. One faculty member said, "We break the learning down into smaller bites with differentiated groups of four. If the area is a little more general, we will go up to groups of six." Staff reported they make sure students' school-wide receive Tier 1 supports regarding academic achievement as well as best practices in addressing challenging behaviors. Staff reported the IXL<sup>5</sup> online learning platform can be translated to Spanish in math for EL students in middle school. A middle school faculty member said, "In middle school, I think it is easier to scaffold. Teachers will meet with the students during the specials time, before school, or during lunch. Students also meet with the interventionist."

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<sup>5</sup> IXL is a personalized learning platform with a comprehensive k-12 curriculum, individualized guidance, and real-time analytics.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

3. There is not an official teacher mentor program at DSCLV Hillpointe according to faculty and staff participating in the focus group. One staff member said, “We are all very close and mentorship happens naturally. I can easily partner with someone if I need help.” Staff said the administration is open to faculty sharing thoughts about ways to improve or enhance things at the school. Teachers in the focus group provided examples of working for other schools where they felt discomfort talking to leadership. “At DCSLV Hillpointe that has never been a problem. Faculty feel leadership is receptive, welcoming, and considerate of faculty,” one staff member said. Several faculty members appreciated the principal’s encouragement for a work life balance. One faculty member provided an example of a conversation with the principal where the faculty member was willing to take on an added responsibility at the school. “The principal said to me, ‘I like the enthusiasm but let’s talk about how much time you have to dedicate to this idea. Where can you fit this in your personal life.’”



# CLASSROOM OBSERVATION TOTALS

A total of 9 classrooms were observed for approximately 15 minutes on the day of the site evaluation.

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Areas 1 &amp; 2</b>  <b>Creating an Environment of Respect and Rapport</b>  <b>Establishing a Culture for Learning</b>	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	<b>Total: 2</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 8</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Areas 3 &amp; 4</b>  <b>Managing Classroom Procedures</b>	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	<b>Total: 2</b>	<b>Total: 6</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	<b>Total: 4</b>	<b>Total: 4</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>



# CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 5</b> <b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	<b>Total: 4</b>	<b>Total: 5</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 6</b> <b>A</b> <b>Using Questioning and Discussion Techniques</b>	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 2</b>
<b>B</b>	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 5</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 3</b>

# CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	<b>Total: 4</b>	<b>Total: 4</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Students make contributions to the representation of content.	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.	This criterion was not observed or rated.
<b>Total: 3</b>	<b>Total: 6</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>	
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	<b>Total: 2</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observe where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 8</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>

Additional information about the classroom observations shared here when applicable:

1. In one elementary classroom, students concentrated on math skills creating a menu for a mock food truck business. The food truck project contained several parts and extended over several days. Students were provided prompts. A few examples of included 6 menu items for \$3, ingredients cost \$1 each, condiments cost \$1. Students determined the cost of menu items, supplies, and revenue needed. Students could work independently or in pairs.
2. In one elementary classroom, students worked on phonics activities. The co-teachers facilitated the activity and walked around to provide one on one support.
3. Students worked in small groups brainstorming things they could control and things they could not control. Students could not duplicate answers. They wrote their thoughts on sticky notes and then they posted their sticky notes on a classroom display and discussed their answers as a whole class.
4. A teacher sang the lyric “we don’t talk about Bruno” from the movie *Encanto* to transition the class from one activity to another.
5. A classroom used color to identify different parts of speech. For example, verbs were to be colored green, prepositions blue, adverbs yellow.
6. A classroom located in the middle school building serves as the GATE, Makerspace (a place where students can go and have some quiet time to make things) and STEAM (science, technology, education, art and math) classroom. GATE students were working with robots and programming them on iPads. The STEAM middle school made objects using the 3-d printer and the computer software Tinkercad. Examples included planters, owls (the school mascot) and rocket ships with a stand.

# ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected
1a	<p>The school implements material terms of the education program.</p> <p>Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area.</p> <p>The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.</p>	<p>K-8 uses i-Ready Math and Ready Math for the core curriculum. The pacing guide covers all grade levels NVACS in 36 weeks. The i-Ready portion is based on student diagnostics given three times per year. The DCSLV campuses offers strong academics and employs curriculum chosen for each grade level based on results that increase proficiency. The school welcomes families on campus and recruits volunteers routinely.</p>
1b	<p>The school complies with applicable education requirements.</p> <p>Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements</p>	<p>DCSLV campuses have had 98% of teachers return for the past three years, with just one position that needed to be filled due to a vacancy. MAP testing for grades k through eighth grade as well as SBAC are conducted.</p>
1c	<p>The school protects the rights of students with disabilities.</p> <p>Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student.</p> <p>A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.</p>	<p>The school identifies students with IEPs to classroom teachers. Data talks are attended by the Special Education facilitator to discuss status of learning and students that may need additional testing. Confidential copies of IEP are given to all staff who work with the students. Student levels of learning as well and achievement are monitored and measured monthly. IEP goals are monitored monthly.</p>

<p>1d</p>	<p>The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g., listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p>	<p>Teachers receive training through Wonders and Imagine Learning. The EL population has recently increased from 12 to 47, over three times in the past year. Based on this drastic increase teachers will begin receiving formal, specific training to meet the needs of the EL population. Currently, students have access to Imagine Learning and Wonders resources. There are two bilingual staff members; one has an English Language Acquisition and Development certification (formerly TESL). The school supplies translations for Spanish speaking family members during conferences, phone calls, and written communication. In addition to WIDA scores, teachers, literacy specialists, speech therapist, special education facilitator and administration track EL students' progress. Portfolios are maintained and each student is tracked on a minimum monthly basis. Each teacher maintains a spreadsheet tracking progress for reading data points.</p>
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# ORGANIZATIONAL PERFORMANCE

Measure	Description	Evidence Collected
3a	<p>The school complies with governance requirements.</p> <p>Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.</p>	<p>The Board of Trustees meets a minimum of six times per year and follows state open meeting law. Bylaws and financial board policies are updated. Composition of the board includes human resource, finance, legal, and community and parent representation. Minutes and agendas are posted according to open meeting law and all meetings are offered in compliance with the law.</p>
4a	<p>The school protects the rights of all students.</p> <p>Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.</p>	<p>DCLSV is a free tuition and public sponsored school. During the non-lottery season, if a seat is available at any time it can be offered to an interested student. For upcoming school year, all interested families enroll in via a lottery to apply for open seats. Once the lottery closes at the end of February, seats are filled in this order: Returning students, siblings of returning students, staff and board member children are filled first due to preferences, with remaining seats assigned by lottery. Remaining seats from lottery are offered to waitlisted students. DCLSV strives for restorative justice with board approved policies and in cohort 1 of MTSS. No hearing or expulsion has taken place since 2019.</p>
5b	<p>The school complies with health and safety requirements.</p> <p>Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.</p>	<p>The crisis emergency response plan addresses emergencies and assigns staff to specific roles. Drills are practiced school wide. My Better Lunch is offered to Hillpointe campus students. Professional custodial services are in place at both campuses. Locks and security alarms are maintained at both campuses.</p>

## Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

<p>School staff ability to address previous recommendations</p>	<ol style="list-style-type: none"> <li>1. Standards focused on daily lessons</li> <li>2. Website remodel for communication hub</li> <li>3. Professional Development on Engagement</li> <li>4. Transitions to be more organized</li> <li>5. EL program enhancements</li> </ol>
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<ol style="list-style-type: none"> <li>1. Addressed through Professional Learning</li> <li>2. Website</li> <li>3. PD has been administered to increase student understanding of content.</li> <li>4. Transitions have been modified to be more organized.             <ul style="list-style-type: none"> <li>• Implementation of MTSS</li> <li>• Expectations for each location of the school have been taught to students.</li> </ul> </li> <li>5. EL program is undergoing several enhancements.             <ul style="list-style-type: none"> <li>• Training for staff</li> <li>• Imagine Learning and Wonders resources for students</li> <li>• Hired bilingual staff</li> <li>• Translate for families during conferences, phone calls, and written communication</li> <li>• Created systems to track EL student's progress</li> </ul> </li> </ol>
<p>The reasons school will require additional time to fully address the recommended items.</p>	<p>Recommendations from the site evaluation have been addressed. Currently, due to the pandemic, new challenges of student learning loss, some unwanted student behaviors and regressive social-emotional learning skills have emerged. The board, leadership team and staff are working diligently to address the needs of students.</p>

# SITE EVALUATION FINDINGS

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## STRENGTHS

A summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

1. DCSLV Hillpointe provides a strong community and small learning environment for children, families, and staff, which students and families regularly highlighted as reasons for attending. Many stakeholders cited the DCSLV Hillpointe community's family feel, small class sizes, and dedicated staff as important reasons for choosing this school during many focus groups. The governing board at DCSLV Hillpointe is positive, well-informed, cohesive, and works closely with the principal. This has resulted in a community garden, families volunteering at the school, and families helping with community events such as classroom incentive parties.
2. DCSLV Hillpointe provides a support dog to assist in addressing students social-emotional needs. Participants from the families, staff, students, board, and leadership focus groups explained ways the service dog has assisted students with anxiety. Leadership provided several qualitative cases of how student misbehaviors are cut short because of the service dog presence. Students are provided opportunities to feed or walk or play with the on-site service dog. The administration indicated that the dog is used primarily for trauma. For example, leadership explained, "One of our students had a death in his family. The student requested to see the service dog. The service dog comforted the child as he cried. Soon after, the child was ready to go back to class." Leadership reported they are working to get an additional service dog for the school. Leadership shared, "The service dog helps with marketing. When families see the dog on the Facebook page, many families want to attend the school. Several families expressed they have boys with anxiety and want to enroll at DCSLV because the dog will help to alleviate the anxiety."
3. By showing clear school-wide expectations for students throughout the school, DCSLV Hillpointe has taken a proactive and preventative approach to student behavior and social-emotional challenges. Expectations were posted in the corridors, classrooms, and bathrooms, for example. Throughout the day, SPCSA employees observed students meeting the school's expectations. DCSLV Hillpointe staff were also noticed by SPCSA officials diverting undesirable behavior by restating the desired expectation. SPCSA staff observed DCSLV Hillpointe staff providing positive feedback and incentives to students who demonstrated the school's expectations.
4. DCSLV Hillpointe's leadership is a strength. DCSLV Hillpointe's capacity to address to address post pandemic challenges has been recognized a strength by SPCSA staff. Leadership specified they are implementing MTSS through the SPCSA to address post pandemic challenging behavioral and social-emotional concerns. Leadership stated they are working with families to address chronic absenteeism. Leadership indicated they are tackling achievement disparities by improving capacity through training, professional development, PLCs, leadership, and coaching. The DCSLV network believes small class size contributes to more focused student attention. DCSLV Hillpointe provides proactive supports to address post pandemic challenges, such as a counselor, interventionists, Social-Emotional Learning (SEL) support, Response to Intervention (RTI), and a literacy coach. Additionally, DCSLV Hillpointe provides GATE services to students. Forty students qualified for GATE this year in grades kindergarten through grade eight. DCSLV Hillpointe has also added a STEAM for middle school and a Makerspace<sup>6</sup>. Leadership reported they have implemented new incentives for students who reach their goals, such as field trips, taking the students ice skating, and bowling.

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<sup>6</sup> A makerspace is a collaborative workspace inside a school, library or separate public/private facility for making, learning, exploring and sharing that uses high tech to no tech tools.



## CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

1. The return to in-person learning during the 2021-2022 school year, according to school leadership, amplified achievement level gaps. Throughout the pandemic, DCSLV Hillpointe provided distance learning. According to leadership, classroom management and behavioral issues increased as a result of students being removed from the structure and routine of the in-person school day during hybrid instruction. COVID had a massive effect on the math, writing, and speaking skills of early elementary students. During COVID, second graders in particular suffered significant losses in formal education. Learning loss, the need to revisit previously learned content, and the significance of practicing good manners and civility when interacting with others were all mentioned in leadership, family, and student focus groups. The SPCSA staff is cognizant of the pandemic's continuous challenges.
2. Leadership reported that DCSLV Hillpointe has challenges with increasing the number of diverse students who receive free and reduced lunch (FRL), are English learners (EL), and/or learners with individualized education plans (IEP). DCSLV Hillpointe is still working on ways to address this challenge. According to the SPCSA's student enrollment data for the 2021-2022 school year, FRL has increased at DCSLV Hillpointe 16.9%. Although DCSLV Hillpointe have increased their FRL enrollment numbers, they are still below the SPCSA's average of 43.4%. Despite the fact that DCSLV Hillpointe has increased their IEP enrollment numbers from 7.3 to 8.9%, they are still below neighboring zone public schools and SPCSA's average of 9.8%. DCSLV Hillpointe has increased their EL enrollment numbers from 1.4% to 3.3%. DCSLV Hillpointe's EL enrollment numbers are far below the SPCSA's average of 8.8%.

## RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation.

1. DCSLV Hillpointe has joined the MTSS Cohort through the SPCSA to help improve student engagement. MTSS provides supports and training to assist school leadership and staff address gaps in academic achievement as well as best practices in addressing challenging behaviors. SPCSA staff recommend DCSLV Hillpointe continue to work on the implementation of MTSS through the SPCSA. The foundation is set for DCSLV Hillpointe to move to Tier 2 and Tier 3 MTSS supports. Thoughtful and proactive DCSLV Hillpointe supports in terms of planning and building strong instruction will assist interventionists, counselor and teachers frame effective small group and one to one instruction for further student academic and behavioral growth. MTSS offers a systematic platform for improving student outcomes through focused core instruction, preventative and proactive support, and intensive interventions regarding academics, social-emotional learning, and behavior.
2. SPCSA site evaluation staff observed the majority of the nine classrooms to be in the distinguished and proficient categories on the Classroom Observation Totals rubric (COT). According to the SPCSA evaluation team, DCSLV Hillpointe hopes to provide a distinguished classroom experience for all students. SPCSA staff recommend DCSLV Hillpointe provide opportunities for students to contribute more to their own learning and represent classroom content through questioning, discussion, and engaging strategies (areas 6A and 7B of the COT) to help frame advances in; a) improving the quality of classroom instruction and student learning, b) providing higher level questions and discussion techniques throughout lessons to foster learning for all students, and c) implementing new ways of engaging students, and d) providing all students with challenging and differentiated instruction.
3. SPCSA staff recommend DCSLV Hillpointe formalize a plan for student enrollment to increase diverse student groups who receive free and reduced lunch (FRL), are English learners (EL), and/or learners with individualized education plans (IEP) at the DCSLV Hillpointe campus. Additionally, please continue to work on increasing diverse student groups through community outreach partnerships. SPCSA staff can be available to discuss next steps with the school leadership and board if at all helpful as many schools in the SPCSA portfolio are prioritizing this work.
4. The SPCSA site evaluation team recommends DCSLV develops and maintains a prospective board member resource pool. SPCSA staff recommend the school board build a resource pool of possible board member candidates to call upon and formally recruit in the event an opening on the board exists. Having a collection of possible candidates well ahead of any openings on the board will help fill vacant seats more quickly. The SPCSA site evaluation team recognize the unique challenges of filling board vacancies at a public charter school. Identifying possible future board members proactively may alleviate trying to identify members if there is an emergent or unexpected vacancy. A list of potential board candidates will assist in ensuring the board remains a diverse set of individuals with varying experiences that can ultimately benefit the school. SPCSA staff recommend the board pursue board training opportunities to enhance the skill set of board members.

## DEFICIENCIES

There were no deficiencies identified for DCSLV Hillpointe campus during this site evaluation.

# Appendix E



# **Nevada State Public Charter School Authority**

## **Site Evaluation Report: Discovery Charter School Las Vegas - Sandhill**

Evaluation Date: 4/7/2022

Report Date: 5/31/2022

State Public Charter School Authority  
775-687-9174  
1749 North Stewart Street Suite 40  
Carson City, Nevada 89706  
2080 East Flamingo Road, Suite 230  
Las Vegas, NV 89119

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# Appendices

## A: Nevada State Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

## B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

## C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

# INTRODUCTION AND SCHOOL BACKGROUND

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on April 7, 2022, at Discovery Charter School Las Vegas (DCSLV) Sandhill. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization. During the 2021-2022 school year, the SPCSA began to differentiate levels of oversight. The schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern, Notice of Breach, or Notice of Termination, will have a differentiated procedure for their site evaluation. The purpose of the site evaluation in this instance is to provide follow-up and documented progress toward improvement. Given that DCSLV is in their fifth year of operation, this site evaluation is part of the regular evaluation cycle.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

This evaluation has been designed to focus on teaching and learning (e.g., curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

## SCHOOL BACKGROUND

DCSLV Sandhill is located in Las Vegas, Nevada in a facility at 3975 S. Sandhill Rd. The school serves 111 students (as of the most recent Validation Day) in kindergarten through 5<sup>th</sup> grade. The mission of name of school is: "To promote a safe, nurturing environment which fosters student success through community involvement, progressive educational practices, and innovative use of technology."

# ACADEMIC PERFORMANCE

## Nevada School Performance Framework 2019

DCSLV Sandhill serves 111 students in grades K – 5.

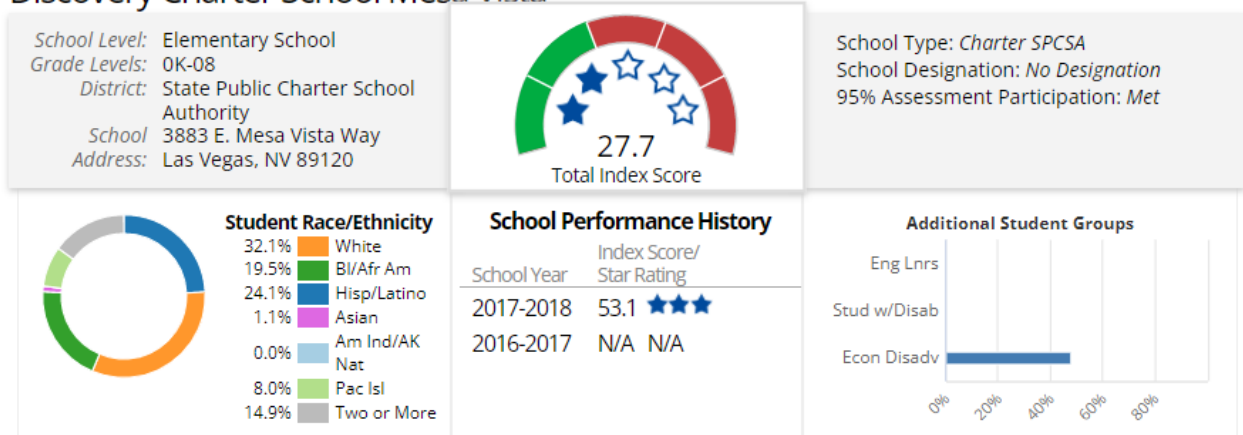
Note:

Discovery Mesa Vista Elementary and Middle Schools reflect the 2018-29 NV Report Card data for Discovery Sandhill.

Elementary School

Discovery Charter School Mesa Vista

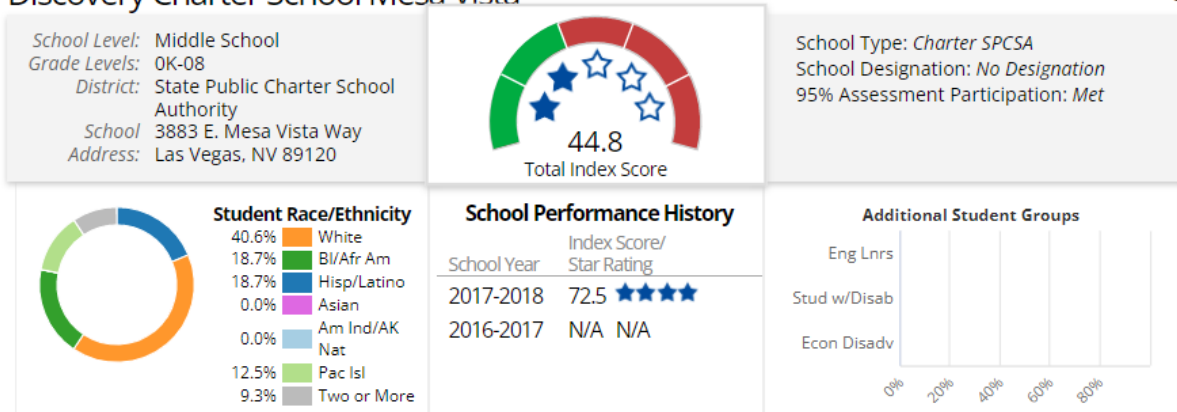
School Year 2018-2019 Nevada School Rating



Middle School

Discovery Charter School Mesa Vista

School Year 2018-2019 Nevada School Rating



# DCSLV Sandhill

## Math and ELA Results

### Nevada School Performance Framework

### 2019

Note: DCSLV Mesa Vista Elementary and Middle Schools reflect the 2018-29 NV Report Card data for DCSLV Sandhill.

#### Proficiency Rates

#### Elementary School

##### Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	37.5	54.5	48.5	36.7	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	-	75.6	68.8	-	75.2	67.2
Black/African American	-	31.3	32.3	-	30.6	28.8
Hispanic/Latino	-	44.6	39.6	8.3	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	-	58.2	55.3	-	59.0	52.9
White/Caucasian	-	62.3	59.3	52.0	61.1	57.2
Special Education	-	27.4	28.6	-	29.2	24.8
English Learners Current + Former	-	42.3	35.8	-	37.4	32.4
English Learners Current	-	32.4	-	-	25.5	-
Economically Disadvantaged	23.0	39.8	39	-	33.1	35.7

##### ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	40.6	60.1	57	44.9	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.3	74.1
Black/African American	-	40.9	42.6	-	40.5	39.6
Hispanic/Latino	-	51.1	48.2	16.6	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	-	63.8	64.4	-	67.1	62.6
White/Caucasian	-	66.8	67.4	64.0	65.0	65.7
Special Education	-	26.7	30	-	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.4	-	-	22.8	-
Economically Disadvantaged	23.0	45.4	46.8	-	40.4	44

#### Middle School

##### Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	16.6	42.6	36.5	23.5	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	-	24.2	23.5	-	17.7	19.5
Hispanic/Latino	-	31.9	29.3	-	26.1	25.5
Pacific Islander	-	44.9	36.9	-	34.9	33.6
Two or More Races	-	47.3	40.6	-	41.5	37.5
White/Caucasian	-	51.3	47.1	33.3	44.4	44.4
Special Education	-	12.1	18.6	-	11.5	14.3
English Learners Current + Former	-	26.9	20.2	-	22.2	16
English Learners Current	-	12.6	-	-	8.5	-
Economically Disadvantaged	-	29.0	29.2	-	21.7	25.5

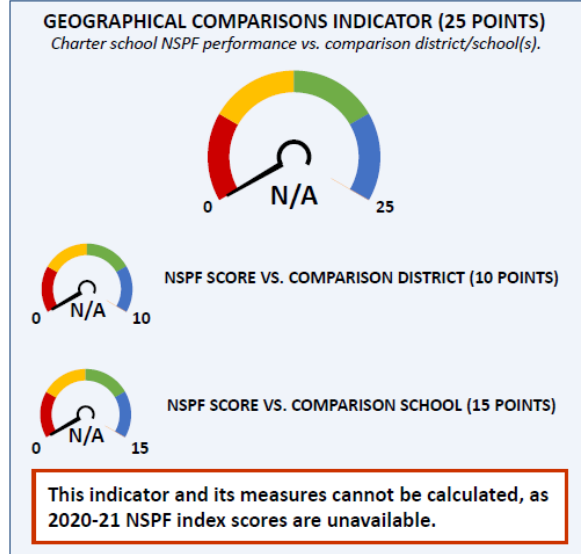
##### ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	50.0	59.6	54.1	52.9	56.1	51.7
American Indian/Alaska Native	-	61.3	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	-	40.1	37.8	-	38.4	34.5
Hispanic/Latino	-	50.3	45.1	-	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	-	61.0	59.2
White/Caucasian	-	67.8	66.3	53.3	63.5	64.6
Special Education	-	19.9	21.9	-	20.7	17.8
English Learners Current + Former	-	42.7	24.3	-	34.8	20.3
English Learners Current	-	22.0	-	-	15.8	-
Economically Disadvantaged	-	46.4	44.4	-	41.5	41.4



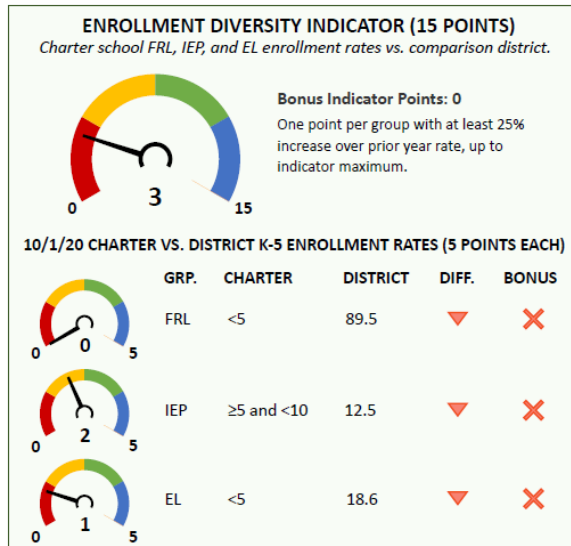
# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School



# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	6	30 minutes
Students	19	30 minutes
School Leadership	2	30 minutes
Staff	8	30 minutes

### **Governing Board<sup>1</sup>:**

The governing board focus group was conducted with the DCSLV board members which apply to both DCSLV Sandhill and DCSLV Hillpointe campuses.

1. Members of the board shared their perspective regarding academics during the 2021-2022 school year. One said, “While the Sandhill campus is focused on closing achievement gaps of diverse student groups, the DCSLV Hillpointe campus has a higher star rating and is focused on improving targeted areas specific to the needs of the school.” Another board member stated, “The principal shares data with the teachers weekly. Campuses have been working on Smarter Balanced Assessment Consortium (SBAC) and i-Ready<sup>2</sup> assessment preparation.” The board also indicated there is caution and concern for misusing data, so leadership has been very careful in how they read, present, and make decisions regarding student academic data. The board shared they are provided reports regularly from leadership.
2. Current areas of specialty representation on the board include a parent on the governing board who has a background in human resources, an attorney, a former educator, and members with a background in finance and real estate. One board member said, “We do not have a current pool to recruit new members to the board. There has been a desire to create a resource pool of folks who may be able to step into the board as others’ terms expire.” The principal is evaluated yearly by the board through a formal process according to focus group participants.
3. Members of the governing board communicated the principal keeps the board up to date on post pandemic challenges regarding student behavior, loss of learning, and bullying. The board approved of hiring a counselor and reported it has helped tremendously in the 2021-2022 academic year. Counselors have been able to assist students and families struggling with life disruptions, such as trauma, divorce, loss of employment, etc. A board member articulated, “The campuses feel inviting, warm, and welcoming. There is not a sense of tension with the teachers or students. There is a sense of safety and comfort. There are a lot of smiles when I enter the schools.” The board does not communicate directly with the families. There are some families who attend the board meetings every month. Leadership communicates with families, providing summaries or updates on board decisions.

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<sup>1</sup> Two members of the five member board participated. Quorum was not met, and Open Meeting Law was not violated.

<sup>2</sup> i-Ready Learning is a digital instructional resource assessing students with grade-level materials in reading and math.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

### Parents/Families:

1. When asked if families could describe the quality of instruction at DCSLV Sandhill, Parents shared they appreciated that fourth and fifth grade has two teachers for each grade. The two teachers for each grade have distinctly different personalities. One parent said, “The teachers motivate the children in different ways.” Several parents appreciated how DCSLV Sandhill schedules time for the older students to work with the younger students. One described, “There is a sort of mentorship that emerges from those mixed age group.” Several parents expressed appreciation for the small class sizes at DCSLV Sandhill. Another parent said, “My child needed a lot of help in one area and the teacher took the time to really sit with him and really help him learn.”
2. Several parents reported the school utilizes email, telephone, and ClassDojo<sup>3</sup> to communicate with families if there is something in need of attention. One parent said, “I know how my child is doing all the time. I can log into Class Dojo every day and see how my child is doing.” A few parents said they would like greater and more frequent communication from the school. One parent said, “Communication with the school when my son transferred here was not as successful as it could have been. I was not notified of my child’s progress until the report card came out. I was surprised his grades had dropped several grades and we were not notified of his progress. We had been calling the school regularly to get information and it just wasn’t there.” Another parent said, “I felt the teachers spoke more to the students about school related items than the families. I learned about new clubs’ word-of-mouth from my child rather than from the school. I hear about a lot of things at the last minute.” Another parent said, “My child is in a class of eight students, and I don’t hear anything from the teacher. Class Dojo doesn’t tell me how my child is doing in reading. I hear from the reading specialist through my child, but the reading specialist does not assign the grade.” Families said a disconnect exists between the communication to families and the report card grade. One parent said, “There is a problem when I have received notes saying my kid is doing well, and then the report card did not reflect that my kid was doing well.” All parents in the focus group said they really liked the individual focus on student learning, but direct communication to families could be better. Families agreed that consistent communication to parents across the school would be really appreciated.
3. Parents are very concerned about bullying at DCSLV Sandhill. Parents conveyed there was a very serious bullying incident that is still not fully resolved. Parents expressed grave concern that the bullying students are still at this school. Parents shared their disappointment that school communication with parents has not been clear regarding discipline challenges and finding a resolution. Additionally, parents suggested they would like to have tutoring offered. One parent said, “There used to be a before school tutoring program, and I wish they would bring it back.” Many families shared they want to volunteer and participate at the school but have not been offered the opportunity. According to the families in the focus group, DCSLV Sandhill used to have parental volunteer opportunities but not in the last four years.

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<sup>3</sup> ClassDojo is digital sharing platform allowing teachers to document student behaviors and academic notes for families via a web browser.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

### Students:

1. Students described what they like about attending DCSLV Sandhill. One student said, "It's a community." Everyone is very nice and kind." Another student stated, "I learn a lot more here than my previous school. The staff are really nice. The playground may be small, but there is a lot to do. Students and adults are really kind. The principal will listen and take care of any problems we have." Another student said, "We have a camera club and a newspaper club. We do the clubs after school. We publish a newspaper for the school once a month."
2. Students were asked to share the concepts they learned this school year. Several students in the focus group relayed what they have learned about history, informational and narrative texts, and writing good essays. One student indicated, "I learned how to write a good essay and make hooks in expository texts." Another student stated, "We are currently learning about the Second Continental Congress." Students said in mathematics they have learned how to divide whole numbers by fractions, and how to multiply and divide fractions.
3. Students shared things they would like to change at the school. One student stated, "If I could change something, I would add more playground equipment. I would also add more school supplies like scissors and markers." Another student said, "Students need to be more careful with the technology. Students have removed keys on the keyboard or messed up the hinges." Students also reported they would like a consistent calendar for ancillary activities. Several students agreed and explained, "Right now the schedule will say P.E. one day and then it will be changed to art." Many students in the focus group said they were disappointed when the schedule was changed without notice. One student replied, "It would be nice to have a separate art area and it would be nice to have a dedicated gym space." Others nodded and indicated that PE classes and art shared the same space. Students also communicated they would like a taller fence to keep balls from going over the fence.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

### **Leadership:**

The leader focus group was conducted with the school leaders which apply to both DCSLV Sandhill and DCSLV Hillpointe campuses.

1. Leadership reported the school communicates with families through email, Facebook, and ClassDojo. Leadership described the color-coded handout and flyer system they utilize for sending information home to families. Leadership provided the example of flyers printed on blue paper indicate the document is to be signed by a parent or guardian and returned to the school.
2. Leadership stated the DCSLV Sandhill campus serves at-risk students. Leadership brings faculty and staff together and provides professional development. Professional development focuses on EL strategies and supports for EL students. Leadership reported three students currently have an IEP at the Sandhill campus and there are open seats at DCSLV Sandhill. The DCSLV Sandhill campus provides transportation for sixth graders to be bussed to the DCSLV Hillpointe campus.
3. Members of the leadership team indicated the school holds monthly grade level data talks during teachers' preparation periods. Professional Learning Communities (PLCs) analyze academic data to inform instructional decisions during the monthly data talks. One member from the leadership team said, "Student data is color coded on an excel spread sheet. Intramural and extramural testing data is examined for growth or regressions." Leadership said the part-time SPED teacher at DCSLV Sandhill implements the IEPs and provides SPED services. Leadership communicated the SPED facilitator at DCSLV Hillpointe supports students and serves both the DCSLV Sandhill and DCSLV Hillpointe campuses. Leadership reported 2021-2022 was the first year DCSLV Sandhill has had a SPED teacher on-site. Leadership explained support for SPED and EL populations primarily occurs through pull outs with the literacy specialist, who holds a TESOL certificate. Additionally, EL students utilize the Imagine learning online curriculum software to improve language skills.
4. Leadership shared there are plans to increase special populations at both the DCSLV Sandhill campus and DCSLV Hillpointe campus by being more intentional in tracking data of students currently enrolled. Second graders have not had any formal education because COVID disrupted early formative education leadership explained. Leadership expressed confidence the SPED population will grow once current second grade students are evaluated during third grade.

### **Staff:**

1. When asked how staff use data to make instructional decisions, faculty shared data aids in setting the pacing. One staff member said, "If students are struggling with content, I can slow down and be more focused and intentional with instruction. The data assists faculty in determining where students are doing well and where students need more focused attention." Faculty report they use a diagnostic at the beginning of the year to determine where student learning levels are. Staff members said the information from the beginning of the year assists teachers in setting the starting point for instruction. "We use MAP testing for reading. DCSLV Sandhill uses the Wonders reading program." One staff member stated, "There is one teacher per grade. Fourth and fifth grade has two teachers." One teacher plans and facilitates social studies, writing, and English language arts (ELA). The second teacher plans and facilitates lesson in math and science.

2. Faculty report they feel supported by administration at DCSLV Sandhill. Teachers indicated administration at DCSLV Sandhill are invested in who they are as teachers and their professional goals. "I have had more professional conversations at DCSLV Sandhill than I have at any other school I have worked at." Staff frequently speak about the needs of the students with leadership and interventionists. Professional development days allow teachers to be able to interact with each other. One teacher said they felt less judged about their capabilities at DCSLV Sandhill than he felt at other schools.
  
3. Staff in the focus group reported there has been some loss of learning and social emotional regression from students during the global pandemic. A few faculty members said students lost personal accountability and responsibility during COVID. One staff member stated, "When we went hybrid, several students just stopped doing work. Many parents didn't stay on-top of their kids to complete work. So, when students came back to in-person learning, there was a lot of catch up to do." According to staff, a contracted counselor comes in weekly and directs focused lessons with students regarding social-emotional skills, according to staff and faculty in the focus group.

# CLASSROOM OBSERVATION TOTALS

A total of 10 classrooms were observed for approximately 15 minutes on the day of the site evaluation.

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Areas 1 &amp; 2</b>  <b>Creating an Environment of Respect and Rapport</b>  <b>Establishing a Culture for Learning</b>	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	<b>Total: 3</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 9</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Areas 3 &amp; 4</b>  <b>Managing Classroom Procedures</b>	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	<b>Total: 2</b>	<b>Total: 8</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	<b>Total: 3</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>

# CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 5</b> <b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 8</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 6</b> <b>A</b> <b>Using Questioning and Discussion Techniques</b>	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 3</b>
<b>B</b>	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 3</b>



# CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 7</b>  <b>A</b>  <b>Engaging Students in Learning</b>	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 9</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>
	Students make contributions to the representation of content.	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.	This criterion was not observed or rated.
<b>B</b>	<b>Total: 4</b>	<b>Total: 5</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 8</b>  <b>A</b>	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 2</b>
<b>Using Formative Assessment in Instruction</b>  <b>B</b>	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.3	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 9</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>

Additional information about the classroom observations shared here when applicable:

1. In one Special Education (SPED) classroom, the Response to Intervention (RTI) specialist provided one-on-one individualized supports and interventions.
2. In one elementary education classroom students were working on division proficiency. Students worked as a whole class solving problems to warm-up for individual demonstration of knowledge. Students self-selected which individual digit they wanted to test their proficiency, dividing by 3,4,5,6,7, etc. The teacher facilitated student work by walking around the room and monitoring progress.
3. In one SPED room, the SPED specialist provided small group instruction on phonics and phonemic awareness.
4. In one lower elementary classroom, the teacher facilitated time for students to vote on which of three books they would write about. The teacher promoted student voice by giving them choice in content.
5. In one elementary classroom, the teacher read a text to the class whole group. While reading, the teacher stopped to ask questions and define academic vocabulary. After reading the text, the teacher reviewed the purpose of the lesson and made connections to the text.
6. Students in a lower elementary classroom was provided small group reading intervention with the teacher. The teacher progress monitored one student while the other students worked on an activity. The students were able to work in front of an affirmation mirror. There were several positive statements on the wall above the mirror (I can do anything, I am awesome, I am beautiful, and I am Kind.) When progressing monitoring the student, the teacher explained how the student did last time and asked the student to see how they might do today. The teacher said, "I noticed you skipped this word twice. Do you know how this letter sounds?" Teacher took notes and moved on to the second student for progress monitoring.
7. In one lower grade classroom, the teacher asked students questions and students responded. The teacher provided feedback about the students' answers.

# ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected
1a	<p>The school implements material terms of the education program.</p> <p>Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area.</p> <p>The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.</p>	<p>K-8 uses i-Ready Math and Ready Math for the core curriculum. The pacing guide covers all grade levels NVACS in 36 weeks. The i-Ready portion is based on student diagnostics given three times per year.</p> <p>The DCSLV campuses offers strong academics and employs curriculum chosen for each grade level based on results that increase proficiency. The school welcomes families on campus and recruits' volunteers routinely.</p>
1b	<p>The school complies with applicable education requirements.</p> <p>Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and English Learners (EL) Handbook and all others) Assessments/Data requirements</p>	<p>DCSLV campuses have had 98% of teachers return for the past three years, with just one position that needed to be filled due to a vacancy. MAP for grades k through 8 as well as SBAC are conducted</p>
1c	<p>The school protects the rights of students with disabilities.</p> <p>Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student.</p> <p>A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.</p>	<p>The school identifies students with IEPs to classroom teachers. Data talks are attended by Special Education facilitator to discuss status of learning and students that may need additional testing. Confidential copies of IEP are given to all staff who work with the students. Student levels of learning and achievement are monitored and measured. IEP goals monitored monthly.</p>

<p>1d</p>	<p>The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g., listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p>	<p>Teachers receive training through Wonders and Imagine Learning. The EL population has recently increased from 12 to 47, over three times in the past year. Based on this drastic increase teachers will begin receiving formal, specific training to meet the needs of the EL population. Currently, students have access to Imagine Learning and Wonders resources. There are two bilingual staff members; one has an English Language Acquisition and Development (formerly TESL) English Language Acquisition and Development (formerly TESL). The school supplies translation for Spanish speaking family members during conferences, phone calls, and written communication. In addition to WIDA scores, teachers, literacy specialists, speech therapist, special education facilitator and administration track EL students' progress. Portfolios are maintained and each student is tracked on a minimum monthly basis. Each teacher maintains a spreadsheet tracking progress for reading data points.</p>
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# ORGANIZATIONAL PERFORMANCE

Measure	Description	Evidence Collected
3a	<p>The school complies with governance requirements.</p> <p>Examples:            Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.</p>	<p>The Board of Trustees meets a minimum of six times per year and follows state open meeting law. Bylaws and financial board policies are updated. Composition of the board includes human resource, finance, legal, and community and parent representation. Minutes and agendas are posted according to open meeting law and all meetings are offered in compliance with the law.</p>
4a	<p>The school protects the rights of all students.</p> <p>Examples:            Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.</p>	<p>DCLSV is a free tuition and public sponsored school. During the non-lottery season, if a seat is available at any time it can be offered to an interested student. For upcoming school year, all interested families enroll via a lottery to apply for open seats. Once lottery closes at the end of February, seats are filled in this order: Returning students, siblings of returning students, staff and board member children are filled first due to preferences, with the remaining seats assigned by lottery. DCLSV strives for restorative justice with board approved policies and in cohort 1 of MTSS. No hearing or expulsion has taken place since 2019.</p>
5b	<p>The school complies with health and safety requirements.</p> <p>Examples:            Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan            Emergency Operation Plan            Certificate of Occupancy)            Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.</p>	<p>Crisis emergency response plan addresses emergencies and assigns staff to specific roles. Drills are practiced school wide. My Better Lunch is offered to Hillpointe campus students. Professional custodial services are in place at both campuses. Locks and security alarms are maintained at both campuses.</p>

## Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

<p>School staff ability to address previous recommendations</p>	<ol style="list-style-type: none"> <li>1. Standards focused on daily lessons</li> <li>2. Website remodel for communication hub</li> <li>3. Professional Development on Engagement</li> <li>4. Transitions to be more organized</li> <li>5. ELL program enhancements</li> </ol>
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<ol style="list-style-type: none"> <li>1. Addressed through Professional Learning</li> <li>2. Website?</li> <li>3. PD has been administered to increase student understanding of content.</li> <li>4. Transitions have been modified to be more organized.             <ul style="list-style-type: none"> <li>• Implementation of MTSS</li> <li>• Expectations for each location of the school have been taught to students.</li> </ul> </li> <li>5. EL program is undergoing several enhancements.             <ul style="list-style-type: none"> <li>• Training for staff</li> <li>• Imagine Learning and Wonders resources for students</li> <li>• Hired bilingual staff</li> <li>• Translate for families during conferences, phone calls, and written communication</li> <li>• Created systems to track EL student's progress</li> </ul> </li> </ol>
<p>The reasons school will require additional time to fully address the recommended items.</p>	<p>Recommendations from the Site Evaluation have been addressed. Currently, due to the pandemic, new challenges of student learning loss, some unwanted student behaviors and regressive social-emotional learning skills have emerged. The board, leadership team, and staff are working diligently to address the needs of students.</p>

# SITE EVALUATION FINDINGS

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## STRENGTHS

A summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

1. DCSLV Sandhill provides a tight community and small learning environment for children, families, and staff, which students and families regularly highlighted as reasons for attending. Many stakeholders cited the DCSLV Sandhill community's family feel, small class sizes, and staff going above and beyond as important reasons for choosing this school during many focus groups. The governing board at DCSLV Sandhill is powerful, positive, well-informed, cohesive, and works closely with the principal.
2. The service dog assists anxiety issues with students. Leadership provided several qualitative cases of how student misbehaviors are cut short because of the service dog presence. Students are provided opportunities to feed or walk or play with the on-site service dog. The administration indicated that the dog is used primarily for trauma. For example, leadership explained, "One of our students had a death in his family. The student requested to see the service dog. The service dog comforted the child as he cried. Soon after, the child was ready to go back to class." Leadership reported they are working to get an additional service dog for the school. Leadership shared, "The service dog helps with marketing. When families see the dog on the Facebook page, many families want to attend the school. Several families expressed they have boys with anxiety and want to enroll at Discovery because the dog will help to alleviate the anxiety."
3. By showing clear school-wide expectations for students throughout the school, DCSLV Sandhill has taken a proactive and preventative approach to student behavior and social-emotional challenges. Expectations were posted in the corridors, classrooms, and bathrooms, for example. Throughout the day, SPCSA employees monitored students meeting the school's expectations. DCSLV Sandhill staff were also noticed by SPCSA officials diverting undesirable behavior by restating the desired expectation. SPCSA staff observed DCSLV Sandhill staff providing positive feedback and incentives to students who demonstrated the school's expectations.
4. SPCSA employees consider DCSLV Sandhill's leadership to be a strength. DCSLV Sandhill's capacity to address the prior site evaluation's suggestions displays good leadership. Leadership stated they are implementing MTSS through the SPCSA to address post pandemic challenging behavioral and social-emotional concerns. Leadership stated they are working with families to address chronic absenteeism. Leadership stated they are tackling achievement disparities by improving capacity through training, professional development, PLCs, leadership, and coaching. DCSLV believes small class size contributes to more focused student attention. DCSLV Sandhill provides proactive supports to address post pandemic challenges, such as a counselor, interventionists, SEL support, SPED services, RTI, and a literacy coach.

## CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

1. Leadership reported that DCSLV Sandhill has challenges with increasing the number of diverse students who receive free and reduced lunch (FRL), are English learners, and/or learners with special needs. Currently, DCSLV Sandhill has 50 open seats. DCSLV Sandhill is still working on ways to address this challenge. According to the SPCSA's student enrollment data for the 2021-2022 school year, FRL has increased at DCSLV Sandhill to 31.6%. Although DCSLV Sandhill has increased their FRL enrollment numbers, they are still below the SPCSA's average of 43.4%. Although DCSLV Sandhill has increased their IEP enrollment numbers from 5.4 to 7.9%, they are still below neighboring zone public schools and SPCSA's average of 9.8%. DCSLV Sandhill has increased their EL enrollment numbers from 2.7% to 10.8%. DCSLV Sandhill's EL enrollment numbers are above the SPCSA's average of 8.8%.
2. School leadership indicated the return to in-person learning during the 2021-2022 school year accentuated achievement level gaps. During the pandemic, DCSLV Sandhill offered on-line instruction. Classroom management and behavioral issues arose because of students being removed from the structure and routine of the in-person school day during hybrid instruction, according to leadership. COVID had a significant impact on early elementary students' math, writing, and speech skills. Second graders in particular suffered significant losses in formal education during COVID. Leadership, family, and student focus groups all mentioned learning loss, the need to revisit previously learned content, and the importance of practicing good manners and civility when interacting with others. SPCSA staff is aware of the ongoing challenges and difficulties posed by the pandemic.

## RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation.

1. DCSLV Sandhill has joined the SPCSA's MTSS Cohort to help improve student engagement. MTSS provides supports and training to help school leaders and staff address academic achievement gaps as well as best practices for dealing with challenging behaviors. SPCSA staff advise DCSLV Sandhill to continue working on MTSS implementation through the SPCSA. The groundwork has been laid for DCSLV Sandhill to transition to Tier 2 and Tier 3 MTSS support. In terms of planning and building strong instruction, thoughtful and proactive DCSLV Sandhill support will assist interventionists, counselors, and teachers in framing effective small group and one-on-one instruction for further student academic and behavioral growth. MTSS provides a systematic platform for improving student outcomes through targeted core instruction, preventative, and intervention measures.
2. Most of the ten classrooms were observed by SPCSA site evaluation staff to be in the distinguished and proficient categories on the Classroom Observation Totals rubric (COT). The SPCSA evaluation team believes DCSLV Sandhill would like to provide a distinguished classroom experience for all students. SPCSA staff recommend DCSLV Sandhill provide opportunities for students to contribute more to their own learning and represent classroom content through questioning, discussion, and engaging strategies (areas 6A and 7B of the COT) to help frame advances in; a) improving the quality of classroom instruction and student learning, b) providing higher level questions and discussion techniques throughout lessons to foster learning for all students, and c) implementing new ways of



engaging students, and d) providing all students with challenging and differentiated instruction.

3. SPCSA staff recommends DCSLV Sandhill continue to prioritize student achievement given the two-star rating. The school may wish to develop a formal plan, which may include professional development, data-based decision making, targeted instruction, and interventions to meet students needs. SPCSA staff can be available to discuss next steps with the school leadership and board as needed.
4. SPCSA staff recommends DCSLV Sandhill work to ensure communication and parent involvement at the school and classroom level is consistent. The school may elect to develop a plan that addresses staff expectations for parent communication (e.g., frequency, method, and consistency). Additionally, DCSLV may wish to consider the best avenues for parent concerns, issues, and suggestions for improvement.
5. The SPCSA site evaluation team recommends that DCSLV Sandhill formalize a plan to increase enrollment of diverse student groups who receive free and reduced lunch (FRL), are English learners (EL), and/or have individualized education plans (IEP). Formalizing a plan may include board and leadership training on diversity efforts, successful recruitment of diverse and historically marginalized populations, and community outreach partnerships. SPCSA staff can be available to discuss next steps with the school leadership and board if at all helpful as many schools in the SPCSA portfolio are prioritizing this work.
6. SPCSA staff recommends the DCSLV Sandhill board and leadership develop a comprehensive plan to increase student applications, acceptance, and enrollment. Leadership reported that DCSLV Sandhill has a number of open seats. The school may wish to highlight DCSLV Sandhill's highly personalized approach to student learning and school community. Exploring marketing opportunities, community outreach, on-site tours of school facilities, and virtual presentations of school offerings may all be part of the school-wide increased enrollment plan. DCSLV Sandhill is encouraged to collaborate with a group of parents and families to include student success stories as a means of increasing communication with feeder schools and prospective students.
7. The SPCSA site evaluation team recommends DCSLV develops and maintains a prospective board member resource pool. SPCSA staff recommend the school board build a resource pool of possible board member candidates to call upon and formally recruit in the event an opening on the board exists. Having a collection of possible candidates well ahead of any openings on the board will help fill vacant seats more quickly. The SPCSA site evaluation team recognize the unique challenges of filling board vacancies at a public charter school. Identifying possible future board members proactively may alleviate trying to identify members if there is an emergent or unexpected vacancy. A list of potential board candidates will assist in ensuring the board remains a diverse set of individuals with varying experiences that can ultimately benefit the school. SPCSA staff recommend the board pursue board training opportunities to enhance the skill set of board members.

## **DEFICIENCIES**

There were no deficiencies identified for DCSLV Sandhill during this site evaluation.

# Appendix F

**STEVE SISOLAK**  
*Governor*

**STATE OF NEVADA**

**REBECCA FEIDEN**  
*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 UNITED STATES POSTAL SERVICE  
AND ELECTRONIC MAIL**

November 4, 2019

Carrie Buck, Board President  
Discovery Charter School  
8941 Hillpointe Rd.  
Las Vegas, NV 89134

**Re: Notice of Concern Due to Academic Underperformance**

Dear Ms. Buck:

As you are aware, the elementary and middle school programs at Discovery's Mesa Vista Campus each received two-star ratings under the Nevada Department of Education's Nevada School Performance Framework for the 2018-2019 school year. As you are also aware, the State Public Charter School Authority voted at its October 4, 2019 Board meeting to issue a Notice of Concern based on the foregoing academic underperformance.

This Notice of Concern serves as a reminder that the Charter School Performance Framework, which is incorporated into Discovery Charter School's Charter School Contract, is meant to provide charter school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time ensuring charter school autonomy. Under the Charter School Performance Framework, there are three levels of Notices: a Notice of Concern represents Level 1; a Notice of Breach represents Level 2; a Notice of Intent to Terminate represents Level 3.

Please note that the Authority is also requiring that Discovery Charter School submit a report by February 1, 2020 which includes progress to date in implementing the Mesa Vista campus school performance plan and a summary of mid-year assessment results for the Mesa Vista campus. SPCSA staff will also closely review the school's performance plan for the 2019 - 2020 school year. Finally, SPCSA staff will monitor the school's adherence to NRS 388A.367, which requires low performing schools to notify the parent or guardian of each pupil enrolled in the school and hold a public hearing to provide all stakeholders an opportunity to discuss actions and

solicit feedback for continued growth and improvement based on the statewide accountability rating system.

The SPCSA believes strongly in a quality public school of choice for every Nevada child. We hope that Discovery Charter School will join us by improving its academic performance, thereby increasing the number of high-quality SPCSA-sponsored charter schools.

Sincerely,



Rebecca Feiden  
Executive Director, State Public Charter School Authority

cc: Tricia Wilbourne, Site Lead Administrator, Discovery Charter School  
Melissa Mackedon, Chair, State Public Charter School Authority  
Mark Modrcin, Director of Authorizing, State Public Charter School Authority  
Ryan Herrick, General Counsel, State Public Charter School Authority  
Selcuk Ozdemir, Education Programs Supervisor, State Public Charter School Authority  
(via *electronic mail*)

# Appendix G

**STEVE SISOLAK**  
*Governor*

**STATE OF NEVADA**

**REBECCA FEIDEN**  
*Executive Director*



**STATE PUBLIC CHARTER SCHOOL AUTHORITY**

**1749 North Stewart Street Suite 40**  
**Carson City, Nevada 89706-2543**  
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Sincerely,



Rebecca Feiden  
Executive Director, State Public Charter School Authority

cc: Tricia Wilbourne, Site Lead Administrator, Discovery Charter School  
Melissa Mackedon, Chair, State Public Charter School Authority  
Mark Modrcin, Director of Authorizing, State Public Charter School Authority  
Ryan Herrick, General Counsel, State Public Charter School Authority  
Selcuk Ozdemir, Education Programs Supervisor, State Public Charter School Authority  
(via *electronic mail*)

# Appendix H



**STEVE SISOLAK**  
*Governor*

**STATE OF NEVADA**

**REBECCA FEIDEN**  
*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**

**2080 East Flamingo Road Suite 230  
Las Vegas, Nevada 89119-5164  
(702) 486 - 8895 · Fax: (702) 486 - 5543**

Via Electronic Mail

February 12, 2021

Discovery Charter School  
Board Chair Dr. Carrie Buck  
School Leader Mrs. Tricia Wilbourne  
8941 Hillpointe Road  
Las Vegas NV, 89134

**RE: Final Financial Performance Ratings, School Year Ending June 2020 & Notice of Concern**

Dear Dr. Carrie Buck and Mrs. Tricia Wilbourne:

As you know, preliminary Financial Performance Framework results were provided to you on December 18, 2020. These results were formally adopted by the State Public Charter School Authority (SPCSA) on January 22, 2021, thus finalizing your school's Financial Performance Framework ratings for the 2019 – 2020 school year.

A copy of these results can be found attached to this letter.

Please note that the SPCSA also issued a Notice of Concern to Discovery Charter School under the Financial Performance Framework, and directed Discovery Charter School to develop a financial performance improvement plan in collaboration with SPCSA staff. A written report on progress to date in implementing this plan is to be submitted to SPCSA staff no later than April 1, 2021.

This Notice of Concern serves as a reminder that the Charter School Performance Framework, which is incorporated into Discovery Charter School's Charter School Contract, is meant to provide charter school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time protecting charter school autonomy. Under the Charter School Performance Framework, a Notice of Concern represents Level 1 in the Authority's Intervention process. While we expect that the school will be able to remedy these issues without further action by the Authority, please note that Level 2 in the process is a Notice of Breach, and that a State Public Charter School Authority-sponsored public charter school entering Level 3 of the Authority's Intervention process may result in Charter School Contract termination proceedings being initiated under NRS 388A.330.

We suggest a follow-up conversation in the coming weeks to discuss the current financial state of your school as well as next steps in order to meet the April 1, 2021 deadline. SPCSA staff can be available as early as the week of February 15.

**Please confirm receipt of this email, and provide 2-3 dates and times that may work for this initial conversation.**

We appreciate your continuing efforts to help Nevada's students achieve greater and greater academic and all-around performance to put them in a better position to do well in their lives.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mike Dang', with a stylized flourish at the end.

Mike Dang  
Manager, Financial & Organizational Performance Frameworks

Attachment 1: Financial Performance Framework Rating, SYE20

cc: Rebecca Feiden, Executive Director, State Public Charter School Authority  
Michael Gawthrop-Hutchins, Management Analyst III, State Public Charter School Authority  
Ryan Herrick, General Counsel, State Public Charter School Authority  
Melissa Mackedon, Chair, State Public Charter School Authority  
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# Appendix I



The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

**Discovery Charter School**

**Address:** 8941 Hillpointe Road, Las Vegas, NV 89134

**Website:** <http://dcslv.org/>

**Enrollment:** 373

**Grades Served:** K-8

2019-20

2018-19

**Notice of Concern Issued**

N/A

1. CURRENT RATIO

**Falls Far Below Standard**

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

**Does Not Meet Standard**

Is the school's UDCOH at least 60 days or 30 days with a positive trend?

3. ENROLLMENT FORECAST ACCURACY

-

Is the school's Forecast Accuracy at least 95% for the most recent and three prior years?

4. DEBT DEFAULT

**Meets Standard**

Is the school in default of loan covenant(s) or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN

**Does Not Meet Standard**

Is the school's current year and three year aggregate Total Margin positive?

6. DEBT TO ASSET RATIO

**Falls Far Below Standard**

Is the school's Debt to Asset Ratio less than 0.90?

7. CASH FLOW

**Does Not Meet Standard**

Is the school's most recent year and three year aggregate cash flow positive?

8. DEBT OR LEASE SERVICE COVERAGE RATIO

**Meets Standard**

Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

\* Enrollment Forecast Accuracy ratings were not reported for the 2019-20 school year.

# Appendix J



## 2020-21 Fiscal Year: Financial Performance Framework

The Financial Performance Framework provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for Details.

### Discovery Charter School

**Address:** 8941 Hillpointe Road, Las Vegas, NV 89134  
**Website:** <http://dcslv.org/>  
**Enrollment:** 450  
**Grades Served:** K-8

2020-21

**Meets the Standard**

2019-20

**Notice of Concern**

<p>1. CURRENT RATIO</p> <p><b>Meets Standard</b></p> <p>Is the school's Current Ratio at least 1.1?</p>	<p>2. UNRESTRICTED DAYS CASH ON HAND</p> <p><b>Meets Standard</b></p> <p>Is the school's UDCOH at least 60 days or 30 days with a positive</p>	<p>3. ENROLLMENT VARIANCE</p> <p>-</p> <p>Is the school's Enrollment Variance 95% or greater?</p>	<p>4. DEBT DEFAULT</p> <p><b>Meets Standard</b></p> <p>Is the school in default of loan covenant(s) or delinquent with debt service payments?</p>
<p>5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL</p> <p><b>Meets Standard</b></p> <p>Is the school's current year and three year aggregate Total Margin positive?</p>	<p>6. DEBT TO ASSET RATIO</p> <p><b>Does Not Meet Standard</b></p> <p>Is the school's Debt to Asset Ratio less than 0.90?</p>	<p>7. CASH FLOW</p> <p><b>Meets Standard</b></p> <p>Is the school's most recent year and three year aggregate cash flow positive?</p>	<p>8. DEBT OR LEASE SERVICE COVERAGE RATIO</p> <p><b>Meets Standard</b></p> <p>Is the school's Debt/Lease Service Coverage Ratio at least 1.10?</p>

\* Enrollment Variance ratings were not reported for the 2020-21 school year.

# Appendix K

**Discovery Charter School**

**Address:** 8941 Hillpointe Road, Las Vegas, NV 89134

**Website:** <http://dcslv.org/>

**Enrollment:** 373

**Grades Served:** k-8

2019-20

**100.00**  
**Meets Standard**

2018-19

N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
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1. EDUCATION PROGRAM

**20 out of 20**

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

**20 out of 20**

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizational Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

**20 out of 20**

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

**20 out of 20**

In this section, the SPCSA measures charter school compliance with a variety of laws related to students and employees.

5. SCHOOL ENVIRONMENT

**20 out of 20**

This section addresses the school's facility, transportation, food service, and health services, among other things.



# Appendix L



# 2020-21 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

## Discovery Charter School

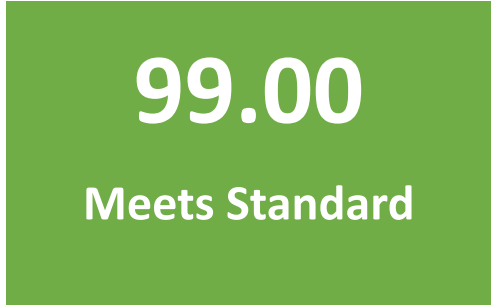
**Address:** 8941 Hillpointe Road, Las Vegas, NV 89134

**Website:** <http://dcslv.org/>

**Enrollment:** 450

**Grades Served:** K-8

2020-21



2019-20



### SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
--------------------------	--------------------------

### 1. EDUCATION PROGRAM

# 19 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

### 2. FINANCIAL MANAGEMENT

# 20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizational Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

### 3. GOVERNANCE & REPORTING

# 20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

### 4. STUDENTS & EMPLOYEES

# 20 out of 20

In this section, the SPCSA measures charter school compliance with a variety of laws related to students and employees.

### 5. SCHOOL ENVIRONMENT

# 20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.