# STATE PUBLIC CHARTER SCHOOL AUTHORITY

## 2022 Renewal Report for
## Imagine Schools at Mountain View
*Per NRS 388A.285 and NAC 388A.415*

## Issued June 30, 2022

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1.  **School Overview**

    a.  Addresses:
        i.  6610 Grand Montecito Avenue Las Vegas, NV 89149

    b.  County, Campus Locations and Enrollment Caps:
        i.  Clark
        ii.  2022-2023 Enrollment Cap – 750

    c.  Governing Board Members
        i.  President – Christen Winkler
        ii.  Vice President – Shannon Pash
        iii.  Member – Bob Andrews
        iv.  Member – Gina Marku
        v.  Member – George Burns
        vi.  Member – Donnie Gibson
        vii.  *Member – Vacant*
        *Board Member information based on Epicenter Board Center*

d.  Academic Data Overview[1] - NRS 388A.285(1)(a)

*The following data were compiled from the ratings generated by the Nevada State Performance Framework (NSPF) during the last four years.*

| Year | NSPF Ratings[2] |
|---|---|
| 2017 – 2018 | Elementary School: 3 stars |
| 2018 – 2019 | Elementary School: 3 stars<br>Middle School: 4 stars |
| 2019 – 2020 | Elementary School: 3 stars<br>Middle School: 4 stars |
| 2020 - 2021 | Elementary School: 3 stars<br>Middle School: 4 stars |

4-Year Graduation Rate (if applicable)

| Class of | Percent of Students Graduating in 4 Years |
|---|---|
| 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.*

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[1] 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.

[2] 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.

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

| Year | Findings & Framework Results |
|---|---|
| 2017 – 2018 | Meets Standard |
| 2018 – 2019 | Meets Standard |
| 2019 – 2020 | Meets Standard |
| 2020 – 2021 | Meets Standard |

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

| Year | Findings & Framework Results |
|---|---|
| 2017 – 2018 | Meets Standard |
| 2018 – 2019 | Meets Standard |
| 2019 – 2020 | Meets Standard |
| 2020 – 2021 | Meets Standard |

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

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.*

| Total Enrollment (Number of Students) Across All Existing Campuses | | | | | |
|---|---|---|---|---|---|
| Grade | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| Pre-K | 0 | 0 | 0 | 0 | 0 |
| K | 148 | 124 | 100 | 87 | 118 |
| 1 | 127 | 149 | 117 | 99 | 98 |
| 2 | 121 | 118 | 138 | 110 | 92 |
| 3 | 109 | 109 | 118 | 125 | 91 |
| 4 | 77 | 100 | 96 | 112 | 107 |
| 5 | 73 | 61 | 95 | 86 | 98 |
| 6 | 30 | 51 | 51 | 54 | 50 |
| 7 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 | 0 | 0 |
| Total | 685 | 712 | 715 | 673 | 654 |

| Student Group Enrollment Rates | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Year | Enrollment | Asian | Black | White | Hisp. | Amer. Ind. | Two or More | Pac. Isl. | FRL | IEP | ELL |
| 2017-18 | 685 | 8.6 | 18.8 | 29.7 | 31.2 | 0.5 | 8.9 | 2.0 | 21.1 | 7.4 | 11.8 |
| 2018-19 | 712 | 7.7 | 16.7 | 28.9 | 32.4 | 0.9 | 12.0 | 1.1 | 29.2 | 9.9 | 9.9 |
| 2019-20 | 715 | 5.8 | 15.9 | 29.7 | 33.8 | 0.4 | 13.4 | 0.6 | 32.0 | 12.3 | 11.4 |
| 2020-21 | 673 | 5.4 | 15.6 | 29.7 | 33.5 | 0.4 | 14.1 | 1.0 | 27.4 | 15.1 | 10.6 |
| 2021-22 | 654 | 5.9 | 18.8 | 24.9 | 35.4 | 0.4 | 13.1 | 1.2 | 36.0 | 11.9 | 12.2 |

| 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 |

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

*The Authority Board has issued the following Notices to Imagine Schools at Mountain View (ISMV):*

     a. *Academic*
     The Authority Board has not issued any Academic Notices to ISMV this charter term.

     b. *Financial*
     The Authority Board has not issued any Financial Notices to ISMV this charter term.

     c. *Organizational*
     The Authority Board has not issued any Organizational Notices to ISMV this charter term.

     d. *Site Evaluations*
     No deficiencies have been identified during site evaluations of ISMV 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 Imagine Schools at Mountain View (ISMV)

ISMV currently offers instruction at the elementary and middle school levels, grades K-6, at one campus. According to the NSPF ratings for the 2018 – 2019 school year, the elementary school was rated as a 3- star program while the middle school was rated as a 4-star program.

As noted in the NSPF guidance document, a 3-star elementary school program 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. Additionally, and as noted in the NSPF guidance document, a 4-star middle school program 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. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps.  A copy of the NSPF reports for ISMV for the 2018 – 2019 school year are included as Appendix A within this report.

Prior to the 2018– 2019 school year, ISMV received a rating for the 2017– 2018 school year at the elementary school level, earning a 3-star rating according to the NSPF. A copy of this NSPF report can also be found within Appendix A.

With regard to the financial performance and viability of the school, staff finds that ISMV has exhibited strong financial performance. ISMV was found to be 'Meeting Standards' for both the 2019 – 2020 and 2020 – 2021 school years according to the SPCSA Financial Framework. Copies of these results can be found as Appendix D and Appendix E within this report.

The organizational health and performance of the school has been strong over the current charter term.  ISMV 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 F and Appendix G within this report.

Finally, SPCSA staff has conducted two site evaluations of ISMV during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including strong levels of communication, classroom environments conducive to learning and strategic leveraging of resources to support student learning. SPCSA staff also identified some areas of growth for the school to prioritize, including improving professional development focused on data driven instruction, developing systems and procedures to address staffing challenges, and pursue solutions to address lower than anticipated enrollment. 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 and C for more details on the ISMV 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[3].  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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[3] 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
# Imagine School Mountain View

School Type: Zoom SPCSA
School Level: Elementary School
Grade Levels: 0K-06
District: State Public Charter School Authority
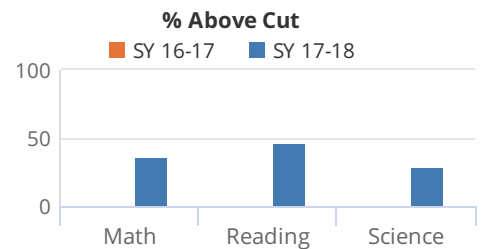Website: imaginemountainview.org

Total Index Score: 51.5
School Designation:
6610 Grand Montecito Parkway
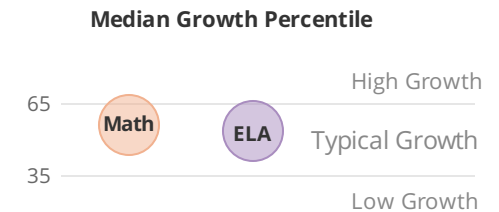Las Vegas, NV 89149
Phone: 702-253-0251

## Race/Ethnicity



## Special Populations



## Academic Achievement

**10/25**
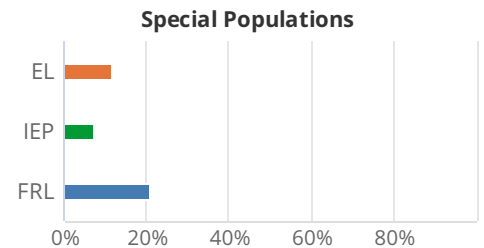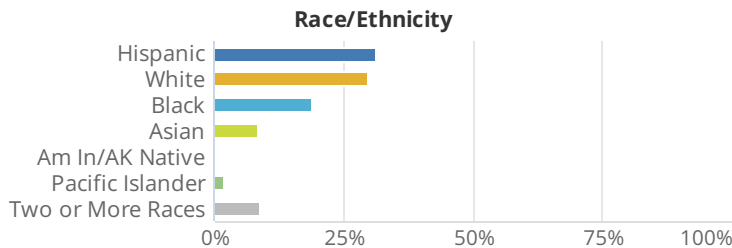
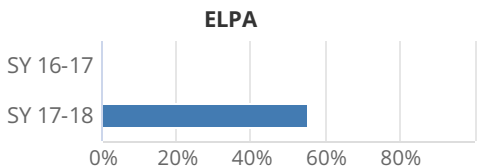| | % Above Cut | % District |
|---|---|---|
| Math CRT | 37.5 | 52.8 |
| ELA CRT | 47.1 | 58.6 |
| Science CRT | 29 | 35.3 |
| *Pooled Average* | 40.9 | 52.9 |
| Read by Grade 3 | 44.4 | 56.2 |

### % Above Cut



## Student Growth

**20/35**

| | % SY 17-18 |
|---|---|
| Math CRT MGP | 56.0 |
| ELA CRT MGP | 53.0 |
| Math CRT AGP | 34.6 |
| ELA CRT AGP | 47.3 |

### Median Growth Percentile



## English Language

**9/10**

| | % of EL Meeting AGP | % District |
|---|---|---|
| ELPA | 55.5 | 42.5 |

### ELPA



## Closing Opportunity Gaps

**6/20**

| % Non-proficient | % Meeting AGP |
|---|---|
| Math CRT | 19.5 |
| ELA CRT | 36.8 |

### % of Non-proficient on Track to Proficiency



## Student Engagement

**\*6.5/10**
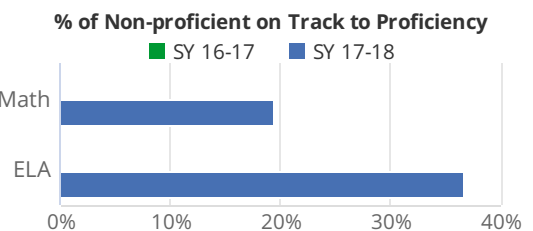
*Bonus points included

| | % Chronically Absent | % District |
|---|---|---|
| Chronic Absenteeism | 15.0 | 10.1 |

| | % Participation | Met Target |
|---|---|---|
| Climate Survey | 89.5 | YES |

### Chronic Absenteeism SY 17-18
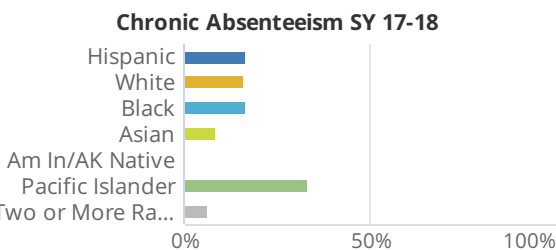
## Student CRT Proficiency

| | % 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 | 50 | 75.2 | 67.2 | 50 | 76.2 | 74.1 | - | 49.2 | N/A |
| Black/African American | 31.4 | 30.6 | 28.8 | 35.1 | 40.5 | 39.6 | 15.3 | 14.6 | N/A |
| Hispanic/Latino | 30.5 | 40.2 | 36.5 | 43.6 | 48 | 45.5 | 15.7 | 22.5 | N/A |
| Pacific Islander | - | 48.3 | 45.6 | - | 52.6 | 55.7 | - | 32 | N/A |
| Two or More Races | 40 | 59 | 52.9 | 60 | 67.1 | 62.6 | - | 46.6 | N/A |
| White/Caucasian | 45.4 | 61.1 | 57.2 | 55.8 | 65 | 65.7 | 47 | 43.8 | N/A |
| Special Education | 23.8 | 29.2 | 24.8 | 23.8 | 29.3 | 26.3 | - | 19.4 | N/A |
| English Learners Current + Former | 43.1 | 37.4 | 32.4 | 36.3 | 38.9 | 38.4 | 26.6 | 15.2 | N/A |
| English Learners Current | 28.1 | 25.5 | | 21.8 | 22.8 | | - | 4.8 | N/A |
| Economically Disadvantaged | 25.3 | 33.1 | 35.7 | 39.4 | 40.4 | 44 | 14.2 | 17.3 | N/A |

## Grade 3 ELA

| | % Above the Cut | |
|---|---|---|
| | % ELA | % District |
| American Indian/Alaska Native | - | 66.6 |
| Asian | - | 74.5 |
| Black/African American | 40 | 34.2 |
| Hispanic/Latino | 43.4 | 47.1 |
| Pacific Islander | - | 38.8 |
| Two or More Races | - | 64.3 |
| White/Caucasian | 44.8 | 62.6 |
| Special Education | - | 29.4 |
| English Learners Current + Former | 30.7 | 33 |
| English Learners Current | 18.1 | 21.8 |
| Economically Disadvantaged | 41.3 | 37.5 |

## Student Growth

| | Student Growth Percentile | | | |
|---|---|---|---|---|
| | Math MGP | ELA MGP | Math AGP | ELA AGP |
| American Indian/Alaska Native | - | - | - | - |
| Asian | 72 | 78.5 | 61.1 | 66.6 |
| Black/African American | 48 | 49 | 16.6 | 38.8 |
| Hispanic/Latino | 61.5 | 49.5 | 34.7 | 41.2 |
| Pacific Islander | - | - | - | - |
| Two or More Races | - | - | - | - |
| White/Caucasian | 57 | 57.5 | 41.4 | 54.7 |
| Special Education | 52.5 | 28.5 | 21.4 | 14.2 |
| English Learners Current + Former | 66 | 73 | 41.9 | 54.8 |
| English Learners Current | 61 | 60 | 23.8 | 42.8 |
| Economically Disadvantaged | 54.5 | 47.5 | 23.6 | 36.8 |

## Closing Opportunity Gap

| | % of non-proficient Students meeting AGP | |
| --- | --- | --- |
| | % Math AGP | % ELA AGP |
| American Indian/Alaska Native | - | - |
| Asian | - | - |
| Black/African American | 0 | 29.1 |
| Hispanic/Latino | 29 | 26.6 |
| Pacific Islander | - | - |
| Two or More Races | - | - |
| White/Caucasian | 20 | 50 |
| Special Education | - | - |
| English Learners Current + Former | 35 | 48 |
| English Learners Current | 29.4 | 45.4 |
| Economically Disadvantaged | 2.8 | 25 |

## Chronic Absenteeism

| | % Chronically Absent | % District |
| --- | --- | --- |
| American Indian/Alaska Native | - | 14.5 |
| Asian | 8.6 | 4.9 |
| Black/African American | 16.7 | 14.5 |
| Hispanic/Latino | 16.7 | 11.5 |
| Pacific Islander | 33.3 | 12.6 |
| Two or More Races | 6.7 | 9 |
| White/Caucasian | 16 | 9 |
| Special Education | 9.8 | 11.3 |
| English Learners Current + Former | N/A | N/A |
| English Learners Current | 8.8 | 10.4 |
| Economically Disadvantaged | 16.8 | 15.9 |

# What does my school rating mean?

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

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**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.

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# 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 |

# Imagine School Mountain View

| | |
|---|---|
| School Level: | Elementary School |
| Grade Levels: | 0K-06 |
| District: | State Public Charter School Authority |
| School Address: | 6610 Grand Montecito Parkway Las Vegas, NV 89149 |



**56.5**
Total Index Score

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

## Student Race/Ethnicity



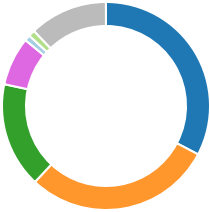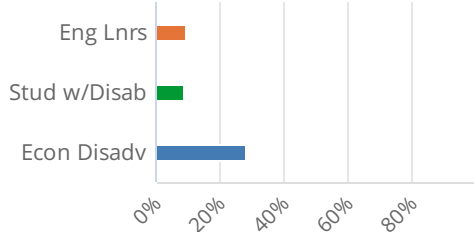| | |
|---|---|
| 29.1% | White |
| 16.3% | Bl/Afr Am |
| 32.5% | Hisp/Latino |
| 7.5% | Asian |
| 0.9% | Am Ind/AK Nat |
| 1% | Pac Isl |
| 12.1% | Two or More |

## School Performance History

| School Year | Index Score/ Star Rating |
|---|---|
| 2017-2018 | 51.5 ★★★ |
| 2016-2017 | N/A    N/A |

## Alternative Student Groups



## What does my school rating mean?

**Three-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.

### 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

 **12**/25

### Academic Achievement Indicator

| Measure | School Rate | District Rate |
|---|---|---|
| Pooled Proficiency | 42.3 | 54 |
| Math Proficiency | 38.2 | 54.5 |
| ELA Proficiency | 51.2 | 60.1 |
| Science Proficiency | 20.6 | 34.7 |
| Read-by-Grade-3 Proficiency | 51.7 | 56.7 |

 **22.5**/35

### Growth Indicator

| Measure | School Median | District Median |
|---|---|---|
| Math MGP | 50.5 | 55 |
| ELA MGP | 54 | 52 |
| | School Rate | District Rate |
| Met Math AGP Target | 37.7 | 49.7 |
| Met ELA AGP Target | 57.7 | 59.7 |

 **10**/10

### English Language Proficiency Indicator

| Measure | School Rate | District Rate |
|---|---|---|
| Met EL AGP Target | 60.3 | 56.7 |

 **9**/20

### Closing Opportunity Gaps Indicator

| Measure | School Rate | District Rate |
|---|---|---|
| Prior Non-Proficient Met Math AGP Target | 24.3 | 27.8 |
| Prior Non-Proficient Met ELA AGP Target | 37.5 | 39.2 |

Climate Survey Participation is not a point-earning measure.

**12/25**

## 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: 8/20

| | 2019 % | 2019 % District | 2018 % | 2018 % District |
|---|---|---|---|---|
| Pooled Proficiency | 42.3 | 54 | 40.9 | 52.9 |

## Math Proficient

| Groups | 2019 % | 2019 % District | 2019 % MIP | 2018 % | 2018 % District | 2018 % MIP |
|---|---|---|---|---|---|---|
| All Students | 38.2 | 54.5 | 48.5 | 37.5 | 52.8 | 45.8 |
| American Indian/Alaska Native | - | 45.7 | 34.3 | - | 44.8 | 30.9 |
| Asian | 68 | 75.5 | 68.8 | 50 | 75.2 | 67.2 |
| Black/African American | 25.5 | 31.3 | 32.3 | 31.4 | 30.6 | 28.8 |
| Hispanic/Latino | 35.7 | 44.6 | 39.6 | 30.5 | 40.2 | 36.5 |
| Pacific Islander | - | 48.7 | 48.3 | - | 48.3 | 45.6 |
| Two or More Races | 25 | 58.2 | 55.3 | 40 | 59 | 52.9 |
| White/Caucasian | 45.2 | 62.2 | 59.3 | 45.4 | 61.1 | 57.2 |
| Special Education | 29.1 | 27.3 | 28.6 | 23.8 | 29.2 | 24.8 |
| English Learners Current + Former | 40.1 | 42.2 | 35.8 | 43.1 | 37.4 | 32.4 |
| English Learners Current | 24.1 | 32.3 | | 28.1 | 25.5 | |
| Economically Disadvantaged | 24 | 39.7 | 39 | 25.3 | 33.1 | 35.7 |

**Math Assessments
% Proficient**
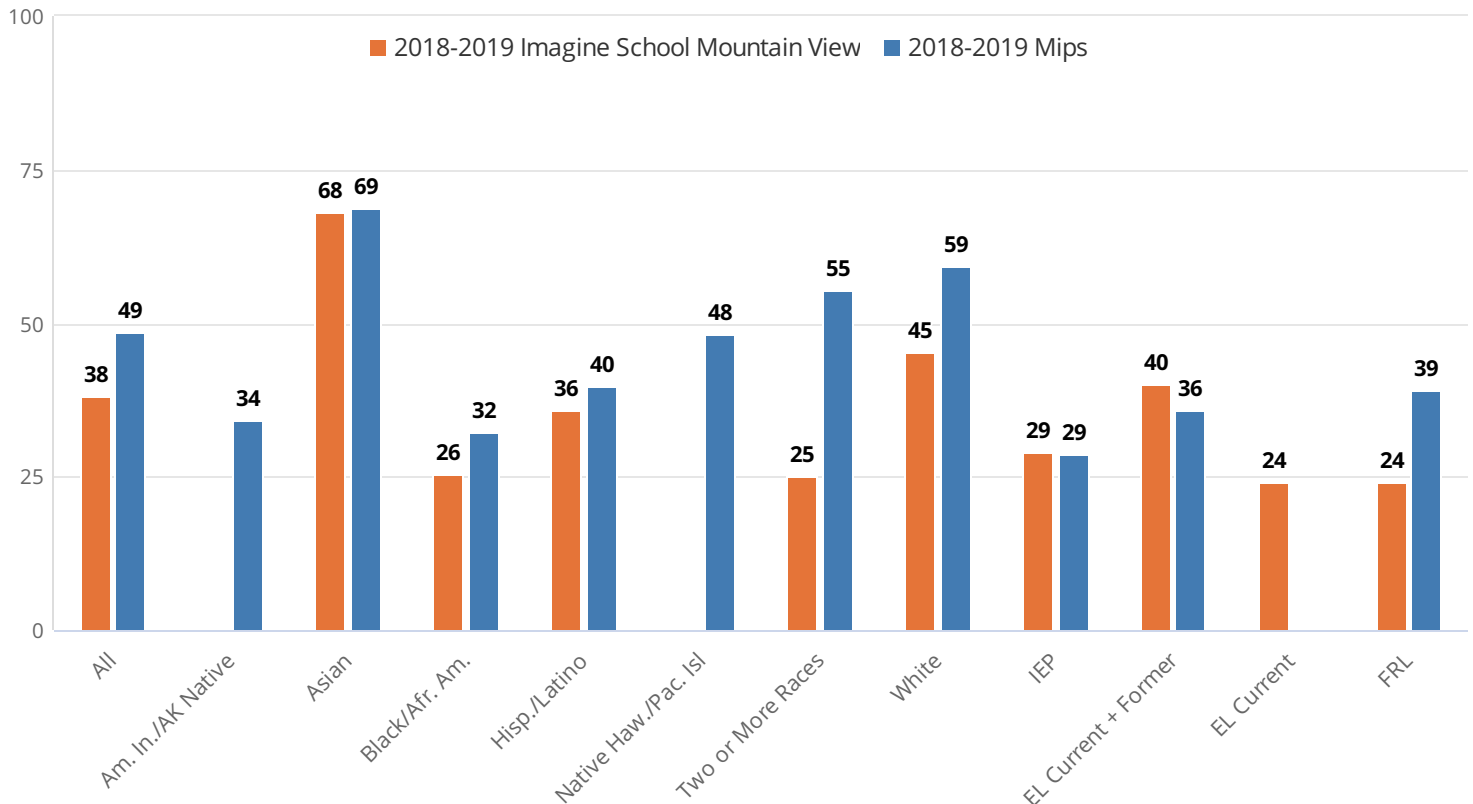
**12/25**  **Academic Achievement**

## ELA Proficient

| Groups | 2019 % | 2019 % District | 2019 % MIP | 2018 % | 2018 % District | 2018 % MIP |
|---|---|---|---|---|---|---|
| All Students | 51.2 | 60.1 | 57 | 47.1 | 58.6 | 54.7 |
| American Indian/Alaska Native | - | 62.5 | 42.5 | - | 58.3 | 39.5 |
| Asian | 81.7 | 78.5 | 75.4 | 50 | 76.2 | 74.1 |
| Black/African American | 44.1 | 40.8 | 42.6 | 35.1 | 40.5 | 39.6 |
| Hispanic/Latino | 53.5 | 51.1 | 48.2 | 43.6 | 48 | 45.5 |
| Pacific Islander | - | 51.7 | 57.9 | - | 52.6 | 55.7 |
| Two or More Races | 37.5 | 63.7 | 64.4 | 60 | 67.1 | 62.6 |
| White/Caucasian | 48.7 | 66.7 | 67.4 | 55.8 | 65 | 65.7 |
| Special Education | 20.8 | 26.6 | 30 | 23.8 | 29.3 | 26.3 |
| English Learners Current + Former | 55.1 | 42.2 | 41.4 | 36.3 | 38.9 | 38.4 |
| English Learners Current | 34.3 | 29.3 | | 21.8 | 22.8 | |
| Economically Disadvantaged | 36 | 45.3 | 46.8 | 39.4 | 40.4 | 44 |

### ELA Assessments
### % Proficient
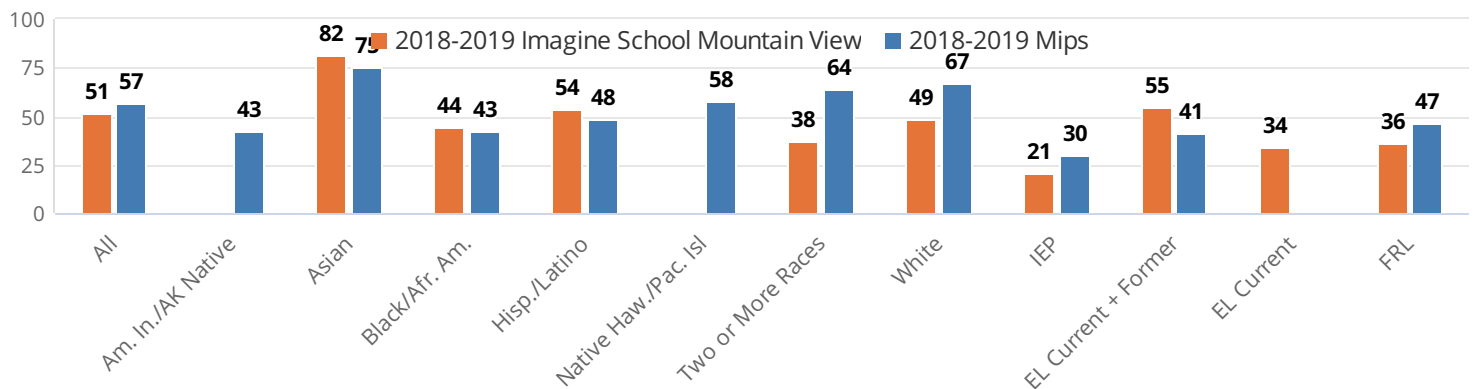


## Science Proficient

| Groups | 2019 % | 2019 % District | 2018 % | 2018 % District |
|---|---|---|---|---|
| All Students | 20.6 | 34.7 | 29 | 35.3 |
| American Indian/Alaska Native | - | 25 | - | 9 |
| Asian | - | 50.5 | - | 49.2 |
| Black/African American | 20 | 16.6 | 15.3 | 14.6 |
| Hispanic/Latino | 28.5 | 25.8 | 15.7 | 22.5 |
| Pacific Islander | - | 26.1 | - | 32 |
| Two or More Races | - | 37.6 | - | 46.6 |
| White/Caucasian | 15.6 | 42.7 | 47 | 43.8 |
| Special Education | - | 12.5 | - | 19.4 |
| English Learners Current + Former | 10 | 24.1 | 26.6 | 15.2 |
| English Learners Current | - | 7.2 | - | 4.8 |
| Economically Disadvantaged | 0 | 23.8 | 14.2 | 17.3 |

### Science Assessments
### % Proficient

# Imagine School Mountain View
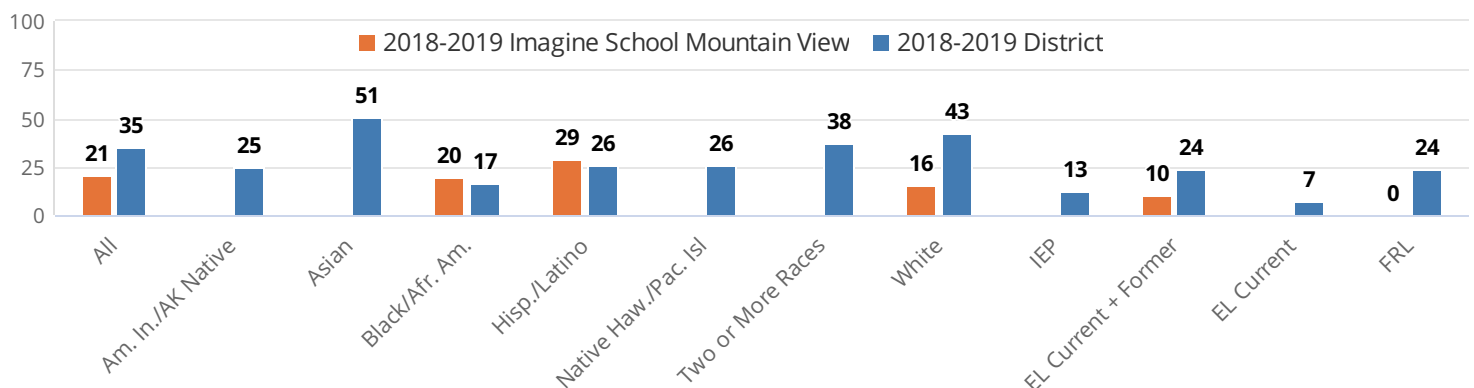
**12**/25    **Academic Achievement**

## Read by Grade 3 Proficient

## Read by Grade 3 Points Earned: 4/5

| Groups | 2019 % | 2019 % District | 2018 % | 2018 % District |
|---|---|---|---|---|
| All Students | 51.7 | 56.7 | 44.4 | 56.2 |
| American Indian/Alaska Native | - | 38.3 | - | 66.6 |
| Asian | - | 75.7 | - | 74.5 |
| Black/African American | 33.2 | 38.5 | 40 | 34.2 |
| Hispanic/Latino | 59.2 | 47.5 | 43.4 | 47.1 |
| Pacific Islander | - | 50.7 | - | 38.8 |
| Two or More Races | - | 63.1 | - | 64.3 |
| White/Caucasian | 46.2 | 62.6 | 44.8 | 62.6 |
| Special Education | 8.3 | 26.3 | - | 29.4 |
| English Learners Current + Former | 76.4 | 43.6 | 30.7 | 33 |
| English Learners Current | 66.5 | 36.1 | 18.1 | 21.8 |
| Economically Disadvantaged | 35.2 | 43.2 | 41.3 | 37.5 |

**Read by Grade 3
% Proficient**
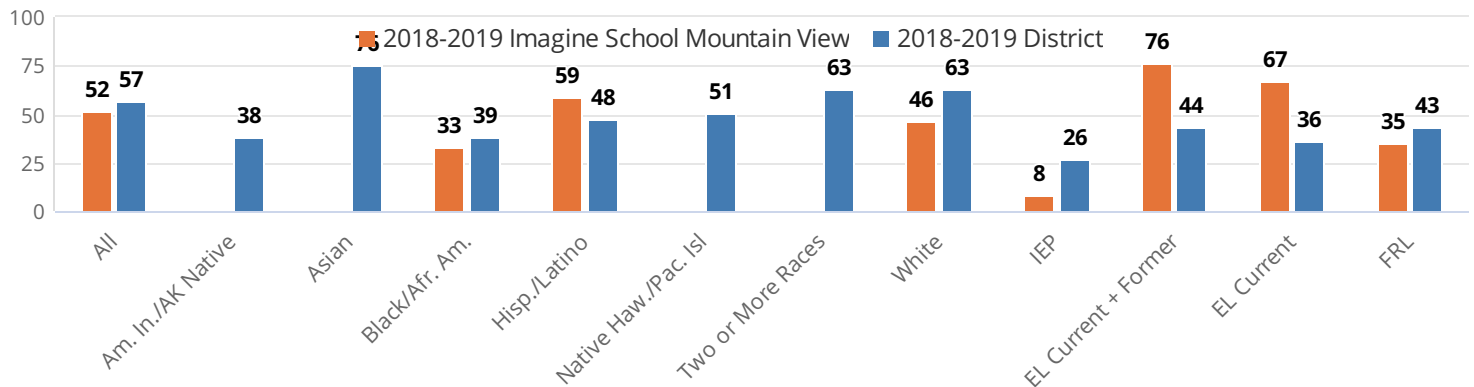


The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th 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 40th Percentile | Student Growth Score |
|---|---|---|
| 2nd Grade | 65.4 | 20 |
| 1st Grade | 48.6 | 33 |
| Kindergarten | N/A | N/A |

**12**/25   **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 | >=95% | >=95% | >=95% | >=95% |
| Black/African American | >=95% | >=95% | >=95% | >=95% |
| Hispanic/Latino | >=95% | >=95% | >=95% | >=95% |
| Pacific Islander | - | - | - | - |
| Two or More Races | >=95% | >=95% | >=95% | >=95% |
| White/Caucasian | >=95% | >=95% | >=95% | >=95% |
| Special Education | >=95% | >=95% | >=95% | >=95% |
| English Learners Current + Former | N/A | N/A | >=95% | >=95% |
| English Learners Current | >=95% | >=95% | >=95% | >=95% |
| Economically Disadvantaged | >=95% | >=95% | >=95% | >=95% |

'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.

# Imagine School Mountain View

School Year 2018-2019 Nevada School Rating

**22.5**/35  **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: 5/10     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 | 50.5 | 55 | 54 | 52 | 56 | 53 | 53 | 49 |
| American Indian/Alaska Native | - | 55.5 | - | 67 | - | 49 | - | 54 |
| Asian | 62 | 58 | 70 | 59 | 72 | 61.5 | 78.5 | 62 |
| Black/African American | 61 | 48 | 44.5 | 43.5 | 48 | 45 | 49 | 44 |
| Hispanic/Latino | 47 | 54 | 64 | 51 | 61.5 | 49 | 49.5 | 48 |
| Pacific Islander | - | 43 | - | 46 | - | 56 | - | 46 |
| Two or More Races | 38 | 53 | 38 | 50 | - | 53 | - | 51.5 |
| White/Caucasian | 50 | 57 | 52 | 54 | 57 | 55 | 57.5 | 49 |
| Special Education | - | 51 | - | 42 | 52.5 | 49 | 28.5 | 40.5 |
| English Learners Current + Former | 62.5 | 59 | 66 | 53 | 66 | 49 | 73 | 52 |
| English Learners Current | 55 | 56 | 60 | 49 | 61 | 43.5 | 60 | 44 |
| Economically Disadvantaged | 57.5 | 53 | 51 | 47 | 54.5 | 46 | 47.5 | 46 |

## AGP Growth Data          Math AGP Points Earned: 4.5/7.5     ELA AGP Points Earned: 6/7.5

| 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 | 37.7 | 49.7 | 57.7 | 59.7 | 34.6 | 48.6 | 47.3 | 55.5 |
| American Indian/Alaska Native | - | 50 | - | 75 | - | 22.6 | - | 57.1 |
| Asian | 53.7 | 66.4 | 76.9 | 73.5 | 61.1 | 69.9 | 66.6 | 70.7 |
| Black/African American | 48 | 30.1 | 66.5 | 43.5 | 16.6 | 28.8 | 38.8 | 41.3 |
| Hispanic/Latino | 35.1 | 43 | 62.8 | 54.2 | 34.7 | 37.8 | 41.2 | 47.7 |
| Pacific Islander | - | 40.3 | - | 48.3 | - | 48.2 | - | 55.2 |
| Two or More Races | 15.3 | 50.2 | 23 | 59.3 | - | 51.2 | - | 60.7 |
| White/Caucasian | 37.2 | 56.1 | 51.1 | 65 | 41.4 | 53.7 | 54.7 | 58.7 |
| Special Education | - | 28.3 | - | 34.5 | 21.4 | 29.5 | 14.2 | 30.5 |
| English Learners Current + Former | 37.5 | 43.8 | 58.2 | 48.1 | 41.9 | 35.2 | 54.8 | 44.6 |
| English Learners Current | 25 | 34.7 | 43.7 | 37.6 | 23.8 | 23.3 | 42.8 | 32.2 |
| Economically Disadvantaged | 31.5 | 38.2 | 47.2 | 47.7 | 23.6 | 29.8 | 36.8 | 42.2 |

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

'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.

# Imagine School Mountain View

**10/10**   **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: 10/10

| | 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 | 48 | 60.3 | 56.7 | 45 | 55.5 | 42.5 |

**% English Learners Meeting AGP on WIDA**
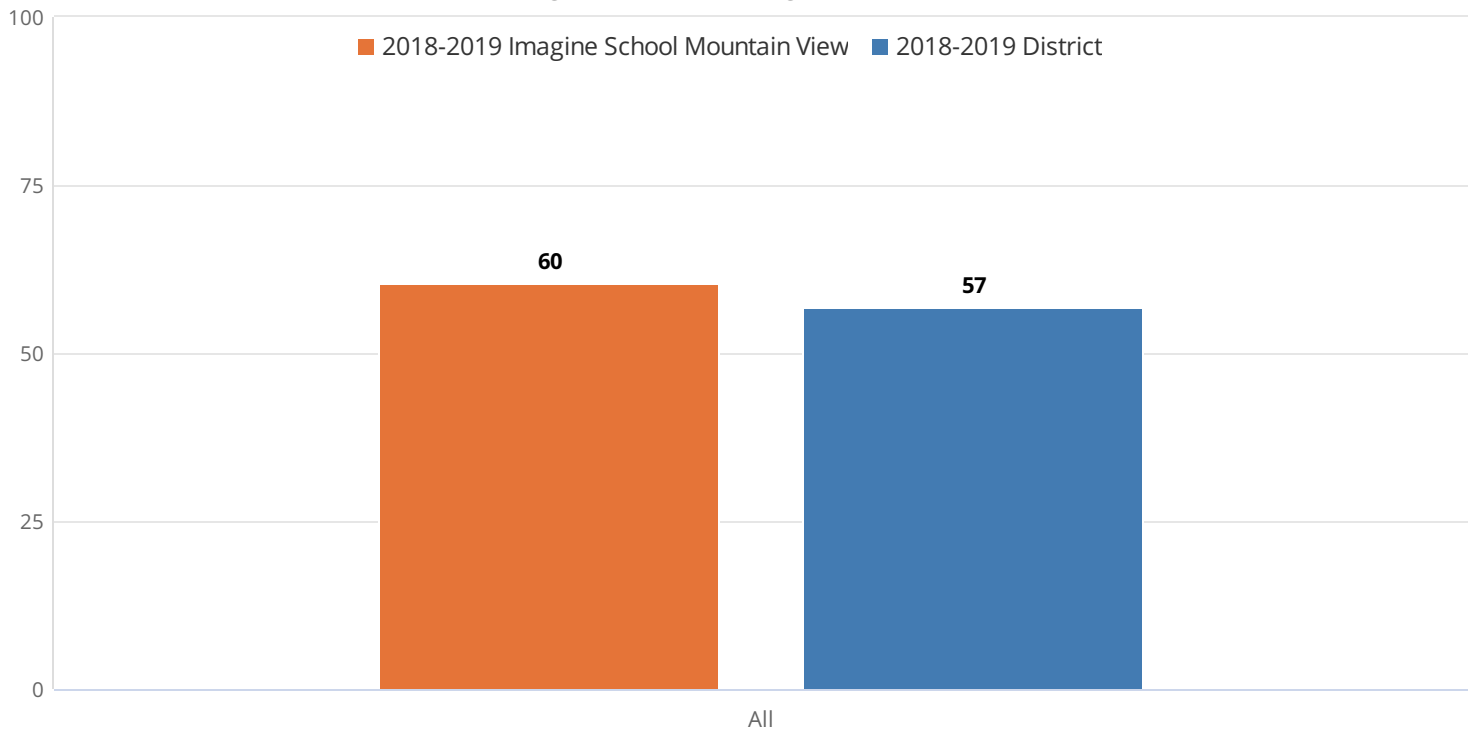


Legend: ■ 2018-2019 Imagine School Mountain View  ■ 2018-2019 District

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

'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.

**9**/20  **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: 4/10**   **ELA AGP Points Earned: 5/10**

| Groups | 2019 % Meeting AGP Math | 2019 % District Math | 2019 % Meeting AGP ELA | 2019 % District ELA | 2018 % Meeting AGP Math | 2018 % District Math | 2018 % Meeting AGP ELA | 2018 % District ELA |
|---|---|---|---|---|---|---|---|---|
| All Students | 24.3 | 27.8 | 37.5 | 39.2 | 19.5 | 27 | 36.8 | 36.5 |
| American Indian/Alaska Native | - | 20 | - | - | - | 14.1 | - | 43.7 |
| Asian | - | 38.5 | - | 52.3 | - | 48.6 | - | 53.5 |
| Black/African American | 31.1 | 20 | 41.6 | 26.5 | 0 | 16.5 | 29.1 | 30.3 |
| Hispanic/Latino | 25.6 | 26 | 46.6 | 37 | 29 | 22.6 | 26.6 | 32.6 |
| Pacific Islander | - | 25 | - | 35.5 | - | 38.3 | - | 41 |
| Two or More Races | - | 27.3 | - | 36.2 | - | 31.1 | - | 41.3 |
| White/Caucasian | 20.8 | 32.2 | 29.1 | 45.7 | 20 | 31.5 | 50 | 38.7 |
| Special Education | - | 16.3 | - | 22.3 | - | 15.5 | - | 19.1 |
| English Learners Current + Former | N/A | N/A | N/A | N/A | 35 | N/A | 48 | N/A |
| English Learners Current | 33.2 | 24.1 | 42.7 | 31.6 | 29.4 | 16.8 | 45.4 | 31.3 |
| Economically Disadvantaged | 24.1 | 23 | 34.7 | 32.2 | 2.8 | 20 | 25 | 29.8 |

'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.

# Imagine School Mountain View

School Year 2018-2019 Nevada School Rating
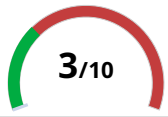
**3/10** **Student Engagement**

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: 3/10**

| Groups | 2019 % Chronically Absent | 2019 % District | 2018 % Chronically Absent | 2018 % District |
|---|---|---|---|---|
| All Students | 18.8 | 8 | 15 | 10.1 |
| American Indian/Alaska Native | - | 2.3 | - | 14.5 |
| Asian | 15.5 | 4.2 | 8.6 | 4.9 |
| Black/African American | 16.8 | 11 | 16.7 | 14.5 |
| Hispanic/Latino | 18.1 | 9.4 | 16.7 | 11.5 |
| Pacific Islander | - | 13 | 33.3 | 12.6 |
| Two or More Races | 18.3 | 7.4 | 6.7 | 9 |
| White/Caucasian | 20.8 | 6.9 | 16 | 9 |
| Special Education | 24.1 | 11.5 | 9.8 | 11.3 |
| English Learners Current + Former | N/A | N/A | N/A | N/A |
| English Learners Current | 12 | 6.2 | 8.8 | 10.4 |
| Economically Disadvantaged | 25.1 | 11.1 | 16.8 | 15.9 |

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

### Chronic Absenteeism Rate (%)
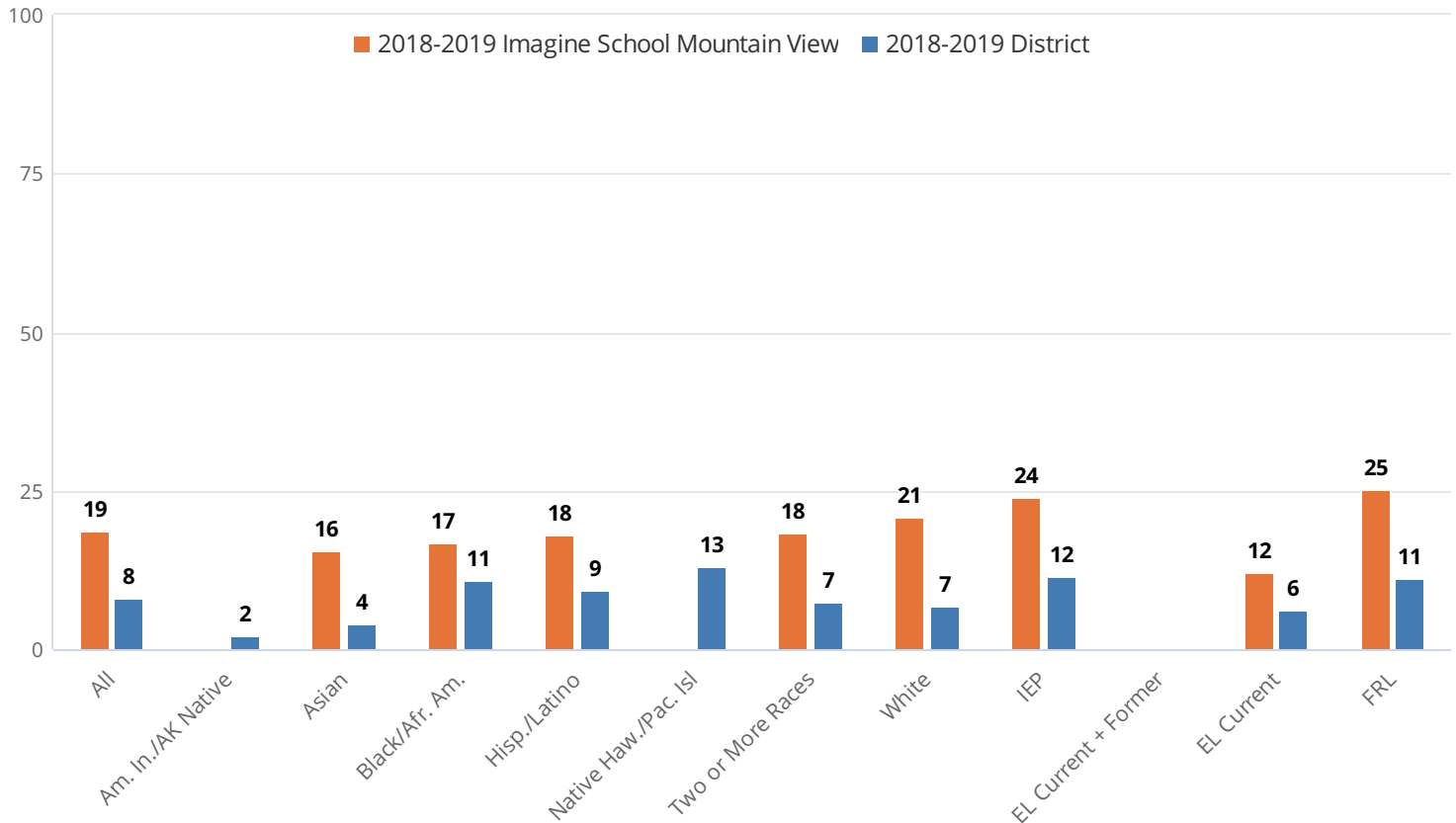


'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

# Imagine School Mountain View

| | |
|---|---|
| *School Level:* | Middle School |
| *Grade Levels:* | 0K-06 |
| *District:* | State Public Charter School Authority |
| *School Address:* | 6610 Grand Montecito Parkway Las Vegas, NV 89149 |

**76.4**
Total Index Score

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

## Student Race/Ethnicity

| % | Group |
|---|---|
| 25.3% | White |
| 19.6% | Bl/Afr Am |
| 31.3% | Hisp/Latino |
| 9.8% | Asian |
| 1.9% | Am Ind/AK Nat |
| 1.9% | Pac Isl |
| 9.8% | Two or More |

## School Performance History

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

## Alternative Student Groups

(bar chart: Eng Lnrs — no value; Stud w/Disab ~20%; Econ Disadv ~45%)
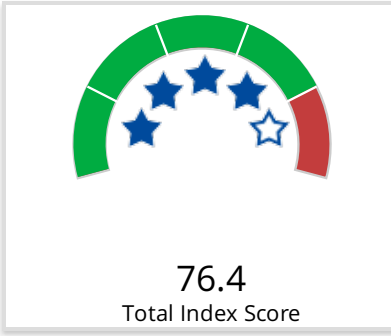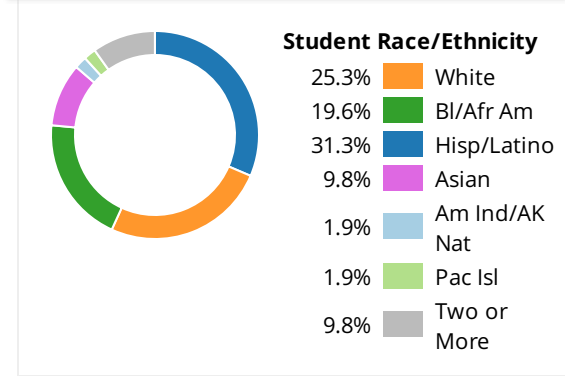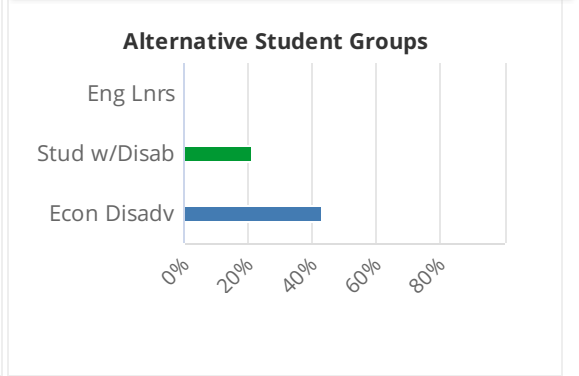
## What does my school rating mean?

**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

### Academic Achievement Indicator

**12**/25
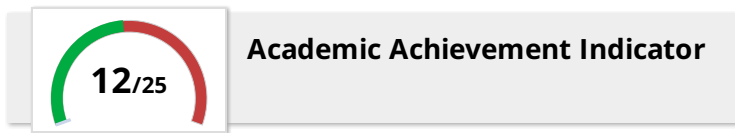
| Measure | School Rate | District Rate |
|---|---|---|
| Pooled Proficiency | 36.5 | 50.2 |
| Math Proficiency | 28.8 | 42.6 |
| ELA Proficiency | 44.2 | 59.6 |
| Science Proficiency | N/A | 44.7 |

### Student Growth Indicator

**27**/30
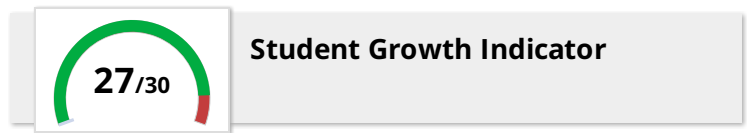
| Measure | School Median | District Median |
|---|---|---|
| Math MGP | 62 | 58 |
| ELA MGP | 78 | 56 |
| | School Rate | District Rate |
| Met Math AGP Target | 28.8 | 44.3 |
| Met ELA AGP Target | 68.7 | 61.3 |

### English Language Proficiency Indicator

**N/A**

| Measure | School Rate | District Rate |
|---|---|---|
| Met EL AGP Target | - | 38.3 |

### Closing Opportunity Gaps Indicator

**17**/20

| Measure | School Rate | District Rate |
|---|---|---|
| Prior Non-Proficient Met Math AGP Target | 17.6 | 21.8 |
| Prior Non-Proficient Met ELA AGP Target | 51.7 | 32.7 |

Climate Survey Participation is not a point-earning measure.

# Imagine School Mountain View

**12/25**

**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: 12/25**

|  | 2019 % | 2019 % District | 2018 % | 2018 % District |
|---|---|---|---|---|
| Pooled Proficiency | 36.5 | 50.2 |  |  |

## Math Proficient

| Groups | 2019 % | 2019 % District | 2019 % MIP | 2018 % | 2018 % District | 2018 % MIP |
|---|---|---|---|---|---|---|
| All Students | 28.8 | 42.6 | 36.5 |  |  | 33.2 |
| American Indian/Alaska Native | - | 22.6 | 28.4 |  |  | 24.6 |
| Asian | - | 66.2 | 58.6 |  |  | 56.4 |
| Black/African American | 10 | 24.1 | 23.5 |  |  | 19.5 |
| Hispanic/Latino | 33.2 | 31.8 | 29.3 |  |  | 25.5 |
| Pacific Islander | - | 44.8 | 36.9 |  |  | 33.6 |
| Two or More Races | - | 47.2 | 40.6 |  |  | 37.5 |
| White/Caucasian | 30.6 | 51.2 | 47.1 |  |  | 44.4 |
| Special Education | - | 12 | 18.6 |  |  | 14.3 |
| English Learners Current + Former | 30.6 | 26.8 | 20.2 |  |  | 16 |
| English Learners Current | - | 12.5 |  |  |  |  |
| Economically Disadvantaged | 19 | 29 | 29.2 |  |  | 25.5 |

### Math Assessments
### % Proficient
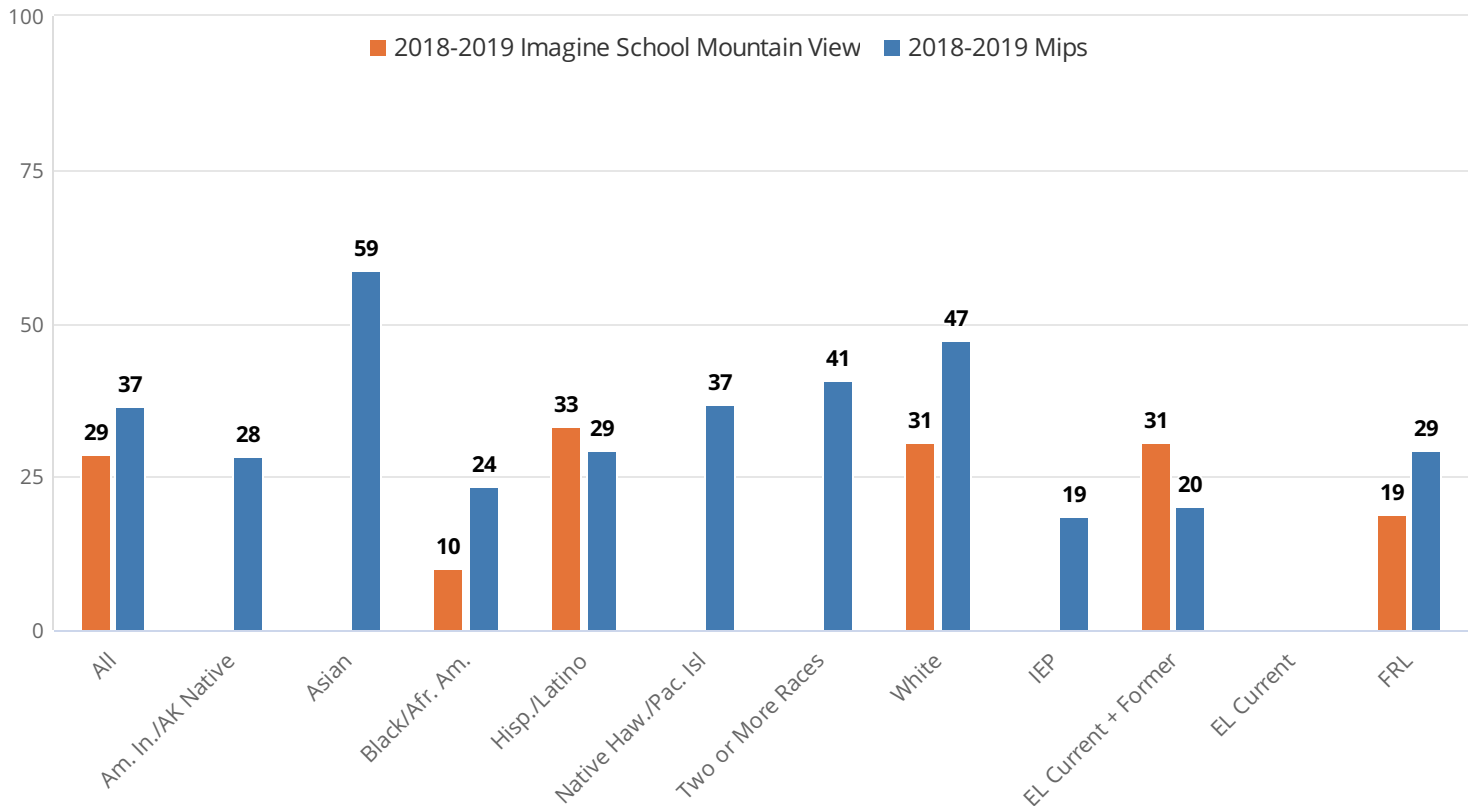


Legend: ■ 2018-2019 Imagine School Mountain View  ■ 2018-2019 Mips

Categories: All, Am. In./AK Native, Asian, Black/Afr. Am., Hisp./Latino, Native Haw./Pac. Isl, Two or More Races, White, IEP, EL Current + Former, EL Current, FRL

Values:
- All: 29, 37
- Am. In./AK Native: 28
- Asian: 59
- Black/Afr. Am.: 10, 24
- Hisp./Latino: 33, 29
- Native Haw./Pac. Isl: 37
- Two or More Races: 41
- White: 31, 47
- IEP: 19
- EL Current + Former: 31, 20
- FRL: 19, 29

'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.

**12/25**    **Academic Achievement**

## ELA Proficient

| Groups | 2019 % | 2019 % District | 2019 % MIP | 2018 % | 2018 % District | 2018 % MIP |
|---|---|---|---|---|---|---|
| All Students | 44.2 | 59.6 | 54.1 | | | 51.7 |
| American Indian/Alaska Native | - | 61.2 | 43.4 | | | 40.5 |
| Asian | - | 78.4 | 75.9 | | | 74.6 |
| Black/African American | 10 | 40.1 | 37.8 | | | 34.5 |
| Hispanic/Latino | 46.6 | 50.2 | 45.1 | | | 42.2 |
| Pacific Islander | - | 61.1 | 53.2 | | | 50.7 |
| Two or More Races | - | 66.7 | 61.3 | | | 59.2 |
| White/Caucasian | 53.7 | 67.7 | 66.3 | | | 64.6 |
| Special Education | - | 19.8 | 21.9 | | | 17.8 |
| English Learners Current + Former | 46.1 | 42.7 | 24.3 | | | 20.3 |
| English Learners Current | - | 22 | | | | |
| Economically Disadvantaged | 33.2 | 46.3 | 44.4 | | | 41.4 |

**ELA Assessments**
**% Proficient**
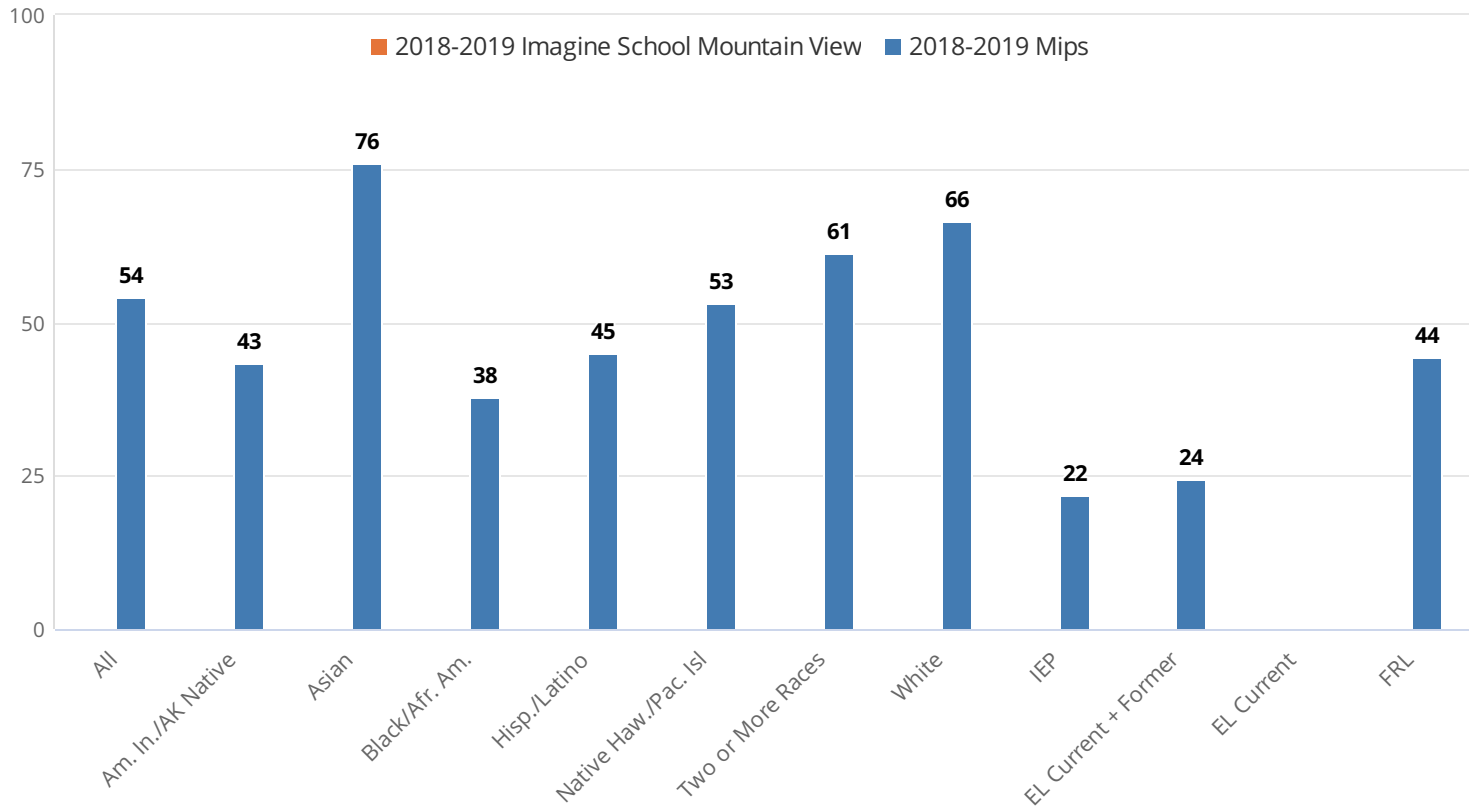
**12/25**  **Academic Achievement**

## Science Proficient

| Groups | 2019 % | 2019 % District | 2018 % | 2018 % District |
|---|---|---|---|---|
| All Students | N/A | 44.7 | | |
| American Indian/Alaska Native | N/A | 33.2 | | |
| Asian | N/A | 62 | | |
| Black/African American | N/A | 23.1 | | |
| Hispanic/Latino | N/A | 35.2 | | |
| Pacific Islander | N/A | 35.7 | | |
| Two or More Races | N/A | 52.2 | | |
| White/Caucasian | N/A | 54.5 | | |
| Special Education | N/A | 13 | | |
| English Learners Current + Former | N/A | 26 | | |
| English Learners Current | N/A | 12.6 | | |
| Economically Disadvantaged | N/A | 33.7 | | |

**Science Assessments % Proficient**



Legend: ■ 2018-2019 Imagine School Mountain View  ■ 2018-2019 District

Bar values: All 45; Am. In./AK Native 33; Asian 62; Black/Afr. Am. 23; Hisp./Latino 35; Native Haw./Pac. Isl 36; Two or More Races 52; White 55; IEP 13; EL Current + Former 26; EL Current 13; FRL 34

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 | - | - | >=95% | >=95% |
| Asian | - | - | >=95% | >=95% |
| Black/African American | - | - | >=95% | >=95% |
| Hispanic/Latino | - | - | >=95% | >=95% |
| Pacific Islander | - | - | >=95% | >=95% |
| Two or More Races | - | - | >=95% | >=95% |
| White/Caucasian | - | - | >=95% | >=95% |
| Special Education | - | - | >=95% | >=95% |
| English Learners Current + Former | N/A | N/A | >=95% | >=95% |
| English Learners Current | - | - | >=95% | >=95% |
| Economically Disadvantaged | >=95% | >=95% | >=95% | >=95% |

**27/30**  **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: 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 | 62 | 58 | 78 | 56 | | | | |
| American Indian/Alaska Native | - | 61 | - | 66.5 | | | | |
| Asian | - | 63 | - | 57 | | | | |
| Black/African American | - | 53 | - | 51 | | | | |
| Hispanic/Latino | 61 | 59 | 69 | 57 | | | | |
| Pacific Islander | - | 63 | - | 57 | | | | |
| Two or More Races | - | 56 | - | 54 | | | | |
| White/Caucasian | 68.5 | 58 | 88.5 | 56 | | | | |
| Special Education | - | 55 | - | 55 | | | | |
| English Learners Current + Former | 62 | 64 | 84 | 64 | | | | |
| English Learners Current | - | 61 | - | 62 | | | | |
| Economically Disadvantaged | 55.5 | 59 | 81 | 57 | | | | |

## AGP Growth Data

Math AGP Points Earned: 3/5    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 | 28.8 | 44.3 | 68.7 | 61.3 | | | | |
| American Indian/Alaska Native | - | 28.1 | - | 68.4 | | | | |
| Asian | - | 65.9 | - | 78.5 | | | | |
| Black/African American | - | 27.5 | - | 44.2 | | | | |
| Hispanic/Latino | 26.6 | 35.5 | 66.5 | 53.6 | | | | |
| Pacific Islander | - | 47.2 | - | 59.7 | | | | |
| Two or More Races | - | 47.1 | - | 66.2 | | | | |
| White/Caucasian | 50 | 51.8 | 83.2 | 68.4 | | | | |
| Special Education | - | 16.8 | - | 25.3 | | | | |
| English Learners Current + Former | 30.6 | 32.7 | 84.5 | 48.3 | | | | |
| English Learners Current | - | 17.3 | - | 28.1 | | | | |
| Economically Disadvantaged | 15 | 33.3 | 70 | 50.3 | | | | |

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

'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.

# Imagine School Mountain View

**N/A**

## 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 | | | |

**% English Learners Meeting AGP on WIDA**
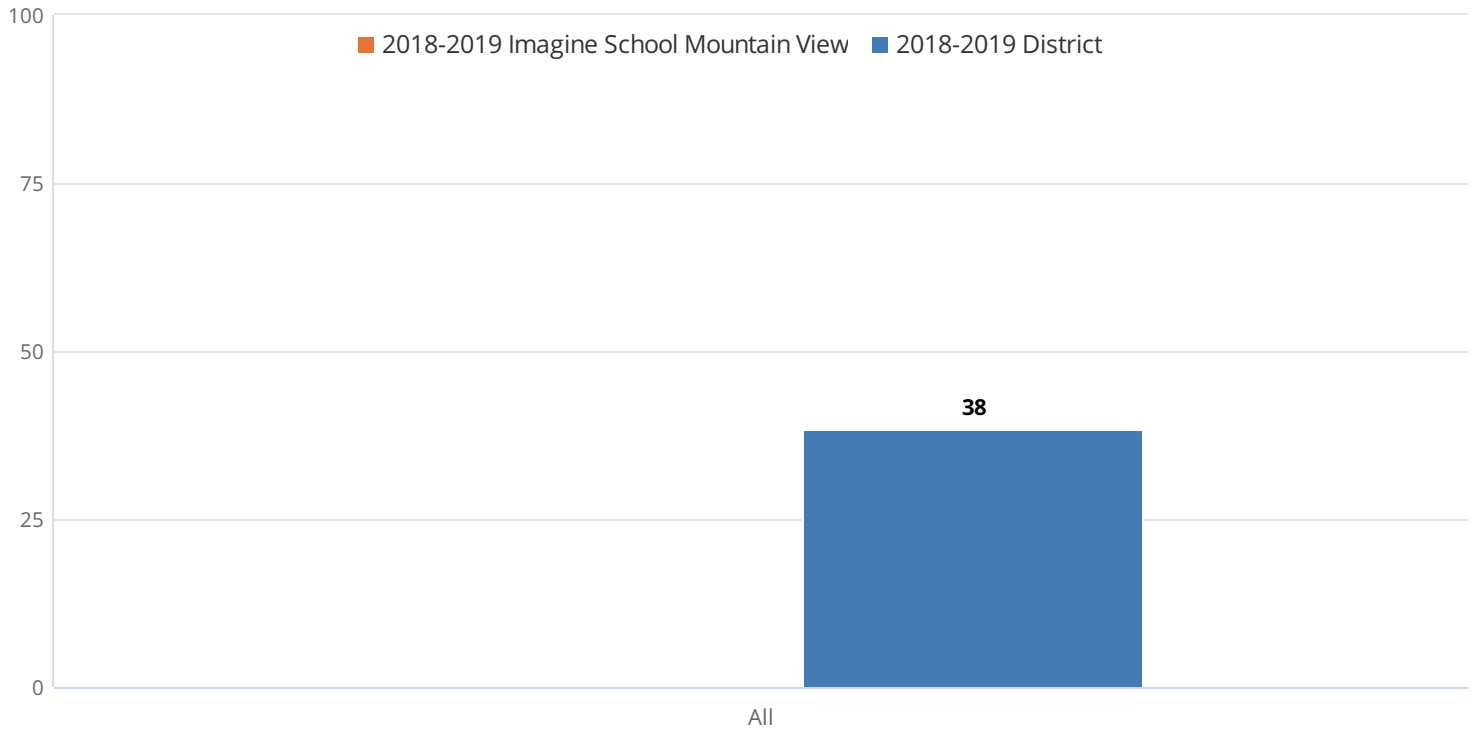
■ 2018-2019 Imagine School Mountain View   ■ 2018-2019 District

[Bar chart showing District value of 38 for "All" category, with y-axis from 0 to 100]

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

'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.

**17/20**  **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: 7/10  ELA AGP Points Earned: 10/10**

| Groups | 2019 % Meeting AGP Math | 2019 % District Math | 2019 % Meeting AGP ELA | 2019 % District ELA | 2018 % Meeting AGP Math | 2018 % District Math | 2018 % Meeting AGP ELA | 2018 % District ELA |
|---|---|---|---|---|---|---|---|---|
| All Students | 17.6 | 21.8 | 51.7 | 32.7 | | | | |
| American Indian/Alaska Native | - | 25 | - | 64.7 | | | | |
| Asian | - | 28.6 | - | 40.2 | | | | |
| Black/African American | - | 15 | - | 22 | | | | |
| Hispanic/Latino | 10 | 21.5 | - | 31.1 | | | | |
| Pacific Islander | - | 21.1 | - | 23 | | | | |
| Two or More Races | - | 19.8 | - | 32.8 | | | | |
| White/Caucasian | 40 | 24.8 | - | 38.3 | | | | |
| Special Education | - | 9.6 | - | 16.8 | | | | |
| English Learners Current + Former | N/A | N/A | N/A | N/A | | | | |
| English Learners Current | - | 12.5 | - | 22.1 | | | | |
| Economically Disadvantaged | 11.6 | 19.5 | 60 | 29.1 | | | | |

'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.

# Imagine School Mountain View

**10.5/15**
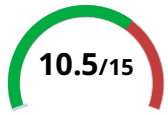
## Student Engagement

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: 8.5/10

| Groups | 2019 % Chronically Absent | 2019 % District | 2018 % Chronically Absent | 2018 % District |
|---|---|---|---|---|
| All Students | 7.5 | 7.9 | | |
| American Indian/Alaska Native | - | 4.2 | | |
| Asian | - | 3 | | |
| Black/African American | 0 | 11 | | |
| Hispanic/Latino | 20 | 8.4 | | |
| Pacific Islander | - | 12 | | |
| Two or More Races | - | 8.9 | | |
| White/Caucasian | 7.5 | 7.2 | | |
| Special Education | 9 | 12.1 | | |
| English Learners Current + Former | N/A | N/A | | |
| English Learners Current | - | 5.2 | | |
| Economically Disadvantaged | 13 | 11.5 | | |

Reducing Chronic Absenteeism by 10% bonus points: NA

### Chronic Absenteeism Rate (%)

■ 2018-2019 Imagine School Mountain View   ■ 2018-2019 District
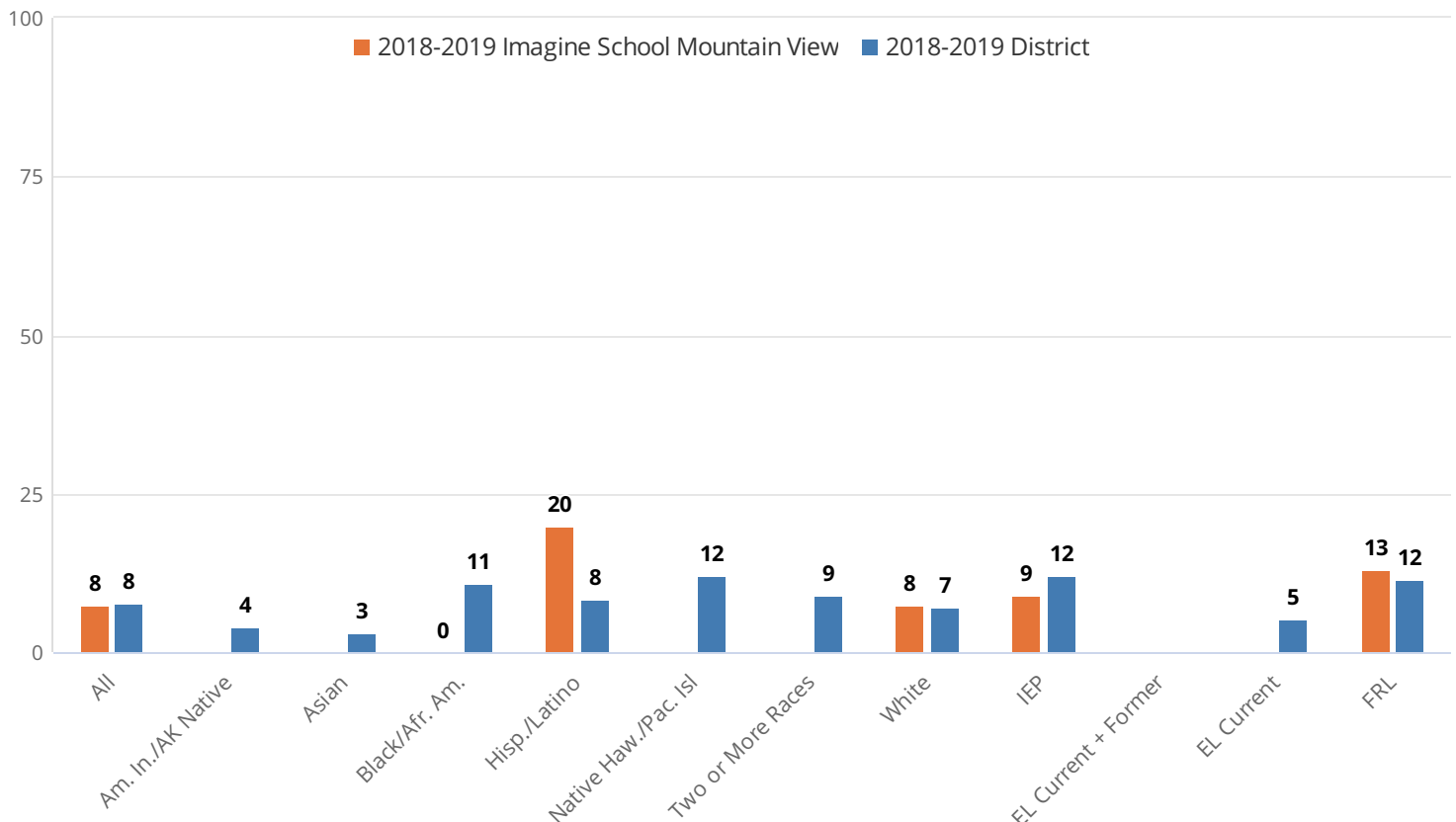
**10.5/15**  **Student Engagement**

## 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 | | |
| American Indian/Alaska Native | - | 100 | | |
| Asian | - | 99.7 | | |
| Black/African American | - | 99.2 | | |
| Hispanic/Latino | 100 | 99.5 | | |
| Pacific Islander | - | 99.5 | | |
| Two or More Races | - | 99.7 | | |
| White/Caucasian | 100 | 99.4 | | |
| Special Education | 100 | 99.4 | | |
| English Learners Current + Former | N/A | N/A | | |
| English Learners Current | - | 98.5 | | |
| Economically Disadvantaged | 100 | 99.4 | | |

## 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 | N/A | 92.7 | | |
| American Indian/Alaska Native | N/A | 93.7 | | |
| Asian | N/A | 97.9 | | |
| Black/African American | N/A | 90.5 | | |
| Hispanic/Latino | N/A | 92.2 | | |
| Pacific Islander | N/A | 88.5 | | |
| Two or More Races | N/A | 93.7 | | |
| White/Caucasian | N/A | 93.2 | | |
| Special Education | N/A | 93.9 | | |
| English Learners Current + Former | N/A | N/A | | |
| English Learners Current | N/A | 92.7 | | |
| Economically Disadvantaged | N/A | 89.7 | | |

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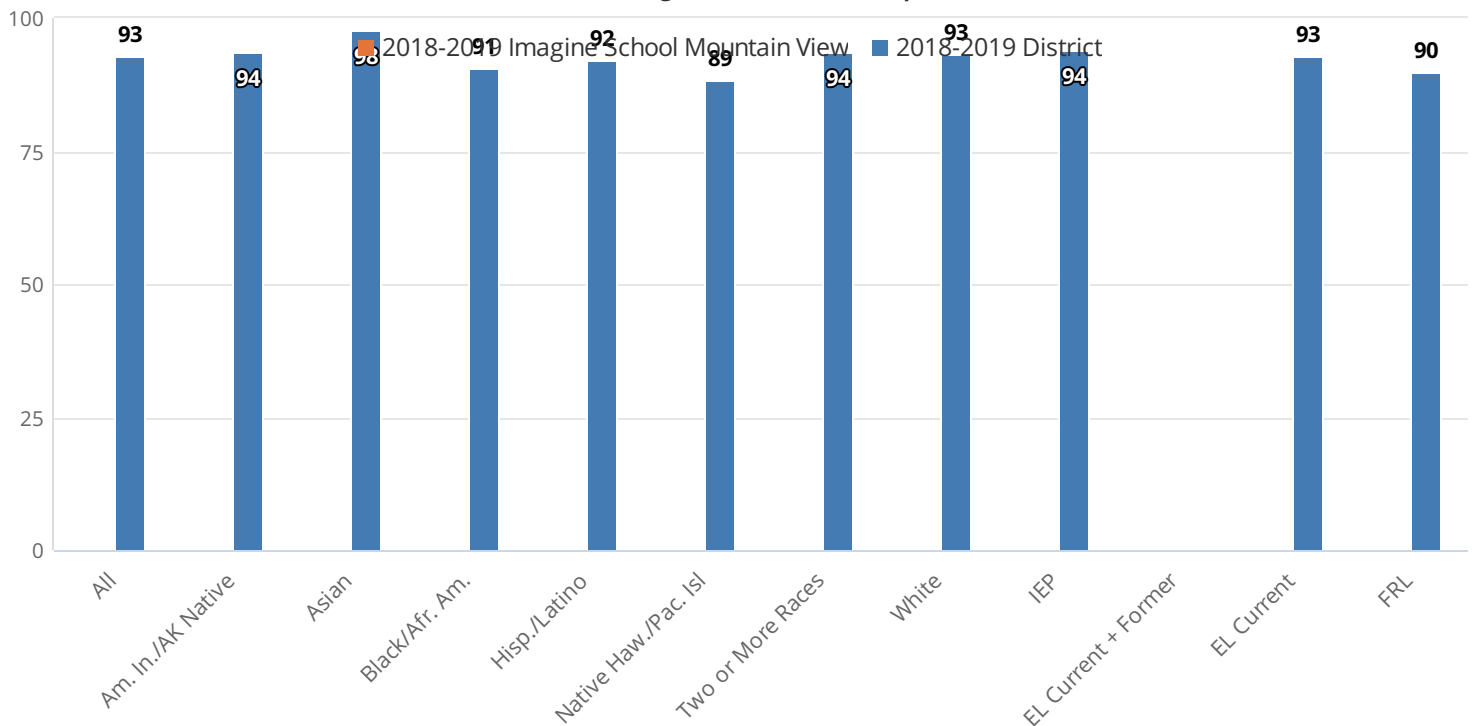


Legend: 2018-2019 Imagine School Mountain View, 2018-2019 District

District values: All 93, Am. In./AK Native 94, Asian 98, Black/Afr. Am. 91, Hisp./Latino 92, Native Haw./Pac. Isl 89, Two or More Races 94, White 93, IEP 94, EL Current + Former —, EL Current 93, FRL 90

'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:** Imagine School at Mountain View
**Grade Levels:** K-6
**School Leader:** Nichole Shaffer-Haley
**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:** December 10, 2019
**Conducted By:** Karen Gordon, Mike Dang

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## SUMMARY OF SITE EVALUATION

Imagine School at Mountain View's mission statement is that as a national family of public charter school campuses, Imagine Schools partners with parents and guardians in the education of their children by providing high quality schools that prepare students for lives of leadership, accomplishment, and exemplary character. The vision statement is to develop character and enrich minds. Imagine Schools' vision is for every student to reach his or her full potential and discover the pathways for life-long success.

The evaluation team observed the classroom environment and instructional practices in 12 classrooms as well as instruction in Music, Art, and PE. In addition, the morning drop-off routines, hallway conduct, and school lobby were also observed.

The SPCSA Team took note of several examples of the school's mission and vision coming to life throughout the day. For example, a commitment to a high-quality school and targeted student learning was observed in the form of detailed lesson plans, standards-based curriculum maps, stated learning objectives as well as teachers asking students to think about and verbalize "why" they should learn a given objective or learning standard.

It was evident that the school places an emphasis on helping each student to reach his or her full potential. For example, our team noticed that students displayed a joy of learning in most classrooms. One teacher joked with her kindergarteners as they learned, and many laughed when she showed them how to make the "th" sound by sticking out their tongues. A genuine sense of team-work between leadership, staff, parents, and students was evident throughout the day. The leadership team recognizes that they are a new group and have chosen to dedicate their skills and talents to support each other, teachers, students and families by maintaining open communication and transparency in operative practices. Although there were a few exceptions, most classroom environments were warm, and our team observed instances of exemplary character. There were kind words, thoughtful "thank you's" to teachers, and high fives to each other.

## I. CLASSROOM ENVIRONMENT

| Classroom Environment | Evidence Observed | School-wide Rating |
|---|---|---|
| Creating an Environment of Respect and Rapport | The classrooms generally consisted of interactions between teachers and students that were warm and demonstrated genuine urgency for learning.  There were 2 classrooms evaluated at the basic to unsatisfactory category.  In one of these rooms the teacher seemed somewhat negative and used the word, "no" on several occasions during the brief observation.  In another classroom the teacher seemed frustrated with her students and used sarcasm in 3 instances in a 15-minute time period. Overall, however, the majority of classrooms exhibited characteristics found within the 'proficient' category. | Distinguished <mark>Proficient</mark> Basic Unsatisfactory Not Observed |
| Establishing a Culture for Learning | A culture for learning was apparent in all classrooms observed.   Objectives were shared with students, the "why" was often talked about, and the learning part of the classroom culture was clearly emphasized. | Distinguished <mark>Proficient</mark> Basic Unsatisfactory Not Observed |
| Managing Classroom Procedures | Most classrooms had established classroom procedures that included: raising your hand to speak, signaling to use the bathroom, and quieting down when directed by the teacher. | Distinguished <mark>Proficien</mark>t Basic Unsatisfactory Not Observed |
| Managing Student Behavior | The team observed some classrooms in the distinguished category as students helped monitor the behavior of the class.  In other classrooms, the teachers were proficient and had clear systems for managing behavior such as earning a sticker.  There were a few classrooms in which the management was closer to the basic level as the system was established, but not always implemented effectively by/for students on a consistent basis. | Distinguished <mark>Proficient</mark> Basic Unsatisfactory Not Observed |

## II. INSTRUCTIONAL OBSERVATION

| Instructional Observation | Evidence Observed | School-wide Rating |
|---|---|---|
| Communicating with Students | Teachers communicated clearly with students and students seemed to understand and respond in most cases.  In a few instances, there were basic levels of communication. One instructor gave a four- step direction to third graders and the students, by and large, | Distinguished <mark>Proficient</mark> Basic Unsatisfactory Not Observed |

| | | |
|---|---|---|
| | did not follow or understand. Because there were only a few instances of basic communication, and more examples of proficient, the school received a proficient in this area. | |
| **Using Questioning and Discussion Techniques** | In many classrooms there was clear evidence of students talking about subject matter content. However, students were not always pushed to formulate high level questions.  Teachers often generated questions for students. School staff may want to consider methods of establishing higher levels of true discussion and student participation by using other strategies such as "no hands up", Socratic seminar, and student directed discussion techniques. This could lead to a 'distinguished' rating in this category. | Distinguished <mark>Proficient</mark> Basic Unsatisfactory Not Observed |
| **Engaging Students in Learning** | For the most part students were engaged between 80% to 100% during our observations.  Students were observed displaying high levels of engagement when they were talking with other students (about the content), and sharing their writing, or solving math problems in small groups. There were a few classrooms where teacher centered whole group direct instruction took place, requiring students to listen to the teacher without taking notes, talking, using manipulates or any other learning support for lengthy periods of time. Although this style of learning is appropriate at times, these appeared to be instances of low levels of student engagement on this day of observation. | Distinguished <mark>Proficient</mark> Basic Unsatisfactory Not Observed |
| **Using Assessment in Instruction** | The evaluating team observed teachers checking for understanding, especially in small group settings. However, necessary checks for understanding and learning or to encourage additional thought about the subject matter were not observed in most classrooms on this day. | Distinguished Proficient <mark>Basic</mark> Unsatisfactory Not Observed |

## III.    ORGANIZATIONAL EFFECTIVENESS

| Observations | Evidence Observed | School-wide Rating |
|---|---|---|
| Mission driven operations | There were instances of mission driven operations taking place within the classrooms and throughout the school. There was a definite focus on standards-based instruction, knowing the objectives, and students learning about "why" learning matters.  This was not observed in every classroom, but in about 75% of those observed. | Distinguished <mark>Proficient</mark> Basic Unsatisfactory Not Observed |
| Managing Schoolwide Procedures | Most classrooms were observed with well followed procedures in place for rules, group work, obtaining materials, and transitioning in-and-out of the classroom. | Distinguished <mark>Proficient</mark> Basic Unsatisfactory Not Observed |
| Maintaining a Safe Environment | Classrooms appeared clean, well-organized, and a safety map with codes were located by each classroom door. | Distinguished <mark>Proficient</mark> Basic Unsatisfactory Not Observed |

## IV.    FOCUS GROUP SUMMARY

| Group | No. of Participants | Duration of Focus Group |
|---|---|---|
| Governing Board[1] | 2 | 45 |
| Parents/Families | 3 | 45 |
| Students | 11 | 35 |
| School Leadership | 4 | 35 |
| Staff | 4 | 45 |

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[1] Two members of the five-member board participated. Quorum was not met, and Open Meeting Law was not violated.

Governing Board:

- The board reported that they receive feedback from the authority and the school administration regarding academic performance. Examples include Nevada Report Card ratings as well as SBAC information.

- One board member shared that the school effectively targets the learning needs of each student saying, "Student's needs are met.  If a student doesn't understand, there is a targeted approach to meet each child's needs.  The board believes this is very important."

- Board members shared that although they are not on the ground, they pay close attention to the volume of learning materials that are received and to the different programs that come to the board for approval. Board members work to meet the needs and provide additional funding and enhance the quality of education for all students. A board member said, "It is easier to make a decision when you see that it is positive for the students but with checks and balances along the way."

- The board said that they work very closely with the Parent Teacher Organization to collaboratively support field trips and provide extra funding to enhance the learning. These additional steps, when taken together, help fill in the gaps.

- The board meets every quarter and the agenda has standing items such as public comment, school administrators report, president's comments, budget, and business reports.

Parents/Families:

- Parents are very happy with the achievement and operations of the school.  They noted repeatedly how well their childrens' teachers knew their children but how all of the other staff knew their children by name.

- Families appreciated how attentive teachers were to the individual students' progress and would adjust when necessary so their child could stay on course and progress.  For example, one parent said a teacher realized their daughter sometimes did better working alone as it helped her to focus.  The teacher has allowed the student to work alone and come back to her group when ready.  In this way, the student continues to grow and make academic progress. Parents said that they trust the teachers and realize that they care enough about their children that they are open to suggestions made by teachers.  One parent mentioned how much her child enjoyed the time when the class worked on projects in teams.

- Parents greatly appreciate the level of safety in the form of adult oversight, check-in and out procedures and overall supervision the school provides. Families commented that the school  treats all students equally.

- Families said that their children feel challenged but also encourage their children to ask their teachers for more challenging work—and the teachers respond.
- Families said that the teachers pull them aside and talk to them about their children's progress.  They point out the progress their child is making during these conversations.

- Families said that they love the standards-based report card system. Families like that they know where their child is excelling and where they can use help.

## Students:

- Students report that there are many things they like about this school.  These include fun activities like extra recess, great teachers that make their daily learning exciting and the personalities of other students.

- One student said, "I like being able to participate in different specials every day and then every quarter it changes." Special classes include Spanish, Art, Music, PE and Library.

- Students said that they would go to their teacher, principal, parents, friends or previous teachers if they needed advice, assistance or were having trouble with another student. Students emphasized that they would take the time to think before talking it over with anyone to give themselves time to process and determine if there really is a problem.

- Students unanimously said that they feel safe and secure on the campus and that fire drills, soft and hard lock downs are routinely practiced.

- This group of students communicated a few suggestions for the school. They suggested that, "if a kid is not listening, a teacher should keep calm breathe for a second- some teachers at this school are better at being calm than others."  Several students reported that the uniforms are not comfortable, and that the material itself is rough. One other student made it clear that she did not like the way the carpool system is set up and went on to explain that the kindergarten students sit on the stage while the rest of the students sit on the cold floor which is uncomfortable when you are wearing a skirt.

## School Leadership:

- School Leaders provide professional learning for the staff and provide them with exit tickets which are designed to allow the staff to ask for what would help them to be successful.  The exit tickets help the team to determine how to best support everyone with success.  This could be in form of materials, modeling, coaching, observations and feedback.

- The leadership team said that they conduct walk throughs in every classroom at least

one time every two weeks.  This leadership team is new to their positions and they have been norming the expectations regarding these observations and classroom walk-throughs.

- One member has a new position, Student Success Advocate. This person observes classrooms to help with behavior management, provide mini lessons on topics such as playground rules and she is also responsible for discipline.  She is undertaking the implementation of restorative justice.

- One of the goals for this leadership team is to implement the Danielson rubric into the evaluation system next year because in prior years it was not systematic.

- The leadership team recognizes both staff and students every Friday for a character trait such as empathy. The teacher is nominated by their peers. Students are nominated by their teachers. The leadership team has a *Thank You Thursday* every week to provide positive feedback in the form of an e-mail that goes out to the entire staff every Thursday.

- One challenge the leadership team shared is helping new teachers develop their knowledge of how to best teach their students.  One person said, "You want teachers to move mountains, but new teachers need to get familiar with the terrain and environment.  It is challenging to help novice teachers get the big picture with the students. The team offers a variety of ways to help new educators including professional development sessions and teacher leader support. School leaders said that they've learned it's best to ease teachers into their programs.

- Leaders said they accept and implement Common Core standards. Leaders are currently working to better refine the curriculum to align with NVACS even more closely.

    School Staff:

- Staff members shared that morale at the school is healthy.  They said that one of the reasons for the high morale is that there is a platform to air concerns and give all staff a voice.  In this way problems can be identified and solved as a team. Another important factor identified as contributing to staff morale is that staff engages in teaching character education and this spills over to staff, students, and families.  For example, the Special Education teachers collaborate with students, families, and teachers with respectful communication and positive expectations.

- Teachers conduct assessments and maintain them in a binder for students. These binders follow students from year to year at the school.  Using assessment information, teachers put together targeted intervention groups and take these matters in consideration when creating both daily and small group instructional plans.

- An area for growth shared by the staff is to learn to better use and understand the

data obtained from assessments such as STAR reading and math, DIBELS and formative assessments. Staff said that they are still working on consistency in the area of creating and using intervention plans.

- Regarding discipline, staff shared that this is an area of great improvement this year. An additional staff member has been hired to streamline the discipline process and to provide clear expectations regarding what can be handled in the classroom and what should be referred to others. Staff added the importance of social skills and character education and said, "You have to touch the person's heart in order to get a true changed behavior.  I lean on this in my work, and if you can learn a social skill while you are enjoying yourself."

- The school has a safe school "professional who conducts mini lessons and helps teachers to identify needs for individual students in order to assist them one on one.

- Staff also shared that the school has a student population that can be challenging. Some students arrive at school having experienced trauma. School staff responds to this situation by noticing and celebrating the good things they see in students.  They conduct meetings among staff to share ideas about how to help each student and what types of strategies to try out and document.  By being proactive and collaborative, the staff believes they are much more empowered to approach each situation with a calm demeanor and to think about students as belonging to all staff.

## V.      OVERALL STRENGTHS OF PROGRAM

- Students feel both valued and appreciated as they learn life-skills in the classrooms from year to year through the teachings of character education and strong investment and modeling from staff.  This strength was highlighted during the student, staff, and parent groups.

- The leadership team has decided to focus the school on three important items: student engagement, encouraging students to understand the "why" and implementing formative assessments. It appears that this targeted improvement approach has been implemented school-wide as these items were observed in classrooms across the campus on the day of the evaluation.

- The staff, with support from the leadership team, work diligently to incorporate a systemwide approach to better meet the needs of each student through focus and planning on a small group initiative that began this year.  This small group instruction was observed during the observations of classrooms and was a topic during leadership and staff focus groups.

- The best practice of conducting checks for understanding after lessons have taken place and performing a follow-up and re-teaching as necessary is systematically in place. After teachers become aware of a need for additional instruction, either the teacher or teacher aid conducts small group instruction right away in order to support achievement from the onset.

- The implementation of small group instruction was well planned. An optional professional development over the summer was offered and well attended by staff. In September school leaders explained their expectations for small group instruction to the staff and then followed up by asking instructional staff to explain the "why" of small group. As educators gave the expectations for small group teaching and they asked instructors to fill out a survey which asked what each person needed in terms of coaching and professional learning.  Then the instructional coach, Principal, and Vice Principal address the needs found within the survey.

- The leadership team, staff and teachers practice a noticeably high but still authentic level of respect, both with each other and with students.   The topic of respect is discussed and practiced regularly between teachers and staff to teachers and students.  For example, one teacher regularly addressed his 4th grade students with phrases like "thank you, sir."

- Teachers provide instruction with a palpable intent for students to learn.  Teachers across the board described what their students were expected to learn from their classes that day.  Teachers transitioned between learning points in their classrooms so students could realize the progress they were making.


## VI.    RECOMMENDATIONS

1. Continue to implement the group walk throughs and reviews of classroom teaching regularly.  This is a strong approach which allows for a normed assessment of teacher performance and helps teachers find ways to become more effective while fostering best practices and collaboration.

2. SPCSA staff would encourage the school to ensure it is doing what it can to retain its best teachers and to recruit, retain and develop good prospective teachers.  SPCSA staff heard positive evidence of good teacher retention practices, but it bears repeating that this is often a challenge, especially for smaller schools.

3. Work toward a greater level of consistency in the area of teacher to student communication.  There were a few classrooms where the teacher was either negative, sarcastic, or talked too quickly for students to follow. It is important to recognize the good efforts of some, but to be aware that there are still instances within some classrooms that levels of respect and communication can improve.

4. As you work on the interventions and the child study team:  consider the possible need for challenging above grade level learners more effectively.


## VII.    DEFICIENCIES

There were no deficiencies identified for the Imagine Schools at Mountain View campus

during the evaluation.

**Nevada State Public Charter School Authority**

PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE[2]

Name of School: **Imagine at Mountain View**

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

Elementary:  3 of 5 stars
Middle School:  4 of 5 stars

| ELA Proficiency (CRT New NV Standards) | | Math Proficiency (CRT New NV Standards) | |
|---|---|---|---|
| Elementary | Middle | Elementary | Middle |
| 51.2% | 44.2% | 38.2% | 28.8% |

High School Data

| Graduation Rate: N/A | Average ACT Composite: N/A |
|---|---|

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# Appendix C

# Site Evaluation Report: Imagine Schools at Mountain View
# Evaluation Date: 4/8/2022
# Report Date: 5/13/2022

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

# Contents

# 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

## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on April 8, 2022, at Imagine Schools at Mountain View (ISMV). 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

Imagine Schools at Mountain View is located in Las Vegas, Nevada in a facility at 6610 Grand Montecito Pkwy. The school serves 673 students (as of the most recent Validation Day) in kindergarten through 6th grade. The mission of name of school is: "As a national family of public charter school campuses, ISMV partners with parents and guardians in the education of their children by providing high quality schools that prepare students for lives of leadership, accomplishment, and exemplary character."

# ACADEMIC PERFORMANCE

## Nevada School Performance Framework
## 2019

Imagine Academy serves 673 students in grades kindergarten through 6th grade.

### Elementary School



**Imagine School Mountain View** — School Year 2018-2019 Nevada School Rating

School Level: Elementary School
Grade Levels: 0K-06
District: State Public Charter School Authority
School Address: 6610 Grand Montecito Parkway Las Vegas, NV 89149

**56.5** Total Index Score

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

**Student Race/Ethnicity**
- 29.1% White
- 16.4% Bl/Afr Am
- 32.5% Hisp/Latino
- 7.5% Asian
- 0.9% Am Ind/AK Nat
- 1.0% Pac Isl
- 12.2% Two or More

**School Performance History**

| School Year | Index Score/ Star Rating |
|---|---|
| 2017-2018 | 51.5 ★★★ |
| 2016-2017 | N/A N/A |

**Additional Student Groups**
- Eng Lnrs
- Stud w/Disab
- Econ Disadv

### Middle School



**Imagine School Mountain View** — School Year 2018-2019 Nevada School Rating

School Level: Middle School
Grade Levels: 0K-06
District: State Public Charter School Authority
School Address: 6610 Grand Montecito Parkway Las Vegas, NV 89149

**76.4** Total Index Score

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

**Student Race/Ethnicity**
- 25.4% White
- 19.6% Bl/Afr Am
- 31.3% Hisp/Latino
- 9.8% Asian
- 1.9% Am Ind/AK Nat
- 1.9% Pac Isl
- 9.8% Two or More

**School Performance History**

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

**Additional Student Groups**
- Eng Lnrs
- Stud w/Disab
- Econ Disadv

# Imagine Schools at Mountain View
## 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 | 38.3 | 54.5 | 48.5 | 37.5 | 52.8 | 45.8 |
| American Indian/Alaska Native | - | 45.8 | 34.3 | - | 44.9 | 30.9 |
| Asian | 68.1 | 75.6 | 68.8 | 50.0 | 75.2 | 67.2 |
| Black/African American | 25.5 | 31.3 | 32.3 | 31.4 | 30.6 | 28.8 |
| Hispanic/Latino | 35.7 | 44.6 | 39.6 | 30.5 | 40.2 | 36.5 |
| Pacific Islander | - | 48.7 | 48.3 | - | 48.3 | 45.6 |
| Two or More Races | 25.0 | 58.2 | 55.3 | 40.0 | 59.0 | 52.9 |
| White/Caucasian | 45.2 | 62.3 | 59.3 | 45.4 | 61.1 | 57.2 |
| Special Education | 29.1 | 27.4 | 28.6 | 23.8 | 29.2 | 24.8 |
| English Learners Current + Former | 40.1 | 42.3 | 35.8 | 43.1 | 37.4 | 32.4 |
| English Learners Current | 24.1 | 32.4 | | 28.1 | 25.5 | |
| Economically Disadvantaged | 24.0 | 39.8 | 39 | 25.3 | 33.1 | 35.7 |

**ELA Proficient**

| Groups | 2019 % | 2019 % District | 2019 % MIP | 2018 % | 2018 % District | 2018 % MIP |
|---|---|---|---|---|---|---|
| All Students | 51.3 | 60.1 | 57 | 47.1 | 58.6 | 54.7 |
| American Indian/Alaska Native | - | 62.5 | 42.5 | - | 58.3 | 39.5 |
| Asian | 81.8 | 78.5 | 75.4 | 50.0 | 76.3 | 74.1 |
| Black/African American | 44.1 | 40.9 | 42.6 | 35.1 | 40.5 | 39.6 |
| Hispanic/Latino | 53.5 | 51.1 | 48.2 | 43.6 | 48.0 | 45.5 |
| Pacific Islander | - | 51.8 | 57.9 | - | 52.6 | 55.7 |
| Two or More Races | 37.5 | 63.8 | 64.4 | 60.0 | 67.1 | 62.6 |
| White/Caucasian | 48.8 | 66.8 | 67.4 | 55.8 | 65.0 | 65.7 |
| Special Education | 20.8 | 26.7 | 30 | 23.8 | 29.3 | 26.3 |
| English Learners Current + Former | 55.1 | 42.2 | 41.4 | 36.3 | 38.9 | 38.4 |
| English Learners Current | 34.4 | 29.4 | | 21.8 | 22.8 | |
| Economically Disadvantaged | 36.0 | 45.4 | 46.8 | 39.4 | 40.4 | 44 |

### Middle School

**Math Proficient**

| Groups | 2019 % | 2019 % District | 2019 % MIP | 2018 % | 2018 % District | 2018 % MIP |
|---|---|---|---|---|---|---|
| All Students | 28.8 | 42.6 | 36.5 | | | 33.2 |
| American Indian/Alaska Native | - | 22.7 | 28.4 | | | 24.6 |
| Asian | - | 66.2 | 58.6 | | | 56.4 |
| Black/African American | 10.0 | 24.2 | 23.5 | | | 19.5 |
| Hispanic/Latino | 33.3 | 31.9 | 29.3 | | | 25.5 |
| Pacific Islander | - | 44.9 | 36.9 | | | 33.6 |
| Two or More Races | - | 47.3 | 40.6 | | | 37.5 |
| White/Caucasian | 30.7 | 51.3 | 47.1 | | | 44.4 |
| Special Education | - | 12.1 | 18.6 | | | 14.3 |
| English Learners Current + Former | 30.7 | 26.9 | 20.2 | | | 16 |
| English Learners Current | - | 12.6 | | | | |
| Economically Disadvantaged | 19.0 | 29.0 | 29.2 | | | 25.5 |

**ELA Proficient**

| Groups | 2019 % | 2019 % District | 2019 % MIP | 2018 % | 2018 % District | 2018 % MIP |
|---|---|---|---|---|---|---|
| All Students | 44.2 | 59.6 | 54.1 | | | 51.7 |
| American Indian/Alaska Native | - | 61.3 | 43.4 | | | 40.5 |
| Asian | - | 78.4 | 75.9 | | | 74.6 |
| Black/African American | 10.0 | 40.1 | 37.8 | | | 34.5 |
| Hispanic/Latino | 46.6 | 50.3 | 45.1 | | | 42.2 |
| Pacific Islander | - | 61.1 | 53.2 | | | 50.7 |
| Two or More Races | - | 66.7 | 61.3 | | | 59.2 |
| White/Caucasian | 53.8 | 67.8 | 66.3 | | | 64.6 |
| Special Education | - | 19.9 | 21.9 | | | 17.8 |
| English Learners Current + Former | 46.1 | 42.7 | 24.3 | | | 20.3 |
| English Learners Current | - | 22.0 | | | | |
| Economically Disadvantaged | 33.3 | 46.4 | 44.4 | | | 41.4 |

# SPCSA Academic Performance Framework
## Geographic Comparison Report

| Elementary School | Middle School |
|---|---|

**GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)**
*Charter school NSPF performance vs. comparison district/school(s).*

N/A
0 — 25

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)
0 N/A 10

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)
0 N/A 15

> This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

**ENROLLMENT DIVERSITY INDICATOR (15 POINTS)**
*Charter school FRL, IEP, and EL enrollment rates vs. comparison district.*

8
0 — 15

**Bonus Indicator Points: 0**
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

**10/1/20 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)**

| | GRP. | CHARTER | DISTRICT | DIFF. | BONUS |
|---|---|---|---|---|---|
| 0 / 0 / 5 | FRL | ≥20 and <30 | 89.5 | ▼ | ✗ |
| 0 / 5 / 5 | IEP | ≥15 and <20 | 12.5 | ▲ | ✗ |
| 0 / 3 / 5 | EL | ≥10 and <15 | 18.6 | ▼ | ✗ |

# SPCSA Academic Performance Framework
## Diversity Comparison Results

| Elementary School | Middle School |
|---|---|

**GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)**
*Charter school NSPF performance vs. comparison district/school(s).*

N/A
0 — 25

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)
0 N/A 10

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)
0 N/A 15

> This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

**ENROLLMENT DIVERSITY INDICATOR (15 POINTS)**
*Charter school FRL, IEP, and EL enrollment rates vs. comparison district.*

10 ^
0 — 15

**^Bonus Indicator Points: 1**
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

**10/1/20 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)**

| | GRP. | CHARTER | DISTRICT | DIFF. | BONUS |
|---|---|---|---|---|---|
| 0 / 0 / 5 | FRL | ≥30 and <40 | 89.2 | ▼ | ✗ |
| 0 / 5 / 5 | IEP | ≥15 and <20 | 11.8 | ▲ | ✓ |
| 0 / 4 / 5 | EL | ≥10 and <15 | 13 | ▼ | ✗ |

# FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

| Group | Number of Participants | Duration of Focus Group |
|-------|------------------------|--------------------------|
| Governing Board | 2 | 30 minutes |
| Parents/Families | 5 | 30 minutes |
| Students | 8 | 30 minutes |
| School Leadership | 3 | 30 minutes |
| Staff | 6 | 30 minutes |

**Governing Board[1]:**

1. The governing board reported they meet once a quarter and as needed. The board is currently considering expanding to include a sixth person. At one point during the board's history, there were six members according to focus group participants, but one person resigned leaving a board of five and that number has remained to the current day. There is currently not a resource pool of people the board can refer to in case there is a vacancy. Board members have expertise in education, educational leadership, business management, and business leadership. The board had a change of leadership at the beginning of the 2021-2022 academic year.

2. The board is provided comprehensive materials on student academics by the school's leadership team. The principal provides written documents in advance of the meetings and then attends each meeting to provide a verbal report and answer any clarifying question. The reports provide a calendar of dates of upcoming testing and academic standings.

3. The board shared that they see the Imagine Schools at Mountain View's approach to educating the whole child as a strength. The school emphasizes social-emotional learning, personal responsibility skills, and providing academic supports. The board is focusing on ways in which to boost enrollment. According to board members, there are currently seats available at the school. Providing safety enhancements to normal wear and tear on the building has also been a focus of the board during the 2021-2022 academic year. When asked about any specific goals from the board for increasing specialized populations, specifically English language learners (EL), students with Individualized Education Plans (IEPs), and candidates who receive free and reduced lunch (FRL), the board explained their role this academic year did not include considering strategies in which to increase specialized student populations. The board members specifically shared that most of the hiring needs are managed at the administration level and do not really move to the level of governance oversight.

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[1] Two members of the five member board participated. Quorum was not met, and Open Meeting Law was not violated.

# FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

**Parents/Families:**

1.  Parents reported experiencing strong communication between the school and families. The teachers communicate frequently with parents using Bloomz[2] that can be accessed via a cellular phone or a computer. "The Bloomz app lets me know exactly how my child is doing in specials and in academics. The teacher can leave personal notes and classroom announcements on Bloomz. Parents can also message the teacher on Bloomz." Students have peer contacts they can connect with if they need reinforcement concerning an assignment on the Bloomz app. Parents said leadership and teachers are responsive to any behavioral challenges in their child during the day. A parent shared, "If my child is having a bad day, the teacher will message me using Bloomz and let me know how she is doing throughout the day. I feel connected and aware of what is going on." Parents said leadership and teachers know each child at the school by name, even if that student is not in their class. Parents said they are always pleasantly surprised when teachers call them by name, as they didn't know school staff knew the parents by name. "The school makes you feel like family. I've never had a principal know my name. I've only been here for three months but they know who I am. I'm in awe because it's a warm environment."

2.  Parents reported the learning is appropriate and instruction is high quality. A parent stated, "My son's kindergarten teacher taught the class American Sign Language (ASL). It's not part of the curriculum, but the whole class knows ASL." Parents said they know their child has understood concepts when "they don't need help with homework." Parents said their students can self-regulate and complete homework on their own as well as "explain what they have learned in detail when they come home." A few parents in the focus groups said their children participated in Saturday School as well as after school tutoring which helped the students reach benchmarks.

3.  Parents used the words "family" several times to describe the school environment. Parents appreciate students are taught holistically. Students are taught coping skills, personal responsibility, as well as academics. "Each child is seen as an individual and they are celebrated for small gains. The focus is not just on the group that is always meeting targets. The school staff focuses on the strengths and successes of all students." Another parent said, "Imagine is determined that every child should be succeeding. Teachers have a passion for their students." Several parents agreed. Most of the parents said they travel over 25 minutes to bring their students to school. Parents said they would travel and follow the school if it moved location.

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[2] Bloomz is a learning and behavior management app and website that provides teachers with a simple way to effectively communicate between school and home. From the dashboard, teachers can share information in a variety of ways by creating posts, events, activities, assignments, and photo albums.

# FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

## Students:

1. Several students said they play learning games to preview an upcoming unit that lets the teacher know how much they already know and what learning can be built upon. Students also said, "Our class lessons have a pattern of an altogether activity, an independent activity where we work by ourselves, and then a small group activity where we work with the teacher." Students said they use a website called Freckle[3] to practice skills. Students reported they can look at the white board to see what they are learning, saying "The teacher puts the schedule and the standard or objective that we are working on the board." A student shared, "If we need help, we have a table we can go to and work with the teacher. The teacher may restate the question, restate the directions in a different way, or give us an example to help us along." Other students in the focus group shared their teachers walk around during class and they can raise their hand if they need help. Still other students spoke about after school tutoring opportunities and Saturday School. Parents give written permission to attend tutoring or Saturday School.

2. Students were asked if they felt comfortable talking to an adult at the school if they had a concern or a problem. Students said, "There is the school counselor that we can go to if we are having an emotional problem or problem with other students or at school." Others mentioned there is a student success advocate on campus who is visible and easily accessible when needed. Another student said, "My teacher has a mailbox in her classroom where students can write things down and submit them in the mailbox to make her aware of any situation or concern." Several students shared there is a social-emotional-learning (SEL) spot in their classroom where they can go if they are emotional and need a moment to regroup. A few others said their teacher refers to this classroom space as a "calm down area." Several students said they have strong relationships with adults at the school including teachers in which they have built a rapport.

3. Students said they would like to see the school offer special classes again. "We used to have specials for technology, and I would like to see those come back." Several students agreed they would like to see specials return as they were put on hold during COVID and have not returned to the school offerings. Students shared they know they have regressed in learning. Long division in math was a particular skill in which several students said they needed lots of catch-up work. One student said, "I know I used to know how to do long division when the teacher started working through it, but I don't remember all the steps." Similes, metaphors, and figurative language were items from language arts that needed remediation.

   Many students stated they would like to have a longer lunch time, which is currently 30 minutes and tables are dismissed for recess when everyone is finished eating. Lunch and recess are bundled together in the 30 minutes and students expressed they would like more outside recess time. Students said they would like to see equipment repaired as playground accidents happen when there are many students using the same space at the same time. Several students would like the splash pad to be repaired and operable again. Several students said the items listed on the lunch

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[3] Freckle is an online learning platform allowing students to practice Math and English Language Arts at their own level. Freckle continuously adapts to each student's individual skills, so each student is getting the appropriate challenge, whether they're working at, above, or below grade level.

menu are often changed at the last minute. "They should be consistent with the lunch. Sometimes they say we are going to have one thing for lunch but it's something different. It's disappointing."

# FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

### Leadership:

1. Leadership spoke about motivating faculty and staff to build agency and capacity at ISMV. The principal stated the leadership team strives to build systems of support through an environment in which authentic conversations can happen. The principal said an overarching long-term goal of the school is to have an organized teacher mentorship program. "The academic coach on staff meets with new teachers every month and asks, "What can I do to support you?" Leadership shared that there is a student success advocate on staff who visits classrooms and conducts strategy supports for teachers on classroom management. The student success advocate conducts trainings for teachers on the Educational Opportunity Program (EOP), social-emotional learning organization, and restorative justice. According to the leadership team, the student success advocate confers with the academic coach and together they visit classrooms and model best practices and strategies. The student success advocate also leads SEL class activities with students as shared during the focus group. Leadership and team leads have completed the second-tier leadership institute through the Imagine Schools Network, focused on building site leaders. Leadership stated that the institute lasts eight full days and participants create a project that can be implemented in the classroom. Participants build and complete this project during the institute.

2. When leadership was asked how they use student learning data to make curricular decisions, the principal said, "Some of the student assessment data is used for compliance reporting to our sister schools in the region and the network. Star scores[4] are used to ensure we are comparable to our network schools. Specific pieces of assessment data have not been teased out for targeted instructional planning." Leadership further stated the school uses Star reading, Star literacy, and Star math to determine students' learning needs. Assessment data is used to drive tutoring, specific pull-out and push-in needs. Schoolwide, reading is promoted across all grades. ISMV has a schoolwide plan to have millionaire readers where students track how many words, they have read during the 2021-2022 academic year. Leadership said that the goal is for individual students to read a million words by the end of the year. Classrooms and students track their words read. Students who reach a million words will have a celebration at the end of the year.

3. Professional development (PD) for teachers is aligned to the school goals at ISMV. In addition to PD throughout the academic year, approximately six PD opportunities are offered in the summer. Leadership stated that teachers suggest PD topics to the literacy coach and then new learning sessions are developed. Teachers express PD topics in which they would like to develop or refine to the literacy coach and then the PD is developed. Leadership provided a detailed example of a recent PD series focused on small group instruction in the classroom. ISMV uses Danielson's Framework for the Evaluation of Teachers. Danielson follows a model of asking 'why and then answering how'. The first day of PD focused on the 'why' along with an overview and examination of the framework. The second PD worked on closely examining the rubric and diving into sections two and three of the Danielson framework rubric, paying close attention to the verbs used within the rubric and what is specifically being asked of the students. Teachers then looked at how the Danielson rubric language aligned to their practice. The third PD of the series allowed teachers to sign up for smaller focused

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[4] Star assessments are an online assessment program developed by Renaissance Learning for students typically in grades k-12.

workshops centering on small group topics. Teachers respond to targeted questions on how and where they can implement best practice strategies in these focused workshop groups.

# FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

4. Parent partnerships is one of the six goals of ISMV. Leadership reported ISMV is an open campus, and parents are invited to assist. "We do get a lot of parents who help with things like the fun run as well as in-class assistance, recess, the science fair, and spelling bees. Parents have come and eaten lunch with their students. We have had a family math night at Smith's, where families participated in a scavenger hunt. We are contemplating hosting a 'create a new E-invention' instead of holding a traditional science fair." Leadership said they have used federal monies to provide parenting classes, freedom writers workshops, internet safety classes, along with a variety of parental resources and support. Leadership and staff have scheduled and hosted Zoom meetings on how to use the software myON[5] as well as how to read the curricular packets students bring home. "We created 'make and takes' where we developed and packaged science kits that students took home and worked with their families to complete the science experiment." ISMV has also created kits with materials for home support (scissors, crayons, paper, etc.) The leadership team shared ISMV has a Parent Teacher Organization (PTO) which supports school events and faculty and staff. The principal reported there are two required parent teacher conferences per year. Parent meetings are offered prior to the start of summer school to assist families with school orientation.

## Staff:

1. Faculty said they build supports into their lesson plans for those students identified as English language learners (EL) as well as students with an IEP. "We co-plan weekly regarding IEP goals. We may teach at grade level, but we differentiate the lessons" to the student's level during PLC time. Faculty mentioned using the software platforms Zearn[6] and Freckle to individualize student learning and close learning gaps. One faculty member stated, "for reading, we use Accelerated Reader[7] and celebrate each student goal that is met." Students track how many words they have read in their individual notebooks. Classroom visual displays regularly update student reading growth charts and celebrate milestones. Celebrations are planned for those who have read one million words during the 2021-2022 academic year. Additionally, focus group participants said that Bobcat Block is a designated daily 45-minute instruction block for focused student interventions and enrichment. Push-in support and pull-out support occur during the Bobcat Bock. Focused EL and students with special needs (SPED) supports occur during Bobcat Block.

2. Teachers report they have input on PD. A teacher said, "Our summer PD time centers on what faculty suggest we would like." Teachers at ISMV have weekly Professional Learning Community (PLC) time in addition to meeting and planning by grade level. Faculty also meet monthly with the staff academic coach to discuss instructional planning. Teachers said they use student learning from STAR software as well as the Northwest Evaluation Association Measures of Academic progress (NWEA MAP) data for instructional planning. Student learning data is also accessed to create Bobcat Block focus sessions as well as determine which students receive invitations to after school tutoring and Saturday school. Parents must approve invitations to after school tutoring and Saturday school. Teachers said that they regularly communicate with families where students are academically using

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[5] myON is a student-centered, personalized digital library giving students access to more than 7,000 enhanced digital books in the core collection.

[6] Zearn is a math learning platform that helps students explore concepts, discover meaning, and make sense of math through digital lessons.

[7] Accelerated Reader is a computer program that helps teachers and librarians manage and monitor children's independent reading practice.

the Bloomz app.

# FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

3. Faculty were asked how school leaders acknowledge the great work of staff who are outstanding. Teachers said school-wide there are Thank-you Thursdays which encourage families, students, and staff to show appreciation for a colleague or an employee of the school. One teacher stated, "Acknowledgments are also made during PLC time and during PD." Teachers shared there have been bonuses for those who perform in an outstanding manner in addition to any verbal acknowledgment. Teachers reported there has been a history at ISMV of former interventionists becoming teachers as well as retired teachers and former specialists becoming part of the faculty. "Imagine prefers to hire dedicated teachers and retain them." A teacher elaborated by describing how leadership is very present in the hallways and in classrooms. "Leadership will come in and teach and help me to see how something is conducted best. For example, I needed help with pacing, and I was able to observe the academic coach model an activity and watch how she paced the activity." Staff went on to note that leadership and school specialists will conduct a classroom activity upon request, or if something emerges from observation, they will readily model the practice in the classroom. Other examples of support from teachers in the focus group included observations and mental and emotional temperature checks. A teacher said, "There is well-rounded support for us and an interest in us as human beings."

# CLASSROOM OBSERVATION TOTALS

A total of 21 classrooms were observed for approximately 15 minutes on the day of the site evaluation.

| I. Classroom Environment | | | | | |
|---|---|---|---|---|---|
| | **Distinguished** | **Proficient** | **Basic** | **Unsatisfactory** | **Not Observed** |
| **Areas 1 & 2**<br><br>**Creating an Environment of Respect and Rapport**<br><br>**Establishing a Culture for Learning** | 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. |
| | Total: 10 | Total: 11 | Total: 0 | Total: 0 | Total: 0 |
| | 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. |
| | Total: 9 | Total: 12 | Total: 0 | Total: 0 | Total: 0 |

| | **Distinguished** | **Proficient** | **Basic** | **Unsatisfactory** | **Not Observed** |
|---|---|---|---|---|---|
| **Areas 3 & 4**<br><br>**Managing Classroom Procedures** | 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. |
| | Total: 8 | Total: 11 | Total: 2 | Total: 0 | Total: 0 |
| **Managing Student Behavior** | 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. |
| | Total: 9 | Total: 12 | Total: 0 | Total: 0 | Total: 0 |

# CLASSROOM OBSERVATION TOTALS

## II. Classroom Instruction

| | Distinguished | Proficient | Basic | Unsatisfactory | Not Observed |
|---|---|---|---|---|---|
| **Area 5**<br><br>**Purpose and Explanation of Content, Lesson, Unit or Classroom Activity** | 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. |
| | **Total: 9** | **Total: 11** | **Total: 0** | **Total: 0** | **Total: 1** |

| | Distinguished | Proficient | Basic | Unsatisfactory | Not Observed |
|---|---|---|---|---|---|
| **Area 6**<br><br>**A**<br><br>**Using Questioning and Discussion Techniques** | 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. |
| | **Total: 9** | **Total: 7** | **Total: 0** | **Total: 0** | **Total: 5** |
| **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. |
| | **Total: 9** | **Total: 7** | **Total: 0** | **Total: 0** | **Total: 5** |

# CLASSROOM OBSERVATION TOTALS

## II. Classroom Instruction (continued)

| | Distinguished | Proficient | Basic | Unsatisfactory | Not Observed |
|---|---|---|---|---|---|
| **Area 7**<br><br>**A**<br><br>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. |
| | Total: 8 | Total: 11 | Total: 2 | Total: 0 | 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. |
| | Total: 9 | Total: 12 | Total: 0 | Total: 0 | Total: 0 |

| | Distinguished | Proficient | Basic | Unsatisfactory | Not Observed |
|---|---|---|---|---|---|
| **Area 8**<br><br>**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 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. |
| | Total: 9 | Total: 12 | Total: 0 | Total: 0 | Total: 0 |
| Using Formative Assessment in Instruction<br><br>**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 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. |
| | Total: 9 | Total: 11 | Total: 0 | Total: 0 | Total: 1 |

Additional information about the classroom observations shared here when applicable:

1. In one upper elementary classroom students worked independently solving math money problems, subtracting and adding metric measures such as perimeter and area, and solving fractional line plats. Students could earn class coins for each successfully completed 'missions' on the Zearn software platform.
2. Students worked individually and with a partner to solve math problems in preparation for Smarter Balanced Assessment Consortium (SBAC) testing. Students completed three activities they could complete in any order. One was a math games simulation, one focused on solving a problem and then explaining the process of solving the problem.
3. In one 6th grade classroom, students worked in groups to complete a project. The teacher facilitated discussions and provided support to each group. The teacher called on students to present their projects to the class.
4. In one upper elementary classroom students read a play to the whole class. Students followed along with a printout of the play. Once the story was concluded, students provided feedback. Students provided complimentary feedback, called 'glow' and also provided suggestions for ways to improve reading aloud, referred to as a 'grow'. Students called on each other to provide feedback. They also supported feedback by using such statements as, "I agree with what _____ said," and "I would like to build off what _____ said."
5. The four third grade classes worked cooperatively in groups to find eggs. The teacher provided students with a text and placed text dependent questions inside of each eggs. Students worked in groups to find the color-coded eggs for their group and collectively answer the text dependent questions inside of the eggs. Students led discussions within their group about the text dependent questions. Students often referred back to the text before recording their answers on their individual paper.
6. In one lower elementary school, the teacher gave students a spelling test. All students actively listened as the teacher called out words. Students recorded their answers and followed routines to turn in their spelling test.
7. In one elementary classroom, the art teacher came into the classroom to provide an art lesson. The art teacher explained they are going to paint rocks in honor of earth day. The art teacher shared the rocks will be displayed in the school's rock garden.
8. In one elementary classroom, students worked independently on a project. The teacher walked around to provide individual support.
9. In one elementary classroom, students revisited goals they set for themselves and wrote down what they were most proud of achieving. Students voluntarily shared with the class their written reflections. In their written reflections, students thanked peers for assisting them in understanding content and working with them to advance in their goals. The teacher followed up each share by providing further positive reinforcement of student goals.

# 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 | The school implements material terms of the education program.<br>Examples of evidence:<br>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.<br><br>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. | The school has vetted curricular materials to align with the Nevada Academic Content Standards (NVACS) by having grade level planning meetings to discuss the planning and implementation of the EngageNY Core Knowledge Language Arts (CKLA) curriculum. EngageNY is a website containing curricular modules aligned to Common Core Standards. Administration conducts monthly check-ins during PLC meetings to discuss successes, challenges, and next steps with the curriculum. Teams use the curriculum-provided pacing guides to plan for the year. Data walls are evident in each classroom. Lesson plans demonstrate the use of supplemental programs that support the curriculum implementation and alignment to the NVACS. |
| 1b | The school complies with applicable education requirements.<br>Examples:<br>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 | The school utilizes Indeed.com , Frontline, and LinkedIn recruiting websites to attract potential candidates. Previous substitute teachers at ISMV have been hired in full-time positions. Submissions to Epicenter are timely. ISMV uses assessments such as: Brigance – a norm referenced assessment to measure progress, diagnose delays, and identify age equivalents of the development of children through first grade, NWEA MAP, ACCESS – an annual assessment for ELs created by WIDA (World- Class Instructional Design and Assessment., Smarter Balanced Assessment Consortium (SBAC), and STAR. |

| Measure | Description | Evidence Collected |
|---|---|---|
| 1d | The school protects the rights of ELL students. Examples:                          A narrative explaining how content teachers are trained in specific methodologie3s to provide EL students with meaningful access to content.                          A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing.                          A description of how EL student progress within the four domains is monitored. | During teacher in-service at the beginning of the school year, the administration team reviews best instructional practices for EL students. EL students' progress in all four domains, (listening, speaking, reading, and writing) because teachers are intentional in incorporating EL strategies in their lessons. ISMV provides after school tutoring, Saturday school, and summer school. ISMV tracks and monitors the data from classroom assessments, ACCESS, SBAC, MAP, STAR, and Brigance. |

| Measure | Description | Evidence Collected |
|---------|-------------|--------------------|
| 3a | The school complies with governance requirements.<br>Examples:<br>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. | The board and Chief Marketing Officer (CMO) work closely with legal counsel to ensure compliance with governance requirements. The board has been trained on school governance, Nevada open meeting law, Nevada ethical standards of a public official. The CMO provides an update at every board meeting and is available to answer any questions. |
| 4a | The school protects the rights of all students.<br>Examples:<br>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. | ISMV is open to students from the state of Nevada. Students are enrolled in school as applications are received. A lottery is in place as applicants exceed seats. Only students on the waiting list will be subject to the lottery. The Student Success Advocate (SSA) has attended all SPCSA trainings and now trains staff. The SSA works with staff and students on preventative practices. ISMV utilizes restorative justice measures. |
| 5b | The school complies with health and safety requirements.<br>Examples:<br>Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy)<br>Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services. | The administration team develops a yearly calendar for all required safety drills. The Emergency Operations Plan (EOP) is reviewed annually or as needed based on new information provided in the SPCSA safety meetings. Safe voice posters are displayed visually throughout the school. The school participates in the state climate survey. |

# ORGANIZATIONAL PERFORMANCE

| 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. | |
| School staff ability to address previous recommendations | 1. Continue to implement walk-throughs and reviews of classroom teaching regularly.<br>2. Recruit, retain and develop prospective teachers.<br>3. Work on consistent teacher to student communication.<br>4. Challenge above level learners effectively. |
| Evidence the school can provide to support the implementation of previous recommendations. | 1. The leadership team has implemented the Danielson evaluation rubric for Domains 2 and 3 to enhance walkthrough and observations. Teachers now have success criteria in which to foster best practices and collaboration.<br>2. ISMV included longevity bonuses and COVID bonuses as a small token of appreciation to retain good teachers and compete with schools in the area.<br>3. New teacher meetings with the instructional coach to provide support to retain teachers.<br>4. Summer trainings to provide support and planning opportunities.<br>5. Teachers have worked to improve the consistency of teacher to student communication by incorporating Social Emotional Learning lessons and Morning Meetings.<br>To challenge above grade level learners more effectively, we have introduced the ARC challenge and myON projects. |
| The reasons school will require additional time to fully address the recommended items. | 1. Implementing a systematic approach to intervention<br>2. Establishing a teacher mentorship program as an effort to retain teachers<br>3. Reestablishing small group expectations after navigating online/hybrid learning and an influx of new teachers |

# SITE EVALUATION FINDINGS

## STRENGTHS

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

1.  ISMV communicates regularly with school stakeholders as reported by the student, families, and staff focus groups. Many of the focus groups used the words 'community and family' to describe the welcoming environment created at the school. Focused groups also cited engaging activities and a positive learning environment as benefits to being a part of ISMV Academy. The SPCSA site evaluation team observed students engaged and interested in what they were learning during classroom observations. Many positive and useful teacher responses to student questions, learning engagement, and teacher dedication to student learning were observed in the classrooms and in the common areas.

2.  ISMV has strong levels of classroom environment. The SPCSA site evaluation team observed teachers had built strong classroom relationships among the students in several classrooms. Students felt comfortable asking peers for academic support. Students recognized and celebrated their growth ability verbally in classroom sharing opportunities. A cooperative not a competitive spirit is evident in numerous ISMV classrooms. Teachers have cultivated trust with their students through such activities as celebrating incremental and exponential academic growth, student peer support, and "glow and grow" where students are provided complimentary feedback from their peers and the instructor (glow) and provided suggestions for ways to improve (grow).

3.  Leadership has been thoughtful and strategic in utilizing support resources for student achievement. For example, procuring laptops for students to use at home, laptop stations for classroom use, as well as laptop for teachers. Zearn, Freckle, Star reading, Star math, and Star literacy are examples of software platforms students use to enhance learning skills both in and out of school. Students, faculty, and family focus groups each mentioned these software platforms by name providing anecdotes as to how these software programs have enhanced learning. Leadership and parents shared the Bloomz app has been useful for family to school communication. Bloomz's ability to translate communication into different languages was specifically mentioned as being beneficial. Bloomz also provides COVID checks, attendance, and academic records both families and leadership find useful when recording and communicating student information.

## 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 ISMV students have faced challenges with student learning loss as well as a regression in social skills resulting from the COVID-19 pandemic closing school to in-person learning. Schools were closed for over a year and one-half to in-person learning during the pandemic and students in early elementary grades had the most disruption to foundational learning. Although ISMV offered online schooling opportunities delivered via computer software and technologies, the online learning environment was not as fruitful as in-person learning for student growth. Leadership said schoolwide they have been monitoring student academic needs and areas of growth to recover from lost instruction over the last two years. Leadership reported grade level teachers co-plan and develop ways to improve student achievement. There is an on-site academic support coach and student success advocate who meets regularly with teachers and classes to support growth.

2. Leadership reports there is not an EL coordinator currently on staff, nor is there a SPED coordinator. It has been challenging, according to the principal, to fully support students with EL and SPED needs without staff specialists in these roles. The school is actively looking to employ an EL coordinator and a SPED coordinator and recognizes the importance of filling these roles for the upcoming 2022 – 2023 school year.

3. Leadership reported ISMV has challenges increasing the number of diverse FRL students, EL students, and/or learners with special needs. ISMV Academy is formalizing a plan in which to address this challenge. According to the SPCSA's student enrollment data for the 2021-2022 school year, FRL has increased at ISMV from 27.4% to 36%. Although the school has increased their FRL enrollment numbers to 36%, this is still below the SPCSA's average of 43.4%.

4. Leadership reported teachers need knowledge of how to read student achievement data to assist in making date driven grade level curricular decisions. Although faculty currently use data to inform teaching in a limited capacity, leadership would like to find time for staff to collaborate and discuss in meaningful ways how data can be used at a deeper level to address student achievement needs.

# 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. Leadership reported they gather and review student academic data at the leadership level. One of the stated goals is to have teachers review and understand how academic data can be utilized to improve use of data for instructional decision making, planning, and progress monitoring for student growth. The SPCSA site evaluation team recommend leadership consider professional development for teachers on how to read, interpret, and implement instructional decisions using data driven decision making for classroom instruction. Leadership indicated grade level teachers co-plan, but that they would also like to create grade level curriculum maps and align standards vertically through the grades. Teachers' ability to utilize data for instructional planning and execution may provide students extra growth opportunities in academic achievement.

2. Leadership reported using the Danielson framework schoolwide. Faculty have completed professional development on the Danielson framework and have conducted workshops on utilizing the Danielson framework into their practice. The SPCSA site evaluation team observed most classrooms were in the distinguished and proficient categories on the Classroom Observation Totals rubric (COT) used by the site evaluation team. The SPCSA COT is based on the Danielson framework. ISMV may wish to consider ways in which to maximize student assumed responsibility for leading classroom discussion (6A using questioning and discussion techniques on the COT) and ways in which students can contribute more to the representation of classroom content (7b Engaging students in learning on the COT) in order to move classroom experiences from the proficient to distinguished categories.

3. SPCSA staff recommend ISMV continue to work on efforts to address current and foreseeable staffing challenges. The SPCSA site evaluation team recommend leadership, a) continue to use teaching staffing outlets to fill vacant positions, b) continue to recruit qualified candidates from job posted websites, c) explore alternative methods to fill staff vacancies, including leveraging existing relationships with other charter schools as well as the Charter School Association of Nevada (CSAN) and c) continue to recruit student teachers to fill vacant positions as reported. SPCSA staff further strongly encourage leadership to enhance efforts to employ an EL coordinator and SPED coordinator in order to improve EL and SPED services to students.

4. SPCSA staff recommend ISMV pursue Multi-Tiered System of Supports (MTSS) opportunities through the SPCSA. Leadership reported there were several challenges resulting from learning loss during COVID-19 as well as a regression in social skills amongst peers and adults. MTSS opportunities include training for staff and social-emotional-learning (SEL) support. MTSS opportunities through the SPCSA supports have the potential to provide staff access to Tier 1, 2, and 3 training and resources to address these challenges. It is noted the school has employed initial MTSS structures, social-emotional lessons, and restorative justice practices.

4. Pursue solutions to address lower than anticipated enrollment. SPCSA staff recommends ISMV 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).

5. Review current lottery student policies to ensure complete alignment with Nevada statutory requirements. Information presented during the leadership focus group raised some questions

about current practices. SPCSA staff would be happy to meet with ISMV leadership to ensure that the school is following Nevada requirements and has the appropriate policies in place.

6. The SPCSA site evaluation team recommend ISMV Academy develop and maintain a prospective board member resource pool. A list of potential people who possess a financial background or a legal background would be beneficial to the overall strength of the board. 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 also recommend the board formalize a plan to evaluate the Chief Marketing Officer (CMO) and school leader. SPCSA staff recommend the board pursue board training opportunities to enhance the skill set of board members.

## DEFICIENCIES

There were no deficiencies identified for ISMV during this site evaluation.

# Appendix D

**2019-20 Fiscal Year: Financial Performance Framework**

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.

**Nevada State Public Charter School Authority**

## Imagine School at Mountain View

**Address:** 6610 Grand Montecito Pkwy., Las Vegas, NV 89149

**Website:** http://imaginemountainview.org/

**Enrollment:** 715

**Grades Served:** K-6

| 2019-20 | 2018-19 |
|---|---|
| **In Good Standing** | N/A |

| 1. CURRENT RATIO | 2. UNRESTRICTED DAYS CASH ON HAND | 3. ENROLLMENT FORECAST ACCURACY | 4. DEBT DEFAULT |
|---|---|---|---|
| **Meets Standard** | **Meets Standard** | **-** | **Meets Standard** |
| Is the school's Current Ratio at least 1.1? | Is the school's UDCOH at least 60 days or 30 days with a positive trend? | Is the school's Forecast Accuracy at least 95% for the most recent and three prior years? | Is the school in default of loan covenant(s) or delinquent with debt service payments? |

| 5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN | 6. DEBT TO ASSET RATIO | 7. CASH FLOW | 8. DEBT OR LEASE SERVICE COVERAGE RATIO |
|---|---|---|---|
| **Meets Standard** | **Meets Standard** | **Does Not Meet Standard** | **Meets Standard** |
| Is the school's current year and three year aggregate Total Margin positive? | Is the school's Debt to Asset Ratio less than 0.90? | Is the school's most recent year and three year aggregate cash flow positive? | 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 E

**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.

Nevada State Public Charter School Authority

## Imagine School at Mountain View

**Address:** 6610 Grand Montecito Pkwy., Las Vegas, NV 89149
**Website:** http://imaginemountainview.org/
**Enrollment:** 673
**Grades Served:** K-6

**2020-21**

## Meets the Standard

**2019-20**

**Meets the Standard**

---

| 1. CURRENT RATIO | 2. UNRESTRICTED DAYS CASH ON HAND | 3. ENROLLMENT VARIANCE | 4. DEBT DEFAULT |
|---|---|---|---|
| **Meets Standard** | **Meets Standard** | **-** | **Meets Standard** |
| Is the school's Current Ratio at least 1.1? | Is the school's UDCOH at least 60 days or 30 days with a positive | Is the school's Enrollment Variance 95% or greater? | Is the school in default of loan covenant(s) or delinquent with debt service payments? |
| 5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL | 6. DEBT TO ASSET RATIO | 7. CASH FLOW | 8. DEBT OR LEASE SERVICE COVERAGE RATIO |
| **Meets Standard** | **Meets Standard** | **Meets Standard** | **Meets Standard** |
| Is the school's current year and three year aggregate Total Margin positive? | Is the school's Debt to Asset Ratio less than 0.90? | Is the school's most recent year and three year aggregate cash flow positive? | Is the school's Debt/Lease Service Coverage Ratio at least 1.10? |

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

# Appendix F

**Nevada State Public Charter School Authority**

# 2019-20 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.

## Imagine School at Mountain View

**Address:** 6610 Grand Montecito Pkwy., Las Vegas, NV 89149

**Website:** http://imaginemountainview.org/

**Enrollment:** 715

**Grades Served:** k-6

**2019-20**

**100.00**

**Meets Standard**

**2018-19**

N/A

SCORING TABLE

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

| 1. EDUCATION PROGRAM | 2. FINANCIAL MANAGEMENT | 3. GOVERNANCE & REPORTING | 4. STUDENTS & EMPLOYEES | 5. SCHOOL ENVIRONMENT |
|---|---|---|---|---|
| **20 out of 20** | **20 out of 20** | **20 out of 20** | **20 out of 20** | **20 out of 20** |
| The Education Program section assesses the school's adherence to the material terms of its proposed education program. | While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizaitonal Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance. | 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. | In this section, the SPCSA mesaures charter school compliance with a variaty of laws related to students and employees. | This section addresses the school's facility, transportation, food service, and health services, among other things. |

# Appendix G

**Nevada State Public Charter School Authority**

**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.

**Imagine School at Mountain View**

**Address:** 6610 Grand Montecito Pkwy., Las Vegas, NV 89149

**Website:** http://imaginemountainview.org/

**Enrollment:** 673

**Grades Served:** K-6

**2020-21**

## 100.00

**Meets Standard**

**2019-20**

Meets Standard

**SCORING TABLE**

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

| 1. EDUCATION PROGRAM | 2. FINANCIAL MANAGEMENT | 3. GOVERNANCE & REPORTING | 4. STUDENTS & EMPLOYEES | 5. SCHOOL ENVIRONMENT |
|---|---|---|---|---|
| **20 out of 20** | **20 out of 20** | **20 out of 20** | **20 out of 20** | **20 out of 20** |
| The Education Program section assesses the school's adherence to the material terms of its proposed education program. | While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizatonal Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance. | 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. | In this section, the SPCSA mesaures charter school compliance with a variaty of laws related to students and employees. | This section addresses the school's facility, transportation, food service, and health services, among other things. |