

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2022 Renewal Report for
Quest Preparatory Academy
Per [NRS 388A.285](#) and [NAC 388A.415](#)

Issued June 30, 2022

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1. School Overview

- a. Addresses:
 - i. 4025 North Rancho Drive Las Vegas, NV 89130

 - b. County, Campus Locations and Enrollment Caps:
 - i. Clark
 - ii. 2022-2023 Enrollment Cap – 565

 - c. Governing Board Members
 - i. President – Will Batista
 - ii. Treasurer – Edward Jimenez
 - iii. Secretary – Lynn Hanrahan
 - iv. Member – Kelle Snow
 - v. *Member – Vacant*
- Board Member information based on Epicenter Board Center*

d. Academic Data Overview¹ - NRS 388A.285(1)(a)

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

Year	NSPF Ratings²
2017 – 2018	Quest Academy Alexander Elementary School: Not Rated ³ Quest Academy Bridger Elementary School: 2 Stars Quest Academy Torrey Pines Elementary School: 2 Stars Middle School: 3 Stars
2018 – 2019	Quest Academy Northwest ⁴ Elementary School: 2 Stars Middle School: 3 Stars
2019 – 2020	Quest Academy Northwest Elementary School: 2 Stars Middle School: 3 Stars
2020 - 2021	Quest Academy Northwest Elementary School: 2 Stars Middle School: 3 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.

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.

³ Quest Academy Alexander was not rated in 2017-18 due to their grade configuration as preschool only.

⁴ Campus renamed from Torrey Pines to Northwest in the 2018-19 school year.

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

Year	Findings & Framework Results
2017 - 2018	Meets Standard
2018 - 2019	Meets Standard
2019 - 2020	Notice of Concern
2020 - 2021	Notice of Concern

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

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	101	67	69	43	68
1	100	57	66	75	38
2	97	57	54	59	67
3	119	61	44	57	52
4	91	68	54	51	49
5	77	62	69	48	45
6	55	50	59	57	48
7	55	39	43	60	56
8	43	44	26	36	52
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	738	505	484	486	475

Quest Academy (combined)¹

Student Group Enrollment Rates											
Year	Enrollment	Asian	Black	White	Hisp.	Amer. Ind.	Two or More	Pac. Isl.	FRL	IEP	ELL
2017-18	738	3.5	33.6	17.2	34.9	0.5	8.1	2.0	53.1	9.2	11.2
2018-19	505	2.3	46.5	10.8	30.0	0.7	8.1	1.1	69.9	7.3	10.0
2019-20	484	2.0	50.2	8.4	29.7	0.8	8.4	0.2	>95.0	8.6	9.9
2020-21	486	1.8	49.3	12.1	27.7	1.2	6.7	0.8	>95.0	11.3	8.2
2021-22	475	2.1	50.1	11.7	26.5	1.2	7.3	0.8	>95.0	8.6	8.8

Quest Academy Alexander

Student Group Enrollment Rates											
Year	Enrollment	Asian	Black	White	Hisp.	Amer. Ind.	Two or More	Pac. Isl.	FRL	IEP	ELL
2017-18	56	3.5	33.9	21.4	35.7	0.0	5.3	0.0	48.2	*	*
2018-19	42	0.0	42.8	11.9	26.1	4.7	14.2	0.0	64.2	*	*
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-22	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Quest Academy Bridger

Student Group Enrollment Rates											
Year	Enrollment	Asian	Black	White	Hisp.	Amer. Ind.	Two or More	Pac. Isl.	FRL	IEP	ELL
2017-18	147	2.0	29.9	8.8	51.7	0.6	5.4	1.3	70.7	10.2	17.6
2018-19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-22	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Quest Academy Northwest (known as Torrey Pines before the 2018-19 year)

Student Group Enrollment Rates											
Year	Enrollment	Asian	Black	White	Hisp.	Amer. Ind.	Two or More	Pac. Isl.	FRL	IEP	ELL
2017-18	535	3.9	34.5	19.0	30.2	0.5	9.1	2.4	48.7	9.5	9.5
2018-19	463	2.5	46.8	10.7	30.4	0.4	7.5	1.2	70.4	7.9	10.5
2019-20	484	2.0	50.2	8.4	29.7	0.8	8.4	0.2	>95.0	8.6	9.9
2020-21	486	1.8	49.3	12.1	27.7	1.2	6.7	0.8	>95.0	11.3	8.2
2021-22	475	2.1	50.1	11.7	26.5	1.2	7.3	0.8	>95.0	8.6	8.8

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

¹ 2017-2018 combined enrollment includes the Alexander, Bridger, and Torrey Pines campuses. 2018-2019 combined enrollment includes the Alexander and Northwest (formerly Torrey Pines) campuses. The enrollment for 2019-2020, 2020-2021 and 2021-2022 includes only the Northwest campus.

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

The Authority Board has issued the following Notices to Quest Preparatory Academy:

a. *Academic*

- i. The Authority Board issued an Academic Notice of Concern to Quest for the Elementary School on October 4, 2019. This is attached as Appendix E.

b. *Financial*

- i. The Authority Board issued a Financial Notice of Concern to Quest on February 12, 2021. This is attached as Appendix F.
- ii. The Authority Board took no action keeping the previously referenced Financial Notice of Concern active on Organizational Notices to Quest this charter term. This is attached as Appendix G.

c. *Organizational*

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

d. *Site Evaluations*

No deficiencies have been identified during site evaluations of Quest 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 Quest Preparatory Academy

Quest Preparatory Academy has appeared before the Authority Board on a number of occasions to speak to past performance as well as ongoing work at the school, in particular the elementary level. Currently, Quest serves grades K – 8, and that grade configuration has been in place since the 2020 – 21 school year under the current charter contract.

Prior to the current contract, Quest was operating under a court-ordered receivership. The elementary program earned a 2-star rating during the 2017 – 2018 school year. Guidance documents for the NSPF identify a 2-star elementary or middle school as one that has partially met the state’s standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. The middle school program earned a 3-star rating during the 2017 – 2018 school year. Guidance documents for the NSPF identify a 3-star middle school as 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 2017 -2018 performance at both the elementary and middle school levels represent improvement over prior years.

The Authority also issued a Notice of Concern to the Quest Elementary school program as a result of the academic performance during the 2018 – 2019 school year. The elementary program earned a 2-star rating according to the 2019 NSPF ratings. The state has not released Star Ratings since the 2018 – 2019 school year.

A copy of NSPF reports for Quest are included as Appendix A within this report. The Notice of Concern issued as a result of the 2018 – 2019 NSPF ratings can be found within Appendix E.

With regard to the financial performance and viability of the school, SPCSA has had some concerns about the overall health and viability of the school. The school’s performance in fiscal year 2020 resulted in the Authority issuing a Notice of Concern as the school did not meet performance standards in multiple measures. Improvement was noted in fiscal year 2021, but the Authority elected to keep the Notice of Concern active. Copies of the financial performance framework results for these two fiscal years can be found as Appendix H and Appendix I within this report. Copies of the Notices for Quest under the SPCSA Financial Performance Framework can be found as Appendix F and Appendix G.

The organizational health and performance of the school has been strong over the current charter term. Quest 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 J and Appendix K within this report.

Finally, SPCSA staff has conducted three site evaluations of Quest over the last several years. SPCSA staff found many positive takeaways during these evaluations, including a strong culture focused on a ‘Growth Mindset’, staff and leadership embracing data driven decision-making, a dedication to improving overall academic scores, and strong levels of communication between the school leader, staff, family members and students. SPCSA staff also identified some areas of growth for the school to prioritize, including strengthening the mechanisms and tools to evaluate the school leader and increasing board membership from five to seven members. 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, C and D for more details on the Quest 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, 2022⁵. 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.

⁵ 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.

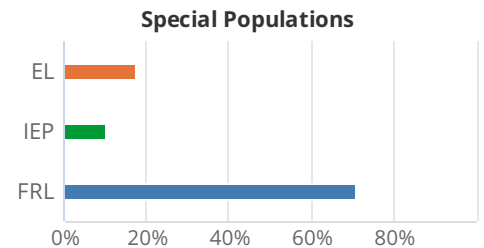
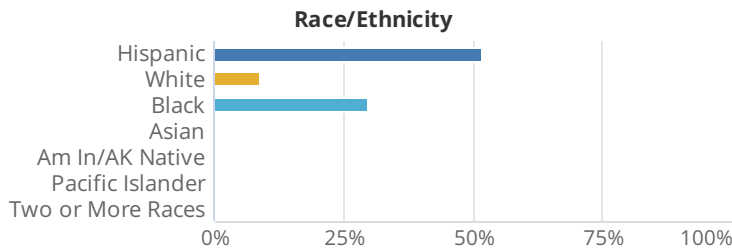
Appendix A

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



School Type: Charter SPCSA
 School Level: Elementary School
 Grade Levels: 0K-05
 District: State Public Charter School Authority
 Website: www.questlv.com

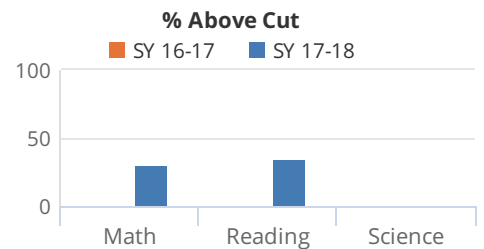
Total Index Score: 47
 School Designation:
 1300 E. Bridger Ave.
 Las Vegas, NV 89101
 Phone: 702-631-4751 x4



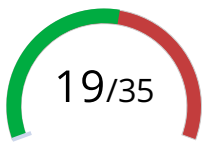
Academic Achievement



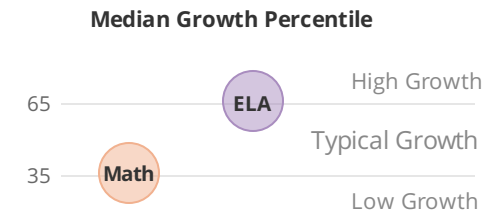
	% Above Cut	% District
Math CRT	31.6	52.8
ELA CRT	35.0	58.6
Science CRT	0	35.3
<i>Pooled Average</i>	29.4	52.9
Read by Grade 3	32.1	56.2



Student Growth



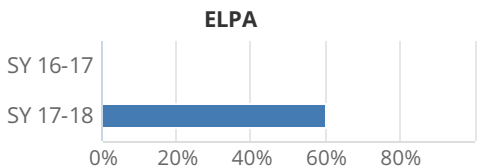
	% SY 17-18
Math CRT MGP	36.0
ELA CRT MGP	65.5
Math CRT AGP	26.6
ELA CRT AGP	56.6



English Language



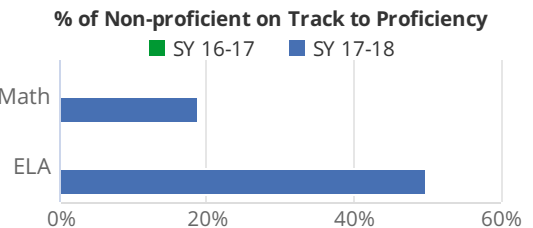
	% of EL Meeting AGP	% District
ELPA	60.0	42.5



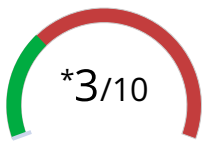
Closing Opportunity Gaps



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



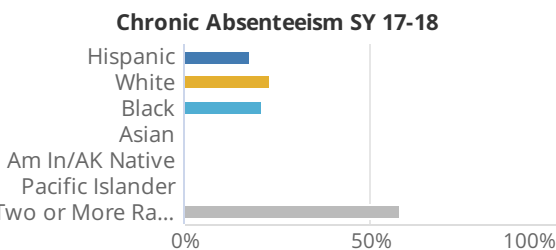
Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	22.3	10.1

	% Participation	Met Target
Climate Survey	94.4	YES



Student CRT Proficiency

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

Grade 3 ELA

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

Student Growth

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

Closing Opportunity Gap

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

Chronic Absenteeism

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

What does my school rating mean?

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

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

What do the performance indicators mean?

Academic Achievement--Student Proficiency

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

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

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

English Language Proficiency

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

Student Engagement

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

Climate Survey

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

Growth

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

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

Closing Opportunity Gaps/Equity

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

Star Rating



Index Score

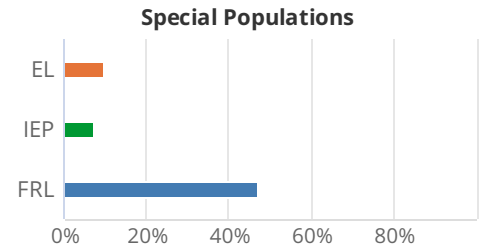
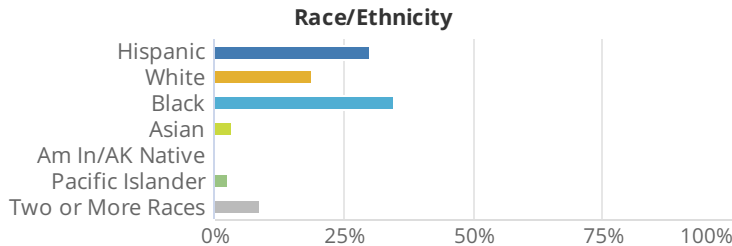
at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27

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



School Type: Charter SPCSA
 School Level: Elementary School
 Grade Levels: 0K-08
 District: State Public Charter School Authority
 Website: www.questlv.com

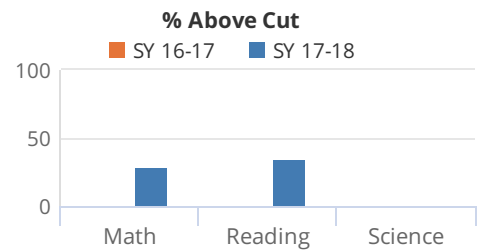
Total Index Score: 48.5
 School Designation:
 4025 N. Rancho Dr.
 Las Vegas, NV 89130
 Phone: 702-631-4751 x5



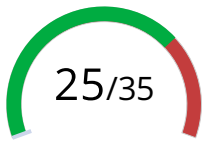
Academic Achievement



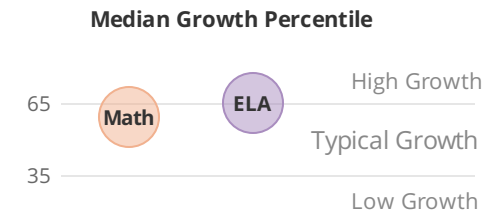
	% Above Cut	% District
Math CRT	29.0	52.8
ELA CRT	34.6	58.6
Science CRT	0	35.3
<i>Pooled Average</i>	28.2	52.9
Read by Grade 3	33.7	56.2



Student Growth



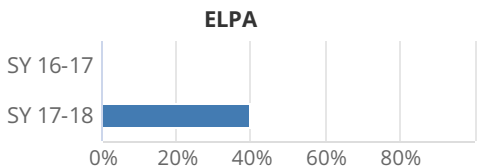
	% SY 17-18
Math CRT MGP	59.0
ELA CRT MGP	65.0
Math CRT AGP	26.7
ELA CRT AGP	55.4



English Language



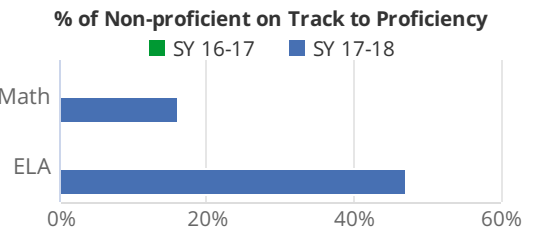
	% of EL Meeting AGP	% District
ELPA	40.0	42.5



Closing Opportunity Gaps



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



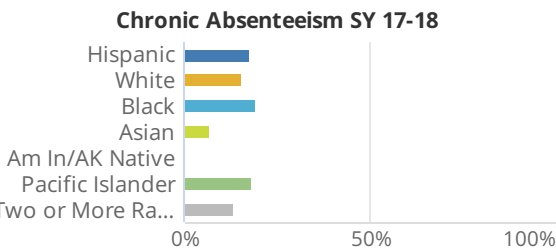
Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	17.5	10.1

	% Participation	Met Target
Climate Survey	94.5	YES



Student CRT Proficiency

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

Grade 3 ELA

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

Student Growth

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

Closing Opportunity Gap

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

Chronic Absenteeism

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

What does my school rating mean?

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

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

What do the performance indicators mean?

Academic Achievement--Student Proficiency

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

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

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

English Language Proficiency

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

Student Engagement

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

Climate Survey

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

Growth

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

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

Closing Opportunity Gaps/Equity

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

Star Rating



Index Score

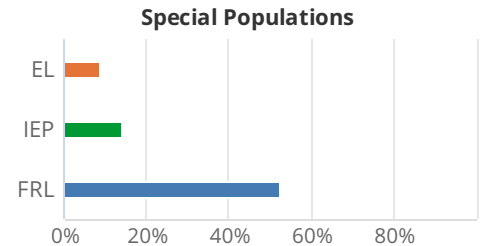
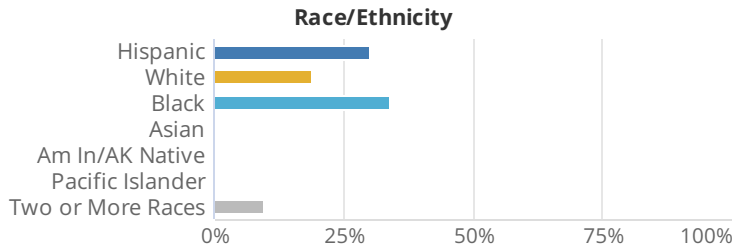
at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27

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



School Type: Charter SPCSA
 School Level: Middle School
 Grade Levels: 0K-08
 District: State Public Charter School Authority
 Website: www.questlv.com

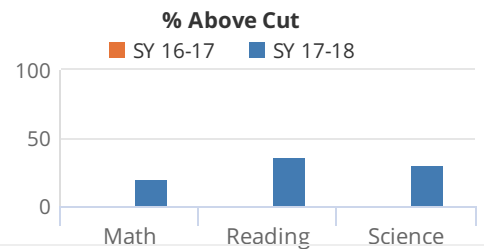
Total Index Score: 56
 School Designation:
 4025 N. Rancho Dr.
 Las Vegas, NV 89130
 Phone: 702-631-4751 x5



Academic Achievement



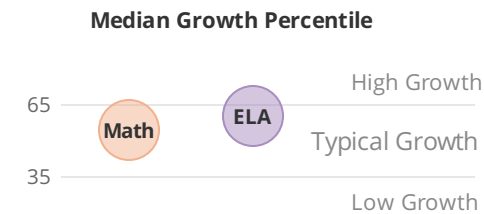
	% Above Cut	% District
% Math CRT	20.2	36.8
% ELA CRT	36.2	56.1
% Science CRT	31.3	45.2
% Pooled Average	28.6	46.3



Student Growth



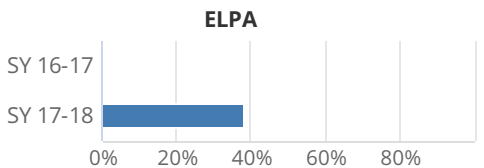
	% SY 17-18
Math CRT MGP	54.0
ELA CRT MGP	60.0
Math CRT AGP	28.1
ELA CRT AGP	40.6



English Language



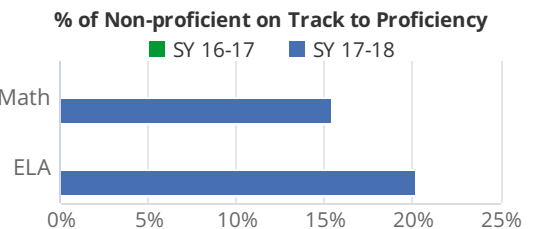
	% of EL Meeting AGP	% District
ELPA	38.4	32.4



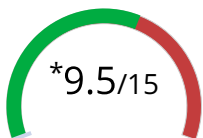
Closing Opportunity Gaps



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



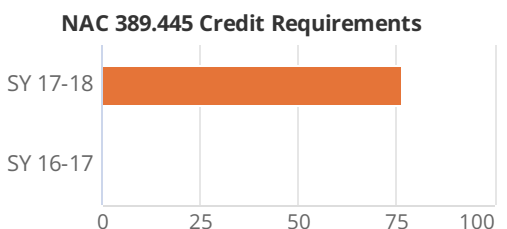
Student Engagement



*Bonus points included

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

	% Participation	Met Target
Climate Survey	94.7	YES



Student CRT Proficiency

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

Student Growth

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

Closing Opportunity Gap

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

Student Engagement

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

What does my school rating mean?

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

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

What do the performance indicators mean?

Academic Achievement--Student Proficiency

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

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

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

English Language Proficiency

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

Student Engagement

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

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

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

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

Climate Survey

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

Student Growth

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

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

Closing Opportunity Gaps/Equity

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

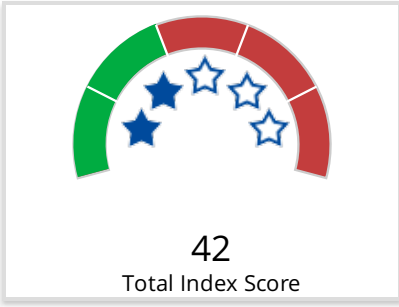
Star Rating



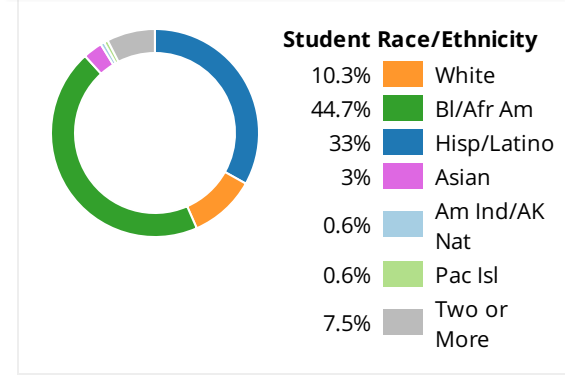
Index Score

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

School Level: Elementary School
Grade Levels: OK-08
District: State Public Charter School Authority
School Address: 4025 N. Rancho Dr. Las Vegas, NV 89130

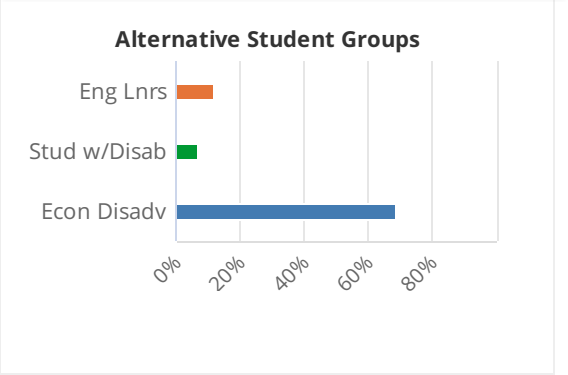


School Type: *Charter SPCSA*
 School Designation: *No Designation*
 95% Assessment Participation: *Met*



School Performance History

School Year	Index Score/Star Rating
2017-2018	48.5 ★★
2016-2017	N/A N/A



What does my school rating mean?

Two-Star school: Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

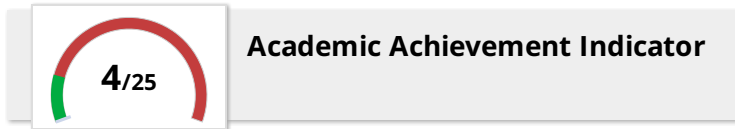
How are school star ratings determined?

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

How are star ratings determined based on total index score?

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

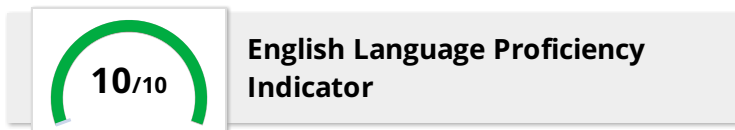
2018-2019 School Performance



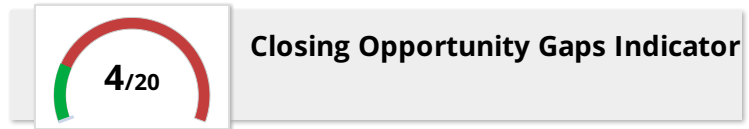
Measure	School Rate	District Rate
Pooled Proficiency	28.6	54
Math Proficiency	28.6	54.5
ELA Proficiency	33.8	60.1
Science Proficiency	13.5	34.7
Read-by-Grade-3 Proficiency	32	56.7



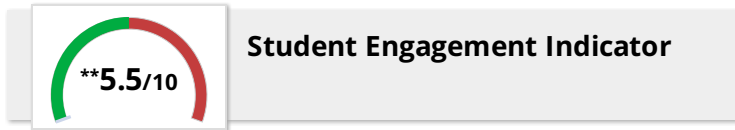
Measure	School Median	District Median
Math MGP	57.5	55
ELA MGP	50	52
	School Rate	District Rate
Met Math AGP Target	33.2	49.7
Met ELA AGP Target	45.6	59.7



Measure	School Rate	District Rate
Met EL AGP Target	66.5	56.7



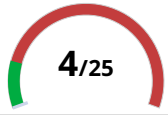
Measure	School Rate	District Rate
Prior Non-Proficient Met	18.1	27.8
Math AGP Target		
Prior Non-Proficient Met	28.1	39.2
ELA AGP Target		



Measure	School Rate	District Rate
Chronic Absenteeism	15	8
Climate Survey Participation	95.3	N/A

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

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

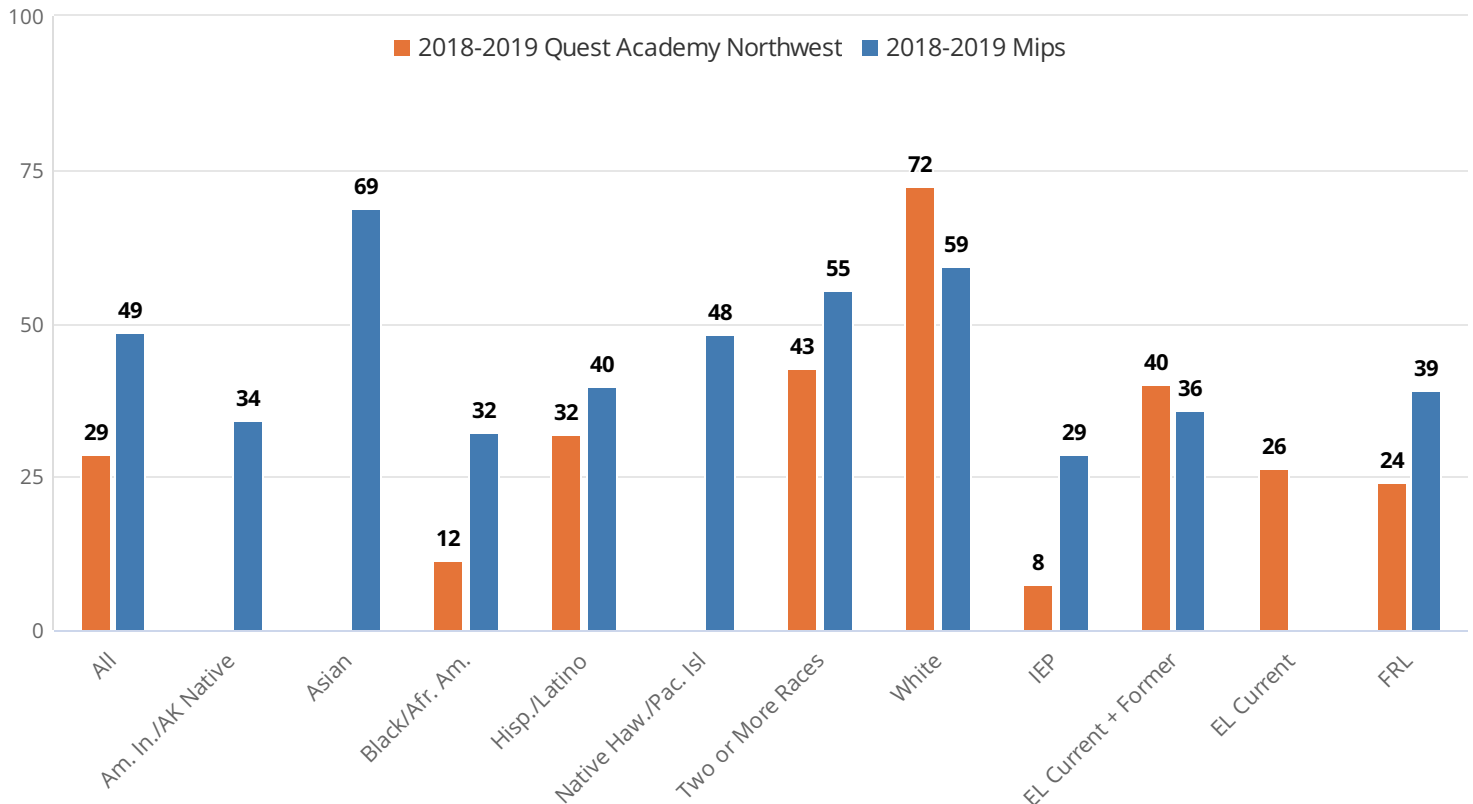
Pooled Proficiency Points Earned: 2/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	28.6	54	28.2	52.9

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	28.6	54.5	48.5	29	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	70	75.2	67.2
Black/African American	11.5	31.3	32.3	10.1	30.6	28.8
Hispanic/Latino	32	44.6	39.6	28.5	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	42.7	58.2	55.3	20	59	52.9
White/Caucasian	72.2	62.2	59.3	52.7	61.1	57.2
Special Education	7.5	27.3	28.6	15	29.2	24.8
English Learners Current + Former	40.2	42.2	35.8	41.4	37.4	32.4
English Learners Current	26.3	32.3		30	25.5	
Economically Disadvantaged	24.1	39.7	39	27.2	33.1	35.7

Math Assessments
% Proficient



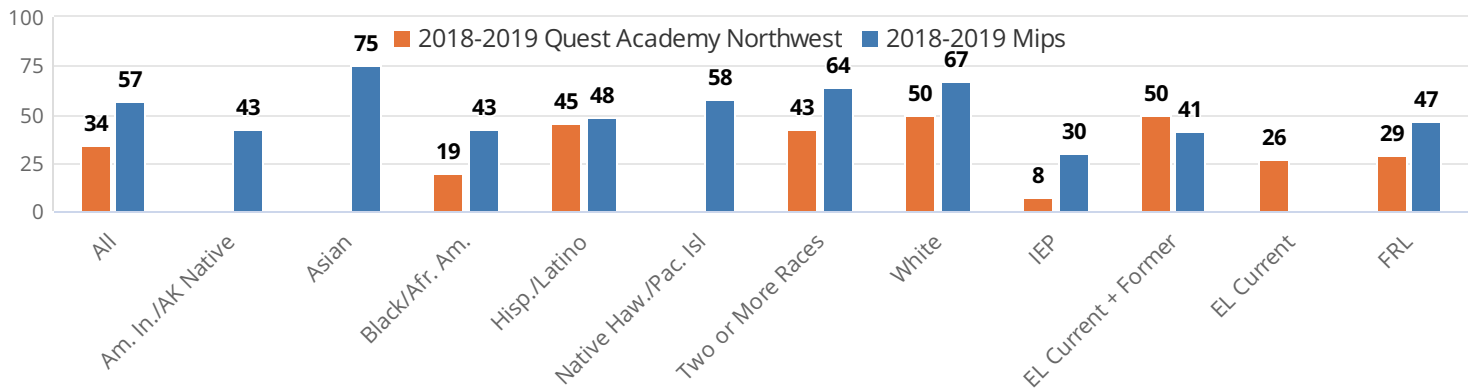


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	33.8	60.1	57	34.6	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	50	76.2	74.1
Black/African American	19.1	40.8	42.6	18.6	40.5	39.6
Hispanic/Latino	45.2	51.1	48.2	37.5	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	42.7	63.7	64.4	53.2	67.1	62.6
White/Caucasian	50	66.7	67.4	47.2	65	65.7
Special Education	7.5	26.6	30	30	29.3	26.3
English Learners Current + Former	49.5	42.2	41.4	41.4	38.9	38.4
English Learners Current	26.3	29.3		15	22.8	
Economically Disadvantaged	29.3	45.3	46.8	36.3	40.4	44

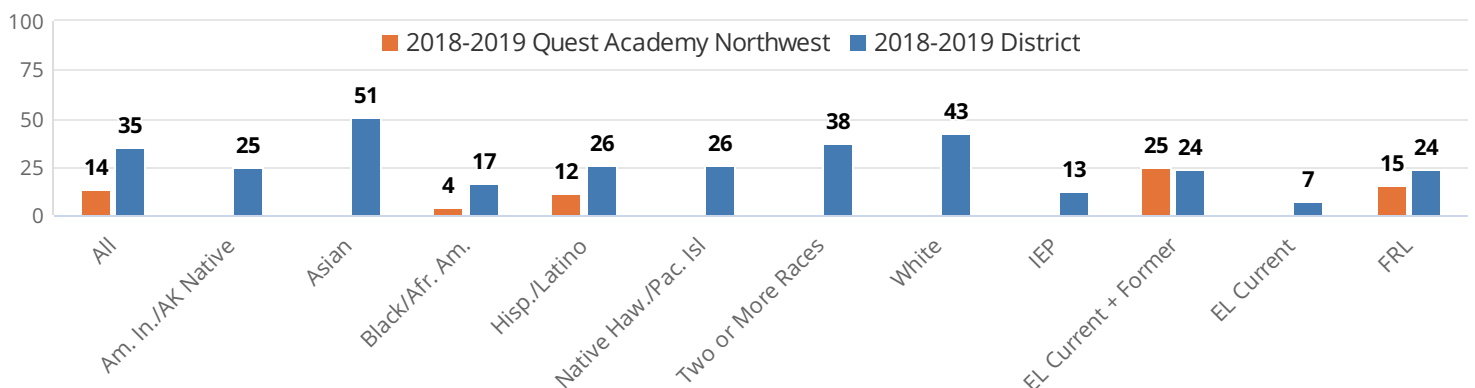
ELA Assessments
% Proficient



Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	13.5	34.7	0	35.3
American Indian/Alaska Native	-	25	-	9
Asian	-	50.5	-	49.2
Black/African American	4	16.6	0	14.6
Hispanic/Latino	11.6	25.8	0	22.5
Pacific Islander	-	26.1	-	32
Two or More Races	-	37.6	-	46.6
White/Caucasian	-	42.7	-	43.8
Special Education	-	12.5	-	19.4
English Learners Current + Former	25	24.1	-	15.2
English Learners Current	-	7.2	-	4.8
Economically Disadvantaged	15	23.8	0	17.3

Science Assessments
% Proficient





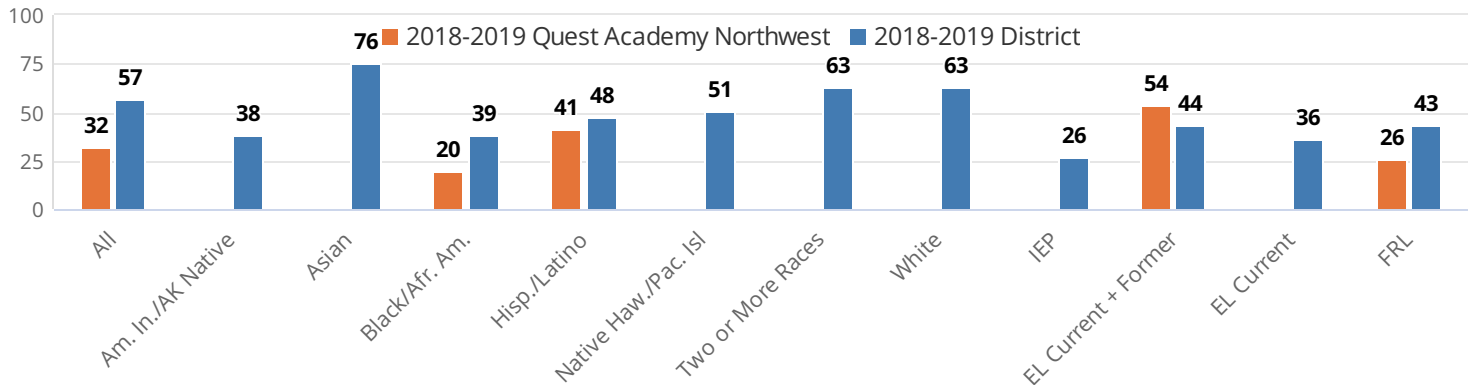
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	32	56.7	33.7	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	-	75.7	-	74.5
Black/African American	20	38.5	14.2	34.2
Hispanic/Latino	41.1	47.5	50	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	-	63.1	-	64.3
White/Caucasian	-	62.6	44.4	62.6
Special Education	-	26.3	-	29.4
English Learners Current + Former	53.7	43.6	50	33
English Learners Current	-	36.1	-	21.8
Economically Disadvantaged	25.6	43.2	33.3	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 40 th Percentile	Student Growth Score
2nd Grade	56.1	54
1st Grade	32.6	34
Kindergarten	N/A	N/A



Academic Achievement

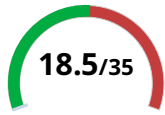
Participation on State Assessments

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

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

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



Student Growth

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

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

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

MGP Growth Data

Math MGP Points Earned: 7/10 ELA MGP Points Earned: 5/10

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	57.5	55	50	52	59	53	65	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	-	58	-	59	-	61.5	-	62
Black/African American	49	48	46	43.5	55	45	51	44
Hispanic/Latino	64	54	46	51	53	49	64.5	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	56.5	53	67	50	-	53	-	51.5
White/Caucasian	52	57	73	54	74.5	55	65	49
Special Education	-	51	-	42	69	49	73	40.5
English Learners Current + Former	63	59	55	53	49.5	49	74	52
English Learners Current	66.5	56	45	49	-	43.5	-	44
Economically Disadvantaged	59	53	46	47	56	46	65	46

AGP Growth Data

Math AGP Points Earned: 3.5/7.5 ELA AGP Points Earned: 3/7.5

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	33.2	49.7	45.6	59.7	26.7	48.6	55.4	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	-	66.4	-	73.5	-	69.9	-	70.7
Black/African American	11.6	30.1	27.3	43.5	16.2	28.8	40.5	41.3
Hispanic/Latino	45.3	43	54.5	54.2	23.3	37.8	50	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	40	50.2	70	59.3	-	51.2	-	60.7
White/Caucasian	61.5	56.1	69.2	65	50	53.7	66.6	58.7
Special Education	-	28.3	-	34.5	30.7	29.5	53.8	30.5
English Learners Current + Former	42.1	43.8	52.6	48.1	27.7	35.2	61.1	44.6
English Learners Current	33.2	34.7	33.2	37.6	-	23.3	-	32.2
Economically Disadvantaged	24.6	38.2	39.7	47.7	25.5	29.8	53.4	42.2

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



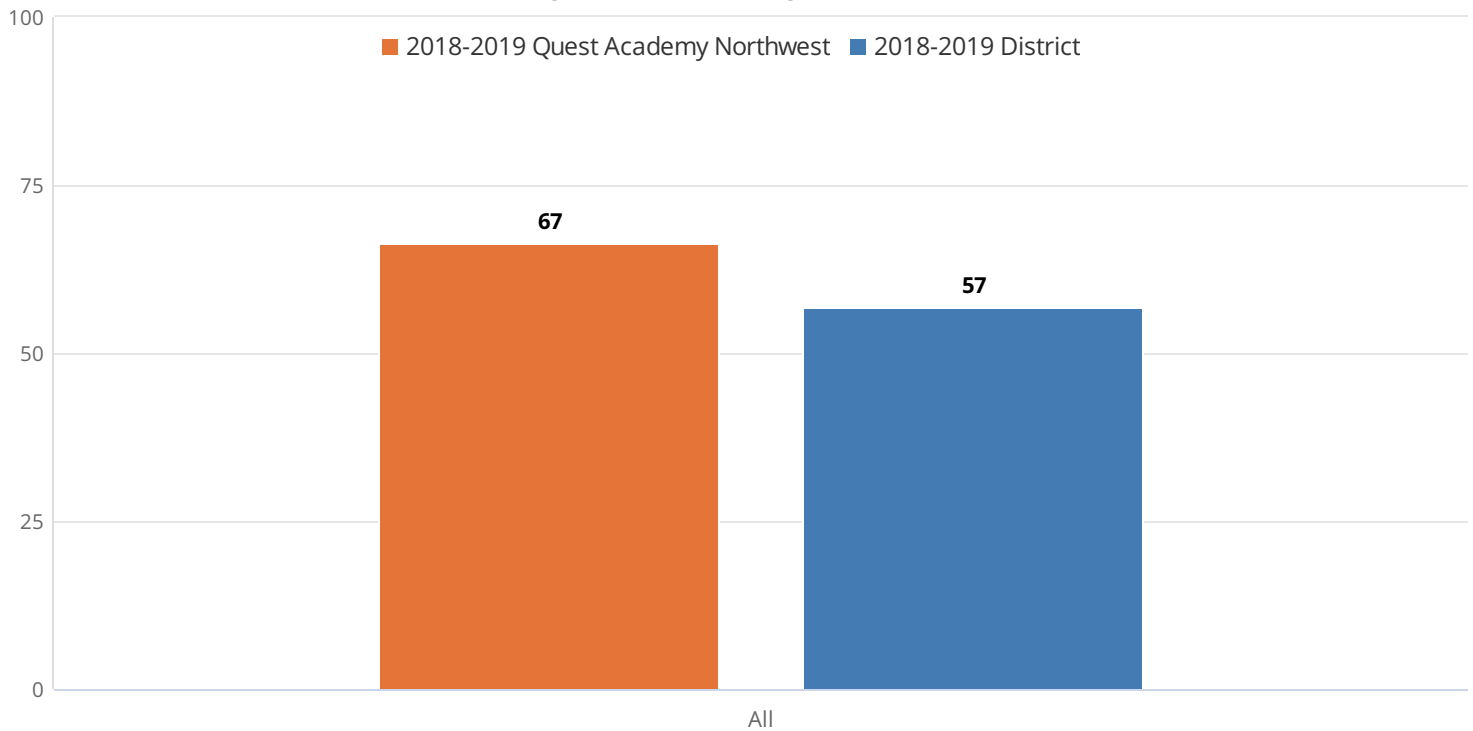
English Language

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

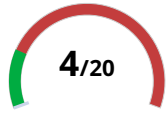
English Language Points Earned: 10/10

	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	30	66.5	56.7	25	40	42.5

% English Learners Meeting AGP on WIDA



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year’s state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

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

Groups	2019				2018			
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	18.1	27.8	28.1	39.2	16.1	27	47.1	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	-	38.5	-	52.3	-	48.6	-	53.5
Black/African American	6.5	20	21.3	26.5	18.5	16.5	39.2	30.3
Hispanic/Latino	31.8	26	31.5	37	13.6	22.6	40.9	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	-	27.3	-	36.2	-	31.1	-	41.3
White/Caucasian	-	32.2	-	45.7	-	31.5	54.5	38.7
Special Education	-	16.3	-	22.3	-	15.5	54.5	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	0	N/A	40	N/A
English Learners Current	-	24.1	27.1	31.6	-	16.8	-	31.3
Economically Disadvantaged	11	23	23.5	32.2	16.1	20	37.1	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.



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

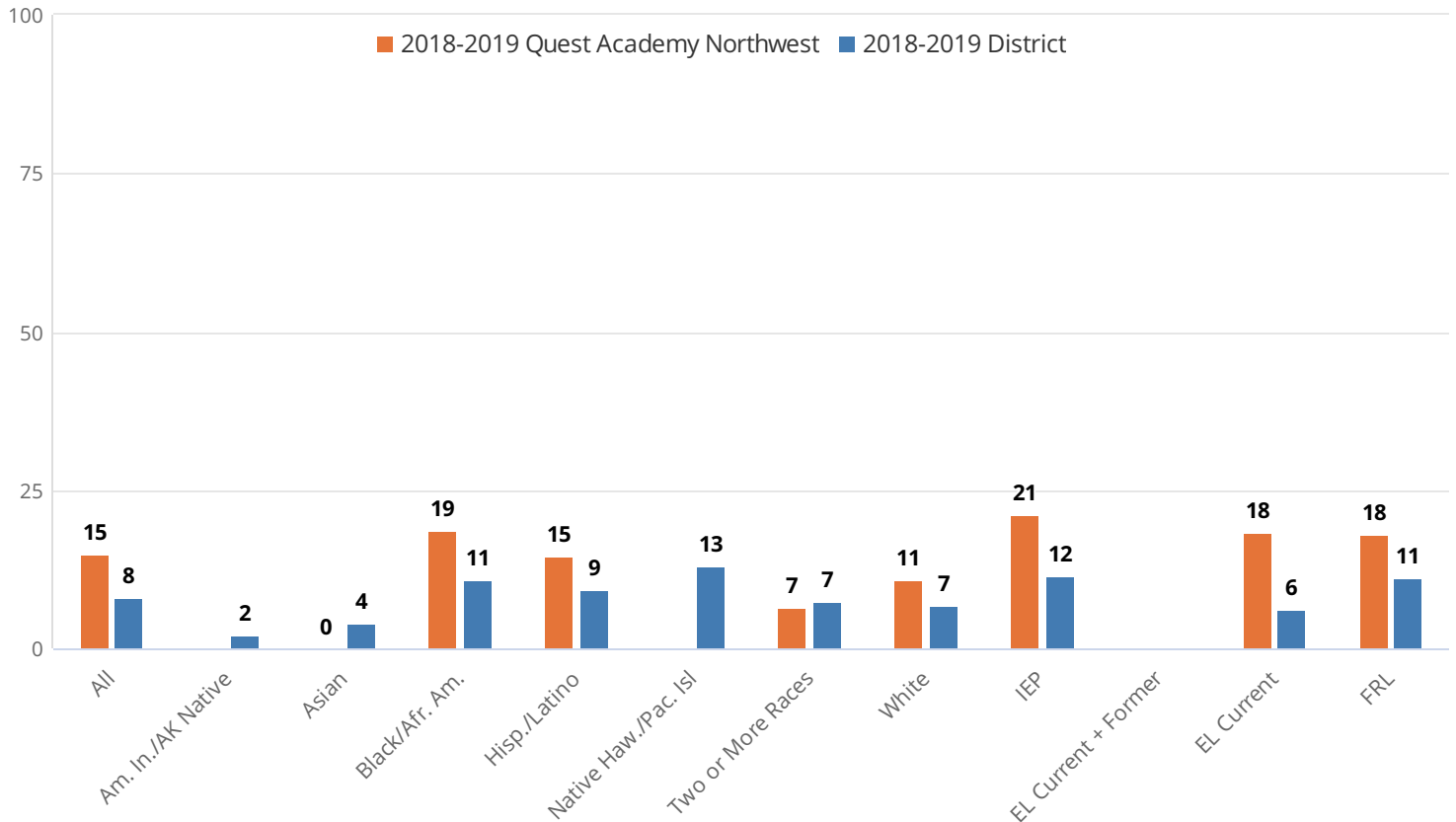
Chronic Absenteeism

Chronic Absenteeism Points Earned: 4.5/10


Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	15	8	17.5	10.1
American Indian/Alaska Native	-	2.3	-	14.5
Asian	0	4.2	7.1	4.9
Black/African American	18.6	11	19.3	14.5
Hispanic/Latino	14.6	9.4	18	11.5
Pacific Islander	-	13	18.1	12.6
Two or More Races	6.5	7.4	13.5	9
White/Caucasian	11	6.9	15.8	9
Special Education	21.3	11.5	19.1	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	18.3	6.2	21.2	10.4
Economically Disadvantaged	18.1	11.1	21.5	15.9

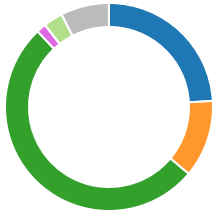
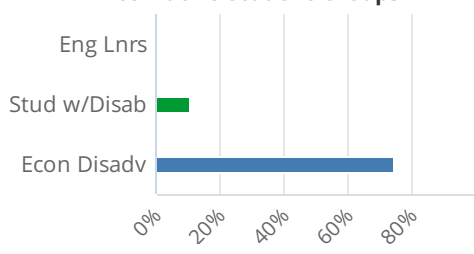
Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)



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

<p><i>School Level:</i> Middle School</p> <p><i>Grade Levels:</i> OK-08</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 4025 N. Rancho Dr. Las Vegas, NV 89130</p>	 <p>52.7 Total Index Score</p>	<p>School Type: <i>Charter SPCSA</i></p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 12% White 51.7% BI/Afr Am 24% Hisp/Latino 1.5% Asian 0% Am Ind/AK Nat 3% Pac Isl 7.5% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>56 ★★★★★</td> </tr> <tr> <td>2016-2017</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2017-2018	56 ★★★★★	2016-2017	N/A N/A	<p>Alternative Student Groups</p> 
School Year	Index Score/Star Rating							
2017-2018	56 ★★★★★							
2016-2017	N/A N/A							

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 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



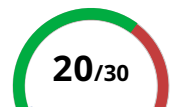
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	31.3	50.2
Math Proficiency	21.3	42.6
ELA Proficiency	39.2	59.6
Science Proficiency	37.5	44.7




English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	38.3



Student Growth Indicator

Measure	School Median	District Median
Math MGP	56	58
ELA MGP	64	56
	School Rate	District Rate
Met Math AGP Target	21.6	44.3
Met ELA AGP Target	43.2	61.3



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met	15	21.8
Math AGP Target		
Prior Non-Proficient Met	26.3	32.7
ELA AGP Target		

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency

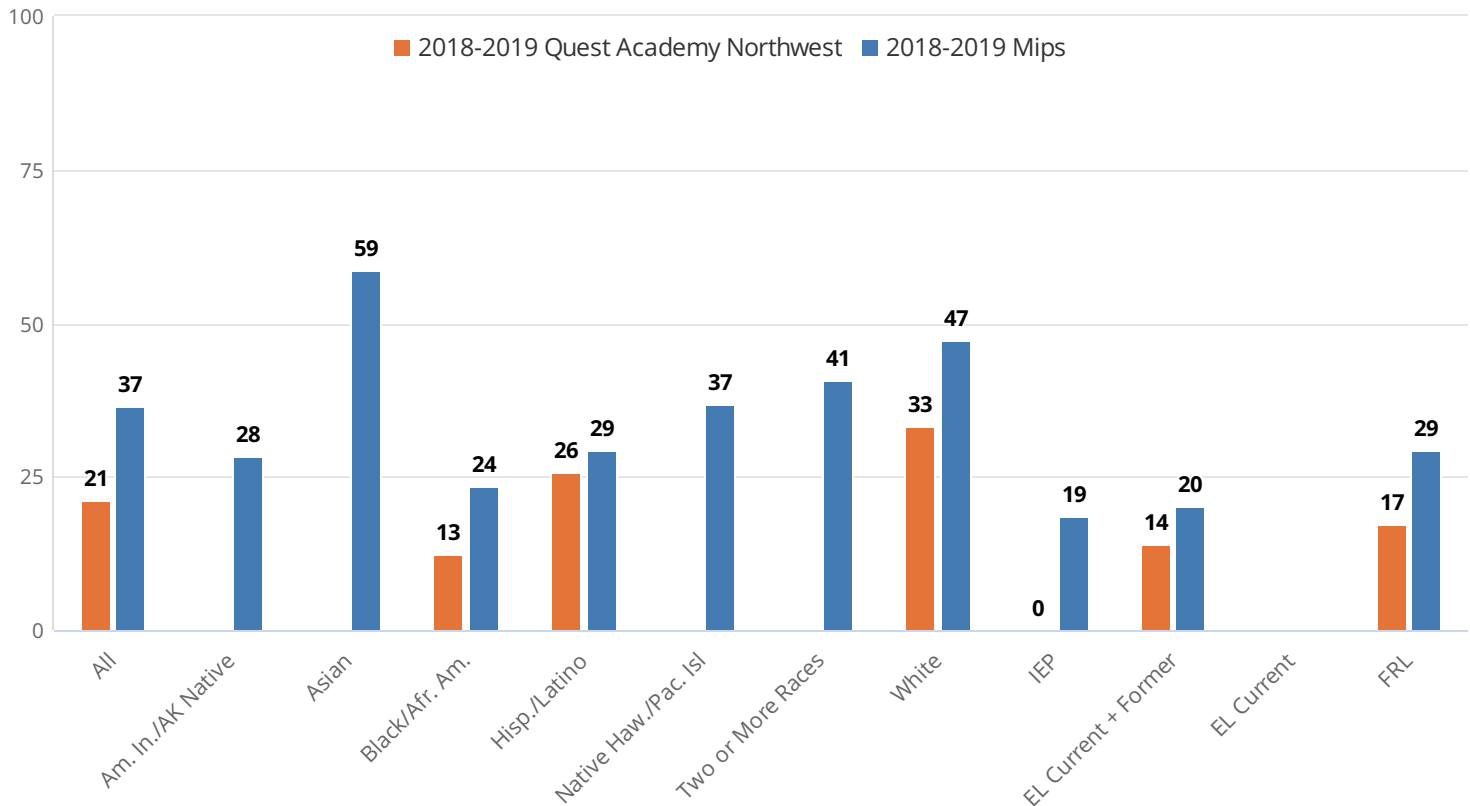
Pooled Proficiency Points Earned: 9/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	31.3	50.2	28.6	46.3

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	21.3	42.6	36.5	20.2	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	12.5	24.1	23.5	6.5	17.7	19.5
Hispanic/Latino	25.8	31.8	29.3	18.6	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	-	47.2	40.6	33.3	41.5	37.5
White/Caucasian	33.2	51.2	47.1	25	44.4	44.4
Special Education	0	12	18.6	0	11.5	14.3
English Learners Current + Former	14.1	26.8	20.2	22.2	22.2	16
English Learners Current	-	12.5	-	0	8.5	-
Economically Disadvantaged	17.3	29	29.2	13.8	21.7	25.5

**Math Assessments
% Proficient**



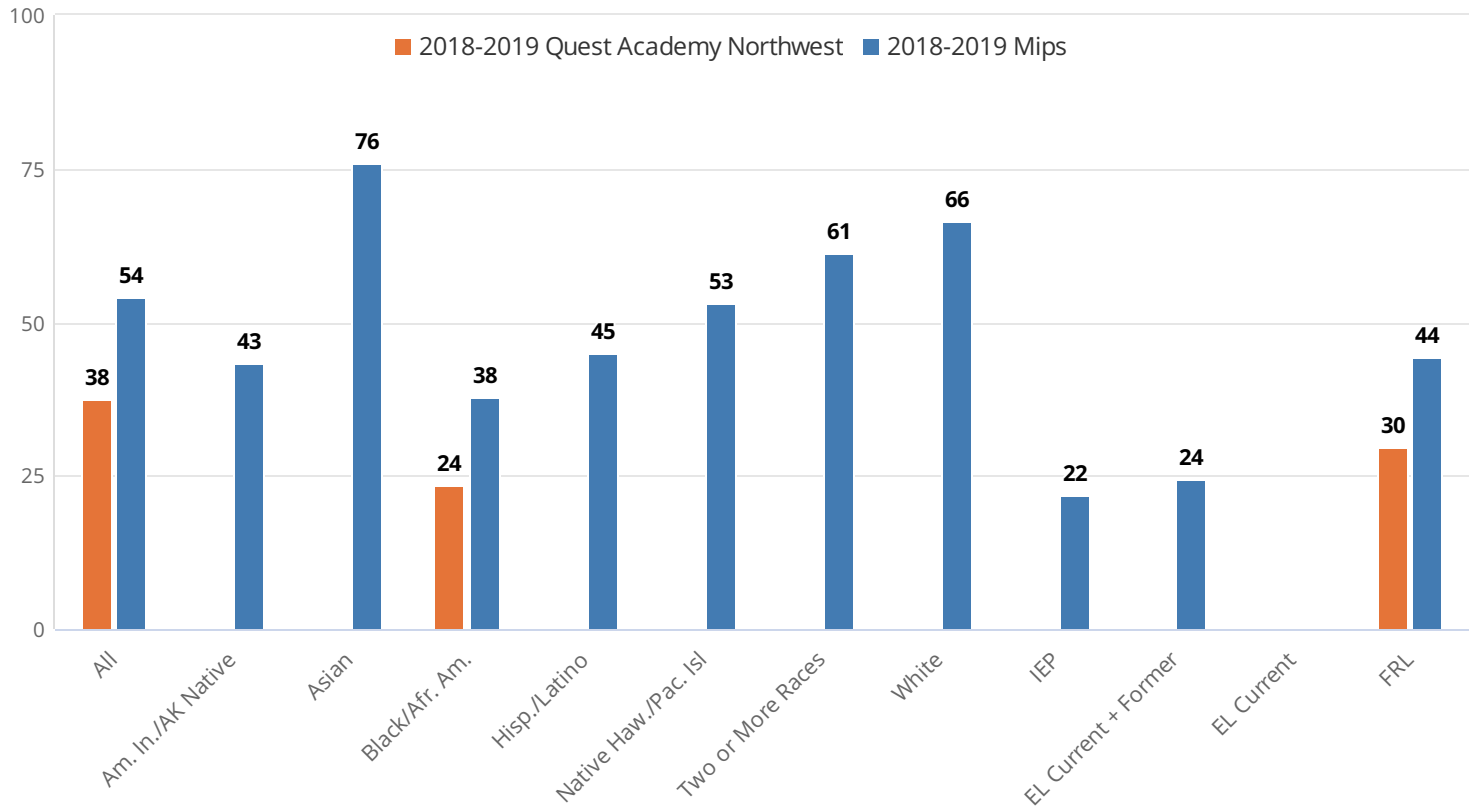


Academic Achievement

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	39.2	59.6	54.1	36.2	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	34.2	40.1	37.8	21.7	38.4	34.5
Hispanic/Latino	29.6	50.2	45.1	30.2	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	46.7	61	59.2
White/Caucasian	50	67.7	66.3	50	63.5	64.6
Special Education	18.1	19.8	21.9	25	20.7	17.8
English Learners Current + Former	14.1	42.7	24.3	40.7	34.8	20.3
English Learners Current	-	22	-	13.3	15.8	-
Economically Disadvantaged	39.5	46.3	44.4	24.6	41.5	41.4

ELA Assessments
% Proficient



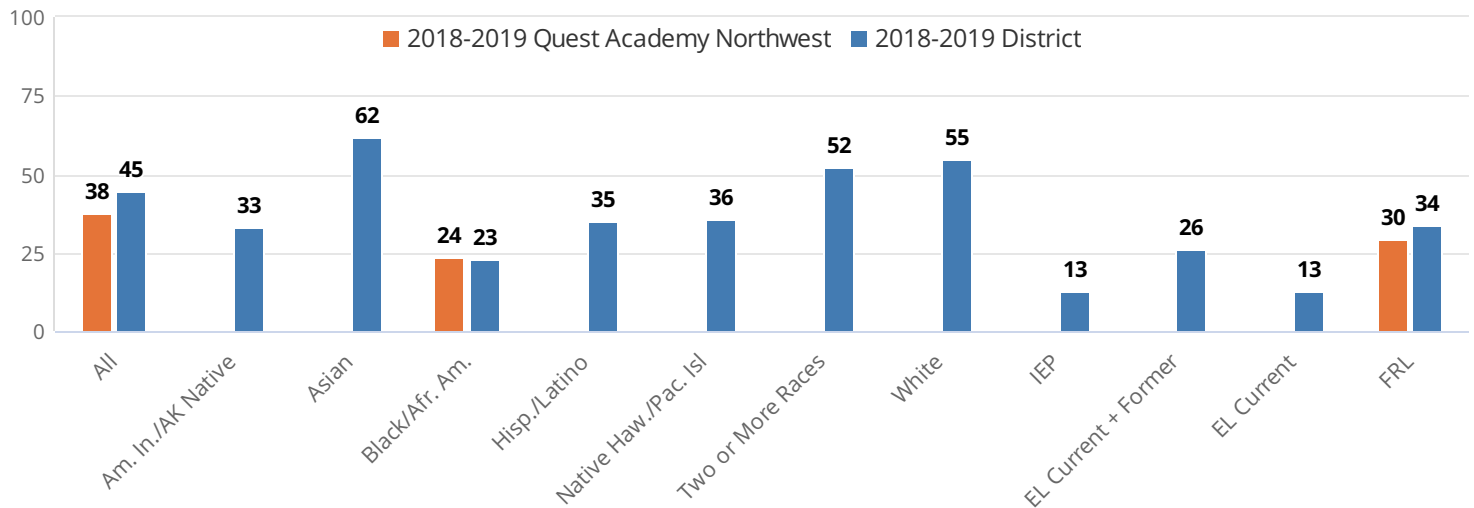


Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	37.5	44.7	31.3	45.2
American Indian/Alaska Native	-	33.2	-	38.1
Asian	-	62	-	62.2
Black/African American	23.5	23.1	10	25
Hispanic/Latino	-	35.2	30.7	34.9
Pacific Islander	-	35.7	-	42.8
Two or More Races	-	52.2	-	51.6
White/Caucasian	-	54.5	-	54
Special Education	-	13	-	14.6
English Learners Current + Former	-	26	-	25.7
English Learners Current	-	12.6	-	9.3
Economically Disadvantaged	29.6	33.7	23	30.7

Science Assessments
% Proficient



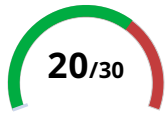
Participation on State Assessments

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

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

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



Student Growth

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

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

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

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	56	58	64	56	54	52	60	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	-	63	-	57	-	62	-	62
Black/African American	48	53	58	51	62.5	45	49	50.5
Hispanic/Latino	55.5	59	66.5	57	51	54	66	52
Pacific Islander	-	63	-	57	-	51.5	-	49.5
Two or More Races	-	56	-	54	37	53	72	55
White/Caucasian	63	58	83.5	56	56	49	60	53
Special Education	50	55	59.5	55	41	44	65	50
English Learners Current + Former	57	64	79	64	57.5	59	58.5	54
English Learners Current	-	61	-	62	61	57	51	53
Economically Disadvantaged	57	59	65	57	51	53	56	52

AGP Growth Data

Math AGP Points Earned: 2/5 ELA AGP Points Earned: 2/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	21.6	44.3	43.2	61.3	28.1	37.7	40.6	56.5
American Indian/Alaska Native	-	28.1	-	68.4	-	23.8	-	54.2
Asian	-	65.9	-	78.5	-	66.5	-	78
Black/African American	12.1	27.5	36.7	44.2	18.1	20.1	27.2	39.5
Hispanic/Latino	19.1	35.5	38.3	53.6	23	30.1	30.7	47.2
Pacific Islander	-	47.2	-	59.7	-	35.3	-	53.1
Two or More Races	-	47.1	-	66.2	33.3	42.7	53.3	61.3
White/Caucasian	30	51.8	50	68.4	34.7	44	56.5	62.2
Special Education	0	16.8	20	25.3	5.5	14.5	38.8	23.6
English Learners Current + Former	0	32.7	23	48.3	29.1	31.3	41.6	40
English Learners Current	-	17.3	-	28.1	7.6	14.8	0	20.1
Economically Disadvantaged	18.1	33.3	45.3	50.3	22.8	25.8	28	42.2

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



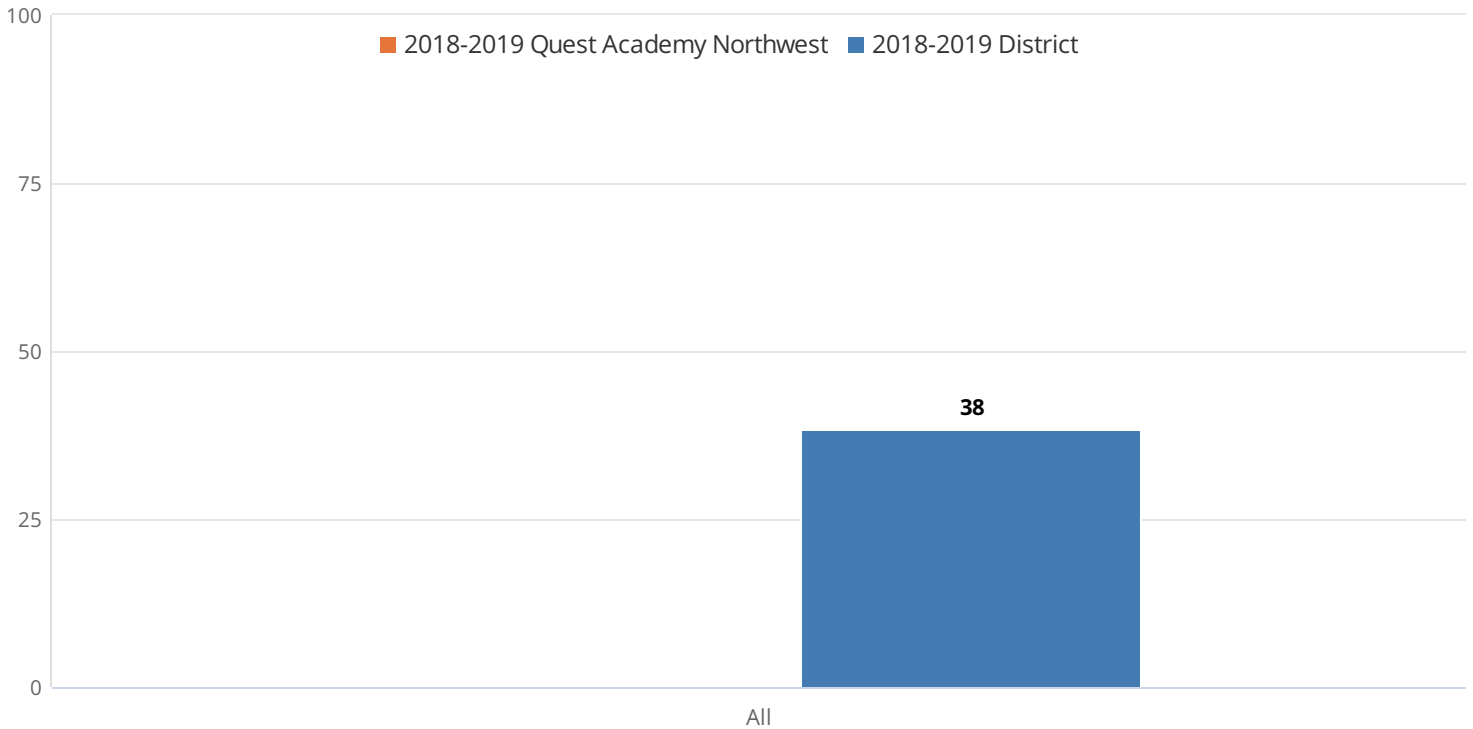
English Language

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

English Language Points Earned: NA/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	38.3	13	38.4	32.4

% English Learners Meeting AGP on WIDA



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



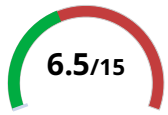
Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 6/10 ELA AGP Points Earned: 6/10

Groups	2019				2018			
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	15	21.8	26.3	32.7	15.5	19	20.2	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	-	28.6	-	40.2	-	35.6	-	44.6
Black/African American	11	15	20.8	22	11.7	10.9	13.7	23.3
Hispanic/Latino	13	21.5	27.6	31.1	15.1	17.1	17.2	23.6
Pacific Islander	-	21.1	-	23	-	19.5	-	23.3
Two or More Races	-	19.8	-	32.8	-	21	-	32
White/Caucasian	-	24.8	-	38.3	26.6	21.5	25	33.2
Special Education	0	9.6	-	16.8	7.1	6.4	21.4	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	11.1	N/A	13.3	N/A
English Learners Current	-	12.5	-	22.1	8.3	13.8	0	16.8
Economically Disadvantaged	14	19.5	28.3	29.1	17	16	21	23.5

'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.



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.

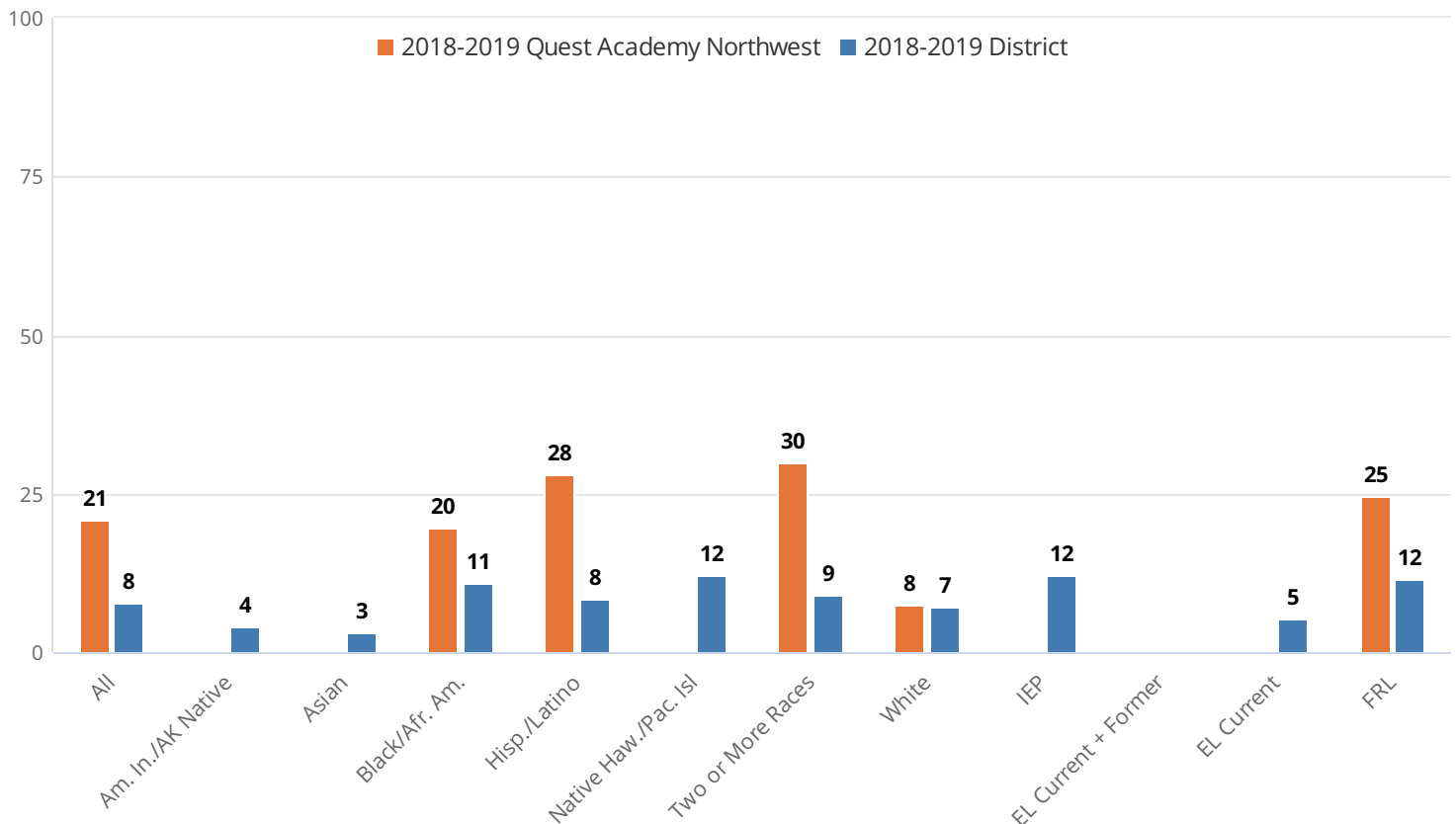
Chronic Absenteeism

Chronic Absenteeism Points Earned: 1.5/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	21	7.9	17.9	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	-	3	-	3.6
Black/African American	19.6	11	18	12.9
Hispanic/Latino	28.1	8.4	21.1	11.7
Pacific Islander	-	12	-	11.9
Two or More Races	30	8.9	25	12
White/Caucasian	7.5	7.2	13.8	10.9
Special Education	-	12.1	25	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	5.2	29.4	8.5
Economically Disadvantaged	24.6	11.5	21.5	14.3

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

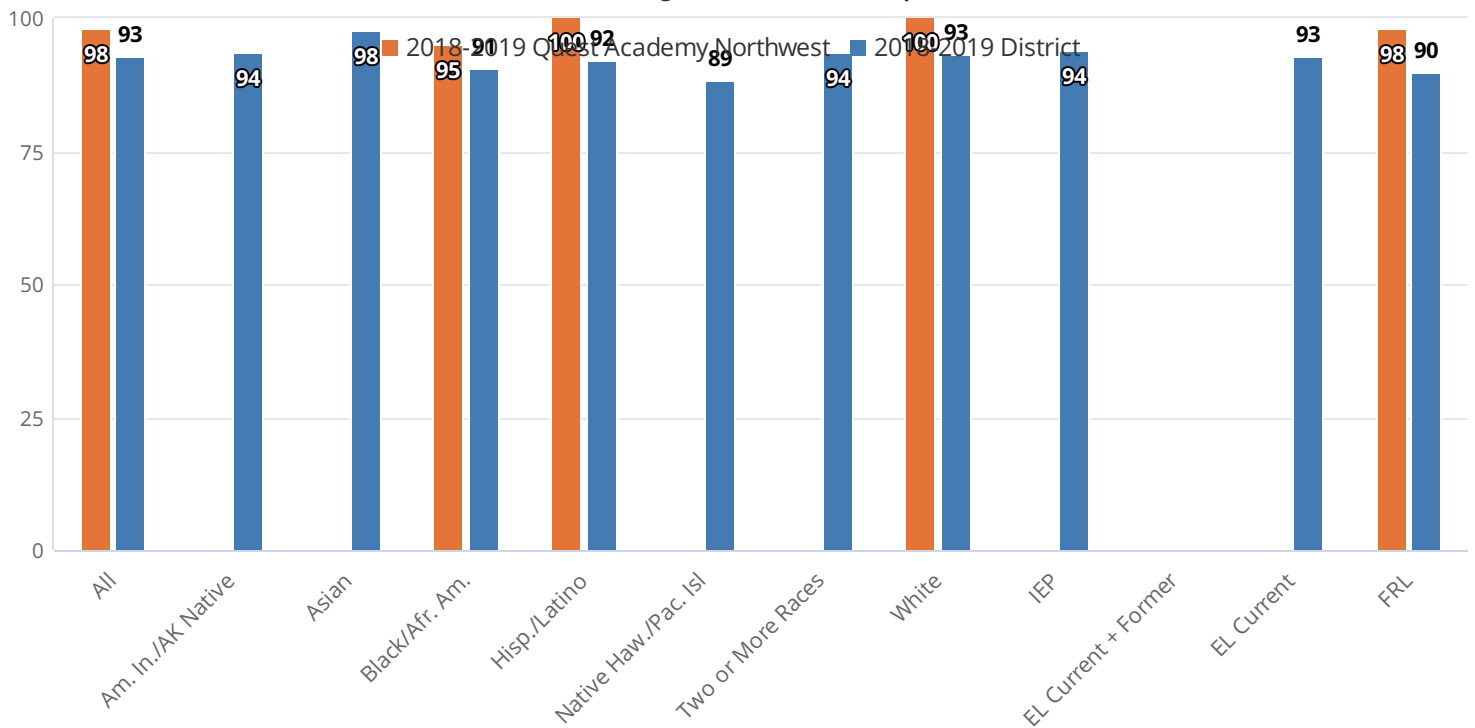
Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	100	99.5	98	97.5
American Indian/Alaska Native	-	100	-	98
Asian	-	99.7	-	98.4
Black/African American	100	99.2	96.1	96.3
Hispanic/Latino	100	99.5	100	97.5
Pacific Islander	-	99.5	-	95.9
Two or More Races	100	99.7	100	97.3
White/Caucasian	100	99.4	100	97.8
Special Education	-	99.4	100	96.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	98.5	95.7	98.2
Economically Disadvantaged	100	99.4	95.7	98.2

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	98	92.7	76.3	91.5
American Indian/Alaska Native	-	93.7	-	85
Asian	-	97.9	-	99.4
Black/African American	95.2	90.5	90.9	85.4
Hispanic/Latino	100	92.2	61.5	89.4
Pacific Islander	-	88.5	-	91
Two or More Races	-	93.7	-	91.7
White/Caucasian	100	93.2	-	93.4
Special Education	-	93.9	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	92.7	64.2	85.6
Economically Disadvantaged	98	89.7	64.2	85.6

% of Students Meeting 8th Grade Credit Requirements



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

Appendix B



Nevada State Public Charter School Authority

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

SITE EVALUATION REPORT Quest Preparatory Academy

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

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

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

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

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

SITE EVALUATION REPORT

Quest Preparatory Academy

Campus Name: Northwest Campus

Date of Authorization: July 2008

Grade Levels: K – 8

Evaluation Date: Thursday, February 21, 2019

School Leaders: Janelle Veith

Conducted By: Mark Modrcin & Selcuk Ozdemir

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

SUMMARY OF SITE EVALUATION

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

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

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

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

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

I. CLASSROOM ENVIRONMENT

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

II. INSTRUCTIONAL OBSERVATION

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

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

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

IV. FOCUS GROUP SUMMARY

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

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

Governing Board (Receiver)

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

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

Parents / Families

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

Students

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

Leadership

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

Teachers

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

OVERALL STRENGTHS OF PROGRAM

a. Progress monitoring and data-driven instruction

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

b. Positive school culture

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

V. RECOMMENDATIONS

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

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

Action Item

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

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

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

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

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

Action Item

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

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

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

Action Item

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

Note

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

###

Appendix C



Nevada State Public Charter School Authority

Site Evaluation Report
Quest Preparatory Academy
Evaluation Date: 11/19/2020
Report Date: 12/31/2020

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

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Appendices

A: Nevada State Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 11/19/2020 at Quest Preparatory Academy. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1st, 3rd, and 5th 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 operational 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

Quest Preparatory Academy is located in Las Vegas, Nevada in a facility at 4025 N. Rancho Drive. The school serves 486 students (as of the most recent Validation Day in October 2020) in Kindergarten – 8th grade. The mission of Quest is: "Founded in 2008, Quest Academy is an academic institution that is dedicated to growth, perseverance, and academic achievement. We foster students' personal and intellectual growth so that they are prepared to be positively productive and engaged citizens of their communities. We pride ourselves on our familial environment, and caring and committed teaching, leadership, and support staff."

ACADEMIC PERFORMANCE

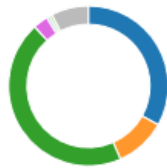
Quest Preparatory Academy Nevada School Performance Framework 2019

Quest Preparatory Academy serves 484 students in grades Kindergarten – 8th grade

Elementary

Quest Academy Northwest

School Level: Elementary School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 4025 N. Rancho Dr. Las Vegas, NV 89130



Student Race/Ethnicity

- 10.3% White
- 44.7% Bl/Afr Am
- 33% Hisp/Latino
- 3% Asian
- 0.6% Am Ind/AK Nat
- 0.6% Pac Isl
- 7.5% Two or More



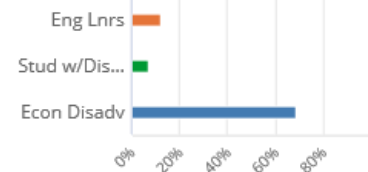
School Performance History

School Year	Index Score/ Star Rating
2017-2018	48.5 ★★
2016-2017	N/A N/A

School Year 2018-2019 Nevada School Rating

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

Alternative Student Groups



Middle

Quest Academy Northwest

School Level: Middle School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 4025 N. Rancho Dr. Las Vegas, NV 89130



Student Race/Ethnicity

- 12% White
- 51.7% Bl/Afr Am
- 24% Hisp/Latino
- 1.5% Asian
- 0% Am Ind/AK Nat
- 3% Pac Isl
- 7.5% Two or More



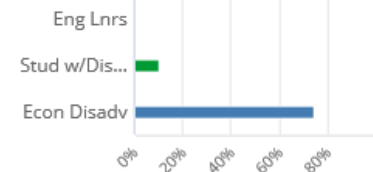
School Performance History

School Year	Index Score/ Star Rating
2017-2018	56 ★★★
2016-2017	N/A N/A

School Year 2018-2019 Nevada School Rating

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

Alternative Student Groups



Quest Preparatory Academy
Math and ELA Results
Nevada School Performance Framework
2019

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	28.6	54.5	48.5	29	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	70	75.2	67.2
Black/African American	11.5	31.3	32.3	10.1	30.6	28.8
Hispanic/Latino	32	44.6	39.6	28.5	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	42.7	58.2	55.3	20	59	52.9
White/Caucasian	72.2	62.2	59.3	52.7	61.1	57.2
Special Education	7.5	27.3	28.6	15	29.2	24.8
English Learners Current + Former	40.2	42.2	35.8	41.4	37.4	32.4
English Learners Current	26.3	32.3	30	30	25.5	
Economically Disadvantaged	24.1	39.7	39	27.2	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	33.8	60.1	57	34.6	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	50	76.2	74.1
Black/African American	19.1	40.8	42.6	18.6	40.5	39.6
Hispanic/Latino	45.2	51.1	48.2	37.5	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	42.7	63.7	64.4	53.2	67.1	62.6
White/Caucasian	50	66.7	67.4	47.2	65	65.7
Special Education	7.5	26.6	30	30	29.3	26.3
English Learners Current + Former	49.5	42.2	41.4	41.4	38.9	38.4
English Learners Current	26.3	29.3	15	15	22.8	
Economically Disadvantaged	29.3	45.3	46.8	36.3	40.4	44

Middle School Proficiency Rates

Math Proficient

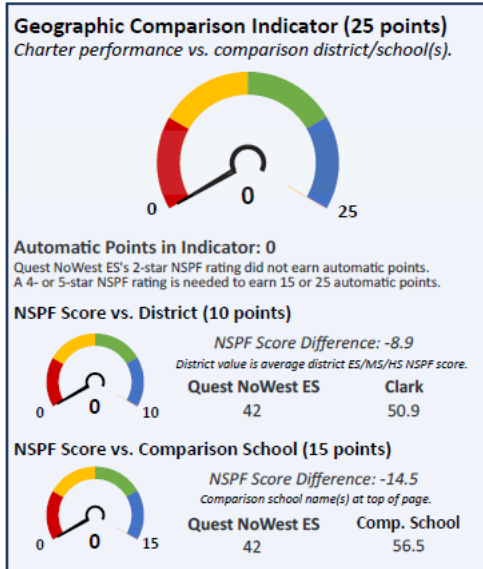
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	21.3	42.6	36.5	20.2	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	12.5	24.1	23.5	6.5	17.7	19.5
Hispanic/Latino	25.8	31.8	29.3	18.6	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	-	47.2	40.6	33.3	41.5	37.5
White/Caucasian	33.2	51.2	47.1	25	44.4	44.4
Special Education	0	12	18.6	0	11.5	14.3
English Learners Current + Former	14.1	26.8	20.2	22.2	22.2	16
English Learners Current	-	12.5	0	0	8.5	
Economically Disadvantaged	17.3	29	29.2	13.8	21.7	25.5

ELA Proficient

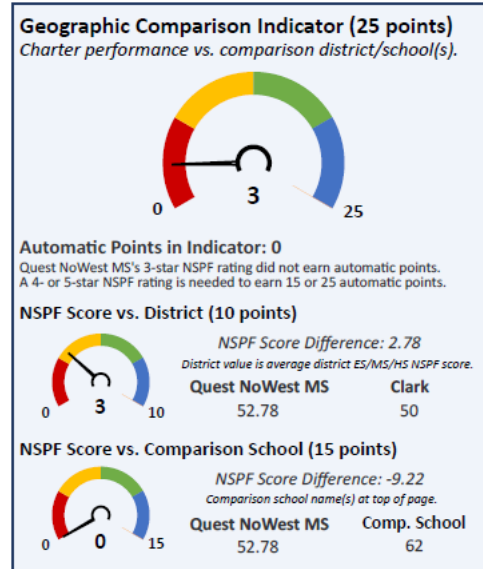
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	39.2	59.6	54.1	36.2	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	34.2	40.1	37.8	21.7	38.4	34.5
Hispanic/Latino	29.6	50.2	45.1	30.2	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	46.7	61	59.2
White/Caucasian	50	67.7	66.3	50	63.5	64.6
Special Education	18.1	19.8	21.9	25	20.7	17.8
English Learners Current + Former	14.1	42.7	24.3	40.7	34.8	20.3
English Learners Current	-	22	13.3	13.3	15.8	
Economically Disadvantaged	39.5	46.3	44.4	24.6	41.5	41.4

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

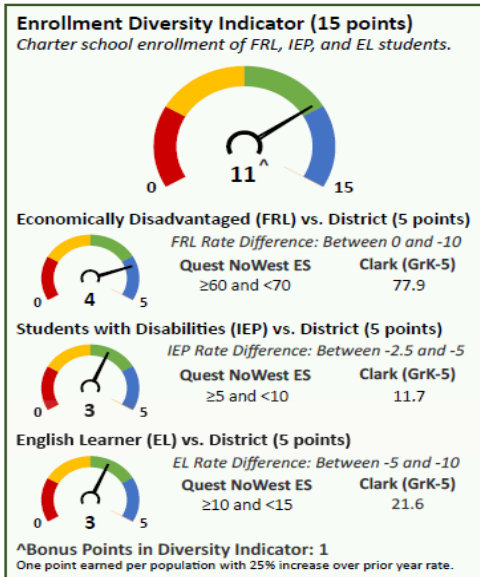


Middle School

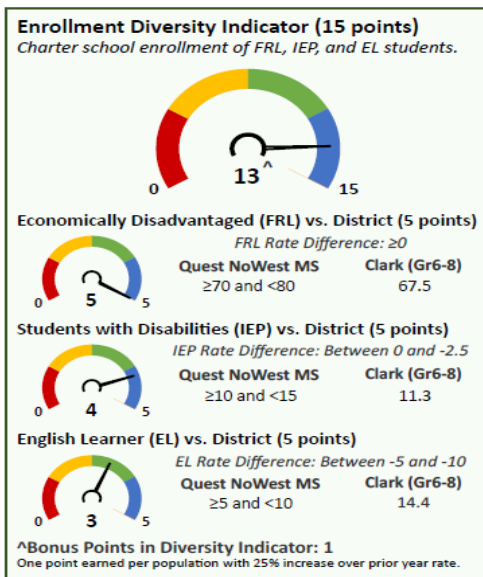


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	2	30 minutes
Parents/Families	5	30 minutes
Students	9	30 minutes
School Leadership	4	30 minutes
Staff	8	30 minutes

Governing Board:

- The governing board members were asked what their understanding of the key design elements of the school. Board members said their understanding was working on the academic achievements of students, leadership at the school, and growth of the students. When asked about the academic progress of the school and the information they receive about the academic results of the school, board members said they have been able to receive academic performance data from the school leader. Additionally, board members added that they have used last year's MAP assessments along with data that has been provided for this school year as well. Despite being a brand-new board, members said they feel as if they are receiving the information they need in order to make informed decisions. The board was asked how they orient the new members and since this is a brand-new school, the board members spoke about their own orientation over the last few months. Board members said the Ten Square Group had provided resources and training materials to help them understand what was expected of them as board members in overseeing the school. The board members also received financial information from school leaders so they could understand the financial health of the school. Board members also complimented SPCSA staff, including Mark Modrcin, for the assistance they have provided as they began service on the new governing board. Another board member added that they appreciated being allowed the opportunity to introduce themselves to the Authority and they were able to glean information about board service from watching the Authority and their meetings.
- Board members were asked about their plans for evaluation of the school leader and board members said they use an evaluation form that was provided through the Ten Square Group. Board members shared that the assessment will look at assessment, staff development, and the overall climate and culture of the school. The board members said that the evaluation performed under the receivership appeared to be well-received by the school leader, and the board is considering continuing with that evaluation format for future evaluations. Board members said they would be considering strengthening the evaluation more, but still incorporating some of the past evaluation tools into future ones. The board was asked how often they would be reviewing and updating the policy and procedures of the school. Members said they are in a "rolling" process at this time as they continue to settle into their new roles. Finally, members stated that they expect that as they become more accustomed to the board routine, they will have clear timelines and set dates for review of policies of the school.

- Board members were asked about the budget and finances of the school and how they will receive this information. The board said they have a standing agenda item at each meeting where they review the current financial and budget status of the school monthly. Board members said that being able to have frequent financial updates has been helpful to them and they intend to keep having frequent updates for the foreseeable future. The board members also complimented school leadership for their transparency with regard to the financial health of the school. Board members were asked how they would characterize each of the 5 members areas of expertise. Board members said that two of the 5 members have backgrounds in education both in K-12 and higher education. One of the board members is as an entrepreneur and is also a parent at the school. Another board member has a background in public relations and marketing and that person has extensive expertise in serving on public boards. When asked about the possibility of expanding the board, the board members said they were looking into this. When asked if they were targeting a certain expertise for future board members, they said they haven't discussed that fully yet, but they would like to see having board members with strong financial expertise along with board members who bring a fundraising background to the board.
- Finally, board members were asked if there was anything, they would like to add that may not have been asked during the focus group. One board member said that with their history at the school, they have seen school leadership improve. The board member said that one of the biggest issues in previous years at the school was the constant turnover of strong teachers. Under the current leadership they have been able to hire and retain high quality teachers which has improved the overall environment of the school. Another board member said that since they were brand new, they have seen the school from a fresh perspective. This board member indicated they are excited to complete this turnaround process and they have standing meetings with the school leader on a weekly basis. Additionally, the same board member shared the current school leader is strong and they [the school leader] have done so much to improve the school as a whole. A board member added that the other board members deserved credit for both serving and supporting the school. Overall, board members said that the Quest board does not consider itself micromanagers, but still holds their role in oversight and accountability in high regard. Board members were asked about their role in the continuing increase of enrollment over the next few years. Board members said that enrollment had increased recently, but they have not discussed the matter at a board meeting yet. The next board meeting has an enrollment item on their next agenda to discuss strategies to continue outreach to the community so the school can continue to increase its enrollment.

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

FOCUS GROUP SUMMARY continued

Parents/Families:

- Parents were asked how they felt the relationships between their children and their teachers have developed during this unique year. Parents responded by saying that overall things have been going really well. The teachers have been quick to respond in the event there are any issues. According to parents in the focus group, teachers have taken an interest in their children and they appreciate that. Another parent said the relationship their teacher has built with their child has meant so much to their child during this year, emphasizing that this year has been difficult, so knowing the teachers care and are there for the students has made it better than it might have been. Parents also said the teachers were able to catch on to teaching in an online environment so quickly which was very impressive. Another parent said that they appreciated that the elementary school teachers still keep in contact with former students when they move on to middle school. Finally, participating parents stated that they are never surprised by a grade their child receives and that transparency helps them understand how their child is doing in school. One parent said the rapport between the teachers and the students is so much better than what they had in their former school, and they have been able to tell the difference as early as the first week of school.
- Parents were asked how they know their children are learning, beyond just letter grades. Parents said their children talk about the lessons they are learning each day. Additionally, parents said the teachers take time to break down lessons for the children and they can see their children understand what they are learning much more than what had happened at previous schools. One parent said their 3rd grader explains the math problems to them and even corrects their parent when the parent is not understanding how to solve the problem. Another parent added that since the children have been learning in an online environment, they have been able to see the lessons being taught and they have been impressed at how the teachers are able to help their children through their lessons. One parent said they saw their child falling behind in their learning at a previous school, but since enrolling at Quest they have seen dramatic improvement in their child, and they feel like their child is catching up. Parents indicated the teachers at Quest are very communicative with their children also work to keep them informed as parents with the progress of their children in class. The teachers ensure the students don't become bored in class and add lessons if they see a child made becoming unmotivated.
- The parents have seen the teachers using different techniques to keep their children engaged in the lesson and the children enjoy the different ways they have been able to learn. Parents were asked if there was anything that was impeding the learning of their children other than the distance education aspects of the school. Parents said they think the teachers are doing a really good job. Each teacher has their own way of teaching, but those ways have been effective in keeping their students engaged in the subject matter. Parents also complimented the front office staff and how they are always there when a parent has a question. Parents said they would like to see more electives for the students so they can grow in areas they may not have been exposed to yet.
- Finally, parents were asked if there was anything else they would like to add before the focus group ended. One parent said that last year when the pandemic hit, they appreciated how quickly Quest responded to the situation. Parents recognized that not all schools are as lucky, and that the transition to distance education was slower in other schools. Parents commented that this took a weight off of their mind because the school was still there for the children. Parents said one thing they would like to see was the school expanding to high

school again because their children enjoy attending the school so much.

FOCUS GROUP SUMMARY continued

Students:

- Students were asked what motivates them to come to school each day. One student said they come to school learn every day. Another student said they really like history and math and those subjects are their favorite. A third student said they like their opportunity for a free education while others across the world don't have that chance. Still other students said their friends and teachers were reasons they like coming to school every day. Students were asked about their relationships with their teachers. One student commented that the relationships are really good at Quest, indicating that it has been tough because they have had to keep distance, but the relationships are still good. Another student said that it has been hard to get to know teachers online this year because sometimes the [internet] connection glitches. Students said their teachers are really positive with them. Students said the teachers are really helpful with their schoolwork.
- Students were asked if they have had any negative interactions with their teachers. Students said they had occasional negative interaction, with one student sharing that they had been put in the corner. Students were asked how they know they are learning this year and students said they know they are learning when they get compliments or awards from their teachers. Another student said they know they are learning when they finally understand a problem with which they have been struggling. Another student said they know they are learning when they can come back to something later and they still remember it. Students mentioned they have learned that they should always keep trying and never give up, while another student said they learned to take responsibility for their actions.
- Students were then asked if they felt like they were given an opportunity to participate in class, to which students responded "yes", they felt they had that opportunity. Students said their teachers are always trying to help them with their problems and other students can watch that and learn along with their classmates. The student group was asked if they have seen things that have stopped their classmates from joining online or coming to school. The students said that there are bullies at the school, and they intimidate them not to come to school. Some students commented that they saw that a lot last year. Students said the teachers and leaders tried to overcome that problem, but the focus group said that lots of students don't listen to teachers at all. Students were asked if it has improved this year, and they said yes it had, but probably only because the school is doing distance education. Another student said they felt it had improved because teachers have talked to parents of those students and that seemed to have help. Another student said they had seen other students follow the bullies, so they won't be bullied by themselves. One of the students said there is still been some cyberbullying. Students said they had seen students being mean to one another in the chat during class.
- Finally, students were asked if there was anything else, they would like to add to the discussion. Students stated that another element they really liked about the school was that teachers would take time out after class to help students with problems beyond just their schoolwork. Another student agreed that the teachers are helpful, and they have office hours where the students can get extra help. Students said that teachers would adjust the homework for them if they needed extra time for certain subjects, or if they don't have a good understanding of the key concept quite yet.

FOCUS GROUP SUMMARY continued

Leadership:

- The leadership team was asked in what ways they are working to ensure that students are engaged and challenged. The school leaders said teachers have been training and Quest has been adding engagement strategies throughout the beginning of the year. The school added *Jam Board* and *Near Pod* to increase the engagement. The leaders also spoke about *Dream 3000* and *Smarty Ant's* which have been used to fill gaps. The school leaders said that 3rd, 4th, and 5th grade have started interventions. The school leaders were then asked how teachers are able to foster the academic talk during this pandemic. The school leader said that as teachers have become more accustomed to the online platform, there has been more academic talk and rigor during class. Leadership indicated that teachers have been asked to move away from yes/no questions and say the student's names before asking a question to ensure the students remain engaged. Finally, the leadership team stated that the school has also emphasized higher order academic discourse over the year to promote strong discussion in classes.
- School leaders were asked how feedback has been given to students and the leaders said they have used the online platform to provide immediate feedback. Additionally, since assignments are online, they saved which has been a positive. Another leader said that last year it was easier to hold student conferences, but they have been working to improve that process this year. Leaders were asked how the student goals are determined and the school leaders said the goals are based on MAP growth. When a student receives a MAP result in the fall, the student's goal is set by using that MAP assessment result to help plan what the rest of the year will look like.
- The school leaders also commented that they have their teachers set goals as well. The school provided teachers with training for social and emotional learning at the beginning of the year. The school leader said they also ask teachers to plan out how they will achieve their goals by mapping out what that achievement will look like.
- The leadership team was asked how the school has been supported by outside experts. The school leaders said they have been supported by The Ten Square Group while the school was under receivership. The school has recently brought in Kagan to provide additional support. They have also been utilizing resources through their *Leader in Me* grant as well.

FOCUS GROUP SUMMARY continued

Staff:

- The staff shared that the distance education and hybrid models have made them adapt in a variety of ways. Staff indicated that they have had to become more flexible and become much more used to working in a digital environment. Additionally, staff said that it takes a lot longer to put together effective lessons with the digital aspects they need to consider. Other teachers said they have had to account for bigger learning gaps considering students have been learning virtually since March 2020. Another teacher said the internet is always an issue both at the school site and the students houses as well, which has added challenges that they would not otherwise encounter. A staff member said it has been tough on students, too, because some of their parents have lost their jobs which has put an added strain on households. Food insecurity has been a problem with Quest families as well, and teachers shared that they have tried their best to help students in need. Another teacher said grading has become much more difficult because it takes longer, and students need feedback on their results which has been taking longer when done in a virtual environment. According to staff, Kindergarten has been especially difficult because of the students age and comprehension challenges in an online learning environment. Finally, staff continues to try to ensure that both students who are attending in person and online both get the proper attention. Staff members shared that this balance is difficult because it is hard to divide that time equally.
- Regarding the office management side of staff, there have been challenges as well due to the virtual and hybrid instructional models. The office management staff shared they have felt fortunate to help provide a quality education to the students in the online environment. There has been a difference with regard to the performance of in-person and online students and the staff has tried to close that gap. Staff shared that Quest also received a grant to facilitate a day care on campus that has allowed students to attend in-person but still participate virtually. The staff was asked in what ways the leadership of the school solicits feedback from teachers. In response, staff stated that they have been provided resources to improve their ability to enhance their instruction through training. Another staff member said that leadership has an open-door policy which has allowed them to voice concerns on a variety of matters. Staff also said they feel supported by leadership because they don't aren't afraid that the leadership will not be responsive to their needs or concerns.
- Staff said that the school has sent out surveys to parents at the beginning of the year to solicit feedback from the parents about online learning. The school also sent the survey to staff to gauge what they needed as well, and staff members expressed appreciation for the opportunity to provide their own perspectives, too. A staff member who has been with the school for more than five years says that over the course of the last two years the staff has really come back together again which has been helpful in providing quality instruction. Additionally, the staff member commented that Quest has undergone many changes over the years and things seem to be getting back on track.
- Finally, staff was asked if there was anything they wanted to add in the focus group. Staff said the school now has a completely different feel now and has improved so much recently. One teacher said they were concerned on how they were being evaluated considering everything that has occurred over the past year. This staff member added that they worry that the teachers will lose their jobs due to poor test scores because of the pandemic.

CLASSROOM OBSERVATION TOTALS

A total of (12) classroom observations were conducted on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Distinguished Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Proficient Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Basic Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Unsatisfactory Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	Not Observed This criterion was not observed or rated.
	Total: 7	Total: 5	Total:	Total:	Total:
	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: 3	Total: 9	Total:	Total:	Total:
Areas 3 & 4 Managing Classroom Procedures Managing Student Behavior	Distinguished Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Proficient Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Basic Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Unsatisfactory Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	Not Observed This criterion was not observed or rated.
	Total: 2	Total: 10	Total:	Total:	Total:
	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: 5	Total: 6	Total:	Total:	Total: 1

II. CLASSROOM INSTRUCTION

Area 5					Not
	Distinguished	Proficient	Basic	Unsatisfactory	Observed
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 explanations are 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: 6	Total: 3	Total:	Total:	Total: 3
Area 6	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Using Questioning and Discussion Techniques	A Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	B 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:	Total: 7	Total:	Total:	Total: 5	

II. CLASSROOM INSTRUCTION (continued)

II. CLASSROOM INSTRUCTION (continued)						
Engaging Students in Learning	Area 7 A	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
		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: 5	Total:4	Total: 2	Total:	Total: 1	
	Area 7 B	Students make contributions to the representation of content.	There are appropriate activities and materials 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: 7		Total: 4	Total:	Total:	Total:1	
Using Formative Assessment in Instruction	Area 8 A	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
		Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 3	Total: 7	Total:	Total:	Total: 2	
	Area 8 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: 2		Total: 8	Total:	Total:	Total: 2	

The purpose of this portion of the report is to provide a numerical value to the total number of best practices seen during the classroom observational portion as a whole. This number is indicated at the end of each best practice descriptor/line.

Evidence of adapted materials/assessments: Area # 5

- Lessons are designed to encourage student curiosity and learning beyond classroom time: 4
- The explanation of the content is imaginative: 5

Evidence of questioning and discussion techniques: Area # 6

- Questions are planned ahead of time and tied to learning target(s): 3
- Teacher questions are open ended: 3
- Teacher allows time for students to answer – 3 seconds or more: 3
- Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 3
- Teacher purposefully signals to entire group of students to wait/think before volunteering a response: 1
- Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 2

Evidence of engaging students in learning area: Area # 7

- Active learning is taking place (rather than just listening or viewing): 5
- Students are using reasoning and critical thinking: 4
- The lesson is rigorous and includes cognitively complex tasks:
- Students engage in several types of activities during the lesson including:
 - Speaking Writing Reading Listening Discussing Creating Problem Solving
- Cooperative groups: 3
- Student-led classroom:
- Technology is integrated into learning/outcomes: 12
- Project-based learning: 4

Evidence of Formative Assessment During Instruction: Area # 8

- Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 3
- Students incorporate the feedback by revising their work: 2
- Students receive frequent and meaningful feedback regarding their work: 3
- A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 6

Other:

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 Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation Classroom Observations	Quest curriculum support the NVACS, meets the high standards on EdReports, and creates culturally responsive and relevant instruction for Tier I, II, and III. Instructional staff align NVACS at the beginning of the year, evaluate mid-year and adjust and monitor alignment each year as may be necessary.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	Quest has instituted the <i>Leader in Me</i> program, with a five-year grant, to further its mission of fostering students personal and intellectual growth so that they are prepared to be positively productive and engaged citizens. Quest has formed a Lighthouse Committee to begin the undertaking of transforming to a leadership school that achieves Lighthouse status ¹ⁱⁱⁱ meaning a school that is a model of success for others. The committee ensures complete buy-in and participation from staff beyond the <i>Leader in Me</i> professional development sessions in furtherance of its mission.

¹ The Leader in Me Lighthouse School title is awarded by Franklin Covey to honor the attainment of a well-rounded leadership model. Lighthouse Schools serve as models of leadership and mentors to other schools.

1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	Special education students are provided services as outlined in their Individualized Education Plan (IEP). Plans are renewed at least yearly and based on data collected from teachers, other professionals working with the student, assessments, and parents.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	Quest's ELL Program follows the Immersion/Inclusion Model, with elementary-aged students also receiving services via pullout model. Individual ELL screener and WIDA assessment scores are analyzed to determine the areas of need for each student. Additional support such as after-school tutoring is prioritized when writing school grants benefiting ELL students. General education teachers receive annual training on how to effectively teach ELL students in their classrooms.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	Quest has a newly reconstituted governing board beginning last month (October 2020), and the board has already begun to meet consistently on a monthly basis. The board received extensive training in board governance and continues to have access to support with the Authority. Quest has been diligent in governance, especially in this difficult season. For instance, Quest currently has a ninety-eight on-time percentage in Epicenter reporting which is a significant increase over prior years.
3b	The school holds management accountable.	School Presentation	Quest assures that all staff, teachers, and administrators are evaluated on an annual basis per the school's personnel policy manual. For all personnel, periodic performance evaluations should be completed at least once per year and may be completed more often when appropriate. Instructional staff are evaluated using the Danielson model of evaluation with processes and procedures described in the faculty and staff guide
4a	The school protects the rights of all students.	School Presentation Classroom Observations	Quest is a <i>Leader in Me</i> school and works to build equity in the school by teaching self-awareness, holding high expectations for all students, and building authentic relationships through culturally responsive and equity practices. Quest is working to ensure curriculum provides opportunities for students to see themselves and others like them in fiction and non-fiction spaces. Additionally, staff practices and received training on active listening.

			<p>Quest utilizes a school-wide approach to Restorative Justice Practices to implement intentionally and systematically to create culture change and ensure success of all students. Restorative Practices are embedded into a Multi-tiered System of Supports (MTSS).</p>
5b	<p>The school complies with health and safety requirements.</p>	<p>School Presentation Classroom Observations</p>	<p>Quest changed vendors to be able to offer warm lunches (as opposed to cold in prior years) as well as offering Breakfast After the Bell and drive-through meal pick up for students participating in distance learning. Students have PE as part of their curriculum. Quest has chosen to support its families by instituting a hybrid learning model to support students with an in-person learning option while maintaining a safe percentage of attendees as approved by the SPCSA Board. Quest also instituted ACT (Acknowledge, Care, Tell) suicide awareness training through MindWise for staff and students.</p>

SITE EVALUATION FINDINGS

STRENGTHS

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

1. During the *Observation of Classroom Instruction* portion of the evaluation, the school, as a whole, provided evidence which fell into the highest rating, 'Distinguished' in four of eight areas which include:

Area 1- Highly respectful interactions within the classroom

Area 5- The purpose of the lesson is clear and connects with student's real life.

Area 7A- Students are highly engaged

Area 7B- Students are making contributions to the representation of content.

It was evident that the teaching staff is clearly committed and passionate about putting students first. SPCSA staff observed Quest staff putting forth a big effort to use students' names, smile, and offering many encouraging words to students. In addition, the Quest staff was seen being patient at times when students may have struggled with a camera, microphone, and/or with the technology fading in and out.

2. Quest is clearly committed to providing equitable access to a diverse, and innovative, education for all. They serve a high percentage of students, (93.92%) who qualify for free and reduced lunch. Other diverse learning groups include the school's ELL students (10.1%) and students with Special Needs (11.5%). Quest has made a point of hiring diverse staff that represent the student population.
3. SPCSA staff finds that Quest uses data driven decision making and has implemented internal data systems to track students' academic progress, (the student dashboard). Additionally, Quest has an established Student Support Team that meets regularly to support students and their teachers by using and tracking data from multiple sources to provide possible interventions and solutions to student/teacher concerns.
4. The school leadership and staff have implemented a growth mindset for leaders, self, and others. These include the *Leader in Me*, Student Learning Goals, Class Learning Goals, and School Learning Goals, Professional Learning Communities, and Restorative Justice Practices.

CHALLENGES

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

1. The school has had the challenge of using all technology for research-based practices in the distance learning model. Examples include breakout rooms in TEAMS, the student video off for equity issues, and teachers keeping up with the changing technology while adapting to the distance learning as well as all of the other changes.
2. COVID-19 has had a definite impact on families at the school and the school must compete with the home environment while trying to keep students engaged and using discourse during online lessons.
3. Quest has a newly established board and they are just beginning to work together and established relationships and cohesiveness as a group. This will require significant efforts and capacity building over the long-term, and while the school has shown progress in recent months, this work is certainly not helped by the ongoing pandemic.

RECOMMENDATIONS

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

1. The newly formed Quest board should continue to become solidified and prioritize plans to expand the Governing Board membership from five to seven or more and include consideration for seeking out candidates with financial and legal background and expertise. SPCSA staff recognizes that this important work takes time and cannot be rushed. Due to the ongoing pandemic, Quest is encouraged to prioritize this work so that additional members might be added before the 2021 – 2022 school year. Moreover, the current board should identify individuals with the appropriate skill set(s) and experiences that also complement the current board.
2. Continue with strong instructional practices, data-based decision making, data dashboard, and close monitoring of student achievement to increase student achievement levels. Continue the RTI process, and thoughtful use of technology to strengthen classroom learning environments and levels of student engagement.
3. During the student focus group, several students shared that there have been instances where students are afraid to attend school due to intimidation of other students. Although this group of students reported that these types of interactions are better during this school year, students expressed that they felt that these instances are less so due to the virtual learning and did not seem confident that school leaders had completely resolved the issue/s. Whatever the case may be, whether it is perceived or real, we recommend taking strong actions to assure that all students feel safe and welcome at the school. It is important that students understand that not only is the intimidation of others not acceptable, but that the adults at the school will do everything necessary to resolve this type of occurrence. It may be worth reviewing what actions students should take in the future if this happens again. It is important that the perception of safety be a priority at all times.

DEFICIENCIES

There were no deficiencies identified for Quest Preparatory Academy during this site evaluation.

Quest Response:

Quest appreciates the State Public Charter School Authority providing feedback and support to ensure our school continues to grow and be successful for our students and families. With the understanding that the recommended items are provided so charters may increase their school-wide ratings as well as their overall success, Quest will work to expand our new governing board over the next year and continue with strong instructional practices, data-based decision making, and monitoring of student achievement. Quest will build upon our current actions to ensure that all students feel safe and welcome at the school. The school recognizes that the student focus group shared instances of perceived lack of safety. Steps have been taken during the previous school year and current school year to communicate to the school community that safety is a priority at all times to include implementation of *Leader in Me*, professional development, multi-tiered systems of support, and restorative practices.

The mission of Quest is to be an institution that is dedicated to growth, perseverance, and academic achievement. We foster students' personal and intellectual growth so that they are prepared to be positively productive and engaged citizens of their communities. This begins through a school wide approach as a leadership school. For the 2020-2021 school year, Quest was awarded a 5-year *Leader in Me* grant to implement the leadership model throughout the school. *Leader in Me* is a paradigm and culture shift for the entire community that begins with staff, and then with students. *Leader in Me* schools effectively address student safety and bullying through leadership development in both staff and students, which in turn shifts paradigms and creates a healthy school culture.

Please find the excerpt below from The *Leader in Me* website that articulates how Leader in Me supports a safe and welcoming school (<https://www.leaderinme.org/what-is-leader-in-me/>):

“They develop a staff that believes in their students, cares for their students’ well-being, and strives to uplift and inspire them each and every day. Educators lay the groundwork for a great school culture. As students interact with teachers who demonstrate respectful behavior, a ripple effect takes place within the school, and students begin to follow the example of their teachers and show more respect to their peers.

Leader in Me also deliberately focuses on developing student competencies such as teamwork, responsibility, collaboration, goal setting, and leadership. When these skills are integrated into the academic curriculum..., students embrace and implement these life skills. The skills become embedded in the culture of the school. Not only can this reduce bullying in schools, but it gives students a great foundation for future relationships.

Leader in Me Schools pursue providing their staff and students opportunities to lead certain aspects of the school. When the principal involves the staff and students in the direction, activities, and decisions of the school, both staff and students feel a greater commitment to improve the quality and performance of the school. Leader in Me proactively addresses school culture, and thereby reduces bullying.

The SEL curriculum by Leader in Me focuses on the personal and interpersonal leadership capacity of students, staff, and families. A heightened focus on SEL programs in school helps students understand the complexities facing the globally interconnected world.

As teachers implement the Leader in Me’s CASEL-endorsed SEL curriculum, these programs will help students develop competency in Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. These social-emotional strategies will more directly impact how “People acquire and apply the knowledge, attitudes, and skills to:

- *Understand and manage emotions*
- *Set and achieve positive goals*
- *Feel and show empathy for others*
- *Establish and maintain positive relationships*

While today’s modern educational approaches focus heavily on academic performance, most miss the crucial social-emotional learning component... Social-emotional learning bridges that gap, helping students develop other life skills they need to navigate the challenges of our growing interconnected workforce.”

Quest, through ongoing professional development and support, is giving teachers direct tools to make themselves better as models as they implement these tools daily. This improves the community’s ways of communicating, coping, and solving conflicts with a win-win mindframe.

In addition to Quest’s implementation of Leader in Me, the leadership team and staff are utilizing the results of both the Nevada Socio-Emotional survey for students in grades 5-8 as well as the student survey within the Measurable Results Assessment (MRA) completed with the Leader in Me program. On the MRA, an anonymous survey, students shared their thoughts about Quest such as “I like the staff there, they are nice to me and help me solve things I can’t do myself,” “I think the school is a wonderful place to make friends”, I think that the school has helped me with some of my academic goals.” This qualitative data, along with quantitative data from multiple choice answers, are important for monitoring of culture. These survey results assist in prioritizing topics and which socio-emotional skills Quest needs to focus on. Areas of focus are targeted during professional development. This year, Quest is focusing on student engagement and belonging to improve culture.

As additional tiers of support, Quest implements an anti-bullying program, Second Step, that is researched based and helps build trust and encourages all students and staff to be upstanders. This school year, Quest also provided professional development for staff in *ACT-Acknowledge, Care, and Tell* to recognize signs of suicide. When appropriate, Quest utilizes restorative practices as part of a multi-tiered system of supports that allow the school to respond in a way that holds high expectations for all students, builds authentic relationships through culturally responsive and equity practices. This intentionally and systematically creates culture change and ensures success for all.

Finally, the leadership team provides support for staff when a concern is noted or brought forth that allows for improvement and monitoring of growth through a data-driven action plan. The Student Support Team works with the counselors to reach out to students and provide regular meetings to address socio-emotional concerns if needed. Additionally, the Student Support Team thoroughly investigates all bullying reports. In SY 1920, there were 4 bullying incidents reported and 1 cyberbullying incident reported. All 5 were investigated and appropriate restorative practices were implemented. This was a significant decrease of

reported incidents from the previous year. This data tells us the structures and policies being put in place are providing a safer school culture. Throughout the first semester of SY 2021, there have been no reported incidences of bullying. With the online environment of distance education, Quest also addressed cyber bullying in our Acceptable Use Policy and is monitored by staff.

In conclusion, with *Leader in Me*, multi-tiered systems of support, restorative practices, professional development, and active monitoring of students' perceptions of safety at school, Quest will continue to take strong actions to assure that all students feel safe and welcome at the school.

Appendix D



Nevada State Public Charter School Authority

Site Evaluation Report: Quest Academy
Evaluation Date: 3/10/2022
Report Date: 5/6/2022

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

SITE EVALUATION: Quest Academy
DATE 3/10/2022
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Academic Performance	4
Focus Group Summaries	8
Classroom Observation Totals	13
Organizational Performance.....	17
Site Evaluation Findings	21

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 March 10, 2022, at Quest Academy. 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. During the 2021-2022 school year, the SPCSA began to differentiate levels of oversight. The schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern, Notice of Breach, or Notice of Termination, will have a differentiated procedure for their site evaluation. Quest Academy Elementary School meets this criterion and has been scheduled for a full site evaluation. The purpose of the site evaluation in this instance is to provide follow-up and documented progress toward improvement.

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

Quest Academy is in Las Vegas, Nevada in a facility at 4025 N. Rancho Dr. The school serves 475 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of Quest Academy is: "Founded in 2008, Quest Academy is an academic institution that is dedicated to growth, perseverance, and academic achievement. We foster students' personal and intellectual growth so that they are prepared to be positively productive and engaged citizens of their communities. We pride ourselves on our familial environment, caring and committed teaching, leadership, and support staff."

ACADEMIC PERFORMANCE

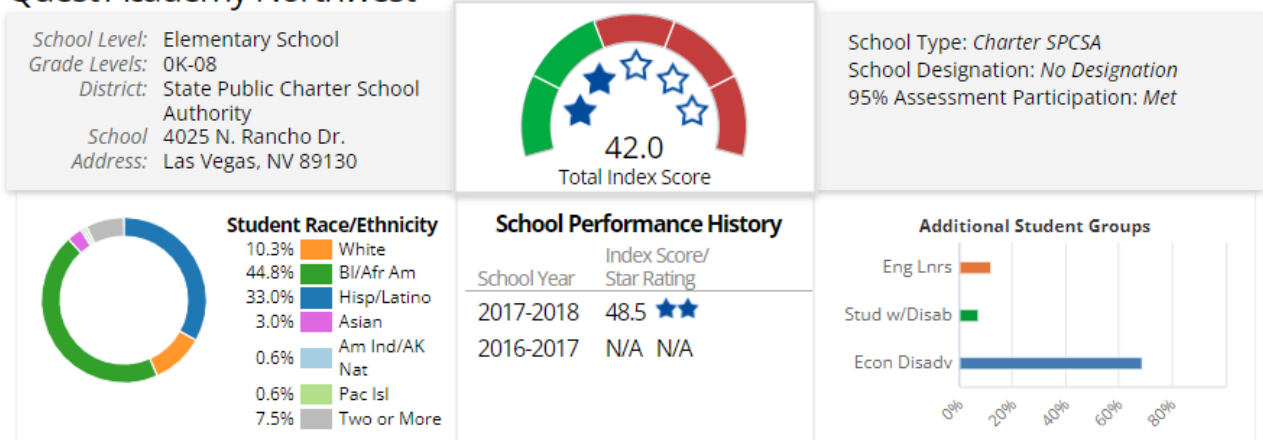
Nevada School Performance Framework 2019

Quest Academy serves 475 students in kindergarten through 8th grades.

Elementary School

Quest Academy Northwest

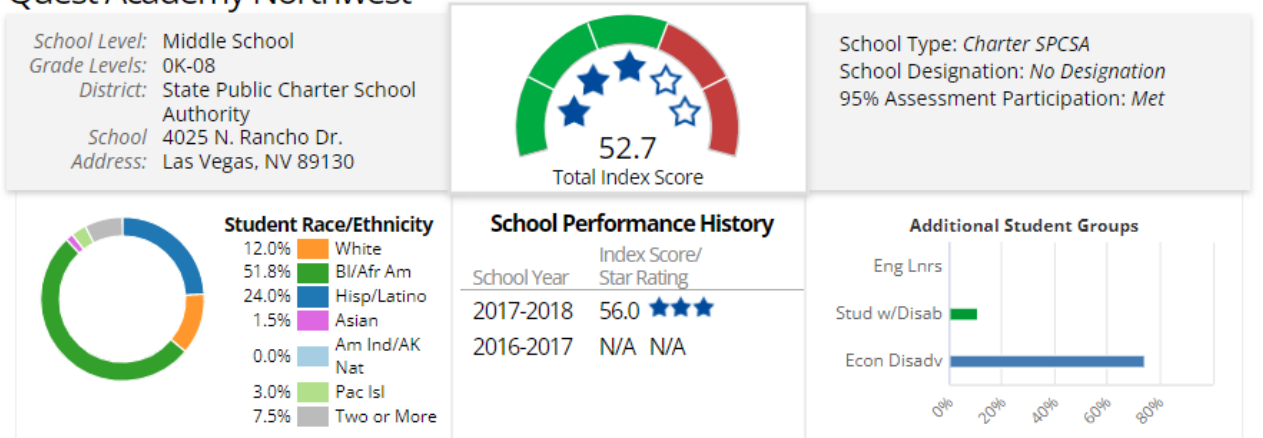
School Year 2018-2019 Nevada School Rating



Middle School

Quest Academy Northwest

School Year 2018-2019 Nevada School Rating



Quest Academy
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	28.7	54.5	48.5	29.0	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	-	75.6	68.8	70.0	75.2	67.2
Black/African American	11.5	31.3	32.3	10.1	30.6	28.8
Hispanic/Latino	32.0	44.6	39.6	28.5	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	42.8	58.2	55.3	20.0	59.0	52.9
White/Caucasian	72.2	62.3	59.3	52.7	61.1	57.2
Special Education	7.6	27.4	28.6	15.0	29.2	24.8
English Learners Current + Former	40.2	42.3	35.8	41.4	37.4	32.4
English Learners Current	26.3	32.4		30.0	25.5	
Economically Disadvantaged	24.1	39.8	39	27.2	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	33.9	60.1	57	34.6	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	50.0	76.3	74.1
Black/African American	19.2	40.9	42.6	18.6	40.5	39.6
Hispanic/Latino	45.2	51.1	48.2	37.5	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	42.8	63.8	64.4	53.3	67.1	62.6
White/Caucasian	50.0	66.8	67.4	47.2	65.0	65.7
Special Education	7.6	26.7	30	30.0	29.3	26.3
English Learners Current + Former	49.5	42.2	41.4	41.4	38.9	38.4
English Learners Current	26.3	29.4		15.0	22.8	
Economically Disadvantaged	29.3	45.4	46.8	36.3	40.4	44

Quest Academy
Math and ELA Results
Nevada School Performance Framework
2019

Proficiency Rates

Middle School

Math Proficient

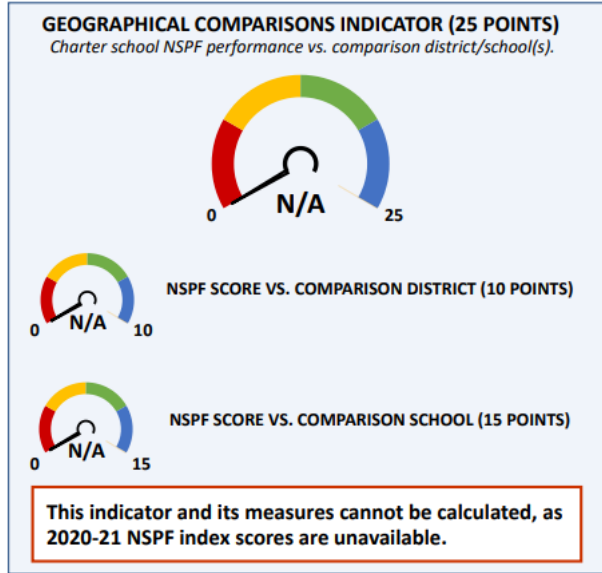
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	21.3	42.6	36.5	20.2	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	12.5	24.2	23.5	6.5	17.7	19.5
Hispanic/Latino	25.9	31.9	29.3	18.6	26.1	25.5
Pacific Islander	-	44.9	36.9	-	34.9	33.6
Two or More Races	-	47.3	40.6	33.3	41.5	37.5
White/Caucasian	33.3	51.3	47.1	25.0	44.4	44.4
Special Education	0.0	12.1	18.6	0.0	11.5	14.3
English Learners Current + Former	14.2	26.9	20.2	22.2	22.2	16
English Learners Current	-	12.6	-	0.0	8.5	-
Economically Disadvantaged	17.4	29.0	29.2	13.8	21.7	25.5

ELA Proficient

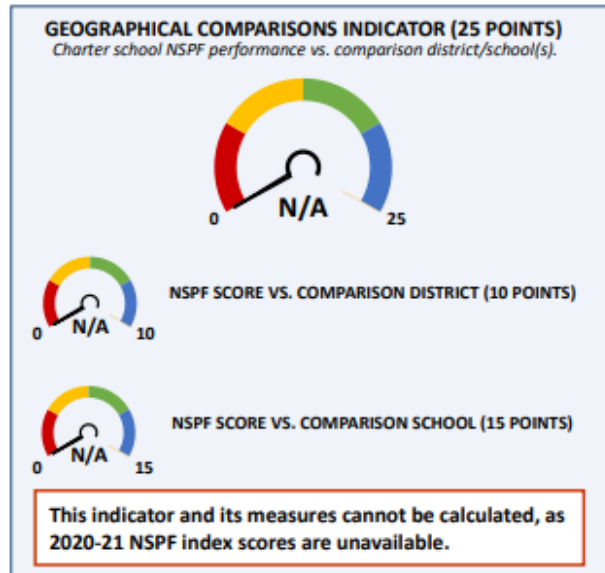
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	39.3	59.6	54.1	36.2	56.1	51.7
American Indian/Alaska Native	-	61.3	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	34.3	40.1	37.8	21.7	38.4	34.5
Hispanic/Latino	29.6	50.3	45.1	30.2	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	46.7	61.0	59.2
White/Caucasian	50.0	67.8	66.3	50.0	63.5	64.6
Special Education	18.1	19.9	21.9	25.0	20.7	17.8
English Learners Current + Former	14.2	42.7	24.3	40.7	34.8	20.3
English Learners Current	-	22.0	-	13.3	15.8	-
Economically Disadvantaged	39.5	46.4	44.4	24.6	41.5	41.4

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

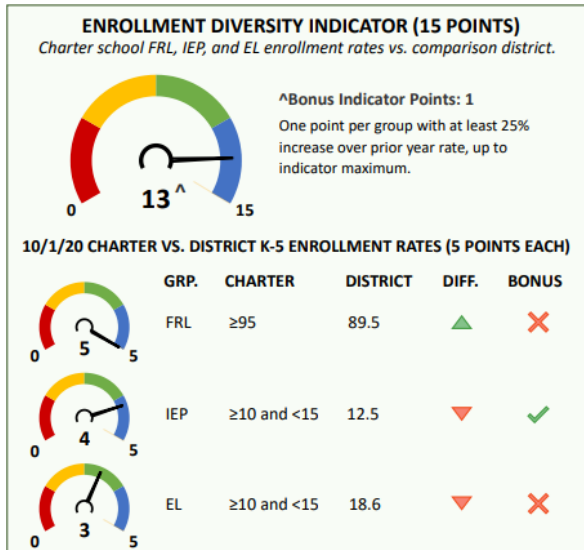


Middle School

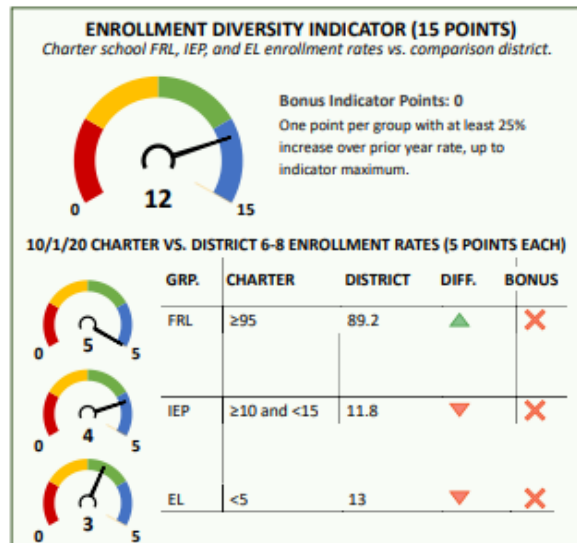


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	10	30 minutes
Students	11	30 minutes
School Leadership	4	45 minutes
Staff	9	30 minutes

Governing Board¹:

1. Two of the five board members participated in the focus group and explained that things are going well since the board reconstituted in October of 2020. The board was previously meeting about once per month because some of the members were not familiar with board procedures. Board members shared that they currently meet bi-monthly now that they have become more experienced with board operations and processes.
2. Board members commented they stay informed about the academic status of students at Quest through updates during board meetings from the principal. The principal tracks Leader in Me Goals² as well as student learning assignments. This information is shared with the board on a routine basis. When asked what's the board members understanding of academics at this time, one board member said, "I would say that the school is on a good trajectory. We had our challenges during COVID which included technology and getting assignments completed by students. Now the school leader has been able to address these obstacles. There is a great deal of opportunity to improve, and we all work toward school initiatives to keep the momentum going."
3. Members of the governing board said their board is made up of dedicated people who have the vision to support the school and students. One member provided details regarding the ways in which individual members bring a variety of expertise to the board. For example, there is a business owner, licensed teacher, parent, and a Chief Operating Officer of a local hospital. The board expressed that the financial status of Quest Academy is concerning to board members. They are prioritizing plans to add two new members to the existing board by the May 2022 meeting.

FOCUS GROUP SUMMARIES

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

² Leader in Me provides schools a holistic approach to education which is intended to empower educators with effective practices and tools to teach more effectively, improve the culture of a school, and align systems to drive results in academics.

FOCUS GROUP SUMMARY continued

Parents/Families:

1. Family members unanimously agreed strong levels of communication are in place at Quest Academy. Families reported they receive quick responses to questions and concerns from both the teachers and school leader. Parents said that all members of the staff stop and give parents their attention during drop off time. According to parents, the school leader sends out e-mail messages on a frequent basis. She is careful to constantly keep families informed. One parent commented, "If a teacher is going to be replaced or there is an issue at school, we know about it before the children return home from school that day."
2. Parents were asked if they believe their children are challenged at Quest. Families shared they have seen several instances where learning was somewhat challenging. Families said that there are many positive relationships between their children and the teachers. This seems to provide trust and an openness for students to ask questions when they are confused or uncertain. Parents commented, "There are many opportunities to learn at Quest." One parent explained, "My child had to do a wax museum project and she learned typing, public speaking, and how to research." Another family member commented that her son is performing above grade level in math and the teacher has provided extension work so that his achievement levels continue to rise. Parents communicated that their children look forward to coming to school each day. One parent commented, "My child thinks his teacher is his best friend." Another parent said, "My son is coming out of his shell thanks to his teacher." Overall, parents voiced that they see Quest Academy as a big family and are appreciative of the rigorous education as well as the relationships with staff that support the students.
3. Parents said they were invited to attend conferences virtually this year. One parent said, "We sign on to Infinite Campus to view grades and assignments. We are provided with our child's MAP (Measures of Academic Progress) scores as well." Some of the family members had suggestions for improvement at the school. These include a playground and more outside space created for children and more extracurricular activities. Families said that they find it difficult to leave Quest when it comes time for high school and suggested that Quest consider adding a high school.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Students shared they enjoy attending Quest Academy and appreciate the several opportunities to obtain extra support for academics should they feel it necessary. Quest has time before school to work on assignments beginning at 7:30 am. Since school begins at 8:30 am, students appreciate that teachers will work with them in the mornings. Students said they feel comfortable asking their teachers for help. One student said, "I can ask a teacher and my peers can help me if I don't understand. In addition to the morning support time, Quest offers tutoring on Mondays and Tuesdays after school according to focus group participants. Students said they feel safe at school each day. One student commented, "Students are nice and teachers are helpful and ask me how I'm doing. I feel accepted and welcome and there are teachers standing in the hallways and available if needed."
2. Students like knowing what they are supposed to learn and stated that the white board in the classrooms lists the standards and objectives for each subject. Students monitor their learning by creating goals and tracking progress toward these goals. One student said, "We take notes and then we have notebook checks where we can catch up with things we are missing. We also set long term goals and think about things like what we want to do in the future." One student commented, "I like thinking about the future and the possibilities that lay ahead."
3. Students shared several ideas for improving Quest Academy in the future. Although volleyball, basketball and flag football are offered, students would like additional sports and activities after school. Students said they look forward to an upcoming out of state field trip to Astro camp and would like additional experiences such as this in the future. Students are hoping that field day will return this year in the late spring and suggested that all grades and students participate. One student commented, "If we have field day again, I would like to see field day for elementary and middle school be the same day. I have younger siblings and it would be nice to see them participate." Students suggested the school provide additional opportunities to volunteer and to improve internet access. The middle school students requested more bathroom stalls and mirrors on the walls of the restrooms. Students in middle school would like to have lockers at the school to prevent them from having to carry around heavy books from class to class. Students firmly expressed that despite the suggestions, they like their teachers, friends and learning at Quest.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

1. The school leader shared information about returning to school this fall of 2021. She said it was difficult in terms of student social emotional, physical, and academic achievement levels. “All of this was a challenge due to COVID. When students returned to school they had to be taught how to follow procedures and interact with each other as well as school staff.” The school leaders and staff made sure that students understood the behavior expectations in each area of the school including the classrooms, hallways, bathrooms, and lunchroom. By focusing on *The 7 Habits of Highly Effective People*, as well as emphasizing the importance of classroom meeting time, the staff at the school were successful in taking a step back and addressing this need. According to the principal, Quest has held assemblies and used the SEL plan to focus on the positive events at the school. Through the Leader in Me grant, the school has been creating leadership roles in the classroom and at the school as shared by the school leader. This was helpful as students are taught that being a leader requires a person to self-regulate. Selected sections of Covey’s book (*The 7 Habits of Highly Effective People*) are read during the morning announcements to emphasize and review the importance of self-improvement.
2. Quest is data focused and has created and implemented action teams to analyze student achievement data for each content area as detailed by the school leader. These teams also review curricular materials if there is a consideration for altering curriculum. The school leader shared that the assessments at Quest are taken on a 6–8-week cycle and student growth is examined after each assessment. Student accountability is discussed at the school and students are encouraged to think about how accountable they see their actions. During professional development days, the staff takes time to inspect and study the patterns of strengths, opportunities for growth. The staff subsequently works collaboratively to plan for implementation of revised plans of instruction.
3. Quest has implemented procedures to provide specific targeted supports for their English Language Learners and Students with Special Needs. These supports are reviewed at the beginning of the school year for all staff. A set of clear procedures for IEP meeting steps has been established. The school leader stated that a Special Education training is conducted and staff uses a mock IEP and is informed about ways to best plan instruction for students within the classroom based on goals and modifications within the IEP. During the school year, each member of the IEP team uses a shared document with a service log, including the date and time of service, activity, and staff notes. The general education teachers are included in this process as they are members of the IEP team. The English Language Coordinator trains and collaborates with classroom teachers throughout the year. The school leader said they discuss and plan ways to best improve instruction for each individual EL learner. Quest stresses that methods for EL students are good for all students.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

1. Staff members shared that this school year has been challenging in several ways. Both academic learning and social emotional skills were at lower-than-normal levels in the fall. It appeared that several students had difficulty knowing how to interact with others and there was a lack of empathy in some cases. Several staff members noted that students returned to in person learning in the fall, disconnected and angry. Some students had a lack of patience with themselves and with others. Staff shared that they have been modeling the social emotional support behaviors. One staff member commented, "Being back in person has provided the opportunity for staff to support students to focus on the growth mindset. For example, students are re-learning manners, sportsmanship, and teamwork."
2. To help overcome the loss of learning during the previous pandemic school year of 2020-2021, staff have several supports in place that were shared during the focus group. The English Language coordinator organizes tutoring for students. The ELA and Math interventionist use MAP (Measures of Academic Achievement Data) to organize intervention groups for grades three through five. Groups are fluid which means that individual students may enter or be removed from support depending on assessment results. The school has an after-school tutoring program which includes the English Language Learners, Students in Special Education, and those students having scored less than the 25% percentile on the MAP scores. The number of teachers available to tutor students has increased from seven to ten per focus group participants.
3. Staff members had a few suggestions for improving Quest Academy. Several staff would like to see an outside space for the middle school students get some fresh air during the school day. Staff are concerned about their school leader having the capacity to keep taking on so many responsibilities. Staff commented that parents are going straight to the school leader rather than to individual teachers to talk about classroom and student related issues. Staff would like to see communication between the school leader and themselves take place more quickly to help staff respond to new information in a preventive fashion rather than a reactive fashion. Staff expressed concern that the school leader is dealing with too much. For example, staff shared that she conducts behavior investigations then must follow-up with staff, student, and family once the investigation has concluded. She is the athletic director and coaches as well. One teacher commented, "The Leader in Me program allows for us to solve problems. Many of us on staff have the capability to help our school leader. For me, teaching and the success of Quest is not just my job, it is my life."

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 Creating an Environment of Respect and Rapport 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: 5	Total: 16	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: 1	Total: 20	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 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: 3	Total: 18	Total: 0	Total: 0	Total: 0
	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: 3	Total: 18	Total: 0	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 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: 5	Total: 16	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 6 A 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: 0	Total: 21	Total: 0	Total: 0	Total: 0
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: 1	Total: 20	Total: 0	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 3	Total: 18	Total: 0	Total: 0	Total: 0
	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: 6	Total: 15	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 7	Total: 14	Total: 0	Total: 0	Total: 0
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observe where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 5	Total: 16	Total: 0	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable

- In one kindergarten classroom, students completed an English language arts lesson in table groups of four. The lesson included letter and number recognition. Students engaged in social skills by engaging in turn taking, cooperative decision making, choral response, and following directions.
- In one elementary classroom, students worked in small groups to answer text dependent questions. The teacher facilitated student discourse. Most students were on task.
- In one elementary classroom, the teacher provided whole group instructions and demonstrated math strategies. The teacher utilized scaffolding strategies to guide students to the correct answer.
- In a middle school classroom, the teacher broke down the objective into how we do it and what we do. She asks for a student volunteer to repeat back the directions to assure that students understand.
- In one social studies classroom students viewed a newsclip of current events and responded to focused questions with a partner. Students practiced turn-taking and active listening skills. Students shared their discussions with the whole class. The instructor used academic vocabulary and provided affirming feedback for students use of academic vocabulary and social skills engagement.
- In one elementary classroom, the teacher reviewed the corrected answers from the homework assigned the previous night. Students followed a routine to turn in their homework. The teacher divided her class up for daily interventions. Some students left the room to receive interventions from another classroom teacher. The teacher provided interventions to the group of students who remained with her. The teacher reviewed spelling patterns and blends.
- In this middle school classroom, students use laptops to further read the same text. The teacher asks students to talk among themselves as they fill out a cause-and-effect graphic organizer. The teacher keeps the pace moving and lets students know how much time they answer a question. The answers are checked so misconceptions or correct answers are well known to all.
- In one elementary small group classroom, the co-teacher provided small group instruction on spelling patterns. Other students worked independently on activities. The other co-teacher walked around the classroom to provided individual support.
- In one elementary classroom, the teacher introduced the classroom objectives and asked students to recite them.
- In one elementary classroom, the teacher divided the classroom up to play a competitive game. The team who won was bragging, which is against their classroom expectations. One student from the opposing team raised his hand tell the teacher. The student also reminded the class of the expectations. This level of accountability allowed students to reflect and make better choices.
- In one elementary school classroom, students read the objectives for the lesson. The teacher further explained the objectives and academic vocabulary.

ORGANIZATIONAL PERFORMANCE

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

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

Measure	Description	Evidence Collected
1a	<p>The school implements material terms of the education program. Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area.</p> <p>The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.</p>	<p>Quest uses action teams to provide input regarding the selection of used curriculum. All curriculum is checked to make sure Nevada Academic Content Standards are present. A year long curriculum map is created. Teachers create pacing guides to ensure all standards are taught. A curriculum map, and scope and sequence have been provided. Quest celebrates families and diversity and values preparing students to become engaged citizens.</p>
1b	<p>The school complies with applicable education requirements. Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and Assessments/Data requirements</p>	<p>Quest recruits and hires staff via job postings, on their school website, and social media outlets. In partnership with UNLV, the school can promote a career pipeline leading to possible certification and teaching endorsements when possible. Quest provides professional development for staff which can be used to renew license, seek continued education or additional certification. Continued education is rewarded through a multitiered pay scale. Quest's instructional model is evaluated using diagnostic, formative, interim and summative assessments. Quest implements MAP (Measures of Academic Progress) Growth Assessments three times per year K-8 in Reading and Math and 3-8 in science.</p>

<p>1c</p>	<p>The school protects the rights of students with disabilities. Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student.</p> <p>A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.</p>	<p>At the beginning of the year a Special Education training and informational meeting is held. IEP accommodations page are distributed to staff members, who are informed of the location of the special education folder for additional information. The special education team meets with the teachers involved in educating students with IEPs. Staff who work with the student are asked to provide their observations by completing a questionnaire. After an IEP meeting, teachers are informed of any changes in the new IEP. The Special Education Team uses a service log to note the date, time of services, activity, and other details. Contracted service providers also use logs to document delivery of services.</p>
<p>1d</p>	<p>The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p>	<p>Teacher training begins prior to the start of the school year. The EL Coordinator continues to work with classroom teachers in improving instruction for EL students and provides feedback to the administration on teachers' implementation of EL strategies. EL teaching methods include Can Do philosophy, Direct Method-English Language Exposure and Kagan Strategies. Quest conducts ACCESS Testing, MAP Growth Testing, After School tutoring with pre and post exams. Students have individual EL folders and receive feedback from subject area teachers.</p>

Measure	Description	Evidence Collected
3a	<p>The school complies with governance requirements.</p> <p>Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.</p>	<p>Quest Academy's governing board was established in October 2020 at the conclusion of receivership status.</p> <p>As of February 2022, the governing board consists of five volunteer non-compensated members, including a Board Chair, a Vice Chair and a parent member that meets a minimum of every other month and follows Nevada state Open Meeting Laws. The current board has a range of experience that allows for proper oversight and includes a licensed educator with many years of education experience, two members with years of charter consulting experience, a member with marketing expertise, a private business owner and the Chief Operating Officer of a local hospital. One of the governing board's objectives for the next twelve months is to add two additional members to further expand the boards' qualifications. Quest governing board has a Code of Ethics and adheres to state open meeting laws.</p> <p>Training is provided using training material from the SPCSA.</p> <p>Quest Academy is not a part of a charter network but is instead a stand-alone charter which allows for all funding to be spent at Quest Academy towards Quest's stated goals.</p>
4a	<p>The school protects the rights of all students.</p> <p>Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline-(discipline hearings, suspension and expulsion policies and practices, protects student information.</p>	<p>Quest Preparatory Academy determines which applicants to accept based on a lottery system. The lottery is conducted in accordance with NRS 388.456(2). Guidelines establish these enrollment priorities. Siblings of a pupil currently enrolled, children of a governing board member or person employed by Quest and then remaining applicants.</p>
5b	<p>The school complies with health and safety requirements.</p> <p>Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.</p>	<p>Quest practices routine safety drills and staff receive training annually. Quest participates in quarterly safety meetings with the SPCSA. Students have access to Safe Voice. Staff have badges with Safe Voice information on the badge for easy reference. Safe Voice information can be found throughout the hallways and offices.</p>

ORGANIZATIONAL PERFORMANCE

Measures of Progress from Previous Site Evaluations	
<p>The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.</p>	
<p>School staff ability to address previous recommendations</p>	<ol style="list-style-type: none"> 1. It was previously recommended that the board continue to become solidified and prioritize expansion of members from five to seven or more. This is in progress at this time. 2. It was previously recommended that Quest continue implementation of strong instructional practices, data-based decision making, data dashboard and monitoring of student achievement levels. (Addressed/completed). 3. It was previously recommended that Quest take strong actions to assure that all students feel safe and welcome at the school. (Addressed/in progress due to COVID and distance learning consequences for the school community in particular the students).
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<ol style="list-style-type: none"> 1. The board is continuing to reach out to expand to seven members for the next school year. The board has two additional members to consider at the next board meeting to take place in May 2022. 2. Strong instructional practices continue as does data-based decision making, data dashboard, and monitoring of student achievement. Intervention planning is utilized at all grade levels. 3. Quest continues to prioritize students' social emotional needs. The scores continue to increase on all metrics on the Nevada Social Emotional Survey.. Quest is in year 2 of Leader in Me implementation as well as continuing to use 2nd Step Anti-Bullying program.
<p>The reasons school will require additional time to fully address the recommended items.</p>	<ol style="list-style-type: none"> 1. The board will continue to require additional time to add two new members to the board. At this time, this is anticipated to take place by May of 2022. The board until those members have been added. 2. Strong instructional practices will continue to require additional time due in part to the distance learning which took place during the COVID pandemic. 3. The progress measured by the SCSEL survey is significant. Specifically, improvement was noted in the areas of engagement, safety, and social emotional competence.

SITE EVALUATION FINDINGS

STRENGTHS

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

1. Quest Academy has strong data driven decision making capabilities and procedures, and examples of this were shared as well as observed during the site evaluation. The school defined internal data systems to track students' academic progress. The Student Support Team decisions are based on information from all areas including academic as well as social emotional qualitative and quantitative data. Teachers receive feedback regarding their teaching on a regular basis. This feedback is provided frequently after classroom walk throughs, and formal classroom teaching observations. School wide trends for instruction are identified for professional development. Quest conducts several types of assessments which help inform and monitor the status of each individual student. The staff at Quest take extra time and effort to examine student data patterns and ask questions. For example, in one grade level, students at the proficient level (per MAP) did not grow academically as was expected but the students below grade level had high levels of growth. This observation led the academic team to put an emphasis on increased levels of opportunity for learning for those students considered proficient.
2. Quest Academy promotes a "Growth Mindset" for staff and students. The Leader in Me program which utilizes the principles of Covey's "7- Habits" supports the school mission and goals. The "Seven Habits" are posted in common areas and in each classroom. Faculty model the seven habits and reference the habits throughout lessons. Staff verbally acknowledge students' implementation of seven habits in the classroom and the common areas. Several opportunities to interact are available and students may play educational games such as Uno during lunch recess time.
3. The Quest Academy leader and school staff are dedicated to improving overall academic scores during this school year. Tutoring and targeted intervention time have taken place throughout this school year. Teachers were observed as reflective of their pedagogical practice and adjusted instruction accordingly. Learning goals and daily objectives were visibly posted in classrooms on the day of the site evaluation. A purposeful use of instructional time and transitions were observed to be clearly planned, well designed, and implemented. The elementary school classes had whole class, partner, and small group learning opportunities. The teaching staff and staff encouraged academic discourse in all grades.
4. There are strong levels of communication and rapport between the school leader, staff, family members, and students at Quest. Families reported their appreciation of excellent communication to and from teachers and the school leader at the school. Parents explained that their students love school and do not want to stay home. Students feel safe in asking their teachers for extra help if they do not understand a concept.

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. Students' mental well-being after being isolated from teachers and peers through distance learning due to COVID has been a challenge for staff, school leaders, families, and the students themselves. The staff must work with students to increase student self-awareness in how they communicate with peers and staff, how they self-regulate, and resolve conflicts.
2. The distance learning time during the COVID pandemic created a loss of learning. For example, Quest students currently in second grade have lost much of their early educational experience which has accelerated the achievement gap.
3. Quest serves a large transient population and many families facing economic difficulties. Young children growing up in poverty may have challenges with cognitive literacy and ability as some begin school both academically and socially behind. Some low-income students can experience issues with physical and cognitive development and limited access to healthcare.
4. Leaders, teachers, students, and families expressed concern over the limited ability for Quest middle school students to spend some time each day outside. The middle school students are inside the building all day as Quest currently has very little space designated on the perimeter of the school for these students.
5. According to school staff, the school leader is highly dedicated to the success of the school but may be over committed to a high number of tasks and responsibilities. Many single site administrators face similar challenges, and Quest staff is concerned that the school leader may be stretched very thin. This concern was magnified given the COVID restrictions of the previous academic year. Staff would like to see another person hired to support or invited to assist where they can and take on active roles in this area.

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. SPCSA staff recommend Quest pursue Multi-Tiered System of Support (MTSS) opportunities through the SPCSA. Members of the leadership team mentioned there are behavioral and academic learning challenges resulting from the ongoing COVID-19 pandemic. MTSS opportunities through the SPCSA, have the potential to provide staff access to Tier 1, 2, and 3 training and resources to address these challenges.
2. The SPCSA evaluation team recommends that Quest school leader and board develop of a plan to overcome the limited outside space for the middle school students. This work may already be under way. It is recommended that the plan of action be created, shared with stakeholders, and implemented as soon as possible.
3. When it is safe to do so, SPCSA recommends the school team consider bringing back extra-curricular activities like field day, and additional sports, The students, and family members requested this during the focus group portion of the evaluation. A plan and subsequent communication to families and students is recommended.
4. It is recommended that the school board evaluate the school leader on an annual basis This is an important function of the board. It is recommended this take place no later than July 2022. If the board requires examples from other charter school boards because they would like to change or improve the way the school leader evaluation is conducted, the SPCSA can provide several resources.
5. The SPCSA staff recommend that the school board appointment two more members of the board by July 2022. This was a previous recommendation during the 20-21 school year evaluation and has yet to take place. Understanding that recruiting an experienced and willing person to serve on the board will take some time, it is further recommended that the Quest Board develop a pool of identified individuals with special backgrounds to fill vacant board seats more quickly in the future. SPCSA staff suggests that individual school board members reach out to local community organizations that are service-oriented to identify prospective members.

DEFICIENCIES

There were no deficiencies identified for Quest Academy during this site evaluation.

Appendix E

STEVE SISOLAK
Governor

STATE OF NEVADA

REBECCA FEIDEN
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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

**VIA UNITED STATES POSTAL SERVICE
AND ELECTRONIC MAIL**

November 4, 2019

Josh Kern, Receiver
Quest Preparatory Academy
4025 N. Rancho Dr.
Las Vegas, NV 89130

Re: Notice of Concern Due to Academic Underperformance

Dear Mr. Kern:

As you are aware, Quest Preparatory Academy's elementary school program received a two-star rating under the Nevada Department of Education's Nevada School Performance Framework for the 2018-2019 school year. As you are also aware, the State Public Charter School Authority voted at its October 4, 2019 Board meeting to issue a Notice of Concern based on the foregoing academic underperformance.

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

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

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

As you are well-aware, Quest Preparatory Academy's Charter School Contract will expire at the end of the 2019-2020 school year. As a result, Quest Preparatory Academy is currently in the process of applying for renewal of its charter school contract, and it is expected that Quest Preparatory Academy's Charter School Contract renewal application will be before the Authority Board during a Board Meeting in December of 2019.

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

Sincerely,



Rebecca Feiden
Executive Director, State Public Charter School Authority

cc: Janelle Veith, Principal, Quest Preparatory Academy
Melissa Mackedon, Chair, State Public Charter School Authority
Mark Modrcin, Director of Authorizing, State Public Charter School Authority
Ryan Herrick, General Counsel, State Public Charter School Authority
Selcuk Ozdemir, Education Programs Supervisor, State Public Charter School Authority
(via *electronic mail*)

Appendix F

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REBECCA FEIDEN
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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

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

Via Electronic Mail

February 12, 2021

Quest Academy
Board Chair Kelle Snow
School Leader Ms. Janelle Veith
4025 N. Rancho Dr.
Las Vegas NV, 89130

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

Dear Kelle Snow and Ms. Janelle Veith:

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

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

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

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

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "Mike Dang". The signature is fluid and cursive, with a prominent loop at the end.

Mike Dang
Manager, Financial & Organizational Performance Frameworks

Attachment 1: Financial Performance Framework Rating, SYE20

cc: Rebecca Feiden, Executive Director, State Public Charter School Authority
Michael Gawthrop-Hutchins, Management Analyst III, State Public Charter School Authority
Ryan Herrick, General Counsel, State Public Charter School Authority
Melissa Mackedon, Chair, State Public Charter School Authority
Mark Modrcin, Director of Authorizing, State Public Charter School Authority
Danny Peltier, Management Analyst I, State Public Charter School Authority

Appendix G

From: [Michael Hutchins](#)
To: [Janelle Veith](#); Kellesnow1@gmail.com
Cc: [Rebecca Feiden](#); [Mark Modrcin](#); [Michael Dang](#); [Danny Peltier](#); [Michael Hutchins](#)
Subject: Your final Financial Performance Framework ratings for the 2020-21 School Year
Date: Thursday, March 3, 2022 1:32:17 PM
Attachments: [image001.png](#)
[image003.png](#)
[20220228-Quest -Financial.pdf](#)
[image005.png](#)
[image006.png](#)

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Via Electronic Mail

March 3, 2022

Quest Academy
Board Chair Kelle Snow
School Leader Janelle Veith
4660 N. Rancho Drive
Las Vegas, NV 89130

**RE: Final Financial Performance Ratings, School Year Ending June 2021 & Notice of
Concern**

Dear Kelle Snow and Janelle Veith:

As you know, preliminary Financial Performance Framework results were provided to you on December 27, 2021. These results were formally adopted by the State Public Charter School Authority (SPCSA) on January 28, 2022, thus finalizing your school's Financial Performance Framework ratings for the 2020-21 school year.

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

Please note that the SPCSA did not take any action with regard to Quest Academy under the Financial Performance Framework, and as such, the Quest Academy remains under an active Notice of Concern.

This Notice of Concern serves as a reminder that the Charter School Performance Framework, which is incorporated into Quest Academy's Charter School Contract, is meant to provide charter school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time protecting charter school autonomy. Under the Charter School Performance Framework, a Notice of Concern represents Level 1 in the Authority's

Intervention process. While we expect that the school will be able to remedy these issues without further action by the Authority, please note that Level 2 in the process is a Notice of Breach, and that a State Public Charter School Authority-sponsored public charter school entering Level 3 of the Authority's Intervention process may result in Charter School Contract termination proceedings being initiated under NRS 388A.330.

Please confirm receipt of this email, and let us know if you have any questions or wish to discuss the active Notice of Concern.

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

Sincerely,

Mike Dang

Manager, Financial & Organizational Performance Frameworks

Attachment 1: Financial Performance Framework Rating, SYE21

cc: Rebecca Feiden, Executive Director, State Public Charter School Authority
Michael Gawthrop-Hutchins, Management Analyst III, State Public Charter School Authority
Ryan Herrick, General Counsel, State Public Charter School Authority
Melissa Mackedon, Chair, State Public Charter School Authority
Mark Modrcin, Director of Authorizing, State Public Charter School Authority
Danny Peltier, Management Analyst I, State Public Charter School Authority

Appendix H

Quest Academy

Address: 4660 N. Rancho Drive, Las Vegas, NV 89130

Website: www.questacademylv.com

Enrollment: 484

Grades Served: K-8

2019-20

2018-19

Notice of Concern Issued

N/A

1. CURRENT RATIO

Falls Far Below Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Does Not Meet Standard

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

3. ENROLLMENT FORECAST ACCURACY

-

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

4. DEBT DEFAULT

Meets Standard

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

5. TOTAL MARGIN AND AGGREGATE
THREE YEAR TOTAL MARGIN

Falls Far Below Standard

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

6. DEBT TO ASSET RATIO

Falls Far Below Standard

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

7. CASH FLOW

Falls Far Below Standard

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

8. DEBT OR LEASE SERVICE COVERAGE
RATIO

Does Not Meet Standard

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

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

Appendix I



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.

Quest Academy

Address: 4660 N. Rancho Drive, Las Vegas, NV 89130
Website: www.questacademylv.com
Enrollment: 486
Grades Served: K-8

2020-21

Notice of Concern

2019-20

Notice of Concern

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

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

Appendix J

Quest Academy

Address: 4660 N. Rancho Drive, Las Vegas, NV 89130

Website: www.questacademylv.com

Enrollment: 484

Grades Served: k-8

2019-20

98.00
Meets Standard

2018-19

N/A

SCORING TABLE

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

1. EDUCATION PROGRAM

20 out of 20

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

2. FINANCIAL MANAGEMENT

20 out of 20

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

3. GOVERNANCE & REPORTING

18 out of 20

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

4. STUDENTS & EMPLOYEES

20 out of 20

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

5. SCHOOL ENVIRONMENT

20 out of 20

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

Appendix K



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.

Quest Academy

Address: 4660 N. Rancho Drive, Las Vegas, NV 89130

Website: www.questacademylv.com

Enrollment: 486

Grades Served: K-8

2020-21



2019-20



SCORING TABLE

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

1. EDUCATION PROGRAM

20 out of 20

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

2. FINANCIAL MANAGEMENT

20 out of 20

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

3. GOVERNANCE & REPORTING

20 out of 20

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

4. STUDENTS & EMPLOYEES

20 out of 20

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

5. SCHOOL ENVIRONMENT

16 out of 20

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