Nevada State Public Charter School Authority

Site Evaluation Report
Nevada Rise Academy
Evaluation Date: 1/14/2021
Report Date: 2/12 /2021

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 at Nevada Rise Academy 1/14/2021. 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

Nevada Rise Academy is located in Las Vegas, Nevada, in a facility at 2525 Emerson Avenue. The school serves 330 (as of the most recent Validation Day of October 2020) in Kindergarten – 3rd grade. The mission of Nevada Rise Academy is: "Through rigorous academics, high-quality instruction, and intentional character development, Nevada Rise Academy Charter School places every kindergarten through 5th grade student on a path to college and ensures each student has access to life's fullest opportunities."

ACADEMIC PERFORMANCE

Nevada Rise Academy
Nevada School Performance Framework
2019

Nevada Rise Academy serves 330 students in grades Kindergarten – 3rd grade

Elementary School

NV Rise ES

School Year 2018-2019 Nevada School Rating

School Level: Elementary School
Grade Levels: 0K-01
District: Achievement
School Address: 2525 Emerson Ave
Las Vegas , NV 89121

Student Race/Ethnicity

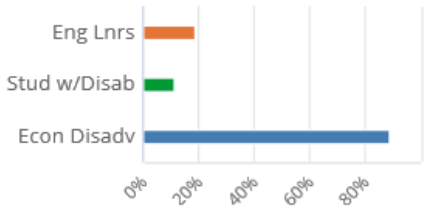
11.9%	White
31.6%	Bl/Afr Am
43.5%	Hisp/Latino
0.8%	Asian
0.8%	Am Ind/AK Nat
0%	Pac Isl
11%	Two or More

School Performance History

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

School Type: *Achievement School District*
School Designation: *No Designation*
95% Assessment Participation: *Met*

Additional Student Groups



Nevada Rise Academy
Math and ELA Results
Nevada School Performance Framework
2019

Elementary School

Math Proficient

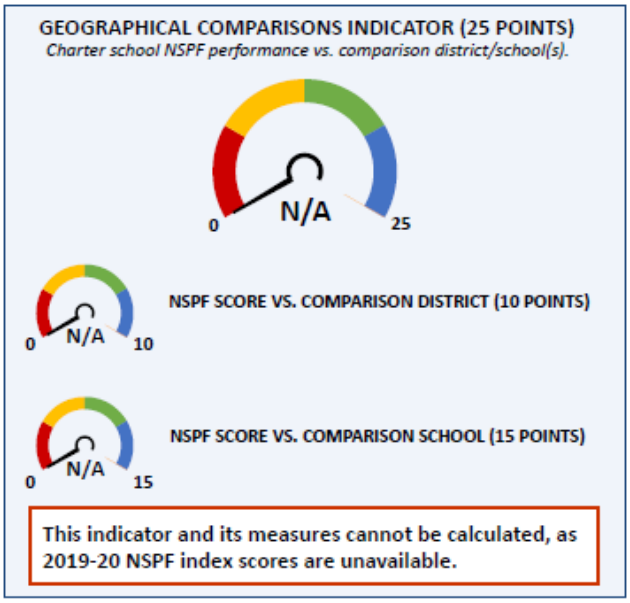
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	-	36.1	48.5			45.8
American Indian/Alaska Native	-	-	34.3			30.9
Asian	-	-	68.8			67.2
Black/African American	-	29.1	32.3			28.8
Hispanic/Latino	-	42.7	39.6			36.5
Pacific Islander	-	-	48.3			45.6
Two or More Races	-	-	55.3			52.9
White/Caucasian	-	40	59.3			57.2
Special Education	-	16	28.6			24.8
English Learners Current + Former	-	44.7	35.8			32.4
English Learners Current	-	25.5				
Economically Disadvantaged	-	35.7	39			35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	-	39.8	57			54.7
American Indian/Alaska Native	-	-	42.5			39.5
Asian	-	-	75.4			74.1
Black/African American	-	33.5	42.6			39.6
Hispanic/Latino	-	45.8	48.2			45.5
Pacific Islander	-	-	57.9			55.7
Two or More Races	-	-	64.4			62.6
White/Caucasian	-	53.2	67.4			65.7
Special Education	-	12	30			26.3
English Learners Current + Former	-	44.7	41.4			38.4
English Learners Current	-	20.8				
Economically Disadvantaged	-	39.6	46.8			44

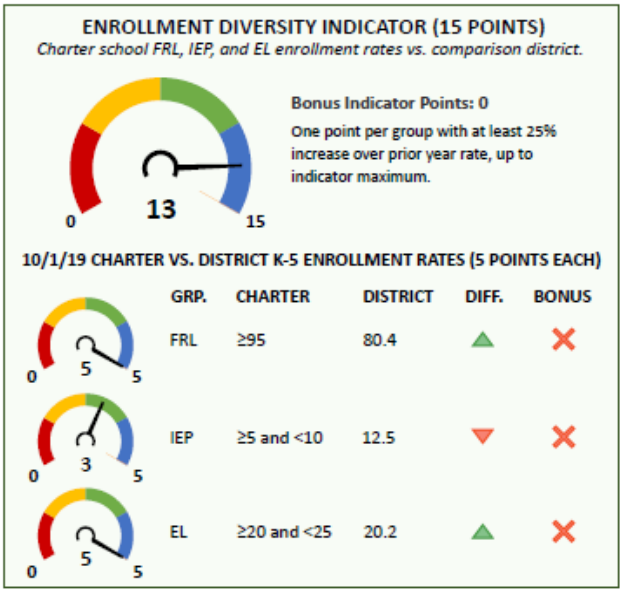
SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary School



SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board[1]	4	30 minutes
Parents/Families	2	30 minutes
Students	7	30 minutes
School Leadership	2	30 minutes
Staff	8	30 minutes

Governing Board[1]:

- Members of the board reported that the academic achievement performance at Nevada Rise is based on attendance, enrollment, and curbing absenteeism. The board looks at the academic outcomes as well, however the board has yet to have any SBAC scores for the third grade. Board members shared that they will soon have the ability to look at a dashboard which will give them the opportunity to look at much of the school's information in a different fashion. The academic committee, comprised of two board members and the school leader, works together to look at the academic information. According to participating board members, the data is fairly fresh, relevant, and organized. Board members went on to say that parents are kept informed and up to date with regard to student progress via a newsletter, and that school leadership and staff are continuously taking a pulse to determine the confidence levels the parents have in regard to their children learning. Board members also stated that the school provides tutoring to students based on their needs. The board receives the bulk of information about the school during board meetings based on financials, academics, and the academic committee reports. Finally, the board explained that they receive updates about what teachers are working on as well, and they view a presentation about testing results and how students are performing.

- As shared in the focus group, the board currently meets every other month and the meeting agendas are created in collaboration with the school leadership team. The board self-reports themselves as being very stable, and indicated that they meet quorum requirements every time, with each person bringing a wide range of knowledge. According to focus group participants, a good portion of the board has been around prior to the school opening, and there are ten board members, each bringing a background and expert knowledge in a wide variety of areas including general business, IT, higher education, finance/accounting, legal experience, HR, and education as well as parenting. The board also commented on virtual learning. One member said that throughout this entire period, they could not have asked for a stronger more competent leader, who has checked in with families, teachers, and students. Board members shared that these efforts have been commendable. A few board members attended a faculty meeting and remarked that you could see how excited the teachers were to be teaching and working together. This board member also shared that leadership and the students put together a holiday video and it was eye opening to see how everyone comes together as a family. Another member said that one of the best indications that the school is successful is the fact that the enrollment has exceeded forecasts.

- The board oversees the school leader, helps support the hiring of teachers and ensuring that qualified teachers are retained. According to board members, the school leader's evaluation is done on an annual basis at the end of the school year. The board uses a rubric (financial, fund raising, teachers' oversight) for a reflective self-evaluation. The board provides feedback and votes to approve or not approve the leader evaluation and his compensation is considered at this time as well. Board members stated that the school leader provides an overview of the teacher's background upon employment. One board member said they pay attention to the teachers' salary and compensation. For example, board members thanked their teachers for their hard work and professionalism during the pandemic by voting to give them a holiday bonus.

- Board members expressed that they are pleased with the financial standing of the school. The board has outsourced the accounting with a finance company who specializes in charter schools. In the area of "availability of cash", the school is very strong. The board receives comprehensive reports which compare and forecasts information. The on-site person from ed-tech makes a comprehensive presentation to the board at each board meeting and this person is available for questions during the meeting. The board shared that they have written policies and procedures in regard to how the financial part is handled, and that these are reviewed at least annually.

Parents/Families:

- Parents expressed that distance learning is difficult, but the teachers have been doing a great job with trying to make it better. One parent commented, "It is hard on the students however, the school has done a good job. It is hard to explain because no one likes it". One parent said he started with two kids at Nevada Rise and he can tell the teachers go out of their way to have the learning continue, even in this setting. This parent went on to say, "I see that my child at this school is still learning." As far as ways to improve, one parent shared that they feel like more instructional time per day for the students in Kindergarten and First grade would be an improvement. This parent commented, "They would like to see the time better used." Another parent said that her second grader starts at 8:00 a.m. and attends school until about 1:00 p.m. This is new and the parent is appreciative of the longer periods of time to learn. The parent agreed that the two hours per day for Kindergarten and First grade may be too short and perhaps time can be added to the everyday instructional time.

- Parents described the relationship between the students and teachers as excellent. One parent said, "For my second and third graders they have about four teachers each. I appreciate that the teachers make sure that the students follow up and follow through on assignments." However, another parent felt that, with the younger grade levels, there may be less follow-up. Both parents said they can tell their child has learned every single day. For example, one parent said his daughter has learned her numbers and the family has helped his child with reading. This parent commented that, "The common basic skill sets are being learned." Another parent said that second-grade math is complicated and she said she is not sure if her son is learning the correct way because she didn't learn it this way. She went on to say that, "[her student] knows the teacher sends the class videos of how it is supposed to be done." She added that "She doesn't see much progress in reading."

[1] 3 members of the 8-member board participated. Quorum was not met, and Open Meeting Law was not violated.

- Parents said that their role in education is very important. One person said, “They think it is very important for the parent to ask questions, make sure the student is ready for school and be very present. Another parent said he comes from a family of teachers and the teachers have only so much time with your child and the parent needs to make sure the child is learning all they are able. He complemented the school saying, “With the first year here, the teachers stepped up to make sure everything has been happening, have been well prepared and provide as much care as they possibly can. I think the teachers here are the best and this is why my kids are here.” Another parent commented, “The teachers try their best to make sure students get superior education.” Both parents said they receive a quick response from the school when they reach out.

- Parents shared that they participated in student teacher conferences and some test data was shared. The parents in this focus group would like to see other parents be a little bit more involved. Parents also indicated that they would like to see more instructional time for the younger students.

Students[1]:

- Students reported that their favorite thing about school is the teachers. Students said that the teachers at the school are funny, nice, and make learning fun. Students miss attending school in person and look forward to going back to the building.

- Students explained that when other students don’t know what to do in class they raise their hand, tell a teacher, and they can ask a friend as well. In addition, students shared that they attend small group instruction settings and some students read books while others work more directly with the teacher. Some students are placed in break out rooms where the teacher can meet with small groups of students.

- Students were asked about what they learned this year. One student stated that they have learned about science and multiplication. Another said that they have learned about life cycles and frogs. Another student remembers learning about area and that anything can be an art form.

- Students in this group stressed the importance of their teachers. One student said that all of the teachers this year are funny. One student commented, “I have some teachers that worked here last year and they are all very nice. Every single person that comes in the class is treated very well.” Students said that they are motivated to come to school because just do nothing at home and it gets boring. Others in the group said that they know that if they don’t go to school, they won’t be smart and won’t learn.

[1] *Note: This school enrolls students in grades K-3. The focus group was held with seven third grade students.*

FOCUS GROUP SUMMARY continued

Leadership:

- The school leaders shared that there have been several changes in procedures at Nevada Rise in response to the current distance learning realities. One major change includes departmentalization of the second and third grades. The educators in these grade levels focus on a single subject such as Math, ELA, Science and so on. Students are broken into cohorts and learn based on their current achievement level. According to school leaders, this approach allows the school to dedicate more time to each student and each subject. Leaders went on to say that it is helpful to teachers because they can concentrate on one subject and all levels within the subject. The school has made a point of providing each teacher with additional materials and technology needs for virtual classroom settings. The school leader said that he is aware of the added stress and extra demands and has set aside time for staff to just relax and have some fun from time to time. The school leader believes this has helped the school operate with a positive culture. Leadership also shared that the school holds a morning meeting each day and staff work collaboratively even though they are separated by distance.

- The school leaders indicated that they work to provide guidance and support to teachers to help them with grade level meetings, interventions, and checks to see that the Nevada Academic Content Standards (NVACS) are consistently taught and mastered. Grade level meetings are grounded in looking at work samples/data, and planning, and leaders went on to say that there are always one of the two school leaders in attendance in case the team has questions and to support. One leader commented, "We make sure all teachers have the support needed and we check alignment to the NVACS." Leaders stated that school teams use both iReady, MAP, and work samples to measure student learning growth. Some of the iReady data has been unstable because some students take the test from home and receive support. However, the MAP testing is done in person at the campus. The school leaders said they are confident that the data is valid. One unfortunate portion of the "in person" MAP testing has been that students (very young) are testing back- to-back ELA and Math which translates to a very long testing session.

- The curriculum at the school has been predesigned by the publisher according to the school leadership team. One nice byproduct of this is that the eight math practices are already built into the daily curriculum. Leaders stated that students routinely engage in critical thinking and problem solving. In ELA, there is a focus on critical thinking and reasoning skills. Students work on breaking down complex text and analyzing the author's purpose and message. Leaders also shared that there is a writing component included in the reading curriculum, and that this is a critical component to the mastery of the standards.

- School leaders shared that with regard to interventions, the staff looks at iReady, and MAP data, and then scholars receive individual support. The school uses ESGI (a data tracking database). The school received guidance from the Nevada Department of Education about ways to better identify students who are English language learners. With regard to Special Education, the contract provider shut down in March, so the testing of possible students was a challenge last spring. Despite this challenge, school leaders reaffirmed their understanding that the school is required to provide these schools and shared that there are multiple students in the process of being tested at this time. School leaders expect that the overall percentage of students with special needs at this school will rise once this testing has been completed

FOCUS GROUP SUMMARY continued

Staff:

- The staff was asked about distance learning, and they shared that the departmentalization of second and third grade has been a positive change. One teacher remarked, "The content is very heavy and I have tried to incorporate hand signals. For example, past, present, and future tenses. The hand motions really help." Another teacher, who teaches visual arts, said that some of the theatre activities translate well to distance learning. Another teacher said, "As time has progressed, I have learned to improve my distance learning techniques based on the ideas of others." One teacher said that the third grade teachers all love departmentalization. The teachers have found that there are some challenges connecting the content within the grade level and they keep things aligned during small group. One person said, "I can differentiate between the cohorts and push one group more, and slow down for another." Another teacher said, "I love this departmentalization. It is a beautiful meeting of the minds, and I can work with those that need more or less support."

- Teachers described high quality instruction as involving vocabulary instruction with students using words and understanding what they mean. One teacher said, "We make sure we use strategies that will work for the students and we think about iReady or WIDA. We think about what we can do to take students to where they need to be." The teachers at Nevada Rise said that they look at using every moment as a teaching moment. They explained that this is a way to show students that they care about them. One teacher said, "I think high quality teaching isn't from the book, but from taking the time to show students that what they are learning is relative to their lives."

- The staff explained that they use data and make sure that student learning is optimized. One person said, "For example, in 3rd grade we do an assessment, and we look to see how students did on iReady and then check on certain skills. Afterwards, we form small groups of students based on the skill they need to master." In second grade, teachers ask students to spend a little extra time on Smarty Ants[2]. This program allows students to practice reading skills including the option to record themselves reading. In the 2nd an 3rd grade levels the teachers made a list of what strategies and skills students need to improve. In third grade, teachers looked at where the students tested academically in relation to their grade level. Then the 3rd grade students are grouped by level of achievement and more defined reading materials are used to both learn the content and practice reading for information. For example, the content/reading topic can focus on the same topic, but the text is varied by reading level/skill of the student.

- Teachers said they are being supported as a teacher both personally and professionally. One person said, "Even if I'm afraid to try out something new I know that I can ask questions and it is inspiring as a new teacher." The group described themselves as passionate about educating the scholars. These educators said, "We noticed, and learned, during our first staff meeting, that a majority of us had other career paths but moved into education instead." Staff said that they all have been proactive and prepared to move forward during this pandemic. One teacher commented that, "I feel cared for and listened to." Staff agreed that they have high levels of caring about students and they know the names of every student and parent at the school.

[2] Smarty Ants is an on-line learning portal designed for all students in grades PreK-1. This research-driven format differentiates instruction and accelerates students based on mastery of foundational reading skills.

CLASSROOM OBSERVATION TOTALS

A total of 8 classrooms were observed for approximately 20 minutes on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Areas 1 & 2 **Creating an Environment of Respect and Rapport**	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: 4	**Total: 4**	**Total:**	**Total:**	**Total:**
Establishing a Culture for Learning	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: 4	**Total: 4**	**Total:**	**Total:**	**Total:**
	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: 4	**Total: 4**	**Total:**	**Total:**	**Total:**
Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 3	**Total: 5**	**Total:**	**Total:**	**Total:**

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 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: 2	**Total: 6**	**Total:**	**Total:**	**Total:**
Area 6 **A** **Using Questioning and Discussion Techniques**	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
	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:	**Total: 8**	**Total:**	**Total:**	**Total:**
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: 8**	**Total:**	**Total:**	**Total:**

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: 2	**Total: 6**	**Total:**	**Total:**	**Total:**
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: 3	**Total: 5**	**Total:**	**Total:**	**Total:**
	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: 3	**Total: 5**	**Total:**	**Total:**	**Total:**
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 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: 3	**Total: 5**	**Total:**	**Total:**	**Total:**

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: 5
☒ 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): 5
☒ Teacher questions are open ended: 5
☒ Teacher allows time for students to answer — 3 seconds or more: 5
☒ Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 6
☒ Teacher purposefully signals to entire group of students to wait/think before volunteering a response: 3
☒ Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 4

Evidence of engaging students in learning area: Area #7

☒ Active learning is taking place (rather than just listening or viewing): 4
☒ Students are using reasoning and critical thinking: 5
☒ The lesson is rigorous and includes cognitively complex tasks: 5
☒ Students engage in several types of activities during the lesson including:
☒ Speaking ☒ Writing ☒ Reading ☒ Listening ☐ Discussing ☐ Creating ☒ Problem Solving
☐ Cooperative groups:
☐ Student-led classroom:
☒ Technology is integrated into learning/outcomes: 8
☐ Project-based learning:

Evidence of Formative Assessment During Instruction: Area #8

☒ Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 5
☒ Students incorporate the feedback by revising their work: 5
☒ Students receive frequent and meaningful feedback regarding their work: 6
☒ A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 4

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 Focus Groups	K-2: 1 hour of core, standards-based literacy instruction, 1 hour of focused, differentiated small group instruction, 45 min of labs. EL Education has provided a "FLEX CURRICULUM" that modified the curriculum to meet the varying needs of distance learning. 3-5: 1 hour of core, standards-based instruction, 1 hour of ALL BLOCK, 1 hour of Life Science Lessons.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	The core of mission is teaching, learning, and opportunities. The focus of all decisions and procedures are to ensure this is protected: Prior to Covid-19, shifted to a 4-Day school week to prioritize professional development, planning, and practice for teachers, opportunity, and enrichment for students. Teachers focus on teaching

			and learning, minimizing compliance and red-tape tasks.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	IEP SCHEDULE (Reflect LRE, providing both push-in and resource) Special Education Facilitator to streamline and coordinate services. Contracted some services through a variety of providers to provide fidelity of programs.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	Dedicated English Language Learner support position split between two staff members. Tutoring Services targeted to EL Learners. Received Title III funds for the first time this school year. Intentionally selected curriculums that consider the unique needs of EL Learners. Majority of professional development program is focused on servicing the needs of EL Language Learners (WestEd, & RELAY).

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	Included back-office provider in evaluation protocols. Re-aligned coaching protocol to align with both NEPF and TNTP evaluation rubrics. Intentional recruitment in two distinct ways: Targeted social media advertisements. Site visits for pre-kindergarten programs. Both methods focus on geographic proximity to school and nearby underperforming schools.
3b	The school holds management accountable.	School Presentation	All staff, teachers, administrators, are evaluated on an annual basis.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	Established Diversity, Equity, Inclusion Committee, Quarterly celebrations of diversity and community, Professional Development initiative from Code Switch, Shift in values from compliance to empowerment and from discipline to positive justice.

5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	Invested in safety equipment, protocols. Systems designed to maximize safety, efficiency and ensure no child is ever unsupervised. Safety drills (fire, shelter-in-place, lockdown) Safety Committee established to review procedures.

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. Nevada Rise offers students and families a personalized and cross curricular approach to learning.
    - There is a friendly, home-like environment.
    - Because Nevada Rise is a small school with small class sizes, students receive a good deal of one-on-one time with their teachers.
    - Strong relationships appear to be well-established between teachers and students.
    - When students struggle with a concept, such as place value, their teachers recognize a "teachable moment" and provide learning on the particular topic, guiding students to success.to guide the student to understanding and success.

2. There were multiple examples of students engaging in the use of academic language[3] during classroom instructional time at Nevada Rise.
    - Evidence of students using academic vocabulary within authentic contexts was observed in several instances.
    - The academic language used was implemented and practices in a cross-curricular manner.
    - Evidence of second language learners using and practicing English skills within classroom time frames was noted.
    - Vast variety of academic language including words such as: (details, facts, surrounding, syllable, vowel, survive, predator, definitions, data, insight, parenthesis).

3. Students at Nevada Rise (grades K-3) had above average levels of students with interest and focus on learning.
    - Student engagement is increasingly viewed as one of the most impactful ways to address problems such as low achievement, boredom, and alienation.
    - Higher levels of student engagement contribute to a safe, positive, and creative school climate and culture.

4. The organization is reflective of the student population served.
    - High levels of special student population in terms of FRL, and EL
    - 95% of staff is racial/ethnic minority
    - 83% of Leadership is racial/ethnic minority
    - 50% of the school board is racial ethnic minority

[3]Academic Language is the language of school and it is used in textbooks, essays, assignments, class presentations and assignments. Academic language is critical to prepare students for success in school.

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. Nevada Rise Academy is operating under hybrid learning model due to the COVID-19 pandemic. This has presented several challenges including student engagement, teacher absenteeism, and additional need for clear communication throughout this school year. Although this is a challenge, Nevada Rise has worked diligently to overcome these obstacles.

2. The school has grown. The number of enrolled students has risen sharply over since the school opened. Even with this growth, the school board, leadership, staff, students, and families remain firmly committed to the mission and vision at the school and continue to increase their capacity to move forward in a positive direction.

   Year 1: 120 students enrolled and 8-10 staff members
   Year 2: 225 students enrolled and 17 staff members
   Year 3: 325 students enrolled and 26 staff members

3. Student attendance rates continue to be a struggle. It is important to note that school leaders are working to improve attendance rates. School leaders and the school board have allocated additional resources to mitigate this and are currently working to increase the rates of student attendance.

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. As Nevada Rise continues to grow and expand, taking on a new grade level during the 2021-2022 school year, the SPCSA recommends the school board and leaders closely monitor the school's capacity to maintain the mission and vision of the school.
    - Continue to build relationships between parents and school staff. Consider ways to educate parents in determining how their child is progressing in school. This may include having students share individual goals, and data-based achievements with parents in a systematic fashion going forward.
    - Build the capacity of teacher leaders to fine tune data and use My Education Data portal more effectively.
    - Ensure that formal systems and structures are in place to keep up with rapid growth.
    - Develop new skills and capabilities which include hiring new personnel and acquiring new resources as the school moves forward.

2. Nevada Rise should make sure the school's Special Education policy and procedure manual is complete and updated on a regular basis. Even though many of the resources are contracted outside of the school, the leader and board members are still responsible for all Federal and State laws within the realm of educating students with special needs. SPCSA staff encourages Nevada Rise to review this on at least an annual basis, and before each academic year.

DEFICIENCIES

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