



Nevada State Public Charter School Authority

Site Evaluation Report
Nevada Prep
Evaluation Date: 1/12/21
Report Date: 3/5/21

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Contents

Introduction and School Background	3
Academic Performance.....	4
Focus Group Summaries	7
Classroom Observation Totals.....	13
Organizational Performance.....	18
Site Evaluation Findings	22

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 1/12/2021 at Nevada Prep. 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

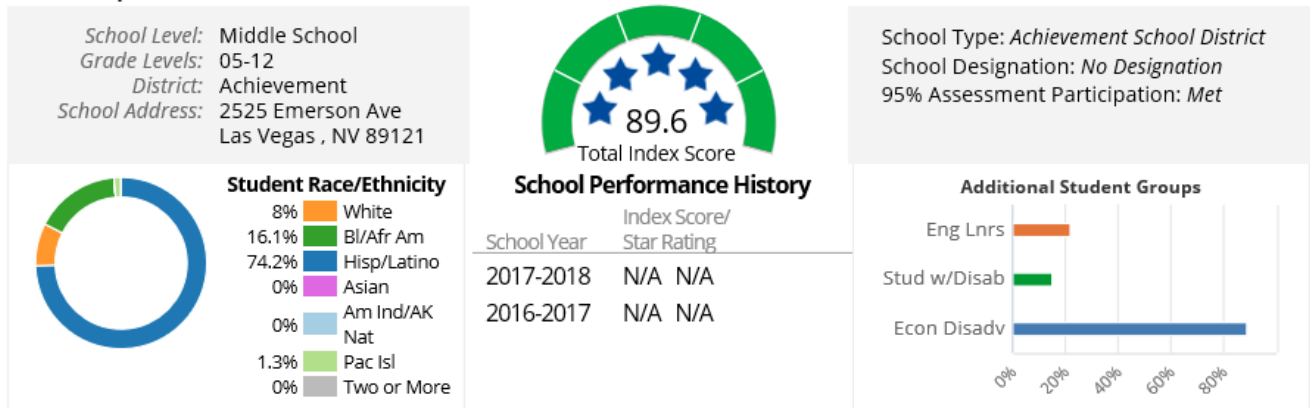
Nevada Prep is located in Las Vegas, Nevada in a facility at 2525 Emerson Avenue. The school serves 246 students (as of the most recent Validation Day in October 2020) in 4th – 8th grade. The mission of Nevada Prep is: "With a focus on academic achievement and leadership development, Nevada Prep educates every fourth- through eighth-grade student to excel in high school, college, and life."

ACADEMIC PERFORMANCE

NV Prep Nevada School Performance Framework 2019

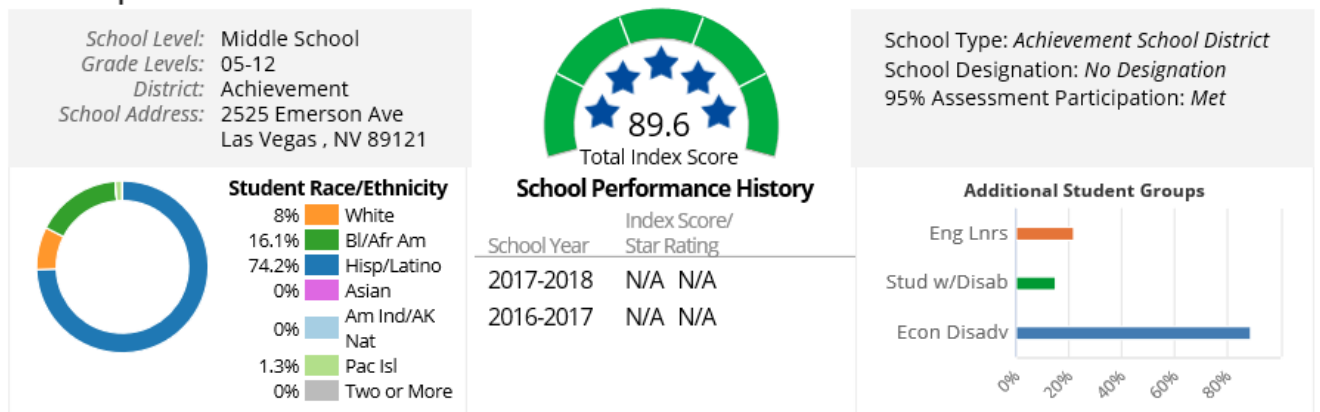
Elementary School NV Prep

School Year 2018-2019 Nevada School Rating



Middle School NV Prep

School Year 2018-2019 Nevada School Rating



NV Prep
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	42.7	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	47.7	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	63.6	44.7	35.8			32.4
English Learners Current	-	25.5				
Economically Disadvantaged	40.6	35.7	39			35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	40	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	47.7	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	54.5	44.7	41.4			38.4
English Learners Current	-	20.8				
Economically Disadvantaged	37.5	39.6	46.8			44

Middle School

Math Proficient

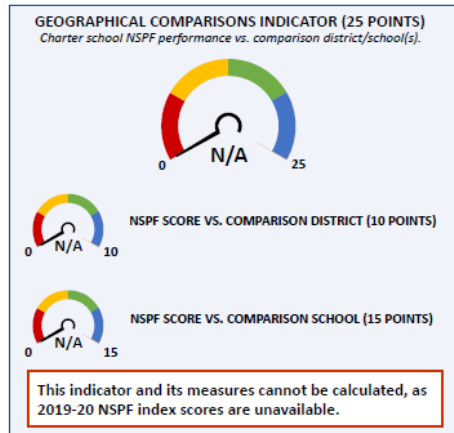
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	42.7	42.7	36.5			33.2
American Indian/Alaska Native	-	-	28.4			24.6
Asian	-	-	58.6			56.4
Black/African American	30	35.5	23.5			19.5
Hispanic/Latino	45.2	50	29.3			25.5
Pacific Islander	-	-	36.9			33.6
Two or More Races	-	-	40.6			37.5
White/Caucasian	-	30	47.1			44.4
Special Education	0	5.7	18.6			14.3
English Learners Current + Former	41	43.7	20.2			16
English Learners Current	5.7	17				
Economically Disadvantaged	40.6	42.3	29.2			25.5

ELA Proficient

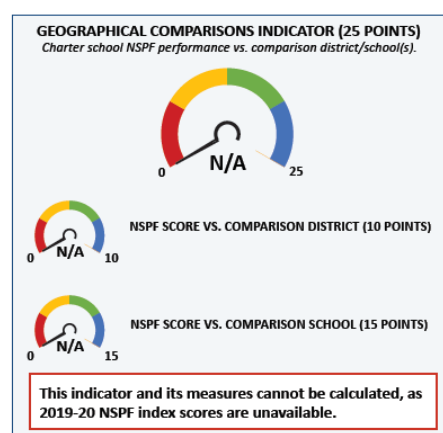
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	48.5	52.3	54.1			51.7
American Indian/Alaska Native	-	-	43.4			40.5
Asian	-	-	75.9			74.6
Black/African American	40	49.7	37.8			34.5
Hispanic/Latino	50.8	55.7	45.1			42.2
Pacific Islander	-	-	53.2			50.7
Two or More Races	-	-	61.3			59.2
White/Caucasian	-	40	66.3			64.6
Special Education	16.6	23.5	21.9			17.8
English Learners Current + Former	43.6	51.7	24.3			20.3
English Learners Current	5.7	20				
Economically Disadvantaged	45.2	52	44.4			41.4

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

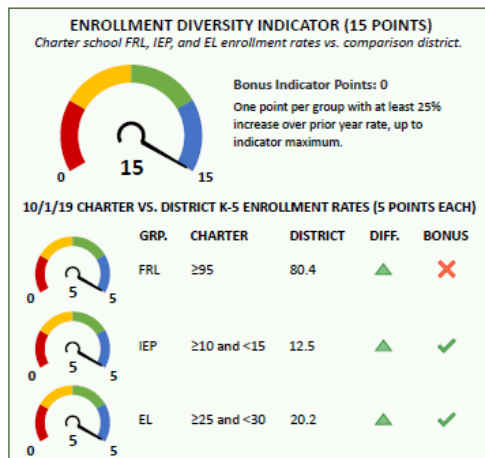


Middle School

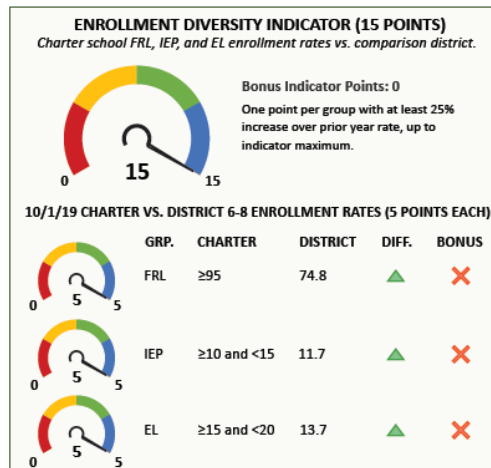


SPCSA Academic Performance Framework Diversity Comparison Results

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	6	30 minutes
Students ²	n/a	n/a
School Leadership	2	30 minutes
Staff	6	30 minutes

Governing Board:

- The board was asked about the key design elements of the school and their understanding of those. The board spoke about the strong focus on college, leadership, and also emphasized the importance of attending a great high school. According to the board, attending a great high school improves the chances of being able to attend a great college. Board members also noted the teacher and student retention rates are high. Board members said the school leader is really interested in trying new things. The board highlighted their interest in trying to have things positioned well at the school when COVID-19 struck. Finally, board members shared that the school has been able to deliver technology devices to students while continuing to teach in a much shorter time period than other schools.
- Board members were asked how the governing body orients new members and the types of training board members undertake. The members shared that they have a lot of the same founding team still intact on the governing board, having only lost 3 board members since the school's inception. Participants in the focus group went on to state that the board chair and vice chair meet with the potential board members and discuss with the new members where they feel there are gaps on the board. The new members then attend a board meeting and are approved by the whole body. Now that the school has been in operation for a few years, the board indicated that they need to shift their focus to sustaining the school and staff. This is one of the challenges the board is working through and they are interested in receiving training for how to sustain success from a board level. The members said the school leader has been great working with the board and the board is interested in being able to help the school leader in their work so they can take some of the work off of their shoulders.
- The board focus group was asked about how they communicate with parents and what issues are critical to pass along to parents. Members highlighted that one of the primary places they communicate with parents is via social media especially during this COVID-19 period. The board also has communicated with parents regarding transportation, meal options, and activities at the school. Board members noted that when they come into contact with parents outside of meetings, the parents have been complimentary, but the board would like to engage parents more during the public meetings so parents can participate in that process as well. The COVID crisis has made it much more difficult to engage parents at the school site, but the board has tried to keep in constant communication with parents in virtual ways. The board members

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

² Because the most recent site evaluation of Nevada Prep was conducted in May 2020, no student focus group was conducted.

discussed the work the school leader had done with Opportunity 180 to bring presentations to parents regarding the school finances and the Nevada School Performance Framework, so the parents would understand how those worked in conjunction with the academics of the school.

- Board members said the school has some committees that are a subset of the full board, and include an Academic Achievement Committee, a Finance and Facility Committee, and a development committee. This final committee oversees fundraising and other development opportunities. The board said they don't have a parent teacher organization but are interested in starting one.
- The Board was asked how they monitor the financial health of the school. Members explained how they receive updates regarding this information and that the board has a finance committee which works through financial details of the school. Focus group participants also shared that EdTech works with the school and through that partnership the board receives recommendations regarding the school's finances as well as guidance for financial decisions based on their insights.
- The Board was then asked about the facility and how that work has been going from a board perspective. The members commented that it has been exciting but there have been challenges in securing a permanent facility for Nevada Prep. According to board members, the school has faced some community pushback, and some community members have not been receptive to a school opening in their neighborhood. This has caused some delay in being able to fully open the facility and the board has had to discuss options such as opening at a lower enrollment in the interim until the issues with other community stakeholders can be solved. They said that one reality in the charter world is that a facility is not guaranteed like it would be in a district school. Board members went on to comment about the processes that needs to be completed. Once Nevada Prep is able to overcome some of these challenges, board members stated that the proposed facility will hopefully become permanent going forward.
- The Board was asked what areas they feel the school needs to focus on in the years ahead, especially as the school has become more established. The board spoke about how the school needs to build out its capacity at the school level, especially at the leadership level, so the current leader is not overwhelmed. The board members explained that a startup school leader has lots of responsibilities and as the school settles in, they would like to provide the leader more help. However, the focus group participants stated that the real financial constraints around bringing on more help have a significant impact on this work, so the board is working to see how they can provide that assistance using the resources they have.

FOCUS GROUP SUMMARY continued

Parents/Families:

- Parents were asked why they chose to have their children attend Nevada Prep. Family members explained that they wanted to have their siblings and students attend a great school like Nevada Prep. Additionally, parents wanted their children to receive a great education in a safe environment. They said the school works well with both the students and the parents and they keep the parents involved with their children's educational progress. Another parent noted that the school was recommended to them by family friends, so they decided to enroll their children as well. This parent went on to say that their children's grades were suffering at their previous school and since enrolling at Nevada Prep, they have seen improvement in their child. Parents also spoke about how the teachers build strong relationships with the students. One parent said they were not excited the school will relocate to a new campus, but that move won't affect their decision to stay at the school.
- A parent highlighted how the school has been very responsive as they work to help children during the online learning experience. According to this parent, Nevada Prep was quick to help with technology issues and find replacement devices when necessary.
- The family members were asked about communication by the school and whether or not they have been satisfied with it. A parent said they really like the grading system the school uses, and it helps them understand how their child is doing in school. Parents complimented the Nevada Prep staff on how open and communicative they have been with parents. According to parents, Nevada Prep staff are respectful in their communication and the parents appreciate that. Another family member agreed that the communication from the school has been great, noting their appreciation for the school letting them know if their child is struggling in a subject. According to focus group participants, the school also will let parents know if their child is turning off their cameras during school which allows the parents to be able to ensure their children keep their cameras on.
- When asked about their expectations of their children in class, family focus group participants described their expectations which included sitting up and paying attention during class. According to parents and family members, Nevada Prep does not permit students to be lying down while attending classes online. The school also has the ability to see if students are on other websites while they should be engaged in the class work. A parent said the school has done a good job ensuring the students are aware of the expectations, which has allowed students to hold one another accountable, including students in the same household. Another parent commented that the school expects their children to wear their school shirts online so they are presentable just like they would be if they were attending classes in person.
- The families were asked how they monitor what their children are learning during the school year. One parent explained how they can use websites through the school to monitor the progress of their children in classes, and make sure their children are up-to-date on their assignments. A parent noted that because Nevada Prep had the online environment up so quickly it allowed both parents/guardians and their children a better opportunity to understand how to navigate the online learning environment. Another family member explained that since they are at home with the students, they have been able to monitor what is going on in class. Specifically, with regard to Kahn Academy, the students can show their grades, and percentages of their work, which makes it easy to monitor and prevents the students from lying about their progress. The teachers also will keep the parents informed for student's progress.

- The family members were asked about activities Nevada Prep offers outside of school hours. Parents said the school has activities such as football, cheerleading, gaming clubs, etc. The clubs are also student-led with assistance from teachers which gives the students ownership of the clubs. Another parent commented that the school encourages hands-on learning both in class and outside activities which keeps the students engaged in the lessons. The school does a great job of keeping parents informed of different activities and the school encourages students to participate in activities outside of class.
- Finally, parents were asked about what they would like to see improved at the school. A parent thought they would like to see the transportation improved, noting that they would like to see the transportation map and services enhanced to include areas that are further from the school. A parent noted that sometimes it can be difficult to get the kids to and from school and having more transportation options would be greatly appreciated. Parents also added that they would like to see summer offerings that students would be able to participate in. Lastly, parents also said they would like to see the school offer more activities like what is available through Boys and Girls Club, such as more accessible before and after-care.
- Other parents complimented the school, appreciating how Nevada Prep keeps the students engaged and holds them accountable. Parents said the school has been a blessing and they are so happy they are able to have their children attend this great school.

Leadership:

- The leadership team was asked about how they ensure that lessons are aligned to the content standards. The school leadership team provided examples, including a math class, where they check to see what the students are learning during the Power Hour, which should match what students are doing in the core classroom. To ensure rigor, the leadership team stated that they try to ensure that the instructional rigor is in place on the front end by choosing a rigorous curriculum. The leadership team indicated that they are very deliberate with this choice, and all of their curricula have high ratings on EdReports.
- The leadership team was also asked about data and how it is used in the school. School leaders spoke about the progress monitoring they do in the online environment and explained their use of EDCBM as an example.
- School leaders were asked about the transition from 8th grade to 9th grade and how Nevada Prep assists students in this transition. The leadership team spoke about “Leaders in Training” where students were able to take field trips to local high schools. The school also has a high school access class on Friday afternoons that focuses on high schools and provides students with information regarding different types of programs including magnet, charter, and private. According to school leaders, this class allows students to be put in the driver’s seat and students can speak to their parents about what high school they would like to attend.
- The leadership team was also asked about their ratings on the Financial Framework. The leadership team noted the cash flow the school has experienced and why the issue came up. Due to the timing of receipt of loans, the ratings in the SPCSA’s framework were affected according to school leaders.
- The leadership team was asked about the board training that had been completed since the

SPCSA's last site evaluation. The team said the board has participated in Open Meeting Law (OML) training. School leaders also explained how the school does internal training with the board members as refreshers for the entire board, and expressed a desire to conduct more training in the future with 3rd parties when funds become more readily available.

- Finally, the leadership team was asked what they hoped the SPCSA would see throughout the day. The leadership team hoped the SPCSA would see "real school" although the lessons are in a virtual environment. School leaders also highlighted the high quality learning and hoped the SPCSA would see that throughout the day.

Staff:

- The staff was asked how they have adapted to the online environment since the COVID-19 pandemic started. Teachers shared the many challenges they experienced, and some of the lessons learned. One of the biggest challenges according to teachers was taking what they had learned in previous years for in-person learning and transferring those lessons over to a virtual environment. Nevada Prep teachers explained that there are difficulties in connecting with students and keeping them engaged which is why they have been training more on these strategies. Teachers also noted that they enjoyed using Google Classroom and it has helped them with things like grade tracking. Other teachers commented on the transition in the Spring and how that wasn't too difficult from a technology side, but more challenging with the content delivery. The teacher added that the summer training they received was really helpful.
- Teachers were asked how they support students with special needs in the online environment. Teachers explained that they have had more of an opportunity to engage ELL students online because there are a lot of resources they can use more easily such as subtitles and captions to help the students understand what is being said. Teachers did share that the primary drawback in an online setting is that students don't get to spend as much time speaking the language. Another teacher felt the school kept the same educational structure in the online classes as they did in-person. According to teachers, keeping the Power Hour at Nevada Prep has been a positive because teachers are still able to focus more targeted lessons to those who need it.
- Teachers were asked about the goals they had going into the 2020 - 21 school year. Teachers responded by speaking about how they wanted to ensure the quality of the education was minimally affected by the online transition and a desire for students to still feel like they were in "real school." Staff also focused on ensuring students had access to devices and internet so there would not be interruption in their learning. Lastly, staff responded that the training received on different online platforms helped identify what worked best.
- Staff said they came together at the beginning of the school year and came up with the goals collectively, and that they were not dictated by school leadership. One teacher spoke about offering a class to 8th graders so they could learn about the high schools they would be attending and was excited the class was able to happen even through the online environment. According to this teacher, the class was a few years in the making and it has been great for students to be able to learn about high school through their middle school.
- Staff was asked about the feedback that is solicited from leadership and vice versa. The staff highlighted how the leadership team and staff studied Netflix culture and how the company facilitates feedback from leadership to staff. According to staff, communication at Nevada Prep has been open and consistent, and the staff is very comfortable working with school leadership.

Staff stated that feedback is always through constructive criticism and is never negative. A teacher also commented that the feedback is never scripted, and at Nevada Prep, feedback is much more natural and is part of everyday conversations between staff and leadership.

- Teachers described the overall morale of staff at the school as strong. Staff enjoy working at the school and working with one another. The staff shared that they help each other out which is appreciated amongst the entire team.
- The staff was then asked about how the school provides resources for professional development by the school. Staff described how the leadership of the school encourages them to participate in professional development. Two staff members indicated that they are going through the Leadership Program through Building Excellent Schools (BES). Other staff members said the school also provides many resources for them to use in the classroom setting. Teachers stated that the school is able to provide microphones, screens, and other items that help them deliver instruction effectively. Another staff member noted how the school supports them in pursuit of higher education including their master's degree.
- Staff was asked about why they had decided to stay at NV Prep year-after-year. The staff felt the school supports and appreciates them which keeps them from wanting to leave for another school. Additionally, staff indicated that the school provides so much support and cares about their well-being which is not always the case at some schools. The teachers are part of the decision-making process for their classrooms and they appreciate having that ownership. The staff thought they all really like each other as well. They are friends with one another, and that friendship keeps them at the school. According to members of the focus group, the Nevada Prep staff is very inclusive and welcomes new staff members. They are on first name basis with one another and the bond is strong amongst everyone. Finally, staff shared that because Nevada Prep is a small school, this helps the staff work with one another effectively.
- Staff said they have been able to adapt and adjust this year when unexpected things have come up and other staff members are quick to step in and help out when needed. Another staff member complimented the student's ability to be flexible and understanding which has been helpful for everyone. Overall the culture of the school is very strong according to focus group participants, and the staff and leadership are dedicated to giving the students the best educational option they can.

CLASSROOM OBSERVATION TOTALS

A total of nine (9) 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: 2	Total: 7	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: 1	Total: 8	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: 7	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: 1	Total: 8	Total:	Total:	Total:

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: 2	Total:6	Total:	Total:	Total: 1
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: 1	Total: 8	Total:	Total:	Total:	

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: 4	Total: 5	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: 4		Total: 5	Total:	Total:	Total:	
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: 6	Total:	Total:	Total:	
	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: 6	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: 4
- The explanation of the content is imaginative: 3

Evidence of questioning and discussion techniques: Area # 6

- Questions are planned ahead of time and tied to learning target(s): 4
- Teacher questions are open ended: 6
- Teacher allows time for students to answer – 3 seconds or more: 7
- 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: 5
- Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 5

Evidence of engaging students in learning area: Area # 7

- Active learning is taking place (rather than just listening or viewing): 3
- 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: 2
- Student-led classroom: 5
- Technology is integrated into learning/outcomes: 6
- 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: 4
- Students incorporate the feedback by revising their work: 8
- 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: 5

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	The school implements curricula that are aligned to NVACS and includes a daily Power Hour to provide interventions to students requiring additional support and assistance.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	Nevada Prep is aware of state mandated testing requirements and has implemented SBACs in the past. During the site evaluation, there was no evidence that the school is not open and accessible to all students, that there are tuition and fees, or that there are any requirements of parents. The school's program appears to comply with all education requirements. Culturally responsive practices are in place, including intentional professional development and careful monitoring of student discipline.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	Nearly all special education services are provided via push-in support, primarily in the Power Hour course setting. Each grade level includes one inclusion classroom. Additionally, a special education teacher is present in every math and ELA power hour class.

1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	<p>Significant professional development occurs over the summer and on each Friday during the school year to ensure that EL student needs are met.</p> <p>Families of EL students are also included in activities and communication to parents goes out to parents in both English and Spanish.</p>
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Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	<p>The governing board of the school has experienced little turnover since authorization.</p> <p>Nevada Prep board meetings are generally bi-monthly, and meetings generally include items related to the budget and updates on academic progress.</p>
3b	The school holds management accountable.	School Presentation	<p>The Board does not contract with an EMO or CMO but does have annual contracts with back-office services providers.</p> <p>All full-time employees are evaluated annually.</p>
4a	The school protects the rights of all students.	School Presentation Classroom Observations	<p>The school has an established discipline policy.</p> <p>No evidence of inappropriate collection or protection of student private information.</p> <p>No evidence of ongoing student or parent complaints.</p>
5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	<p>Nevada Prep offers transportation to students, which represents a significant financial commitment within the annual budget. Bus drivers continue to provide meals to families as virtual learning continues.</p> <p>School procedures are designed with student safety in mind. Arrival and dismissal procedures require the participation of all staff.</p> <p>Limited bullying instances have been reported since the school opened. All incidents have been investigated and families have been contacted as necessary.</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) Nevada Prep is committed to providing equitable access to a diverse student body. The school serves a high percentage of students who qualify for free or reduced price lunch (FRL) as 100% of students meet these requirements. Additionally, nearly 11% of students have an IEP and almost 26% of students are classified as English Language Learners. The school is representative of the community it serves, is above the SPCSA average in all three of the special population categories measured by the SPCSA categories. School leaders have made an intentional effort to staff with diversity in mind.
- 2) Despite significant challenges and financial commitment, Nevada Prep is proud to offer transportation services to students. The SPCSA commends the school for assuming this responsibility and recognizes that this helps students and families have better access to the educational program offered at the school.
- 3) SPCSA staff observed high levels of student engagement in the vast majority of classrooms throughout the site evaluation. This can be difficult to accomplish, especially in a virtual environment, but teachers used student names, ensured cameras were on for students, provided significant time for responses, and implemented activities were appealing to students and their interests.
- 4) In most classrooms, teachers were observed leveraging higher-order questions so as to ensure that instruction was rigorous for their specific content area. Teachers were heard asking questions that required students to compare, analyze and synthesize information instead of relying on simple recall questions.
- 5) Nevada Prep offers teachers and faculty a wide variety of professional development opportunities that appear appropriate and have significantly impacted the staff morale and desire for individuals to return to the school year after year. The school has taken a very intentional approach to year-long professional development to ensure that staff are working collectively towards common goals while also fulfilling the school's obligations in serving specific student populations. Additionally, the school offers professional development opportunities to aspiring school leaders.
- 6) Despite the many challenges of the ongoing COVID-19 pandemic, Nevada Prep has continued delivery of meals to student homes through their transportation services. Although this is a challenge, it is to be celebrated as it helps students be prepared for instruction each day.

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 is operating and providing instruction to the best of their abilities despite the ongoing COVID-19 pandemic.
- 2) Securing a permanent facility remains an ongoing challenge for Nevada Prep. Since the school was authorized, the school leaders and governing board have known that the current location of the school is temporary. The governing board and leadership staff continue to work with the SPCSA and local community to identify a long-term, viable facility solution. This work has been further complicated by the ongoing pandemic and unanticipated delays.

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) During the Board Focus group, it was shared that the school is transitioning from a start-up entity to a more established, season school that is approaching scale. This inherently changes the work of both the school leader and Board. SPCSA staff recommends that the leadership team and Board prioritize governance training for the 2021 – 22 school year. Nevada Prep is fortunate to have experienced little board turnover, but this trend may not continue. The SPCSA recommends that training be provided by a third-party in the months ahead so that current members enhance their understanding of their governance responsibilities, and how these may shift as the school is scaled.
- 2) During the parent focus group, families expressed a sincere appreciation for the transportation services provided while also requesting that routes be examined regularly to ensure that they are maximized. SPCSA recognizes the operational challenges in offering this important service, and recommends that the Nevada Prep leadership team and Board continue to refine and work with parents to ensure that transportation routes are cost-effective, modified and/or scaled as may be appropriate.
- 3) Multiple stakeholders (families and board members) appeared unaware that Nevada Prep has an established Parent Advisory Group. SPCSA staff recommends that the Nevada Prep reconsider how the Parent Advisory Group is currently operating so that it can be more recognizable and provide valuable suggestions to the formal governing board. If successful, the active Parent Advisory Group has the potential to alleviate some responsibilities of the school leader and board.

DEFICIENCIES

There were no deficiencies identified during this site evaluation of Nevada Prep.