



# **Nevada State Public Charter School Authority**

Site Evaluation Report:  
**Freedom Classical Academy**  
Evaluation Date: 9/20/2022  
Initial Draft Report Date: 11/4/2022

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# Contents

Introduction and School Background .....	3
Academic Performance .....	4
Focus Group Summaries .....	7
Classroom Observation Totals .....	9
Organizational Performance.....	13
Site Evaluation Findings .....	15

# Appendices

## A: Nevada School Performance Framework

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

## B: SPCSA Academic Framework

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

## C: SPCSA Organizational Framework

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

# INTRODUCTION AND SCHOOL BACKGROUND

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 9/20/2022 at Freedom Classical 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. Additionally, the SPCSA conducts targeted site evaluations for charter schools with outstanding notices of concern, breach, and strong recommendations/deficiencies as noted within the most recent site evaluation. This targeted 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.

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

Freedom Classical Academy is in North Las Vegas, Nevada in a facility at 777 E Ann Road. The school serves 1,013 students (as of the most recent Validation Day) in 1<sup>st</sup> through 8<sup>th</sup> grade. The mission of Freedom Classical Academy is: "to bring forth future leaders through a fusion of classical education and STEM instruction in an environment that promotes liberty and virtue."<sup>1</sup>

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<sup>1</sup> Because the Freedom Classical site evaluation occurred before the enrollment count for 2022 – 2023 was finalized, this information may be dated at the time this report is released.

# ACADEMIC PERFORMANCE

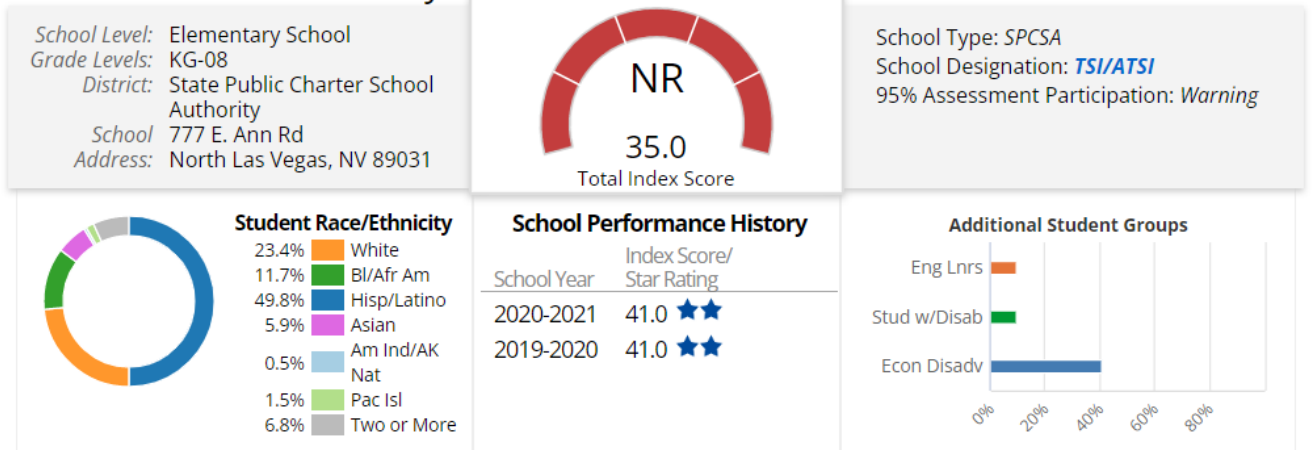
This information is provided to assist in understanding the data sets impacted by the pandemic

## Nevada School Performance Framework 2022

Elementary School

Freedom Classical Academy K-8

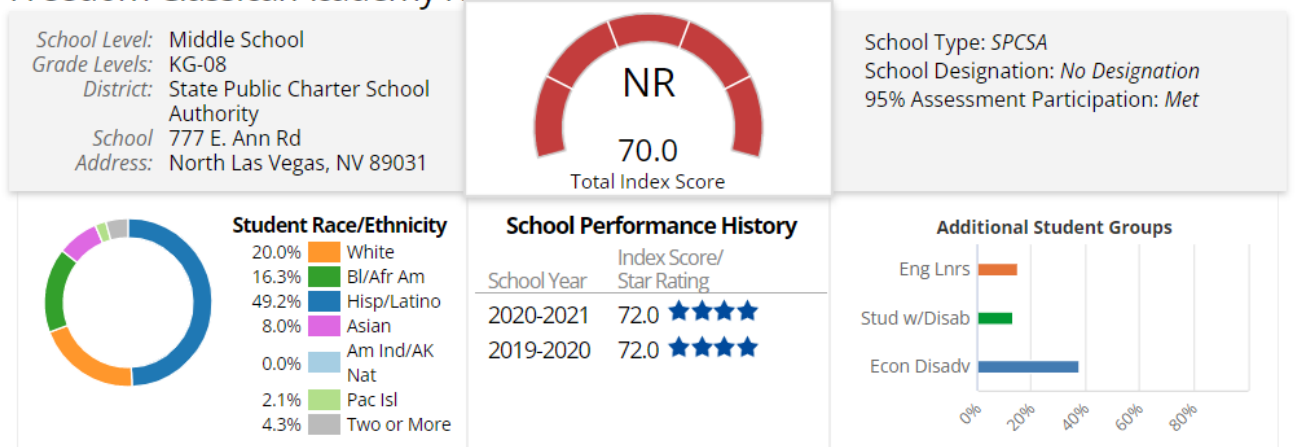
School Year 2021-2022 Nevada School Rating



Middle School

Freedom Classical Academy K-8

School Year 2021-2022 Nevada School Rating



# Math and ELA Results

## Nevada School Performance Framework 2022

### Proficiency Rates

#### Elementary School

<b>Pooled Proficiency Points Earned: 5/20</b>			
	<b>2022 %</b>	<b>2022 % District</b>	<b>2021 %</b>
Pooled Proficiency	35.7	49.2	<b>2021 % District</b>

#### Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	38.8	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	60.8	72.8	70.4			
Black/African American	19.2	30.3	35.7			
Hispanic/Latino	34.4	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	33.3	55.6	57.5			
White/Caucasian	54.5	60.7	61.3			
Special Education	10.1	26.3	32.1			
English Learners Current + Former	33.6	34.9	39			
English Learners Current	26.1	25.5				
Economically Disadvantaged	36.2	35.6	42			

#### ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	39.0	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	56.5	74.9	76.7			
Black/African American	28.8	39.8	45.4			
Hispanic/Latino	34.2	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	23.8	61.5	66.2			
White/Caucasian	52.2	65.5	69			
Special Education	13.3	25.5	33.5			
English Learners Current + Former	35.7	37.4	44.4			
English Learners Current	23.8	24.4				
Economically Disadvantaged	31.2	42.8	49.4			

#### Middle School

<b>Pooled Proficiency Points Earned: 13/25</b>			
	<b>2022 %</b>	<b>2022 % District</b>	<b>2021 %</b>
Pooled Proficiency	38.4	46.6	<b>2021 % District</b>

#### Math Proficient

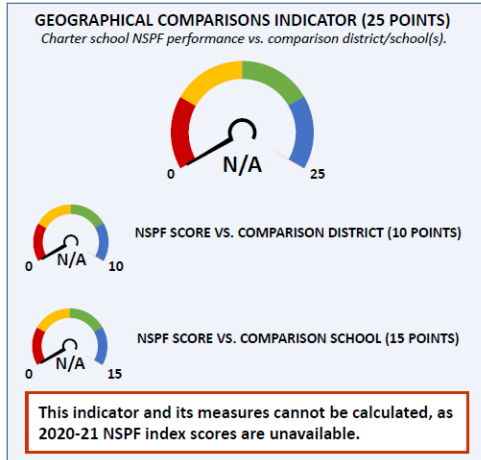
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	30.4	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	37.0	62.7	60.6			
Black/African American	16.6	18.2	27.3			
Hispanic/Latino	26.2	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	28.5	41.8	43.6			
White/Caucasian	51.5	48.1	49.8			
Special Education	7.6	9.7	22.7			
English Learners Current + Former	23.3	20.1	24.2			
English Learners Current	14.8	7.6				
Economically Disadvantaged	27.5	23.9	32.7			

#### ELA Proficient

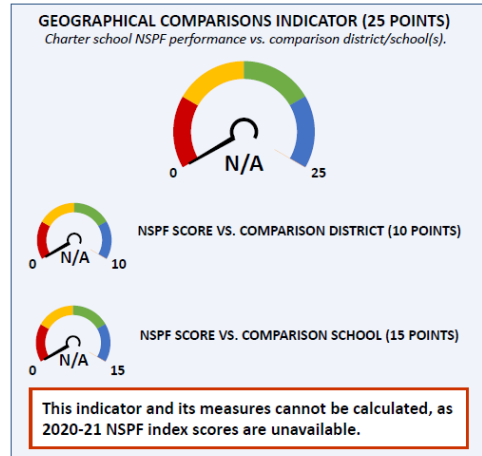
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	49.3	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	55.5	79.0	77.1			
Black/African American	40.7	41.1	40.9			
Hispanic/Latino	44.8	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	57.1	64.6	63.2			
White/Caucasian	62.5	67.2	68			
Special Education	7.6	18.0	25.8			
English Learners Current + Former	36.3	38.8	28.1			
English Learners Current	21.2	16.7				
Economically Disadvantaged	47.5	45.9	47.1			

## SPCSA Academic Performance Framework Geographic Comparison Report<sup>2</sup>

### Elementary School

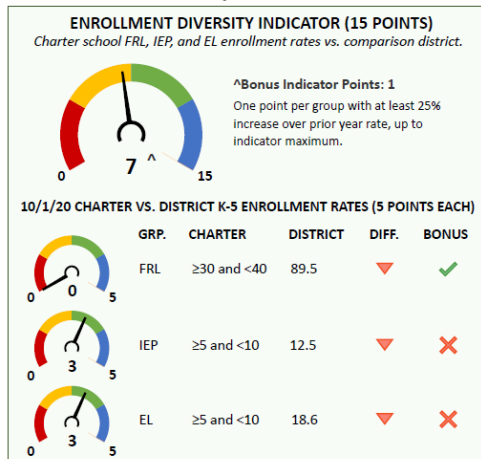


### Middle School

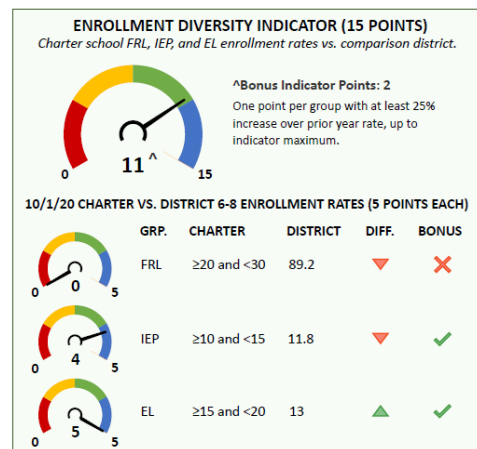


## SPCSA Academic Performance Framework Diversity Comparison Results

### Elementary School



### Middle School



<sup>2</sup> Because the Freedom Classical site evaluation occurred before the enrollment count for 2022 – 2023 was finalized, this information may be dated at the time this report is released.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	8	30 minutes
Students	10	30 minutes
School Leadership	3	30 minutes
Staff	12	30 minutes

### Governing Board<sup>3</sup>:

- Two members of the governing board participated in the focus group on the day of the site evaluation. The Freedom Classical Academy board has every seat on the board filled. According to focus group participants, the board is working on creating special committees at this time. A full evaluation of the school leader will take place as it has in past years, during the 2022-2023 school year.
- Board members shared that the five members of the Governing board have skills and knowledge in several areas. These areas include finance, marketing, education, and insurance. At each board meeting the school leader presents detailed information pertaining to Freedom Classical's academic data and corresponding levels of student performance. Additional updates include information about the school-wide community and family events taking place.
- Although the board indicated that they do not communicate directly with students' family members, they stated that all board meeting minutes are shared. Information about when board meetings will take place is posted in a timely manner. One board member commented, "The families may wish to contact the board directly through e-mail at any time. The board highly supported several events taking place within the first few weeks of school which included curriculum and literacy nights, a book exchange, sports events and after -school clubs."

### Parents/Families:

- Family members reported that the staff is becoming very intentional about guiding students to adhere to school routines this year. Several parents stated that the school leadership team is adept at making changes in order to improve overall operations at Freedom Classical. One example of this included a new method to improve the efficiency of the car line for drop off and pick up. Several family members said this year has been a big change from last year in regard to their children wanting to come to school each day. One parent commented, "Even on the weekends my child wants to go to school."

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<sup>3</sup> Two members of the five member board participated. Quorum was not met, and Open Meeting Law was not violated.

## FOCUS GROUP SUMMARY continued

- Regarding communication, family members explained that they receive information via emails, monthly newsletters, Google Classroom<sup>4</sup> and Class Tag<sup>5</sup>. Families reported that the school uses many surveys to ask families how they prefer to receive information (text, app, email, etc.)

Many family members said that teachers consistently communicate with parents. Family members said that they believe Freedom Classical looks for amazing teachers who are willing to go above and beyond. One parent said, “There is a standard here and leadership is not willing to lower their expectations. They strive to hire high quality instructors.”

- Families shared several positive aspects to attending Freedom Classical. These included the school’s curriculum, expanding sport related opportunities for students, and the high expectations for student behavior. One family member stated, “The school is family oriented, and some families volunteer to bring students to school events if their own families cannot make it.” Parents made a few suggestions for improving the school which included the creation of a school library and having an additional crossing guard for increased safety.

### Students:

- Students shared that they appreciate the clean, sanitized, and safe environment at Freedom Classical Academy. One student explained that the method in which the doors are locked and the safety protocol to monitor who is allowed access to the building helps him feel safe when he is attending school. Another student said, “One time, the kitchen burnt some cookies and we had to go outside and wait. The fire department came. It was very safe and orderly.”
- Students shared details about their learning over the recent weeks of this school year. The examples of new learning included fossil fuels, Algebraic equations, industrialization and monopolies, ancient civilizations (Greek, Mayan, Aztec, Incan), and the branches of the U.S. government. Several students commented that they learn new things every single day and appreciate they don’t have hours of homework every night. One student said, “Teachers are good at breaking down concepts so I can understand. There are after- school tutoring opportunities.” Another student shared they were having difficulty with math and the teacher created a special packet for them. She said, “The math was the same, but the language is a little more simplified and then the work progressed and got harder, and this was helpful to my overcoming the difficulty.”
- Some students said they appreciate that the school is strict and holds high expectations for following rules. Students appreciated the opportunity to provide feedback to teachers. One student commented, “Teachers ask if we understand and I believe the class is comfortable with saying when they don’t.” One student explained that teachers ask his classmates to use hand signals to let the teacher know when they need to reword or re-explain a concept. Other students said teachers do not ask for any feedback from them. Students shared a few suggestions such as additional crossing guards in the streets and not just in front of the school.

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<sup>4</sup> Google Classroom is a free blended learning platform that aims to streamline the sharing of files between teachers and students.

<sup>5</sup> Class Tag is a free platform and connects teachers and families.



## FOCUS GROUP SUMMARY continued

### Leadership:

- School leaders shared updates and improvements which have taken place since the fall of 2021. One member of the team commented, “School culture is now our top strength. We enjoy hearing from students, families, and faculty that it feels good to be here.” The school leaders and staff have implemented CHAMPS<sup>6</sup>, a research- based method and a PBIS (Positive Behavioral Interventions and Support) to provide clear classroom expectations and behavior management. The school leaders said they are pleased with the implementation of this new system.

Leaders said, “Faculty is our second greatest strength. The high level of instruction is because of our staff.” Several methods for differentiating instruction have been implemented. The *Fast ForWord*<sup>7</sup> program is used as an intervention for English Language Arts instruction. Teachers have targeted pull-out sessions every day for 45 minutes. This remediation time was included in staff professional development to ensure struggling students were receiving remediation. It has come to the attention of staff that students prefer to stay with their regular classroom and teacher for intervention. As the 2022-2023 school year begins, staff is adjusting the schedule to provide additional teaching within the regular classroom.

- School leaders commented, “Longitudinally we are doing well, it is in elementary grades that growth is needed, and we would like to see growth in student academic achievement in the elementary grade levels.” Leaders also shared that the school now uses an outside vendor, “MyEducationData” which provides a dashboard with sets of student testing results and information pertaining to each student. Data points are shown all on one page which allows school staff to see trends and growth over time. The school team was provided training on this system in order to use it effectively this school year.
- Leaders explained that they will concentrate on improved levels of family engagement during this school year. One leader commented, “We have been focusing on this a lot over the summer with intentional attention to school culture this year.” Another school leader said, “We have an open-door policy for parents. If parents are upset, they can come into the school and speak to a member of our administration. We implemented committees for our teacher family improvement process and the committees are made up of a member from the community, a parent, and a faculty member. We have family events planned for the school year and some upcoming events include daddy/daughter dance; mother/son dance.”

### Staff

- Staff reported that morale is much better this year. One person commented, “Last year, we lost a staff member and the return of COVID was rough. This year, we have been very intentional about expectations as we returned to school.” Teachers have a similar growth mindset in being positive and having an emphasis on school climate and focusing on our mission and vision. We have been intentional as a faculty to create that climate. Students are responding to the reinforced positive culture and climate. Students are happy to be here. They smile, wave, hug their teachers when arriving at school. Students are rising to the expectations and thrive on the routine. One staff member commented, “COVID took us out of our routine.”

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<sup>6</sup> CHAMPS is an acronym that reflects the types of expectations used by the teacher to clarify the activity and transitions occurring in class. Stands for Conversation, Help, Activity, Movement, and Participation.

<sup>7</sup> Fast ForWord is an evidence-based, adaptive reading and language program that delivers gains for struggling readers.

## FOCUS GROUP SUMMARY continued

We are now back to our routine students are doing very well with the structure.”

- Staff reported that the school leader emphasizes using data-driven instruction. One person commented, “There is a new program *MyEducationData*<sup>8</sup> that assists teachers in aligning and reviewing individual student data.” Staff explained that MAP<sup>9</sup> data is used. Staff also acknowledged that Coach Digital<sup>10</sup>, is used to assist teachers to view data and align instruction to the Nevada State Standards. The teaching staff added that they have had numerous trainings on data and how to read data and make curricular decisions. Saxon math, a math curricular program is used for math according to focus group participants, and they stated that Saxon math is aligned to common core, and the program allows faculty to analyze assessments for the standards that need to be taught. The school uses *DIBELS*<sup>11</sup> to address fluency and make curricular decisions.
- Teachers spoke about a new implemented program, CHAMPS. This is a research-based method and a PBIS (Positive Behavioral Interventions and Support) to provide clear classroom expectations and behavior management. Staff training took place over the summer and the participants created agreed-upon school-wide expectations. Staff shared some examples such as voice levels in the common areas, and visual guides for students throughout the school and classrooms. One staff member commented, “We use CHAMPS as a verb and often say things like “We are going to CHAMP out this lesson/activity.”

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<sup>8</sup> MyEducationData is a tool parents and school teams can use to access and track student academic standing and growth.

<sup>9</sup> MAP: The Measures of Academic Progress assessment is taken on a computer and typically requires about an hour each for math and reading.

<sup>10</sup> A tool intended to accelerate unfinished learning for sustainable long-term improvement. The tool provides standards-based content for added instruction and practice.

<sup>11</sup> Dibbles: Dynamic Indicators of Basic Literacy Skills-a set of procedures and measures for accessing the acquisition of literacy skills.

# CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 43 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Classroom Learning Environment is Conducive to Learning</b>	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.  Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.  Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	<b>Total: 2</b>	<b>Total: 40</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Establishing a Culture for Learning</b>	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 40</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 2</b>

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	The purpose of the lesson or unit is clear and connects with student's 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 of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 40</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 2</b>
<b>Students' Cognitive Awareness of Learning Goals/Targets</b>	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 40</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 1</b>
<b>Quality and purpose of questions</b>	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 34</b>	<b>Total: 4</b>	<b>Total: 2</b>	<b>Total: 3</b>
<b>Opportunities for student discourse and student use of academic language</b>	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 37</b>	<b>Total: 2</b>	<b>Total: 1</b>	<b>Total: 3</b>

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Intellectual Engagement in Learning</b>	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and 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 differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	<b>Total: 1</b>	<b>Total: 37</b>	<b>Total: 4</b>	<b>Total: 0</b>	<b>Total: 1</b>
<b>Using Formative Assessment in Instruction</b>	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 37</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 4</b>

Additional information about the classroom observations shared here when applicable.

1. In several early grade classroom bands, teachers were conducting similar lessons.
2. Some small group instruction was taking place in some of the elementary classrooms.
3. In one middle school classroom, the teacher was monitoring student learning and providing individual feedback as she looked at each assignment.
4. In one early grades classroom, the teacher was teaching phonics and phonemic awareness using herself to model letter sounds and encouraged students to write words on their individual white boards.
5. In one early elementary classroom, the students did not speak for ten minutes, and the instruction was highly teacher-led.

# 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, visual inspection 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.

Indicator	Measure Description	Evidence Collected
<b>Indicator 1:</b> Education Program	<p><b>Measures 1a and 1b:</b> The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p><b>Measures 1c and 1d:</b> The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>Freedom Classical is implementing the material terms of their educational program. A classical education was evident at the time of the site evaluation.</p> <p>Three Special Education Resource classrooms, and one self-contained classroom were observed. In all cases students were supported individually or in small groups. A few hands-on activities and a few opportunities for students to verbalize and practice speaking the English language were noted.</p>
<b>Indicator 3:</b> Governance and Reporting	<p><b>Measure 3a:</b> The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>Per Board Focus Group and Leadership Focus Group, the Freedom Classical Board is following governing board policies.</p>
<b>Indicator 4:</b> Students and Employees	<p><b>Measure 4a:</b> Student records under lock and key/stored appropriately <b>Measure 4d:</b> Personnel files are under lock and key/stored appropriately</p>	<p>Student and Personnel files were observed to be locked and stored in a secure location.</p>
<b>Indicator 5:</b> School Environment	<p><b>Measure 5b:</b></p> <ul style="list-style-type: none"> <li>• Evacuation plans for classrooms are posted</li> <li>• The school has fire extinguishers on all floors which are tagged</li> <li>• Active permit for food service (if applicable)</li> <li>• Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration</li> </ul>	<p>The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, as well as an active food service permit. The site evaluation team visually checked and located one cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.</p>

## Measures of Progress from Previous Site Evaluations

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

<p>Summary of recommendations from most recent site evaluation.</p>	<ol style="list-style-type: none"> <li>1. Develop a plan to improve current levels of student engagement, relevancy, and student voices in instructional settings.</li> <li>2. It is recommended that the leadership team, board members, and families support the staff to be healthier and have more well-balanced positive energy.</li> <li>3. Develop a plan to continue the shift from teaching according to a scripted teacher publisher curriculum manual to a more standards-based instructional program.</li> <li>4. Create solid core instruction which includes the following elements:             <ol style="list-style-type: none"> <li>A. Shared Learning Targets</li> <li>B. Feedback to students</li> <li>C. Student goal setting for learning</li> <li>D. Strategic teacher questioning</li> <li>E. Increased numbers of students having self-efficacy</li> </ol> </li> </ol>
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations</p>	<p>School leaders shared several forms of evidence toward progress for recommendations. These included the purchase and training of MyEducationData, a 45-minute daily intervention time, new methods for differentiating instruction, and the implementation of CHAMPS.</p>
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>Several forms of evidence have been included within the report to indicate that the school is making progress with regard to previous recommendations. These include the overall rubric scores, the focus group notes indicating that students want to come to school and teachers expressing improvement in the area of staff school climate, and CHAMPS implementation as noted in the Focus Group summary section of the report. As shared in the school presentation, the school leaders and staff have implemented several changes which began at the beginning of this school year, approximately three weeks ago. Strong recommendations have all been noted as having progress. Three of four strong recommendations require more time to monitor and measure the results. The three are contained within the strong recommendation section of this report.</p>



# SITE EVALUATION FINDINGS

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## STRENGTHS

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

- Freedom Classical Middle School has maintained strong levels of academic outcomes. As displayed on page four of this report, and with an assessment participation rate of 95% the index score is 70 at the Middle School level for the 2021-2022 school year (see Elementary school comparison on pg.4). When compared with the index score of 72 for the 19-20 school year, a high level of middle school student achievement is consistent at this level.
- There are strong levels of progress within the area of creating higher levels of student engagement, relevancy, and student voices in instructional settings noted in both the elementary and the middle school levels. There were clear indications of academic horizontal alignment within some Elementary grade levels. This was noted during classroom observations and by a comparison of lesson plans, and subsequent lesson objectives within a strand of a given grade level. The progress with regard to improved student engagement, especially at the lower elementary grade levels is indicated through staff, family, and student focus group responses and noted on pages seven, eight, and nine of this report. For example, students shared that they have been learning about math, history, and writing. Because the common assignments, lesson plans, and learning objectives are aligned within some grade level bands, there is evidence that the Professional Learning Community or grade level meetings are meeting to plan and share best practices in some cases.
- The culture and climate at the school have improved substantially when compared to the past site evaluation conducted during the 2021-2022 school year. This is evidenced by comments and summaries with several stakeholder groups including the staff, leadership, student, and family groups. Out of 43 classroom observations, there were 40 classrooms in which the teacher created and maintained a learning environment where students felt free to share their ideas and take risks in learning. The site evaluation team took note that the majority of teachers explain, model, and reinforce classroom routines. For this reason, Strong Recommendation number two from the past site evaluation has been considered “met” and has been formally removed.
- The leadership at Freedom Classical was found to be responsive to school staff, families, and students and to the recommendations listed within the previous site evaluation. The school leader is using an outside data education platform, MyEducationData, and has provided training and implementation techniques to fully improve the monitoring and response to previous learning loss. The school leader has worked with his board to offer signing bonuses for outstanding teaching staff to provide students with experienced and capable teachers. The school leader and staff are to be commended on building a positive culture change in a timely manner. In addition, the school leader helped implement CHAMPS, and placed a focus on positive student behavior management.

## 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.

- There is not a star rating system within the state of Nevada for the 21-22 academic year. While not available at the time of the site evaluation, the index score for Freedom Classical Elementary was determined to be at 37 since the issuance of this report, which is a slight decrease from the last official index score of 41 in 2019. The school will continue to be challenged to develop and maintain an upward trend in the index score. It is important to note that the school leader and staff have taken several steps to improve student achievement levels including implementation of CHAMPS, MyEducationData, Professional Learning Community lesson planning, plans to improve family engagement, and additional small group and interventions at the elementary grade levels.
- As discussed during the Leadership focus group and included in the school presentation, a teacher shortage continues to exist, and this is a challenge most schools will face when a teacher position is open. It is important to note that Freedom Classical took proactive steps to fill all openings with qualified skillful teachers for the 2022-2023 academic year.

## 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.

No additional recommendations are noted at this time.

## STRONG RECOMMENDATIONS

The remaining strong recommendations identified during this site evaluation are listed here. The following three previous strong recommendations will remain in effect. The site evaluation team will conduct a check for progress and completion in three months' time in December 2022.

- There were several instances of improved student engagement and relevancy as noted within the updated site evaluation plan, classroom observations, and the focus group responses within this report. The previous Strong Recommendation number one will remain in effect until additional evidence can be documented by school leaders and supplied to the SPCSA site evaluation team. It is anticipated that this will take place as the school year continues to unfold. Within the area of student voices, there is time and room for improvement. In many cases, students spoke only when called upon and in response to a factual teacher question which resulted in one- or two-word responses rather than a demonstration of higher-level thinking. It is recommended that the school team place an emphasis on this area.

Deliverable: Provide a brief analysis of improved student engagement and student voice using school-level observational forms by January 15, 2023.

- Freedom Classical has developed a plan to shift from teaching according to a scripted teacher publisher curriculum manual to a more standards-based instructional program. The school is using My Education Data to track, record, and monitor student achievement data. Several interventions currently outside of the curriculum for all may be used to re-teach, provide individual practice, conduct small group learning, and track for effectiveness. Additionally, the school has increased the per hour teaching pay for tutoring significantly. Personal tutoring sessions are standards-based. Because these changes have taken place within the last few months, this strong recommendation will remain in place until there has been time to implement and monitor the effectiveness of these changes.

Deliverable: Provide an update for each of the next three months (September, October, and November) per the MyEducationData, and a summary of ways that individual practice, small group learning, and tutoring effectiveness have contributed to the shift from teaching according to the scripted teacher manual and improved overall student achievement by January 15, 2023.

- There was evidence that shared learning targets such as objectives have been created and were included in lesson plans and observed during classroom observations. Within the area of feedback to students, student goal setting, strategic teacher questioning and increased numbers of students having self-efficacy it is believed that more time may be needed to fully implement these. Strong Recommendation number four remains in effect.

Deliverable: Provide an update with regard to progress of the following: increased feedback to students, student goal setting, and strategic teacher questioning by January 15, 2023.

## DEFICIENCIES

There are no deficiencies identified for Freedom Classical during this site evaluation.