![Nevada State Public Charter School Authority logo]

Site Evaluation Report:
Discovery Charter School Las Vegas-Sandhill
Evaluation Date: 2/14/2023
Report Date: 4/26/2023

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INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 2/14/2023 at Discovery Charter School of Las Vegas-Sandhill. (DCSLV) The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. During the 2021-2022 school year, the SPCSA began to differentiate levels of oversight. The schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern, Notice of Breach, or Notice of Termination, will have a differentiated procedure for their site evaluation. DSCLV Sandhill elementary meets this criterion and has been scheduled for a full site evaluation. The purpose of the site evaluation in this instance is to provide follow-up and documented progress toward improvement. 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.

Members of the SPCSA evaluation team will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately after the final classroom rubric ratings. Using information obtained from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will summarize results for schools within the report. Observations and take-aways regarding some of the Organizational Framework components will be summarized and outlined in this site evaluation report.

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

Discovery Charter School Las Vegas-Sandhill is located in Las Vegas, Nevada in a facility at 3975 S. Sandhill. The school serves 89 students (as of the most recent Validation Day) in kindergarten through 5th grade. The mission of name of school is: "To promote a safe, nurturing environment which fosters student success through community involvement, progressive educational practices, and innovative use of technology."
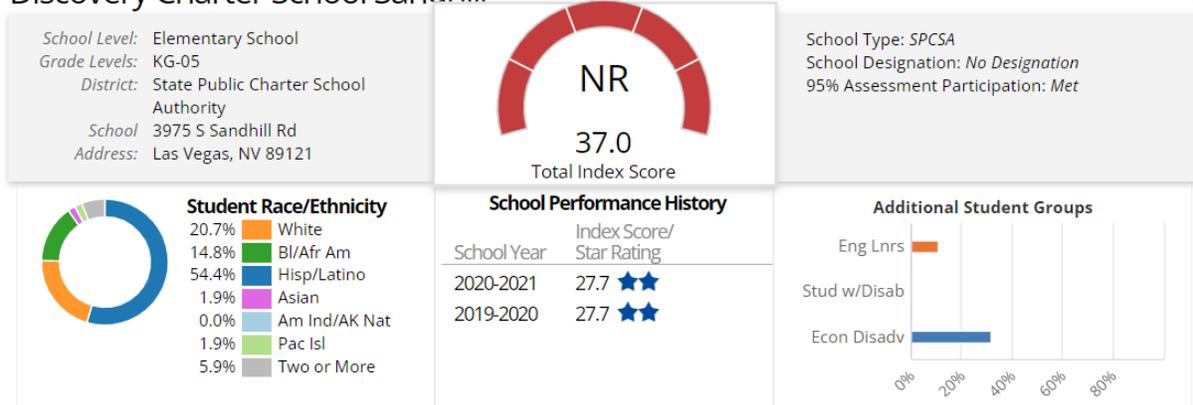
ACADEMIC PERFORMANCE

Nevada School Performance Framework
2022

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

Elementary School

Discovery Charter School Sandhill

School Year 2021-2022 Nevada School Rating

School Level:	Elementary School
Grade Levels:	KG-05
District:	State Public Charter School Authority
School Address:	3975 S Sandhill Rd Las Vegas, NV 89121

NR

37.0
Total Index Score

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

Student Race/Ethnicity

20.7%	White
14.8%	Bl/Afr Am
54.4%	Hisp/Latino
1.9%	Asian
0.0%	Am Ind/AK Nat
1.9%	Pac Isl
5.9%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	27.7 ★★
2019-2020	27.7 ★★

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

0% 20% 40% 60% 80%

Math and ELA Results
Nevada School Performance Framework
2022

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

Proficiency Rates

Elementary School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	18.7	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	-	72.8	70.4			
Black/African American	-	30.3	35.7			
Hispanic/Latino	23.0	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	-	55.6	57.5			
White/Caucasian	-	60.7	61.3			
Special Education	-	26.3	32.1			
English Learners Current + Former	-	34.9	39			
English Learners Current	-	25.5				
Economically Disadvantaged	-	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	25.0	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	-	74.9	76.7			
Black/African American	-	39.8	45.4			
Hispanic/Latino	23.0	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	-	61.5	66.2			
White/Caucasian	-	65.5	69			
Special Education	-	25.5	33.5			
English Learners Current + Former	-	37.4	44.4			
English Learners Current	-	24.4				
Economically Disadvantaged	-	42.8	49.4			

SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary School

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

0/25

0 automatic points in indicator.

A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

0/10

NSPF score difference of -12.1 between school (37 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15

NSPF score difference of -6.5 between school (37 points) and comparison school (43.5 points).

SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School

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

11/15

Indicator bonus points for: FRL IEP EL.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5

School FRL rate of ≥30 to <40% compared to district GrK-5 FRL rate of >95%.

3/5

School IEP rate of ≥5 to <10% compared to district GrK-5 IEP rate of 11.9%.

3/5

School EL rate of ≥10 to <15% compared to district GrK-5 EL rate of 19.3%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

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

Governing Board[1]:

- The board focus group was comprised of ten members. Of the three, two have served on the board for a short period of time. One of the newer members commented, "We are part of the board because the board needs two parents on the board." The two newer board members explained that they have not had Open Meeting Law training or board governance training yet. Board members in attendance said that they were not aware that chronic absenteeism is a challenge for the Sandhill campus. An assistant principal at another charter school is on the board. She stated that she is aware of the current laws and items that can create excused absences, indicating that this board member has educational experience with chronic absenteeism.

- Board members reported the financial information shared at meetings indicate Discovery has a positive and strong fiduciary position. Although the three members of the focus group were not the financial experts for the board, one person commented, "Bonds have been secured for gaps." Board members explained that the move to a new location for the Sandhill campus beginning in the 2023 – 24 school year has been recently a topic of discussion. One person commented, "The Sandhill campus move has been set to take place at a new location right down the street from this one and our enrollment numbers will not be negatively impacted."

- Board members said they are working on several items, alongside the school leader to improve outcomes for students and staff at the Sandhill campus. One person commented, "We wish we had better resources to provide to teachers, such as more adult support within the classrooms." The board members would like to see teachers more motivated and less overwhelmed with responsibilities. Board members mentioned the importance of improving communication between the school leader and parents as well as creating and maintaining the cleanliness of the bathrooms at the Sandhill campus. Board members are aware of their responsibility to evaluate the school leader and are taking steps to complete the evaluation by the end of this school year.

Parents/Families:

- Family members said they like the smaller size of the school and the classrooms. One parent commented, "The teachers care about the students." Another family member said," My daughter is in kindergarten and had a new teacher start in the middle of the year. This was a good change. I noticed a problem of students not doing well and now the class is doing much better."

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

- Parents reported that the school staff holds parent meetings to share information about student achievement. One family member said, "We had a meeting about student data before December. Leadership talked first and then we received paperwork which told us how our child was doing in class. We found out about what our child had learned about up to that point in the school year." Family members said that they communicate with individual classroom teachers through ClassDojo[2] and receive information about i-Ready[3] lessons. One parent commented, "I know if there are any problems at school, either the teacher or school leader will let me know."

- Family members were asked about how their child can catch up on missed schoolwork due to an absence. Parents said their children were required to pick up missed assignments and complete the work at home. afterwards. One parent commented, "They worked on my son's handwriting, it was too small before, and they worked with him, and it is much better."

- Family members said the staff cares about the students. One person said, "The school has clear expectations of the students to be kind." Other family members attended an open house event prior to the first day of school. Another person liked the communication in both English and Spanish. Parents had a few suggestions for improvement. One person commented, "It would be nice if the school more funds to offer students music classes and a library." Another parent suggested having a teacher to help students learn about gardening.

Students:
- Students spoke of several new learning they have engaged in this school year. Examples of learning included dividing three- and four-digit numbers, identifying animals by looking at their bones, motion, and energy relationships, and becoming better readers. Several students commented that they are provided with the opportunity to work with partners or in small groups. Students also explained they are called on to speak to the whole class in order to share an essay, for example, or to talk about what they observed while learning about science-related topics.

- Students reported receiving notes from their teachers about what to study or practice to improve learning. Students explained they are kept well informed about the status of their own grades. Several students said they received practice sheets and detailed feedback from their teachers to help complete assignments and prepare for exams.

- Students agreed that if a student were to be absent, catching up on missed instruction and assignments is not a problem. Students said they are unable to attend school for many reasons including being sick, having a doctor/dental appointment, going out of town, or working through a family emergency. One student commented, "If the rest of my siblings stay home either from their school not holding classes or from one of my siblings being sick, then my parents keep me home."

- Because it is important that students learn how to talk and interact appropriately with both peers and adults, students were asked about how the school teaches them these skills. One student remarked, "We collectively read about SOAR. This stands for Safe, Organized, Accountable, and Responsible." Another student said, "Our classroom teacher guides us to review and talk over one of the SOAR attributes each day." Students suggested having a place to play basketball/tetherball, a larger building to encompass kindergarten through eighth grade, and a consistent budget to fix the school bus so that it doesn't break down unexpectedly[4].

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[2] ClassDojo is an educational technology company. It connects primary school teachers, students and families through communication features such as a feed for photos and videos from the school day as well as messaging.

[3] I-Ready is an online assessment and instruction tool that helps teachers provide all students a path to proficiency and growth in reading and mathematics.

[4] Discovery was approved to provide student transportation to middle school students from the Sandhill campus to the Hillpointe campus by the Authority during its June 28, 2018 meeting. Changes to the approved transportation plan must be approved by the Authority prior to taking effect.

Leadership:

- The school leader shared that she is aware the required SPP (Site Performance Plan), is currently late in the submission process to the State Public Charter School Authority. She said, "I am meeting with Opportunity 180[5] on February 16th to finalize the plan. The template has been difficult to upload to epicenter; however, it should be turned in next week." The school leader explained that Discovery Sandhill has several items in place to support specialized populations at the school. The school leader went on to say, "Our curriculum is evidenced based and has an English Learner component built in. We have one staff member with a TESOL[6] endorsement and label items in classrooms in Spanish and English. We use Google translate to help as well."

- The Discovery Sandhill school leader said the leadership team monitors and checks on the progress of academic goals using i-Ready diagnostic testing in the fall and winter. She added, "We have data talks with teachers after receiving data scores. We encourage students to complete about four i-Ready lessons per week and sometimes these lessons are completed after school. We have been using ESSER[7] funds for tutoring." School leaders said that students are encouraged to talk when in their classrooms. Leaders have observed choral response, students speaking during small group instruction, partners talking, and whole group-think-pair-share strategies.

- The school-wide positive behavior program was described by the leadership team, and it is clear the school has a clear process in place to effectively support students. The school leader said, "Class lessons on positive behaviors are conducted. The class rules are posted within each classroom. When students get sent to the office, it is considered a counseling session for the first time. The second time we call home. Students are told that we don't stay mad at this school. It helps that we have a counselor who is able to talk with students and parents. In addition, our speech therapist has stepped up in this area. Us leaders have gone into classrooms and discussed a variety of topics with students. These include what a difference of opinion is, what bullying really means, the impact of "mean" speech, and why rude words are unkind."

- The school leaders were asked about what they are doing to improve chronic absenteeism at the Sandhill campus. The school has taken several steps to try and reduce the current chronic absenteeism rates. The school leader replied, "We have monthly letters regarding attendance. We make phone calls and speak with parents in person when they are at school. Unfortunately, there have been bouts of different sicknesses going around the school such as RSV (Respiratory Syncytial Virus) and strep throat. We have some parents who seem to think that school is optional in kindergarten through fifth grade. We have not implemented a school-wide plan to improve our chronic absenteeism as of yet."

Staff:

- The members of the staff said that teachers are provided professional development on interpreting student testing data during data talks. One staff member said, "We talk about what progress we can make with student outcomes. The data talks are heavier at the beginning of the year and lighter toward the end of the year. Those of us who are teachers share teaching strategies about what works well during instruction. Other teachers try to implement these ideas."

- Staff said that they are well supported in terms of supplies and resources at the school. One teacher explained, "This is my first year of having an EL (English Language Learning) student in my classroom. We developed tools for academic language and social language." Another person remarked, "We are encouraged to ask our leader for resources, supplies, and professional development."

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[5] Opportunity 180 is a non-profit operating as an investor, facilitator to support schools and ensure best outcomes for students.
[6] TESOL is an acronym that stands for Teaching English to Speakers of Other Languages. It concerns teaching English to non- native English speakers.
[7] ESSER is federal funding with the purpose to help students and educators regain ground against pandemic-era learning loss.

- In terms of staff morale, members of the focus group reported feeling welcome. One teacher said, "We don't have a shared lunchtime or shared prep period, but we still manage to support each other. This is a very small school in terms of the number of faculty." Teachers said they have been modeling respectful behavior for students and including stories, discussion, morning meetings, social emotional learning lessons and using anchor charts[8] to reinforce desired student behavior.

- The staff were asked to share their thoughts about chronic absenteeism at the school, since it is high at Discovery. One teacher said that he has a student who is absent on Fridays and the student says, "My parents don't think the drive to and from school on Fridays are worth it." Another staff member said, "Students are released early on Fridays, yet I only teach Science on Friday, so those absent students are missing a whole subject." Another teacher commented, "The parents don't value the students being here and if one child from a family goes home, the parents take all the children from the family home."

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[8] Anchor Chart - an artifact of classroom learning, usually displayed as reminders of prior learning and built upon over multiple lessons.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 18 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	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 try 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.
	Total: 3	Total: 11	Total: 4	Total: 0	Total: 0
Establishing a Culture for Learning	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.
	Total: 5	Total: 10	Total: 3	Total: 0	Total: 0

Classroom Instruction

	Distinguished	Proficient	Basic	Unsatisfactory	Not 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 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.
	Total: 2	Total: 13	Total: 2	Total: 0	Total: 1
Students' Cognitive Awareness of Learning Goals/Targets	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.
	Total: 2	Total: 13	Total: 2	Total: 0	Total: 1
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 0	Total: 8	Total: 3	Total: 2	Total: 5
Opportunities for student discourse and student use of academic language	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.
	Total: 2	Total: 9	Total: 3	Total: 2	Total: 2

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	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.
	Total: 4	Total: 10	Total: 4	Total: 0	Total: 0
Using Formative Assessment in Instruction	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.
	Total: 2	Total: 9	Total: 5	Total: 0	Total: 2

Additional information about the classroom observations shared here when applicable

- In one pull-out intervention session, the instructor asked a small group of students reading comprehension questions. The students eagerly answered questions and offered reasoning for their decisions.

- There were two adults and 15 students in this classroom. Students were a little bit restless. One adult was teaching and the other was grading papers in the back, which presented an opportunity for two small groups with an adult.

- In one elementary lesson, the teacher led the lesson and students followed along in their workbooks. Students appeared restless. The teacher talked through the lesson, explained the process, but did not ask students to read, explain, or respond. There was another teacher in the classroom grading papers in the back of the room. There is opportunity for students to explain their reasoning and thoughts, however, the teacher did not take advantage of opportunities for students to engage with what they were learning.

- Two teachers were working with small groups. One group had two students and a highly skilled reading teacher. She set a purpose for reading, asked students to read a paragraph and be prepared to talk about what they remember when reading. She asked thoughtful follow up questions and had students go back into the text to check on details. This was an example of outstanding small group instruction.

- Students circulated among centers participating in various literacy and reading activities at each center. One center provided i-Ready practice on laptops, another center allowed students to read to each other, a third center required students to write. The instructor worked with a small group of students on phonetics and reading.

- There was one adult and 11 students in the classroom. There were 4 tables with 3 students at each. One group was with the teacher and worked on site words. Another group of three students worked at their computers on i-Ready. One group of three worked on playing a game; students in this group were restless.

- Students worked with partners in one math class. They modeled and explained their thinking with their partners. The teacher facilitated the discussion by asking students to explain why and how.

- In one upper elementary classroom, students worked independently on i-Ready lessons.

- There was one teacher and 11 students in this classroom. Students all worked on computers. The teacher sat at one of the tables and graded papers, perhaps missing an opportunity for small group instruction. Students appeared restless and it was difficult to tell if they were making progress on the lessons on the computers.

- In one class, students followed along with a video and wrote down five facts from the video.

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
Indicator 1: Education Program	**Measures 1a and 1b:** 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. **Measures 1c and 1d:** 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.	The Discovery Charter-Sandhill Campus is implementing material terms of their educational program. Site evaluators reviewed curricular materials and determined they are aligned to Nevada Academic Content Standards. Observations included evidence of students receiving small group instruction.
Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements. Ex: Board policies and oversight of Education Service Provider	Per Board and Leadership Focus groups the Discovery Sandhill campus Board needs training for new board members. Training should include Open Meeting Law, and information related to the individual board member role as a member of the board. The board should be evaluating the school leader on an annual basis.
Indicator 4: Students and Employees	**Measure 4a:** Student records under lock and key/stored appropriately. **Measure 4d:** Personnel files are under lock and key/stored appropriately.	Student and personnel files were observed locked and stored.

| Indicator 5: School Environment | Measure 5b:
• Evacuation plans for classrooms are posted.
• The school has fire extinguishers on all floors which are tagged.
• Active permit for food service (if applicable)
• Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration | The site evaluation team did not consistently see posted evacuation plans in classrooms. Not all classrooms had fire extinguishers tagged throughout the main portion of the building; however, fire extinguishers were not present within some portions of the school building. The site evaluation team located one cot, a refrigerator, and a receptacle for disposing of sharp objects. Two student restrooms were found to have several stalls in non- working order, unclean conditions, and a lack of paper items to dry hands. |

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.

Summary of recommendations from most recent site evaluation	- Continue working on MTSS implementation through the SPCSA and to transition to Tier 2 and Tier 3 MTSS support. Provide support to interventionists, counselors, and teachers in framing effective small group and one-on-one instruction for further student academic and behavioral growth. - Provide opportunities for students to contribute more to their own learning and represent classroom content through questioning, discussion, and engaging strategies. Improve the quality of classroom instruction and student learning. Provide higher level questions and discussion techniques throughout lessons to foster learning for all students. Implement new ways of engaging students. Provide all students with challenging and differentiated instruction. - Continue to prioritize student achievement given the two-star rating. - Work to ensure communication and parent involvement at the school and classroom level is consistent. - Formalize a plan to increase enrollment of diverse student groups who receive free and reduced lunch (FRL), are English learners (EL), and/or have individualized education plans (IEP). - Develop a comprehensive plan to increase student applications, acceptance, and enrollment. - Develop and maintain a prospective board member resource pool to build a resource pool of possible board member candidates to call upon and formally recruit in the event an opening on the board exists. - Pursue board training opportunities to enhance the skill set of board members.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations.	The Sandhill Site Evaluation Presentation included the following information: *Standards focused on daily lessons *Website remodel for communication hub *Professional Development engagement has been administered *Transitions are more organized *ELL program is undergoing enhancements *Sandhill campus is still a 2-star school *Enrollment is still a challenge *Growth/space challenges at the Sandhill campus remains challenging

SPCSA staff assessment based upon findings during site evaluation.	● Continue working on MTSS implementation through the SPCSA and to transition to Tier 2 and Tier 3 MTSS support. Provide support to interventionists, counselors, and teachers in framing effective small group and one-on-one instruction for further student academic and behavioral growth. **The SPCSA staff took note of some instances of Tier 2 and 3 MTSS supports:** **The school leader stated,** "Class lessons on positive behaviors are conducted. The class rules are posted within each classroom. When students get sent to the office, it is considered a counseling session the first time." **Page 14 of this report describes observations within classrooms. These observations indicated some small group and one on one instruction was taking place. In other instances, there was an opportunity for small group instruction, but this did not occur.** ● Provide opportunities for students to contribute more to their own learning and represent classroom content through questioning, discussion, and engaging strategies. Improve the quality of classroom instruction and student learning. Provide higher level questions and discussion techniques throughout lessons to foster learning for all students. Implement new ways of engaging students. Provide all students with challenging and differentiated instruction. **Page 14 of this report describes observations within classrooms. During some observations, students appeared restless. There were few instances of classroom discussion or questioning.** **Differentiated instruction was observed to take place in several instances due to small group instruction. Some of this instruction was considered Distinguished.** ● Continue to prioritize student achievement given the two-star rating. **Per the student, staff, family, and leadership focus groups, student achievement is prioritized. Most classroom observations were rated as proficient. This focus should continue to take place.** Work to ensure communication and parent involvement at the school and classroom level is consistent. **During the Family focus group, parents said they communicate with individual classroom teachers through class DOJO and receive information about i-Ready lessons. One parent commented, "I know if there are any problems at school, either the teacher or school leader will let me know."** Formalize a plan to increase enrollment of diverse student groups who receive free and reduced lunch (FRL), are English learners (EL), and/or have individualized education plans (IEP). **This remains a challenge.** Develop a comprehensive plan to increase student applications, acceptance, and enrollment. **This remains a challenge.** Develop and maintain a prospective board member resource pool to build a resource pool of possible board member candidates to call upon and formally recruit in the event an opening on the board exists. **This remains a challenge.** Pursue board training opportunities to enhance the skill set of board members. **This remains a challenge.**

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 Framework are described within the body of the report and summarized here.

- Community involvement was a strength at Discovery Sandhill. Families feel connected to one another and to school leaders and staff. The learning environment is small in terms of both the number of students school-wide and classroom-to-teacher ratios. Heavenly Smiles, a provider of dental care, visited the campus on two occasions and provided dental services to students. Dental services included oral cleanings and filling cavities. Heavenly Smiles provided workshops to families regarding the importance of oral health care.

- DSCLV boasts high levels of staff and family satisfaction. Family members and staff reported feelings of being supported and informed about school operations. Family members expressed appreciation for the annual open house and having specific academic information about their children's progress explained to them. In addition, communication with teachers and leaders was deemed to be highly effective according to parents. The translated communications between Spanish to English in both written and in person scenarios was noted by members of the parent focus group. Staff explained their appreciation of being encouraged to ask the school leader for resources, supplies, and professional development and reported these requests were met most often. The retention rates of both staff and students were reported by the school leader at 98%.

- The DCSLV Sandhill campus uses data-based decision-making to make decisions regarding small-group instruction, changes in teaching, and selecting students for specific intervention groups. Staff reported that they receive professional development focused on analyzing student testing data. This takes place during routine scheduled data talks schoolwide. Teachers discuss goals for academic progress for each student and collaborate to improve and monitor levels of student growth and academic outcomes. Teaching staff reported several examples of sharing teaching strategies, when possible, to improve overall instruction. The school leader reported ways in which the leadership team monitors and checks on the progress of academic goals using i-Ready and diagnostic testing in the fall and winter. She said the leadership team holds data and talks about this information with the teaching staff. Parents reported that the school staff holds parent meetings to share information about individual student achievement. Families reported having meetings about their child/ren student data.

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.

- The 21-22 Nevada School Performance Framework (NSPF) indicates that there remain some academic challenges at the school. The number of proficient students, school wide as assessed on the CRT SBAC state test taken during the spring of 2022 is recorded as having 25 students proficient in ELA, 18.6 in math, and 12.5 in science. As defined by the NSPF technical guide, "Proficient" is considered at or above grade level. The overall index score at the Sandhill campus was 37.06 as indicated on page four of this report. The proficiency rates and overall index score are a challenge.

- Another challenge is the rate of chronic absenteeism at DCSLV Sandhill. The school had a 57.5% chronic absenteeism rate during the 21-22 school year. School leaders explained that there was no error in recording attendance. Leaders explained that there was sporadic attendance, parents with no vehicles, and poor living conditions for some of the families at the school. SPCSA evaluators asked students and teachers about their perspectives on this topic. Students reported family members not taking them to school on Fridays because they are not a full day of instruction. Staff reported that although they provide students with make-up work, it is very difficult when students miss out on learning time.

- The Discovery Sandhill campus will be moving the school facility to a location on Sandhill Road and Tropicana Avenue soon. This will provide a larger campus. The move is an ongoing logistical challenge that will require planning, communication, and strong teamwork. Additionally, it will be critical to work closely with current families to ensure a smooth transition over the summer.

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.

- With a chronic absenteeism rate of 57.5%, the chronic absenteeism rate levels are a challenge at Discovery Sandhill. The SPCSA recommends the school continue their current work to improve overall numbers of students attending school on a daily basis. The effects of chronic absenteeism are a concern for student engagement and overall student achievement. The rate has a direct effect on the index score for a school. A 57.5% absenteeism rate results in a school's inability to earn points toward the overall index score under the NSPF. The PAT, Point Attribution Table for chronic absenteeism rates has been provided below. The Discovery Sandhill school index ratings (displayed on page 4 of this report) could have been up to 10 points higher if absenteeism rates were improved.

ES Chronic Absenteeism Point Attribution Table

Rate	Points	Rate	Points	Rate	Points
<5	10	≥11 and <12	6.5	≥18 and <19	3
≥5 and <6	9.5	≥12 and <13	6	≥19 and <20	2.5
≥6 and <7	9	≥13 and <14	5.5	≥20 and <21	2
≥7 and <8	8.5	≥14 and <15	5	≥21 and <22	1.5
≥8 and <9	8	≥15 and <16	4.5	≥22 and <23	1
≥9 and <10	7.5	≥16 and <17	4	≥23 and <24	0.5
≥10 and <11	7	≥17 and <18	3.5	≥24	0

- There are a number of recommendations involving the Discovery's board of directors. In general, there are several steps the board and school could take to strengthen school governance. SPCSA staff recommends that the board chair and school leader reflect on current communication and consider ways to increase frequency for ongoing conversations so as to ensure strong alignment between the administration and governing body. This is recommended because there were a few questions raised by board members during the board focus group which may be more appropriately asked of the school leader. These individuals may consider meeting regularly or establishing subcommittee meetings with the school leader. In addition, it is the board's responsibility to evaluate the school leader on an annual basis. It became clear during the board focus group that newer members of the board could benefit from in-depth training regarding two items: (1) Their role as a member of the board and (2) information about open meeting law and responsibilities of participation in board-related activities. It is suggested that this training take place within one month of this report, but no later than **July 1, 2023.**

- SPCSA staff recommends DCSLV Sandhill continue to prioritize student achievement given the proficiency rates and overall index score at the school. There were several times as noted on page 14 of this report when there were two adults in a classroom, but only one adult was working with students to improve skills or achievement levels. There are many advantages of having multiple adults in the classroom during instruction, and as such, SPCSA staff recommends that the school prioritize targeted instruction and interventions to better meet the needs of students. SPCSA staff can be available to discuss the next steps with the school leadership and board as needed.

- Pages 17-19 of this report describe the previous recommendations from the site evaluation conducted during the school year 21-22. It is recommended the school staff and leadership review this section of the report and continue efforts to address all items that remain as challenges from the previous evaluation. These recommendation remain in place.

- Although the school campus is moving geographical locations, it is important that school leaders and staff adhere to general compliance in terms of safety and cleanliness of the school. The bathrooms should be maintained in a clean manner with adequate soap, paper items to dry hands, and working clean toilets. In addition, an evacuation plan should be posted within each classroom for safety. It is recommended these items be addressed and monitored to support the continued and required safe school environment for students, families, and staff when the school takes occupancy of its new facility prior to the 2023 -24 school year.

- Discovery Sandhill must comply with NRS 385A.650, which directs all public schools to prepare and submit a Site Performance Plan (SPP). This document is used by SPCSA staff to conduct routine oversight and is also embedded into the Site Evaluation process. At the time of the Nevada Prep site evaluation, the school had not submitted its SPP despite multiple reminders from the SPCSA. The school submitted the 2022 – 23, and the 2023 – 24 in May 2023. It is recommended the school ensure all future SPP plans are submitted in a timely manner going forward.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Discovery Sandhill during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for Discovery Sandhill during this site evaluation.