



Nevada State Public Charter School Authority

Site Evaluation Report: Nevada Preparatory Charter School

Evaluation Date: 1/10/2024

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Appendices

A: Nevada School Performance Framework

<https://doe.nv.gov/accountability/nspf/>

B: SPCSA Academic Framework

https://charterschools.nv.gov/Performance_Reports/2020-2021_Academic_Reports/

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 1/10/2024 at Nevada Preparatory Charter School (NV Prep). 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. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

Members of the SPCSA staff will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately following the classroom rubric readings. Using information from 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

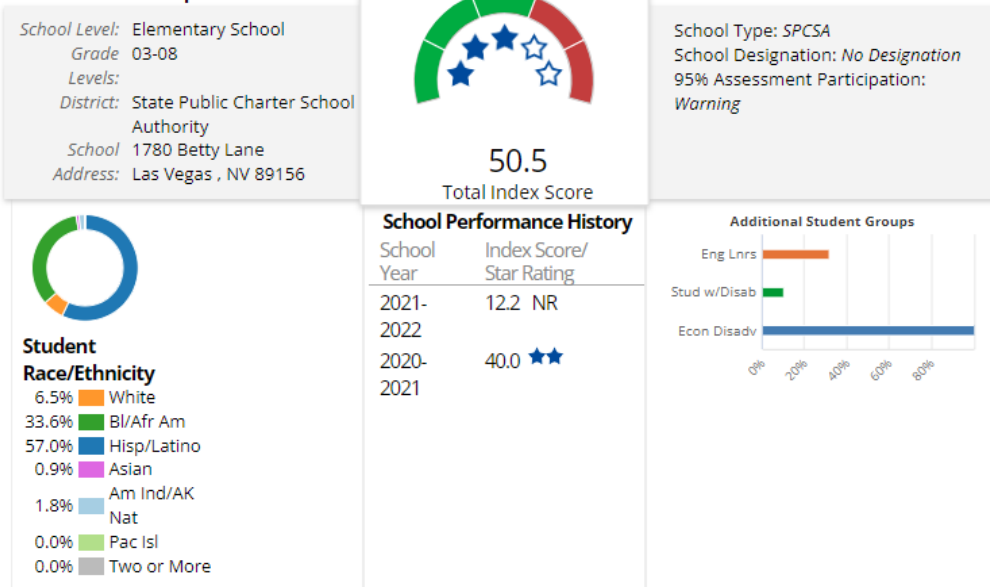
Nevada Preparatory Charter School is located in Las Vegas, Nevada, in a facility at 1780 N. Betty Lane. The school serves 314 students (as of the most recent Validation Day) in third through eighth grade. The mission of NV Prep is: "With a focus on academic achievement and leadership development, Nevada Preparatory Charter School (Nevada Prep) educates every third- through eighth-grade student for success in high school, college, and life."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023

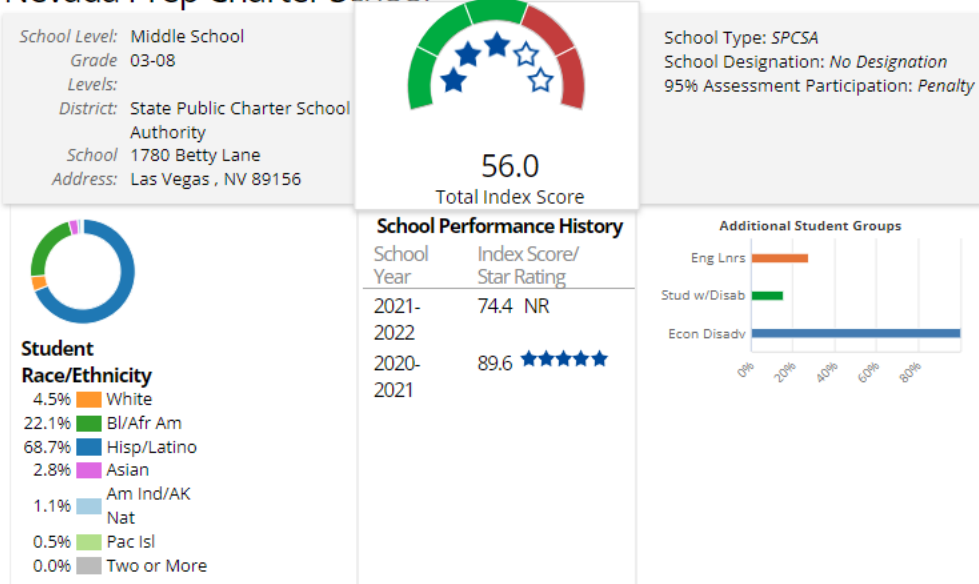
Elementary School

Nevada Prep Charter School School Year 2022-2023 Nevada School Rating



Middle School

Nevada Prep Charter School School Year 2022-2023 Nevada School Rating



Math and ELA Results

Nevada School Performance Framework

2023

Proficiency Rates

Elementary School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	23.2	52.0	53.5	18.3	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	-	74.5	71.9	-	72.8	70.4
Black/African American	25.0	31.4	38.9	13.3	30.3	35.7
Hispanic/Latino	24.1	42.2	45.5	21.8	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	-	57.8	59.6	-	55.6	57.5
White/Caucasian	-	63.7	63.3	-	60.7	61.3
Special Education	-	29.1	35.5	-	26.3	32.1
English Learners Current + Former	21.0	38.1	42	29.4	34.9	39
English Learners Current	21.0	27.6		25.0	25.5	
Economically Disadvantaged	23.2	39.0	44.9	-	35.6	42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	24.6	54.6	61.2	18.3	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	-	74.1	77.8	-	74.9	76.7
Black/African American	30.0	37.5	48.2	13.3	39.8	45.4
Hispanic/Latino	19.7	45.9	53.2	21.8	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	-	60.7	67.9	-	61.5	66.2
White/Caucasian	-	64.4	70.6	-	65.5	69
Special Education	-	27.4	36.8	-	25.5	33.5
English Learners Current + Former	24.5	37.6	47.2	29.4	37.4	44.4
English Learners Current	24.5	24.1		25.0	24.4	
Economically Disadvantaged	24.6	42.0	51.9	-	42.8	49.4

Middle School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	25.5	38.5	42.7	27.2	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	-	62.5	62.6	-	62.7	60.6
Black/African American	21.7	19.4	31	17.9	18.2	27.3
Hispanic/Latino	26.0	28.3	36.2	31.7	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	-	44.5	46.4	-	41.8	43.6
White/Caucasian	-	51.4	52.3	-	48.1	49.8
Special Education	5.0	11.5	26.5	8.3	9.7	22.7
English Learners Current + Former	21.4	21.5	28	30.9	20.1	24.2
English Learners Current	17.1	6.5		25.0	7.6	
Economically Disadvantaged	25.5	24.9	36.1	-	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	36.0	53.4	58.6	39.6	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	-	74.7	78.2	-	79.0	77.1
Black/African American	29.0	37.4	43.9	25.6	41.1	40.9
Hispanic/Latino	37.5	44.8	50.5	44.6	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	-	60.0	65	-	64.6	63.2
White/Caucasian	-	64.0	69.6	-	67.2	68
Special Education	10.0	17.4	29.6	25.0	18.0	25.8
English Learners Current + Former	23.1	34.0	31.7	40.2	38.8	28.1
English Learners Current	24.4	12.0		30.0	16.7	
Economically Disadvantaged	36.0	40.8	49.8	-	45.9	47.1

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

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

21/25

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)

6/10

NSPF score difference of 11.6 between school (50.5 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 29.5 between school (50.5 points) and comparison school (21 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.

14/15

Indicator bonus points for: IEP.

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

School FRL rate of $\geq 95\%$ compared to district GrK-5 FRL rate of $>95.0\%$.

3/5

School IEP rate of ≥ 10 to $<15\%$ compared to district GrK-5 IEP rate of 13.1%.

5/5

School EL rate of ≥ 30 to $<35\%$ compared to district GrK-5 EL rate of 18.5%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	45 minutes
Parents/Families	2	45 minutes
Students	7	45 minutes
School Leadership	5	45 minutes
Staff	5	45 minutes

Governing Board¹:

- Two members of the 11 member governing board participated in the focus group session and updated the site evaluation team regarding current board membership. The Nevada Preparatory (NV Prep) website had not been updated at the time of the site evaluation with 11 members listed on the website. Focus group participants explained two members had resigned since the beginning of the school year and two other members will term off in June 2024. The board will be discussing ways in which to optimize board membership during one of the two January 2024 meetings scheduled.
- Governing board members reported having an open and comfortable relationship with school leadership. One board member said, “The vision for NV Prep by board members aligns with the current leadership’s vision. We trust the current leadership. The executive director is visible. He is very transparent with communication about school standing and conversations he has been having with various folks about the outstanding bills and compliance documents.” Meetings between the board and school leadership have taken place virtually thus far during the 2023-2024 academic year. The board is looking forward to meeting to conduct a face-to-face meeting in the spring. One board member said, “There have been lots of one-on-one meetings between individual board members and the executive director. We have confidence in his ability to correct inherited challenges that need attention.”
- Governing board members were candid in sharing their awareness of unreported, legally required documents and reports. The board has been focused on correcting missing routine submissions such as missing board meeting notes, board member disclosure forms, and updated Board membership forms. Further, the board is aware of several outstanding fiscal issues, including outstanding PERS payments. One board member shared, “We have been in reactive mode this year and have not been able to be pro-active. So far, our focus has been damage control; catching up on PERS and catching up with bills. We know school leadership is combing the universe for revenue streams.” A second board member said, “The governing board has been focused on the challenges and emerging problems at the school, such as board membership changes, leadership changes, and personnel changes. We look forward to completing corrective action and being in a proactive position where we can focus on strategic plans for chronic absenteeism, academics, enrollment, and recruitment. We are looking forward to discussing an evaluation instrument for yearly analysis of school leadership.”

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

Disclaimer: The Family Focus group did not take place on the day of the site evaluation, January 10, 2024, due to no participants attending. The site evaluation team, in coordination with NV Prep leadership, scheduled a family focus group teleconference for January 19, 2024. No participants attended. A second family focus group teleconference was scheduled for January 25, 2024, in which two parents representing one family attended.

*The 2023-2024 SPCSA Site Evaluation Handbook explains the process for creating focus groups (p. 14). A pre-site evaluation teleconference occurs with the site evaluation team approximately six to eight weeks prior to the designated site evaluation. During the pre-site evaluation meeting, site evaluation team members indicated there should be “seven to eight family members minimum.” School leadership is also provided with an Excel template that includes guidelines for creating each focus group. The family focus group directions state, “Include a range of parent/guardians across all grade levels with a range of when they enrolled in the school and identification of services (i.e., a parent of a student in Special Education, a student in GATE, a student designated EL). This focus group should have no more than 12 participants. *Please do not include those parents or family members at the school who are also considered staff.*”*

- Family members said they chose to enroll their child at NV Prep after moving into the area. Their child was enrolled at another charter school with a long commute, which became cost prohibitive due to gasoline prices. Once the family moved into the area, they initially enrolled their child at a traditional elementary school, but their child struggled with larger class sizes and with academic growth. Once the family learned NV Prep was in the area and a charter school, they immediately transferred their child to NV Prep.
- Parents report the teachers are good at communicating how to check their child’s grades. One parent said, “My child’s teacher is organized, and homework is a folder at the beginning of the week for each day of the week. As a family, we know what homework needs to be completed for the week. I can also reach out to the teacher when my child is absent, and the teacher provides the work so my child can stay current. She is tutored at the school and can also catch up quickly on anything she has missed when absent.”
- Parents said they feel comfortable speaking with school personnel and welcome them when they visit the school. “School leadership is good at communicating school events. We know what is happening at the school and can reach out for information if we need to.” Participants in the focus group said the school was good at communicating the school-wide restorative justice model that school follows. Family members indicated one strength of the school is the “consistency in procedures by the teachers and administration. School personnel are pro-active with the students’ lives. They know the families and know the students by name. They treat the students with respect.”

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

- Students said they were informed about behavioral expectations and rules of the school at the beginning of the school year. Teachers create and set classroom rules. Many of the focus group participants said they enrolled at NV Prep after the school year began. These students reported acclimating easily to the rules and flow of the school day. One student said, “Students were friendly when I came to the school. I knew one of the teachers from my previous school and that teacher introduced me to the other teachers and some of the students.” Another student said, “I am very shy and was worried I wouldn’t make friends, but I made friends easily.”
- Students explained they have three minutes to move from one class to another. Teachers are present in the hallways and students said passing period transitions are smooth. Students in the focus group said there are lessons in their classes “where we learn about being respectful and how to manage emotions. For example, I have learned how to breathe and count to ten when I get frustrated.” Another student said the social-emotional lessons are targeted if there is an instance at the school. “Usually there are teachers around that can help intervene right away. If something happens in class, the teacher will take the student out of class and have a conversation.” Students said they feel comfortable speaking with teachers because they are approachable and available.
- Students reported working with their peers on projects and lessons in some classes. One student said, “It depends on the class. In math and science, we work with others a lot. But in music and English, we don’t do that very much. Sometimes we talk to a partner.” Students said middle school classes have the opportunity to work and explain concepts with their peers more than in elementary grades.

Leadership:

- The current leadership team explained transitional efforts with the new leadership team. One member of the leadership team said, “There were two weeks of summer professional development (PD) relating to effective instruction, student voice, and relational effect. The principal’s expertise in coaching teachers and improving student-to-teacher relations has bolstered classroom interaction and relationship building between the teachers and students.” Concentrated PD before the school year and every Friday throughout the year provides time for conversation role playing between leadership and teachers, assisting teachers with practicing respectful talk. Leadership emphasized, “We participate in lots of practice-based PD.” For teachers who need targeted support, the principal visits the classroom and coaches in real time as well as consults with teachers before and after school. According to leadership, “Relationships are a large focus of PD and teachers are trained to utilize relational affect rather than command and control manipulative models of behavior. The teacher evaluation process includes a section of relationships.” Friday PD content also includes information for teachers on equitable classroom teaching methods, cooperative learning techniques, tiers two and three small group interventions for one-to-one attention and direct support with language, curricular supports for students with special needs or learning English as a new language, as well as structured discourse using sentence stems and peer support. “The teaching methods emphasis is on increasing input and output.”

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- The leadership team was asked to share the current status of communication requests, including past due reporting tasks. Leadership was candid in discussing the work that has been accomplished during the summer and fall of 2023 and the work that remains.
 - One member of the leadership team said, “Board minutes have been submitted that were previously missing. There has been some prior tension in obtaining minutes due to the prior governing board being reluctant to release board meeting notes. Board meetings were not held in some instances, and current leadership is correcting the relations with the board.” It was further explained that there were no board meetings held from May of 2022 to December of 2023.
 - Leadership indicated they are in regular conversation with the OPAL² platform for reporting current faculty licensure status at NV Prep. “We discovered there was a problem on their end with the site number.”
 - Leadership said they are making strides to correct the delinquent PERS³ payments, submitting monthly payments of \$40,000. Leadership said they are in conversation to have the fines waived.
 - Leadership shared the current building lease payments are up to date.
 - Leadership reported the delinquent site-based School Performance Plan (SPP)⁴ that was not submitted for the 2022-2023 academic year, was almost complete. “We are completing the last slide for the slide deck for the SPP right now. The performance framework is in place and visible in the leadership conference room.” Leadership indicated there was difficulty in editing the provided template. They are anticipating completing the SPP by the end of January 2024.
- NV Prep had a 67% variance in enrollment impacting their revenue by \$1.3 million. The school was projected to have 470 enrolled and active students before the beginning of the year. Current projections estimate 330 enrolled students. Leadership indicated having ongoing enrollment throughout the year, with students enrolling on a weekly and sometimes daily basis. One member of the leadership team said, “We have begun to enroll students for next year in January 2024 in close consultation with the SPCSA. We are expecting to open in the fall at full capacity. A recruitment and enrollment specialist will be hired for next year. The school is also looking to add one more bus route for next year.” Leadership said they are also in conversations with nearby feeder schools, so students have a plan when they complete eighth grade at NV Prep. “We talk to Rooted Charter School, Nevada Rise Charter School, and Cristo Rey High School frequently as well as collaborate with Opportunity 180⁵ and their networking events.”

² OPAL is the electronic reporting system for the Nevada Department of Education’s Online Processing of Applications for Licensure.

³ PERS is the State of Nevada Public Employees’ Retirement Program. The employee and the employer each make a contribution to PERS. The contribution made by the employee is on an after-tax basis. The employee contribution to PERS under this plan is 17.5% and the employer contribution is 17.5%.

⁴ NRS 385A.650 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 22-23 SPP despite multiple reminders from the SPCSA.

⁵ Opportunity 180 is a non-profit organization that works throughout Nevada’s communities to ensure students have access to quality schools in their neighborhood. Opportunity 180 provides resources and data to community stakeholders and decision makers.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

- Staff focus group participants were asked about staff morale given the changes in leadership for the 2023-2024 academic year. One teacher said, “This is the first place I have been that I feel appreciated as a teacher.” Another teacher said, “Leadership makes it easy to come to work.” Focus group participants indicated leadership is open, receptive, and faculty expectations are clear-cut. Teachers said leadership visits classrooms frequently, providing feedback on the teaching and coaching. One teacher said, “The principal has been very good at coaching us and assisting us with our teaching ability. He comes into class frequently and gives me lots of ideas that I can use right away in class. The principal does not take over the class. He discreetly assists us, and it makes me feel supported.”
- Faculty explained they have PD every Friday. Faculty shared there are a number of teachers who are new to teaching in 2023-2024, and NV Prep is the first school in which they have taught. According to focus group participants, PD at the beginning of the year was geared toward the entire faculty, rather than directed at specific needs of novice teachers new. Some of the new teachers struggled or left early in the school year. One teacher explained, “We are not micromanaged by leadership; if someone is new to charter school teaching and the teaching profession, it can be challenging.” Faculty indicated Friday PD is positive coaching and strives to build teachers’ tool kit and professional expertise. Teachers said PD days allow them to dive deeply into specific things that came up during the week. Faculty also participate in role playing with their peers on PD Fridays.
- Faculty members explained how they provide feedback to students on their academic work. Verbal communication and written notes on students’ work were the most common forms of feedback. Teachers said students have access to their grades electronically and know their academic standing at any time. Teachers said if there is a behavioral concern, students will have a private conversation with the teacher.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 10 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	<p>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.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>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.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	This criterion was not observed or rated.
	Total: 5	Total: 5	Total: 0	Total: 0	
Establishing a Culture for Learning	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	This criterion was not observed or rated.
Total: 6	Total: 4	Total: 0	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 the 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: 6	Total: 4	Total: 0	Total: 0	Total: 0
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: 8	Total: 2	Total: 0	Total: 0	Total: 0
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: 3	Total: 5	Total: 0	Total: 0	Total: 2
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: 3	Total: 6	Total: 0	Total: 0	Total: 1

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: 6	Total: 4	Total: 0	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: 5	Total: 5	Total: 0	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable.

1. In one middle school classroom, students completed a vocabulary quiz on their laptops. Music played in the background. Students were focused and engaged.
2. Students brainstormed with a shoulder partner throughout a middle school math lesson multiplying fractions. Students were asked to share with their partner where in everyday interactions people engage with fractions, the steps to multiply fractions, and explain to their partner. Students were encouraged to share how they solved each problem and the various ways in which the answer can be found.
3. Students quizzed their partners on vocabulary words. The teacher facilitated questions for students to discuss in their groups. The teacher made students committee members and assigned roles. One role was the designer, who shared their responses to the questions. Another role was engineer and researcher, who listened. Then the students changed roles.
4. Students walked the room participating in a gallery walk activity using several cognitive skills. Students were asked to respond to comprehension questions using scaffolded skills ranging from understanding, application, analysis, and creativity. Students were highly engaged and worked with a partner.
5. The teacher facilitated a gallery walk where middle school students discussed questions and completed tasks as a group.
6. The special education teacher provided small group support to students. The co-teacher assisted as needed and walked the students back to class after the lesson.

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	<p>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.</p> <p>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.</p>	<p>The programming and materials at NV Prep Academy are in alignment with both the school’s charter and the Nevada Academic Content Standards. The school protects the rights of students with disabilities and those learning to speak English.</p>
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>The school and school board is working to improve compliance with governance compliance requirements. Please see the governing board focus group summary and leadership summary.</p>
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately</p> <p>Measure 4d: Personnel files are under lock and key/stored appropriately</p>	<p>The site evaluation team observed student and staff records are maintained under lock and key and stored appropriately.</p>
Indicator 5: School Environment	<p>Measure 5b:</p> <ul style="list-style-type: none"> • 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 	<p>All classrooms were observed to have evacuation plans posted.</p> <p>A set of updated and tagged fire extinguishers exist throughout the school.</p>

		The nurse station has a cot, and a refrigerator for storing medication as needed. A sharps container was missing.
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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>Prior recommendations by SPCSA staff</p>	<ul style="list-style-type: none"> • Hire a new school leader as the former leader resigned. • Delegate operational tasks within the leadership team. • Operational Safety - the school's elevator tag and a sharp receptacle container were not in place. Additionally, some classrooms did not appear to have evacuation plans visible for students, staff, and visitors. • Increase the school's NSPF rating. • Create a pool for governing board membership. • Pursue Multi-Tiered System of Support (MTSS) opportunities. • Develop a robust plan to increase student applications, acceptance, and enrollment.
<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>	<ul style="list-style-type: none"> • <i>New school leader</i> – completed. An executive director and a school principal have been hired and working since July 2023. • <i>Delegate operational tasks</i> - the leadership team is now comprised of several individuals each with distinct roles and responsibilities: Executive Director (finance and compliance), School Director (academic compliance & behavior), Operations Manager (building level compliance), Grants & Compliance, Special Education Facilitator, Teacher & Student Coach (academics & behavior). This expanded team continues to work together to ensure routines and expectations are in place. • <i>Operational Safety</i> – Classrooms have evacuation plans posted; the elevator tag contained an updated elevator permit on display. The nurse's station did not have a sharp's receptacle. One was ordered and the invoice was provided to the site evaluation team during the site evaluation. • <i>Increase the school's NSPF rating.</i> - All teachers are receiving regular Friday PD related to effective instruction. Content and grade-level focus on math/science vs. ELA/social studies is also helping teachers specialize in preparing for their lessons. Teachers no longer teach multiple grade levels from a cart. • <i>Create a pool for governing board membership</i> – There are new board members. • <i>Pursue Multi-Tiered System of Support (MTSS) opportunities</i> - The school director is an expert in the Professional Learning Community process and Response to Intervention. The schedule was designed to maximize time in which all teachers are interventionists. There is also a Responsive Intervention time built into the schedule during club-time. Social-emotional issues are being addressed through the implementation of effective social-skill including Cooperative Learning. Ongoing. • <i>Develop a robust plan to increase student applications, acceptance, and enrollment</i> – in progress. A Director of

	<p>Recruitment position has been created and the school is in process of filling the hire.</p>
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>NV Prep leadership believes many recommendations from the 2022- 2023 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address enrollment, student social-emotional needs, student academic growth, delegation of operational tasks, and creating a cadre of potential board members is ongoing.</p> <p>SPCSA staff agrees with this assessment and concluded the board, leadership team, and staff continue to diligently address SPCSA recommendations. NV Prep did improve their NSPF score. Their academic notice lifted from the performance of the 2022-23 data.</p>

SITE EVALUATION FINDINGS

STRENGTHS

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

- **Classroom Environment**

- The NV Prep classroom observation results indicate that on the day of the site evaluation, there were “distinguished” ratings within both classroom environment sections on the Classroom Observation and Instructional Learning Rubric. In the first category of the rubric, “Classroom Environment is Conducive to Learning,” five of the 10 classrooms observed rated in the “distinguished” category. Classrooms rated in this area indicate students felt free to share their ideas and take risks in learning. Learning experiences guide students to identify their strengths, interests, problem-solve, and ask for support when appropriate. In the second category, “Establishing a Culture for Learning,” six of the 10 classrooms rated “distinguished.” This rating indicates that students and teachers responded appropriately when conflicts arose and demonstrated respect for their own and others’ differences related to background, identity, language, strengths, and challenges.
- The SPCSA evaluation team observed students and teachers using academic language consistently during teaching. Teachers did not reduce the vocabulary of the content. Teachers set appropriate and achievable academic goals in the observed classrooms. Students responded with modeled academic vocabulary.
- Students were observed to be comfortable within their learning environments. In many cases, the SPCSA evaluation team observed teachers providing clear and timely formative feedback during a lesson and motivating students to more in-depth learning for the upper elementary grades.

- **School Safety**

Overall school safety is consistently implemented at NV Prep. To gain access to the office of the school, visitors must be granted access by front entrance personnel. Once school begins, doors automatically lock. Office staff identify who is seeking admittance and their purpose for being on school grounds. Visitors gain access using this highly secure procedure. Access to each classroom and instructional areas of the school requires a fob that must be scanned to obtain access. Adults are visible and engage with families and students both during arrival and dismissal times, as well as between classes and in common areas.

- **Diverse Representation**

NV Prep has a diverse student population that aligns with the spirit of the SPCSA Academic and Demographic Needs Assessment. NV Prep is a Title I school with 100% of the student population receiving free or reduced-price lunch (FRL). 12.4% of the student population receives special education services, which is above the SPCSA average of 10.4%. 25.7% of the student population qualifies for English language services and supports, in comparison to the SPCSA average of 10%. NV Prep was observed to have an ethnically diverse student population and an ethnically diverse faculty and staff. SPCSA staff recognize diverse demographics across school stakeholders as a strength when identifying, understanding, and responding to needs of the school’s population.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS Continued

- **Leadership Team**

Coaching protocols, interventions, professional development, and wrap-around services have been targeted to increase student teacher relationships and student learning gains during the 2023-2024 academic year. The principal's experience in coaching teachers has led to a robust PD calendar. The leadership team was found by the SPCSA site evaluation team to have worked cooperatively and diligently to complete late and missing routine and required submissions. Personnel morale was high as evidenced by the staff focus group, and adults are professionally aligned to the mission and success of the school.

CHALLENGES

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

- Lower than anticipated enrollment has challenged NV Prep during the 2023-2024 academic year and has impacted state received monies for in-pupil funding, consequently impacting resource support. Leadership reported enrollment and recruitment are priorities. A recruitment specialist is a planning hire before the end of the open enrollment.
- School leadership acknowledged chronic absenteeism is an ongoing challenge.
- Leadership reported past financial obligations have hurt the ability to staff the school adequately with experienced educators. Leadership indicated they are looking forward to being able to have increased funding available for staff pay.
- Implementing new systems, processes, and procedures with a brand-new leadership team has been a steep learning curve for everyone. Leadership reported taking challenges one step at time and concentrating on daily improvement. The teams has a 'let's tackle this together' mentality. This will be an ongoing issue that will resolve itself in time as the team learns and grows.
- Family engagement is a challenge. Parents do not participate in school activities or events in a meaningful or significant way. For example, parents and guardians were invited to participate in the site evaluation family focus group three times, with only two parents from one family ultimately participating.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS Continued

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.

- **Obtain a Sharps Receptacle**

During the site evaluation, it was observed that the school's nurse's station did not contain a sharp's receptacle container. Leadership ordered a sharp's receptacle while the site evaluation team conducted the site evaluation and printed a copy of the purchase for the site evaluation team. Nevada Prep should ensure the sharp's receptacle is in place within 30 days.

- **Create a Pool of Potential Board Members**

The SPCSA site evaluation team recommends NV Prep determine a method to create a pool of potential governing board members. Moving forward, it is important to have a repository of personnel who can replace governing board members who term out or resign. Proper board training, including the role of a board member and open meeting law should be provided. Please reach out to SPCSA for additional assistance in this area.

- **Family Engagement**

The SPCSA site evaluation team recommends NV Prep formalize a plan to improve overall levels of parent engagement. One resource that may assist in this endeavor is The Nevada Department of Education Office of Parental Involvement and Community Engagement, which actively promotes and supports the participation and engagement of families and communities in a child's education. The office, created by Assembly Bill 224 of the 2011 Legislative Session assists schools with incorporating effective family engagement practices and strategies. To receive updates on family engagement tools, resources, articles, and upcoming events and webinars the school can subscribe to the monthly Family Engagement Newsletter at https://doe.nv.gov/Family_Engagement/.

- **Chronic Absenteeism**

SPCSA staff recommend NV Prep continue strategizing ways to address challenges regarding chronic absenteeism with families. Chronic absenteeism rate levels are an important opportunity for improvement. Chronic absenteeism predicts low academic success and eventually is a predictor of students who may drop out of school (Sugrue, Zuel, & Laliberte, 2016). School personnel may want to access SPCSA's Canvas repository containing updated information on Nevada state attendance laws, specifically Nevada Legislature Bill SB 249 to be excluded from chronic absenteeism calculations in the NSPF. Appropriate use of the MDP codes may lower a school's chronic absenteeism rate. The SPCSA's Canvas repository also contains information on Best Practices within the SPCSA charter school portfolio. One of these best practices is information on formalizing a school-wide chronic absenteeism plan. Continue efforts to increase attendance and educate families on the "direct correlation between good attendance and student achievement" (Dekalb, 1999).

- **Complete Operational Tasks in a Timely Manner**

It is a continued recommendation the leadership team work together to complete operationally important routine, required submissions that have been missing from the 2022-2023 academic year. Epicenter tasks, as well as submissions required by statute or regulation, are still in need of attention.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS Continued

There were 284 outstanding reports at the beginning of the school year. There were 87 past due reports at the time of the site evaluation.

- **Increase Enrollment**

The SPCSA site evaluation team recommends NV Prep continue to develop a robust plan to increase student applications, acceptance, and enrollment to optimize the new building. Small class sizes and student absences can correlate adversely to overall reports. NV Prep's lower than anticipated enrollment can impact testing data and a smaller "n" size for overall data reporting. Taking an asset-based approach to enrollment can optimize governing board support and expertise. NV Prep should consider highlighting its highly individualized approach to student success in their marketing materials.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for NV Prep. Charter School during this site evaluation.

DEFICIENCIES

The following deficiency was issued as a result of the site evaluation having taken place on 2/15/2023 and is still in place. This is consistent with any oversight practices set out in the Charter School Performance Framework.

Deficiency Finding:

Nevada Prep Academy 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.

As a result of this deficiency, Nevada Prep will be required to undergo a site evaluation during the 2024 –2025 school year. The school will also be directed to submit a plan for the 2022 – 23 year, in addition to developing a plan for its 2023 –2024 SPP to ensure it is submitted in a timely manner.