

NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY SITE EVALUATION HANDBOOK

A reference for leaders at state-authorized charter schools in Nevada



Nevada State Public Charter School Authority

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OVERVIEW

This handbook serves as a reference for state-authorized schools on the topic of Site Evaluations. Routine visits, particularly Site Evaluations, are a critical accountability component to the oversight of schools by the Nevada State Public Charter School Authority (SPCSA) and are fundamental to charter schools' autonomy. As approved by the Legislature [NRS-388A.150] the Authority is to *“provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community.”* In addition, Assembly Bill No. 462, passed by the Legislature during the 80th session (2019) which outlines the responsibilities of the State Public Charter School Authority, in Sec. 6. (i) regarding the legal requirement to conduct site evaluations of each campus of a charter school it sponsors during the first, third and fifth years after entering into or renewing a charter contract. “Such evaluations must include, without limitation, evaluating pupil achievement and school performance at each campus of the charter school and identifying any deficiencies relating to pupil achievement and school performance. The sponsor shall develop a plan with the charter school to correct any such deficiencies.

Site Evaluations allow the SPCSA to assess schools' student achievement, progress to goals, and fulfillment of their mission, vision, and educational program outlined in their charter. Improving the learning of pupils, and, by extension, the public education system; increased opportunities for learning and access to quality education; and a more thorough and efficient system of accountability for student achievement in Nevada, are all foundational elements of the SPCSA's mission and the legislative intent of charter schools. These elements are central to the Authority's on-going evaluation of charter schools.

The SPCSA conducts multiple evaluations throughout schools' charter terms. During Site Evaluations, typically conducted in Years 1, 3, and 5 of a school's charter terms, multiple pieces of evidence are gathered through classroom observations; focus groups and interviews with key stakeholders such as families, staff, and governing board members; data collection and analysis; document review; and ongoing accountability measures. All evidence is considered and examined through the lens of the Performance Framework and provided criteria, which communicate the expectations of schools in two components that are the focus of Site Evaluations: academic performance and organizational effectiveness. Financial stability is also considered and focused on through ongoing oversight. The cumulative evidence through multi-year oversight measures become part of the record that informs the SPCSA's staff renewal recommendations to the Authority Board. The Board of the Nevada State Public Charter School Authority makes all final charter renewal decisions.

Beginning in the 20-21 school year, the SPCSA will differentiate levels of oversight under the following two circumstances.

1. The SPCSA will conduct additional site evaluations for those schools having an outstanding deficiency identified during a previous evaluation and schools having a rating of less than a two-star according to the Nevada State Performance Framework. A one star school is identified as a school that has **not met** the state's standard for performance. Students and subgroups are inconsistent in achieving performance

standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state interventions.

2. Schools scheduled to receive a site evaluation during their 3rd year of operation, currently operating in a four or five star status rating on the Nevada State Performance Framework, and in good standing on the academic, organizational, and financial framework, will undergo an abbreviated site evaluation. Schools in this category will forego the focus group portion of the evaluation as well as have the number of classroom observations limited to no more than five.

The philosophy behind the Authority's approach to Site Evaluations, as outlined throughout this guide, stems from best practices of charter school authorizers and is grounded in the role of an authorizer as providing oversight that allow schools to operate continuously with high levels of autonomy. The Nevada SPCSA has designed its Site Evaluation protocols on the recommendations of the National Association of Charter School Authorizers, as well as researched best practices of numerous authorizers, specifically the Colorado Charter School Institute; District of Columbia Public Charter School Board; Massachusetts Department of Elementary and Secondary Education; and the SUNY Charter Schools Institute.

The Authority Board and staff recognize the many challenges and responsibilities of schools and school leaders through the course of the year and appreciates the collaboration and cooperation in conducting e, Site Evaluations. This document has been designed to provide practical and thorough information about Site Evaluations to ensure all stakeholders, particularly charter school leaders and their governing teams, know what to expect and how to best prepare and to ensure efficiency of on-site visits. Familiarity with the protocols, practices, and procedures will help ensure smooth, non-disruptive, effectual evaluations by the SPCSA staff. Included in Appendix A is a check-list for school leaders that supports their preparation for Site Evaluations.

PURPOSE OF EVALUATIONS

The purpose of Authority evaluations is to exercise oversight, gather formal and anecdotal evidence that supports the Authority's monitoring of its schools, and document progress toward goals outlined in schools' charter to ensure accountability as a state-authorized, public school. The focus is on the academic performance and organizational effectiveness of the school, as well as adherence to the approved charter and charter contract with the Authority. We want schools, especially those we authorize, to succeed. Our work is designed to help schools do their best for students and ensure schools can continuously operate at high levels of performance. We want all schools to succeed, and ensuring compliance with charter, state, and federal law, as well as consistent academic achievement helps support schools' continuation. The SPCSA focuses on the school's operations, instruction, and compliance components. Evidence gathered during Site Evaluations is ultimately used by the staff in its recommendations for renewal and by the Authority for a renewal decision.

Site Evaluations occur in Years 1, 3, and 5 to best support schools' stage of development.

Schools in receipt of a 'Notice of Concern' or 'Notice of Breach' are more likely to have an additional Site Evaluation, and these notices may prompt more frequent visits and/or intentional oversight. The Authority strives for consistency in its processes and aims to support schools' autonomy, but the SPCSA also reserves the right to conduct oversight and compliance checks in any year of a school's operations.

On-Going Site Evaluations

The Authority relies on on-site grant and program monitoring conducted by the School Support and Finance and Operations Teams, as well as ongoing desktop compliance reporting, to inform the Authorization team's understanding of schools' progress and performance. Schools with a proven track record and that are consistently recognized as 4- or 5-star schools may have an abbreviated evaluation in year three of the charter contract. Conversely, schools that have shown inconsistent student achievement, have consistently underperformed, and/or have received notices of concern/breach/ or a site evaluation deficiency, may have additional oversight through visits. These visits provide evidence for renewal and recommendations to the Board for decision making.

Schools Operating with approved Distance Education programs

For schools operating within the approved three 3 year window within the Alternative Distance Education Program, the SPCSA will follow the written Evaluation Policy as developed and implemented by the Alternative and/or Distance Education Program of the Nevada Department of Education. (see Appendix H) Most of the items within the evaluation criteria are currently within the Site Evaluation protocols; however, an extra one page slide for these schools will be included in the school presentation portion of the evaluation as set forth in the forthcoming section of this handbook.

Figure 1: **Types of Evaluations and Follow-up**

Type of Visit	Occurrence	Purpose
Year 1 Site Evaluation	Year 1, fall or early winter	Ensure new school has a strong start that sets it up for long-term success and identify any challenges.
Year 3 and 5 Site Evaluations	Years 3 and 5	Evaluate school's progress, student achievement, and alignment to mission.
Year 3 for schools (4 or 5star NSPF rating)	Abbreviated No focus groups limit classroom observations to 5 per school	Schools performing at high levels of student achievement during their 3 rd year of the charter, will undergo an abbreviated site evaluation.
Schools with outstanding deficiency and or those with less than a 2-star rating on the NSPF and those schools operating under any Notice prescribed by the SPCSA Authorizing team	Additional oversight and follow-up measures. These include meetings to verify and update school progress in areas identified.	Ensure schools performing below set expectations are provided support, guidance, and information to succeed with the plans set forth for school improvement.

Current Evaluations/Needs

SPCSA staff will review the Authority's portfolio of schools on at least a semiannual basis. Schools that are due for a site evaluation will be contacted prior to the actual site evaluation. Per Assembly Bill 462 from the 80th legislative session, SPCSA staff will conduct site evaluations of each campus during the first, third and fifth years of a charter. Additionally, the SPCSA may conduct a brief evaluation in the third year if the charter receives, in the immediately preceding year, one of the two highest ratings of performance pursuant to the statewide system of accountability for public schools.

Schools that are approaching or about to enter the renewal process will be prioritized. Those schools that are operating under a Notice be added to the calendar for a Site Evaluation in any year. For schools with multiple campuses, Authority team members will identify the most fitting campus(es) to evaluate in a given year and communicate with those school leaders.

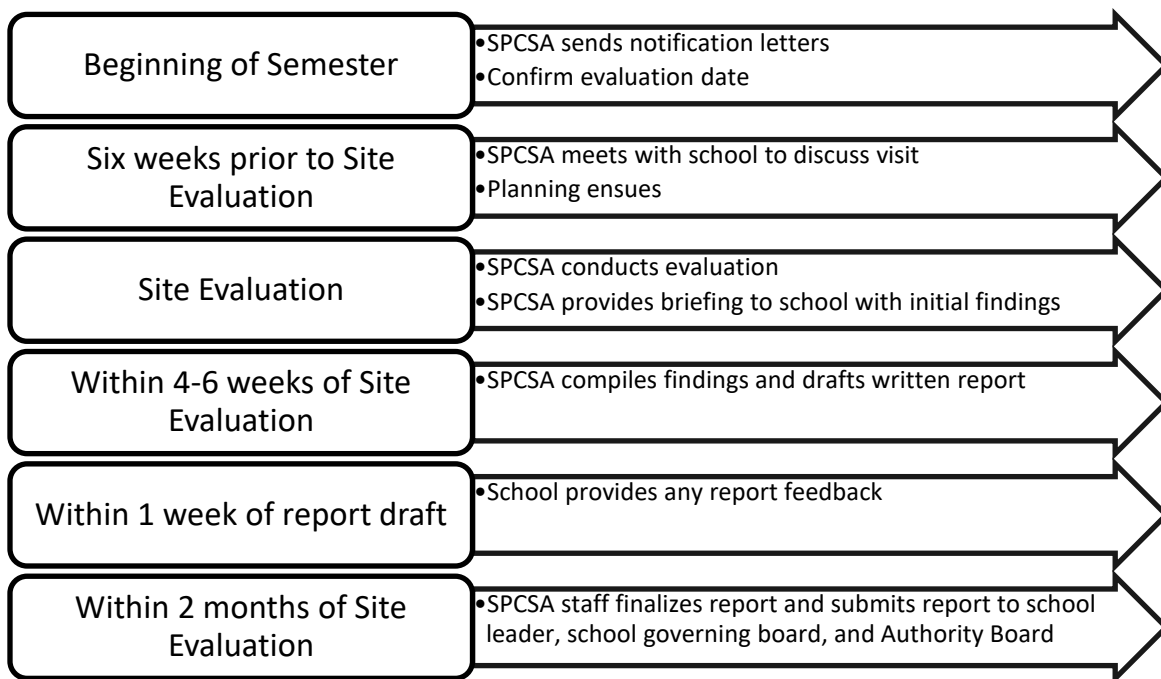
Multi-Site Networks

Beginning 2019-2020 school year, the SPCSA shall continue to refine and improve the logistics for site evaluations. Should a network of schools require site evaluation(s), the authorizing team will work to eliminate possible redundancies. For example, it may be feasible

to conduct one or more focus group interviews for a set of schools within the same network rather than several at each school site. Additionally, a network may request that evaluators specifically look for a set of predetermined best practices across campuses. This may be helpful to school and network leaders to identify patterns across network schools.

EVALUATION PROCESS

The process for a Site Evaluation can take about three to nine months, depending on when the evaluation occurs. From the initial outreach, which will typically take place at the beginning of the school year, to schedule the visit, to the final report being submitted to the school, the school’s board, and the Authority Board, the process can take time. The following diagram outlines the complete Site Evaluation process. Please note, the SPCSA is conducting this process and process with multiple schools through the course of the year.



OUR MEASURES

Using the Performance Framework as the foundational guide, the SPCSA also uses pre-established, clear criteria for Site Evaluations, centered on the academic performance and organizational effectiveness, with a focus on fidelity to the school’s charter and its execution.

Resulting site evaluation reports will contain the following sections: (1) Introduction and school background, (2) academic performance, (3) classroom observation totals, (4) focus group summaries, (5) organizational performance, and (6) results. The report template is located in Appendix G

PREPARING FOR THE EVALUATION

Given Nevada schools' calendars and established best practices, the SPCSA typically conducts Site Evaluations between the end of September and April

Initial Site Evaluations generally take place in the fall or early winter of a school's first year to best support a strong opening of the school and help troubleshoot any operational challenges that could impact the long-term success of the school.

The Authority recognizes that the time of year of an evaluation may have an impact on the quality of instruction and efficiency of operations, and the SPCSA takes timing into consideration during observations and when drawing conclusions based on evidence gathered during a visit. Schools should maintain their regular schedule and daily routines for Site Evaluations and visits.

Scheduling the Evaluation

Prior to Site Evaluation, the SPCSA staff coordinates with school leaders, or their designated contact, to plan evaluation dates. When planning Site Evaluations, we consider a variety of factors, including holidays, testing schedules, field trips, and school professional development days, as well Authority staff availability.

Points of Contact

For the school, the SPCSA will first contact the school leader (i.e., the Head of School, Principal). It is at the school leader's discretion to identify a different primary point person from the school with whom the SPCSA will coordinate the site visit and communicate that person's name and contact information to SPCSA staff.

Team Structure

The Site Evaluation team is led by a member of the SPCSA's Authorization team. The team leader coordinates and facilitates the visit, which may include staff members from other SPCSA teams and/or external consultants. Factors such as academic achievement, fiscal soundness, school size, and school location will be considered when assembling the site visit team, as well as team members' expertise in fiscal management, governance, school leadership, curriculum, and instruction.

Evaluation Schedule

Based on best practices of authorizers, the SPCSA's Site Evaluations will generally take place over the course of 1 day depending on the size, structure, and location of the school. Evaluators will conduct focus groups/interviews, observe the school presentation as well as operations and instruction, and review requested documents. The team's schedule will allow for a debrief to discuss preliminary findings. The Site Evaluation schedule and plan will be developed using school-provided teacher and daily schedules. The team leader will coordinate with the school's primary point person to arrange specific times for the team's arrival and departure based on the school's daily schedule

Figure 2: ***SAMPLE ONLY 1-Day Site Evaluation Schedule***

TIME	ACTION
7:00 a.m.-7:05	SPCSA team arrives and settles into designated space/debriefing
7:05-7:50 a.m.	SPCSA Team: School overview with leadership team, presentation, and Leadership focus group
7:50 a.m.	SPCSA Team A: Observes morning arrival process outside and entryway SPCSA Team B: Observes in common space (i.e., cafeteria) and classrooms
8:10 a.m. - 10:00 a.m.	Observe in Middle School: Observe in Elementary School
10:00 a.m. - 11:00 a.m.	SPCSA Team: SPCSA team check in and documentation of observations.
11 a.m. - 11:30 a.m.	Student Roundtable
11:30 a.m. - 12 p.m.	Observe lunch/operations
12:00 p.m. - 12:30 p.m.	SPCSA Team Debrief
12:30 p.m. - 2 p.m.	Team A: Observe in Elementary School Team B: Observe in Middle School
2:00 p.m. - 2:45 p.m.	T Interview with Special Education and ELL team members Family Focus Group
2:45-3:15	Team debrief and write some portions of the report
3:15-3:45	Staff Focus Group
3:45-4:15	Debrief with Admin & School Leader

Pre-Visit Submissions

Prior to the evaluation, there are a variety of documents the SPCSA Site Evaluation team shall request in order to prepare for and plan the visit. These documents also help familiarize the Authority team with the organizational structure, academic programs, and instructional schedule of the school to maximize time on campus and create the most efficient schedule for all. The school’s point person will coordinate with the Authority team lead to determine submission process and due dates.

When providing pre-visit documents, schools need to ensure they are the most current and accurate. Schools should provide updated documents to the SPCSA should they change between initial submission and the Site Evaluations.

Required documents for pre-visits submissions include:

E-Mail

1. **Staff Directory:** Provide a complete staff directory, including staff members' names, roles, room assignments. The directory should also include non-instructional staff and any consultants/contracted employees, such as Speech Pathologist or cafeteria workers.
2. **Organizational Chart:** Submit a chart that includes *all* instructional and non-instructional staff and accurately illustrates the school's reporting structure. The Org Chart does not need to include staff by name; it should reflect all positions, current titles, and relationships between management/governance and any CMO/EMO.
3. **Teacher Schedules:** Provide schedules that indicate where each teacher will be throughout the day and what subject/grade s/he teaches within each block of the day. Please also indicate any non-instructional time, such as prep period, lunch, coaching meeting, team meetings. To allow the SPCSA to create the most efficient schedule for the Site Evaluation, please clarify class names and locations, such as Harvard or "The Lions" by providing an explanatory key.
4. **Focus Group Template:** Complete and submit the Focus Group Template provided to you in Epicenter. *Due date approximately two weeks prior to the Site Evaluation*

Epicenter

1. **Teacher Roster and Certification (new template):** Using the template provided in (Appendix E) confirm that there are no updates to the information contained in the most recent submission of this to epicenter in October. Upload this assurance to epicenter. If changes have occurred since last submission, update the information and upload the form to epicenter.
2. **Assessment List and Calendar:** Please confirm using one or two sentences, a signature and a date that the assessment list and calendar remains the same as the initial charter application or renewal. If this has changed, please update and upload a document reflecting the changes.
3. **Site Evaluation Data Collection Form:** Complete and submit the Authority's Site Evaluation Data Collection Form, the template for which will be provided. An example of this form is including in Appendix D.

Logistics

The SPCSA team requests the following from the school site for the duration of their Site Evaluation:

1. **On-site Point Person:** The school should designate someone, typically the school leader to serve as the liaison for the Authority team. This person should be available throughout the visit to troubleshoot issues that may arise, such as document location or schedule changes. The on-site point person should be able to answer questions

and provide information about the school to the visiting team.

2. **Meeting Space:** The Site Evaluation team will need a private meeting space (i.e., small conference room) from which to run point for the duration of the Site Evaluation. We recognize that charters often have limited space and that Authority staff taking over a room for at least a full day can be disruptive to some staff. However, a private meeting space is critical to the successful and thorough conduct of the Site Evaluation and will be used for team discussions, document review, and interviews with members of the school community.
3. **Access to WIFI and power outlets:** The Authority staff will use their laptops extensively through the visit and will need access to power outlets when in the assigned meeting space. Please ensure that adequate access is provided, including extension cords and power outlets. Please have guest WiFi access ready, with a log in and password provided to the Team Lead upon arrival to the school.

Team Lead will address any other logistical requests with the school point person, such as an LCD projector or a nursing space, as they arise through the planning stages for the Site Evaluation.

DURING THE EVALUATION

Site Evaluation team members will observe throughout the school, including morning arrival and lunch; conduct classroom observations in all grade levels and/or content areas; interview teachers, administrators, governance team members, support staff, students, and families; and view a 30 minute school presentation. The gathered data provides evidence to SPCSA and allows the team to generate conclusions and findings on the school's effectiveness with the execution of its charter and its achievement of the school's mission, goals, and purpose as outlined in the charter.

School Presentations

The school leadership team will provide a 30-minute presentation to the Evaluation team on key topics including the school's mission, curriculum, services for special populations, assessments, academic performance trends, approach to professional development, culturally responsive practices, school operations and school safety. The SPCSA will provide a template for this presentation. If school teams go over the allotted time, a person within the SPCSA team will ask that the presentation wrap up in no more than 35 minutes total. The Presentation will help the SPCSA team to better gauge where the school is performing in relation to the SPCSA academic and organizational frameworks.

Classroom Observations

In order to get a full picture of the instructional practices, student achievement, and the school's execution of his academic program detailed in its charter, the SPCSA Site Evaluation team conducts extensive observations. Classroom observations provide in-depth understanding of instructional delivery, curriculum implementation, and student learning,

while Operational observations, such as morning arrival, lunch, and transitions provide insight into the practices and procedures of the school that impact and influence instruction.

The SPCSA provides all site-evaluation team members training in order to fully understand the indicators, and ratings used during the evaluation. The content of this training includes an analysis of the two areas. These are classroom environment, and instruction. An emphasis is placed on norming observed factual data obtained during classroom visits. These trainings include the use of live classroom videos and hands-on practice of using rubrics during an observational setting. Trainings will take place for members of the authorizing team at SPCSA at least one time per semester. During their time in classrooms, evaluation team members observe instruction, teacher action, student action, student work (both on display and in journals, folders, etc.). Evaluators may talk with students and/or teachers but never during instruction; team members are conscious of not interrupting instruction or disrupting regular routines in the classrooms.

SPCSA staff will host live and web-based learning sessions for charter school leaders to gain a clear understanding of the SPCSA Classroom Observation Form and Rubric. These will be offered at least once per academic semester. For more information, or to inquire when the next session will be, please contact Karen Gordon (karengordon@spsca.nv.gov).

Teachers should have lesson plans, grade books, artifacts of student work, and other relevant documents readily available and in an area accessible/labeled so as evaluators do not need to interrupt to find them. Teachers are not obligated to greet or respond to visitors in any way; teachers and students should adhere to regular routines and practices. Part of the purpose of classroom observations is to get an accurate representation of the day-to-day practices of schools; changes to routines or teaching methods often have unintended negative consequences, and teachers should follow their regular habits.

SPCSA team members will use a Classroom Observation template (Appendix B) and rubric to ensure consistent alignment across state-authorized schools, as well as for familiarity with the tool.

Focus Groups

Focus Groups provide first-hand and distinct feedback from stakeholders of the school. Parents, teachers and staff, governing board members, and students all have a variety of perspectives from their involvement with the school. Therefore, it is important to collect anecdotal and factual evidence from these stakeholders. Additionally, staff in critical roles such as Special Education coordinator or ELL instructor, provide a unique lens into the overall educational program and supports for diverse populations. Focus Groups are conducted by members of the Site Evaluation team and depending on the size and availability of the team, may include one to three team members. Focus Groups consist of up to 10 people within a given category (i.e., parents of enrolled students). The SPCSA Team Lead will work with the school's point person on the number of focus groups, the criteria for participation, and the amount of time needed. When selecting focus group participants; the SPCSA asks each school leader to avoid selecting/inviting any teacher, student, or family member associated the school and serving more than one role.

Interviews and Focus Groups typically take 30 to 45 minutes but may be abbreviated if the

team finds they have conclusive evidence for their findings. To ensure a holistic picture of the school's population and stakeholders' experiences, school must ensure that focus group participants are representative of the school community with regard to grade levels, race and ethnicity, student groups (ex. FRL, IEP, EL), and time enrolled/working at the school.

Questions for participants are standard across Site Evaluations, to ensure objectivity, with a few questions specific to the context of the school and developed due to observations, document reviews, or other collected data during the Site Evaluation. A Focus Group Template will be provided to school leaders via Epicenter prior to the visit. The template is to be completed and uploaded into Epicenter approximately two weeks prior to the site evaluation.

Interviews/Focus Groups will be conducted with the following stakeholders:

1. **School Leader/Administrative Team:** Depending on school context and previously-identified need, an individual interview with the school leader or a small focus group with the Administrative team will be conducted. The SPCSA team will ask question and address issues related to the day's observations and visit, instruction and curriculum, student achievement, student engagement, school, culture, Special Education, discipline, operations, and the overall educational program.
2. **Teachers/Staff:** SPCSA team will provide criteria for participation to ensure a range of representation based on grade levels, content areas, years of teaching, years employed at the school, and certified/classified staff. SPCSA will ask questions related to instruction, culture, student achievement, discipline, and the school's overall education plan.
3. **Governing Board:** In addition to other objectives, board members will address fiscal questions and questions specific to the charter. Board members will self-select into focus group, ensuring multiple board members participate but not so many as to violate any state open meeting law.
4. **Students:** Heterogeneously grouped 3rd. – 12th graders randomly selected by schools from given criteria (i.e., low achieving, high achieving, enrolled since Kindergarten, newly enrolled student, EL student). Questions will center around the school's learning practices and opportunities, school discipline, and school culture.
5. **Parents of Enrolled Students:** Randomly selected by schools from given criteria (i.e., parent/guardians from across grade levels and years of enrollment at school). Questions will center around the school's learning practices and opportunities, school discipline, and school culture.
6. **Selected staff members based on role:** Critical school roles, such as a Special Education coordinator or ELL coordinator, offer a unique perspective on student supports for diverse populations and the implementation of the school's educational program for *all* students.

School Leader Briefing

At the end of the visit, the Team Lead and select members of the SPCSA team will conduct a briefing with the school leader and anyone else s/he invites to the discussion, such as a board member. The SPCSA Team Leader shares the team's initial analysis, providing preliminary

findings and any recommendations for immediate implementation. SPCSA Team Lead also outlines the next steps in the Site Evaluation process.

Figure 3: **Components of Site Evaluations**

Component	Purpose
SPCSA Team Pre-Briefing	Allows SPCSA Team Lead to brief other team members on relevant items related to the evaluation such as schedule, mission, and lay-out of the school.
School Leader Pre-Briefing	Provides opportunity for SPCSA team to review purpose of visit, clarify any questions, address team SPCSA questions, and preview the schedule for the day.
School Presentation by the Leadership Team	The Site Evaluation School Presentation is designed to provide school leaders with time and outline to share and highlight information about their school. It allows the SPCSA staff to listen and ask questions about the content. All slides are aligned to the SPCSA academic and organizational frameworks and will be used as additional evidence in the evaluation of the school.
Classroom Observations	Classroom observations allow SPCSA staff to examine instruction and curriculum delivery, and best instructional practices.
Operations Observations	Observing operations components such as morning arrival, lunch time procedures, school wide transitions and operations provides insight into the school's culture and levels of organizational quality. Team members can analyze these systems to assess their impact on instruction and the overall efficiency of school's procedures.
Student Focus Group	Allows students, the most important stakeholder of schools, the opportunity to provide their perspective on learning practices and opportunities, school discipline, and school culture. Criteria for participation will be provided to the school, which will identify and facilitate logistics around participation. To ensure a mix of perspectives, criteria will be based on a range of students' grades/ages, skill levels, and time enrolled at school.
Other Focus Groups/Interviews Governing Board, Leadership Team, Staff and Teachers, and Families	Provides perspectives and feedback from key stakeholders, including families, teachers, governing board members, and staff in critical roles, such as Special Education coordinator or ELL Coordinator. Criteria for participation will be provided to the school, which will identify and facilitate logistics around participation. Team members will guide the conversations to include specific evidence and data from participants, with questions tailored specific to each school and its current context.

Component	Purpose
SPCSA Team Debrief	Allows SPCSA team members to identify trends from the Site Evaluation and compile initial trends to share with school administration and leadership. Mid-visit debrief allows team to troubleshoot anything related to the visit and identify priority areas for remaining time on campus.
School Leader Briefing	SPCSA Team Leader shares the team’s initial analysis with the school leader, and another administrators/school staff the school identifies for the briefing. This short, oral report provides the school with a summary of initial findings and immediate recommendations, as well as outlines the next steps in the Site Evaluation process.

AFTER THE VISIT

Site Evaluation Report

At the end of the visit, the SPCSA Team will share a brief oral report with the school leadership. The team may present critical and urgent findings to the school leadership. However, a more thorough report will be developed within 6-7 weeks of the team’s visit.

After the Site Evaluation, the SPCSA staff prepares a written report based on the team’s findings as a result of observations, school presentation, focus groups, interviews, and data analysis. This report provides strengths, recommendations, and in some cases, deficiencies. The results come from a critical evaluation of the overall school program, not a specific teacher, staff member, grade level, or content area. The SPCSA will not use names in its reports, but may refer to specific positions when warranted, such as a discussion of instructional leadership or coordination of the Special Education program.

The Team Lead will facilitate the process for collecting individual team members’ data, observation notes, and findings following an established team protocol and assign a team member to be the lead in drafting the Site Evaluation Report. Members of the Site Evaluation will review the report to ensure it is factually accurate and reflects the collective discoveries from the Site Evaluation. The Team Lead incorporates the team’s corrections and notes following a review and issues the report the school. The school has one week to respond to any factual errors, suggest corrections, and/or request a meeting with the Team Lead to discuss. The school may also choose to submit a response to the SPCSA’s findings, to be included with the report in the public domain. The final report, and any related rebuttals, are submitted to the school’s leadership and governing teams, the Authority Board, and into public record via Authority board meetings and website.

APPENDIX A: SITE EVALUATION CHECKLIST

The following checklist outlines the prework and preparation for Site Evaluations by the SPCSA staff.

Upon receipt of the Site Evaluation notice email/letter

- Check the suggested site visit date(s). Is it a regularly school day without testing, field trips, or early release?
- Confirm the suggested date(s) by the deadline provided. Please email your confirmation to the SPCSA Team Lead for your school's Site Evaluation. If the proposed date creates a conflict or hardship for your school, call the SPCSA point person to find a mutually agreeable date.
- Upon confirmation of the site visit date(s), share the visit date and Site Evaluation details with the school's governing board, staff, and other relevant stakeholders.
- Plan to attend the Site Evaluation call six weeks prior to the visit

Six weeks prior to the Site Evaluation

- Participate in call with SPCSA Team Lead to clarify questions, understand visit purpose and protocols, discuss criteria for participants in interviews/focus groups, and coordinate any remaining logistics.
- Lead the staff in preparing for the visit. This includes talking with the schoolboard, teachers and staff, families, and students about what to expect from the SPCSA's visit. Inform teachers that classroom observations will take place, but that the purpose of these observations is to collect evidence for school wide trends not to evaluate individual teachers.
- Review the Site Evaluation Protocol and share it with relevant members of the school community.
- Begin gathering required documents for the epicenter and e-mailed pre-visit submission:
- E-Mailed items**
 - Staff Directory [label as School Name Staff Directory School Year]
 - Organizational Chart [label as School Name.Org Chart School Year]
 - Teacher Schedules [label as School Name Teacher Schedule School Year]
 - Focus Group Template: (see Appendix F)
- Epicenter items
 - Teacher Roster and Certification [label as School Name Teacher Roster School Year]
- Site Evaluation Data Collection Form [label as School Name Data Collection School Year]

Four weeks prior to the Site Evaluation

- Send the gathered required pre-visit documents to the SPCSA Team Lead, using provided naming conventions. Work with Team Lead to clarify any submissions.
- Begin coordinating participants for the focus groups, as discussed in previous call.
- Begin working with the SPCSA Team Lead, school community, and Board to determine the schedule for the visit. This will likely take several iterations to finalize.
- Begin working to complete the Presentation Slides for the school.

Two weeks prior to the Site Evaluation

- Work with the Team Lead to finalize the schedule.
- Make final logistical preparations, including designation of room for evaluative team and focus group participation (as applicable)
- Confirm all focus group participants. Submit a completed Focus Group template, (Appendix F) by e-mailing to the team lead. Arrange any necessary coverage of staff participants.

One week prior to the Site Evaluation

- Speak with the Team Lead to finalize all logistical and schedule details. This includes parking details, securement of private space for SPCSA team use, and clarification of all required pre- visit documents.
- E-mail presentation to the team lead and finalize the onsite presentation

One day before the Site Evaluation

- Distribute the SPCSA's visit schedule to the school community, including janitorial staff, school security, and other personnel
- Ensure all requested materials are available, organized, and clearly labeled in the team's private meeting space.
- Have teachers post the schedule for their classroom for the day of the visit on the door of their classroom.
- Remind teachers to make requested documents (i.e., lesson plans, grade books, student work) available in a clearly marked spot in their classroom.
- Determine which stakeholders will attend the end of day Briefing.

During the Site Evaluation

- Ensure the team's meeting room is labeled and remains private for the duration of the visit.
- Ensure that Focus Group/Interview rooms are labeled remain private while they are being conducted.
- Make sure point person is available to the evaluation team for a morning overview, and school presentation as well as the end of day briefing.
- Bring concerns/questions to the Team Lead as they arise.

After the Site Evaluation

- Work with the SPCSA team and school's leadership team to review and provide factual corrections or other feedback on the Site Evaluation Report.
- If deemed necessary, prepare and submit a response to the final report. This response will be included in the report and public domain.
- Share the final, public report with the school's board, staff, parents, and other stakeholders.

APPENDIX B: CLASSROOM OBSERVATION FORM AND RUBRIC

Using the Performance Framework as the foundational guide, the SPCSA also uses a specific scale for Site Evaluations with clear criteria. These criteria include classroom environment, and instruction. Within the results section of the report, an objective description of the school's performance is included. Findings synthesize the SPCSA team's analysis of collected data. Ratings provide a concrete indication of where individual classrooms rate within in each section as displayed on the rubric.

Figure 3: Rating Scale

Rating	Description
Distinguished	The school consistently demonstrates this criterion and is a potential exemplar in this area.
Proficient	The school substantially demonstrates this criterion though minor concerns are noted.
Basic	The school demonstrates some aspects of this criterion but not others and/or moderate concerns are noted.
Unsatisfactory	The school does not demonstrate the criterion and/or significant concerns are noted.

SPCSA Classroom Observational Rubric 20-21 SCHOOL YEAR

School Name	Grade	Observation start time:	Observation end time:
Observer's Initials	Observation Date	Subject	<input type="checkbox"/> Gen Ed <input type="checkbox"/> SPED <input type="checkbox"/> Pull Out <input type="checkbox"/> Other

I. CLASSROOM ENVIRONMENT

Expected Practices & Strategies

- Classroom climate characterized by respectful relationships, behaviors, tones, and discourse.
- Classroom is well-organized with established routines that are followed.
- Learning time is maximized for all students.
- Learning environment is physically and emotionally safe.
- Classroom interactions are warm, friendly, and demonstrate a culture of respect. (Both between students and teacher and between students and peers.)
- Student behavior expectations are clear, well-managed, and quickly corrected, if need be.

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 1 Creating an Environment of Respect and Rapport	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject. <input type="checkbox"/>	Classroom interactions reflect general warmth and caring and a genuine culture for learning. <input type="checkbox"/>	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning. <input type="checkbox"/>	Classroom interactions, between the teacher and students are negative and do not represent a culture for learning. <input type="checkbox"/>	This criterion was not observed or rated. <input type="checkbox"/>
Area 2 Establishing a Culture for Learning.	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning. <input type="checkbox"/>	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject. <input type="checkbox"/>	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement. <input type="checkbox"/>	Interactions are characterized by sarcasm, putdowns, and/or conflict. There is a low teacher commitment to the subject and few instances of student's taking pride in their work. <input type="checkbox"/>	This criterion was not observed or rated. <input type="checkbox"/>
Area 3 Managing Classroom Procedures	Classroom routines and procedures appear seamless and student behavior is entirely appropriate. <input type="checkbox"/>	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time. <input type="checkbox"/>	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time. <input type="checkbox"/>	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time. <input type="checkbox"/>	This criterion was not observed or rated. <input type="checkbox"/>
Area 4 Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and or preventative. <input type="checkbox"/>	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students <input type="checkbox"/>	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful. <input type="checkbox"/>	Teacher is unsuccessful in monitoring student behavior. <input type="checkbox"/>	This criterion was not observed or rated. <input type="checkbox"/>

II. CLASSROOM INSTRUCTION *Note-See checklist for specific evidence of items on page 3*

Expected Practices & Strategies

- A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson.
- Active discussion and collaboration among student peers have been observed during appropriate times in the lesson.
- Students are held to high standards and participate in class activities and lessons.
- EL practices are evident (as applicable)

Other areas of potential evidence:

- Type of instructional task, teacher corrections, teacher questioning techniques, depth and quality for work/responses, higher
- Groupings, modalities, ratio of student voice, student-to-adult ratio, curricula, different types and amount of work, support materials, technology, extension activities, seating arrangements, language objective

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 Purpose and Explanation of Content, Lesson, Unit, or Classroom Activity.	<p>The purpose of the lesson or unit is clear and connects with student's real life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating or explaining concepts to their peers</p> <input type="checkbox"/>	<p>The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.</p> <input type="checkbox"/>	<p>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.</p> <input type="checkbox"/>	<p>The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.</p> <input type="checkbox"/>	<p>This criterion was not observed or rated.</p> <input type="checkbox"/>
Area 6 Using Questioning and Discussion Techniques.	<p>Students formulate and ask high-level questions.</p> <input type="checkbox"/> <p>Students assume responsibility for the participation of most students in the discussion.</p> <input type="checkbox"/>	<p>Teacher formulates and ask several high level questions.</p> <input type="checkbox"/> <p>Teacher assumes responsibility for the discussion which includes most students.</p> <input type="checkbox"/>	<p>Teacher questioning and discussion techniques are uneven with some high-level questions.</p> <input type="checkbox"/> <p>There is some attempt by the teacher to initiate student discussion and student participation.</p> <input type="checkbox"/>	<p>Teacher makes poor use of questioning/discussion with low-level questions, limited student participation, and no true discussion.</p> <input type="checkbox"/> <p>There is little to no student discussion even though the opportunity exists.</p> <input type="checkbox"/>	<p>This criterion was not observed or rated.</p> <input type="checkbox"/> <p>This criterion was not observed or rated.</p> <input type="checkbox"/>
Area 7 Engaging Students in Learning	<p>Students are highly engaged throughout the lesson. The pacing and structure allow high levels of student engagement.</p> <input type="checkbox"/> <p>Students make contributions to the representation of content.</p> <input type="checkbox"/>	<p>Students appear to be engaged throughout most of the lesson. The pacing and structure is suitable for this group of students.</p> <input type="checkbox"/> <p>There are appropriate activities, and instructive representations of content</p> <input type="checkbox"/>	<p>Students are partially engaged throughout the lesson, and pacing is somewhat uneven.</p> <input type="checkbox"/> <p>The representation of content or structure/pacing is uneven.</p> <input type="checkbox"/>	<p>Students are not at all engaged in significant learning.</p> <input type="checkbox"/> <p>There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.</p> <input type="checkbox"/>	<p>This criterion was not observed or rated.</p> <input type="checkbox"/> <p>This criterion was not observed or rated.</p> <input type="checkbox"/>
Area 8 Using Formative Assessment in Instruction	<p>Students are aware of the learning goals.</p> <input type="checkbox"/> <p>The teacher consistently provides descriptive feedback to students. The feedback is timely and is in a reasonable amount.</p> <input type="checkbox"/>	<p>Most of the students are aware of the learning goals.</p> <input type="checkbox"/> <p>Much of the time, the teacher, provides descriptive feedback to students. The feedback is timely and is in a reasonable amount.</p> <input type="checkbox"/>	<p>Some of the students are aware of the learning goals.</p> <input type="checkbox"/> <p>At times, the teacher provides descriptive feedback. The feedback is timely and is in a reasonable amount</p> <input type="checkbox"/>	<p>Students are not aware of the learning goals.</p> <input type="checkbox"/> <p>The teacher does not provide descriptive feedback. The feedback is not timely nor a reasonable amount.</p> <input type="checkbox"/>	<p>This criterion was not observed or rated.</p> <input type="checkbox"/> <p>This criterion was not observed or rated.</p> <input type="checkbox"/>

Evidence of adapted materials/assessments: Area 5

- Lessons are designed to encourage student curiosity and learning beyond classroom time.
- The explanation of the content is imaginative.

Evidence of questioning and discussion techniques: Area 6

- Questions are planned ahead of time and tied to learning target/s
- Teacher questions are open ended
- Teacher allows time for students to answer—3 seconds or more.
- Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize
- Teacher purposefully signals to entire group of students to wait/think before volunteering a response.
Teacher provides the opportunity for all students to answer the question (think, pair, share, written response).

Evidence of Engaging students in learning: Area 7

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

Evidence of Formative Assessment During Instruction: Area 8

- Teachers provide students feedback about their learning referring to examples taking anecdotal notes.
- Students incorporate the feedback by revising their work
- Students receive frequent and meaningful feedback in regard to their work
- A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson.

Other: (insert here)

APPENDIX C: PRESENTATION INFORMATION

Beginning in the 20-21 school year, the SPCSA will request that both network and individual school leaders complete presentation slides within the model provided. The purpose of this is to allow the evaluating staff to be provided with important background knowledge related to school academics and organizational components.

Directions:

- 1. For schools within a larger network: complete slides 2-10 with information which applies to all schools within the network. Individual schools within a larger network, complete slides 10-13 on behalf of the individual school site as is labeled on the slide.**
- 2. Schools operating independently from a network; complete slides 2-13.**
- 3. The allotted time for the entire presentation is 30 minutes. The network portion should last approximately 18-20 minutes, with the school portion about 10 minutes.**
- 4. Please do not add or delete slides or bullets.**

APPENDIX D SITE EVALUATION DATA COLLECTION FORM

School Name						Date		
STUDENT ENROLLMENT						AT-RISK STUDENTS		
Grade	Current enrollment	Enrollment at beginning of school year	Number of currently enrolled students returning from last year	Number of students who have left since the beginning of the school year	Average number of students per class	Number of students with IEPs receiving academic services		
						Number of students with IEPs receiving related services only		
						Number of students declassified from special education last year		
						Number of students who are English language learners		
K						ATTENDANCE AND DISCIPLINE		
Grade 1								
Grade 2							Last Year	This Year
Grade 3						Total Days of Instruction last year		
Grade 4						Average daily attendance rate		
Grade 5						Number of in-school suspensions		
Grade 6						Number of out-of-school suspensions		
Grade 7						Number of expulsions		
Grade 8						FACULTY RETENTION		
Grade 9						Number of teachers on roster at the end of last academic year		
Grade 10						Number of teachers who returned from last year		
Grade 11						Number of teachers from last year promoted to non-instructional positions		
Grade 12						Number of teachers from last year who were not rehired this school year		
Total						Number of teachers who left during this school year		
Number of students on waitlist from last spring's lottery*						Number of teachers who were terminated during this school year		
Grades in which the school enrolls new students						Number of vacant instructional positions		
Completed by						Title		

APPENDIX E: TEACHER ROSTER AND CERTIFICATION FORM

SCHOOL _____ SITE EVALUATION DATE: _____

Person Completing Form Name: _____ Title _____ Date _____

Directions for this form

Enter the name of each lead teacher in the school and provide the requested information in each column. If needed, you may add additional rows or use a second sheet. Enter the number of non-certified teachers at the bottom (include these teachers in the list and list as 'uncertified'. This form should include General Education classroom teachers and any teachers and staff in Special Education. Please be as specific as possible, as demonstrated in the example of the first row.

Teacher LAST Name	her FIRST Name	Grade/ Subject	Certified [Yes/No]	Certification Type	Certification Status	Issue Date	Certification Expiration Date	Total Years Teaching Experience	Years Teaching at this School
<i>Example</i>	<i>Jane</i>	<i>1s</i>	<i>Yes</i>	<i>Early Childhood</i>	<i>Professional</i>	<i>May 2009</i>	<i>n/a</i>	<i>8</i>	<i>3</i>

APPENDIX F: FOCUS GROUP TEMPLATE

Please include a range of staff roles (i.e., instructional and non-instructional) and years on staff. Please include at least 20% of your full staff (FTE & Part-time) and no more than 12 staff members.

Staff Name	Role	Years on staff

Please include less than 50% of your board. Please try to include a range of years on board (i.e., a Founding Board Member, a first-year board member).

Staff Name	Officer Role (if applicable)	Year joined Board

Please include a range of students in 3-8 with a range of years enrolled in school (i.e., at least one student who has been in the school since it opened, at least one student who is in their first year of enrollment) and a range of identification for services (i.e., a student of a student in Special Education, a student in GATE, a student designated EL). Please include at least one student from each grade level at your school, 3rd grade and above.

Student Name	Grade Level	Year enrolled in school

Please 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.

Family/Guardian Name	Grade Level(s) of student	Year student(s) enrolled in school



Nevada State Public Charter School Authority

Site Evaluation Report

SCHOOL NAME.

Evaluation Date: Click or tap to enter a date.

Report Date: Click or tap to enter a date.

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation taking place on [Click or tap to enter a date.](#) at SCHOOL NAME.. The State Public Charter School Authority conducts a comprehensive review of evidence related to all charters within the portfolio during the 1st, 3rd, and 5th year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school’s academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework, (Appendix A) and the State Public Charter School Authority Academic Framework, (Appendix B) as well as the Operational Framework, (Appendix C). In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening, in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day. SPCSA staff will track “best practices” using a checklist and a summary of best practices observed will be contained within the report. Using information from focus groups of students, parents, staff, school leaders, and the school’s board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and a met or not met outcome will be determined using a checklist, observing all aspects of the school’s operational components as outlined in the SPCSA operational framework. This evaluation has been designed to focusing 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

SCHOOL NAME. is located in is in – CITY NAME., NV. in a facility at ADDRESS. The School serves grades [Choose an item.](#)

[Choose an item.](#)

The mission of SCHOOL NAME. is:

“ENTER MISSION STATEMENT HERE.”

ACADEMIC PERFORMANCE

CLASSROOM OBSERVATION TOTALS

. Choose an item.

Results of instructional practices observed:

- Active learning is taking place (rather than just listening or viewing)
- Students are using reasoning and critical thinking
- The lesson is rigorous and includes cognitively complex tasks
- Students engage in several types of activities during the lesson including
 - Speaking
 - Writing
 - Reading
 - Listening
 - Discussing
 - Creating
 - Problem-Solving
- Cooperative groups
- Student-led classroom
- Technology is integrated into learning/outcomes
- Project-based learning
- Students have choices
- Games are used for learning
- Students receive frequent and meaningful feedback in regard to their work

. Choose an item.

Evidence of questioning techniques (check box)

- Questions are planned ahead of time and tied to learning target/s
- Teacher questions are open ended
- Teacher allows time for students to answer—3 seconds or more.
- Teacher extends the thinking and discussion by encouraging students to say more, restating/ summarize
- Teacher purposefully signals to entire group of students to wait/think before volunteering a response.
- Teacher provides the opportunity for all students to answer the question (think, pair, share, written response).

Choose an item.

Evidence of adapted materials/assessments (check box)

- Key vocabulary is emphasized and reviewed
- Lessons are designed to encourage student curiosity and learning beyond classroom time.
- Teachers and students demonstrate and effectively interact with people across cultures.
- Teachers provide students feedback about their learning referring to examples taking anecdotal notes.
- Students incorporate the feedback by revising their work.

Examples of other practices (check box)

- Academic Vocabulary
- Support Materials
- Language Objective
- Seating Considerations
- Extension Activities
- Ratio of student voices to adult voices

Other areas of potential evidence:

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY (maximum 4 bullets per group)

Group	No. of Participants	Duration of Focus Group
Governing Board ¹	#.	#. minutes
Parents/Families	#.	#. minutes
Students	#.	#. minutes
School Leadership	#.	#. minutes
Staff	#.	# minutes

Governing Board:

- ENTER GOVERNING BOARD CONTENT HERE.

Parents/Families

- ENTER PARENT/FAMILIES CONTENT HERE

Students

- ENTER STUDENT CONTENT HERE

Leadership

- ENTER LEADERSHIP CONTENT HERE.

Staff

- ENTER STAFF CONTENT HERE.
-

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

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and to evaluate schools at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations, and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected	Takeaways, Questions and/or Concerns
1a	The school implements material terms of the education program		
1b	The school complies with applicable education requirements		
1c	The school protects the rights of students with disabilities		
1d	The school protects the rights of ELL students		
3a	The school complies with governance requirements		
3b	The school holds management accountable		
4a	The school protects the rights of all students		
5b	The school complies with health and safety requirements		

SITE EVALUATION FINDINGS

STRENGTHS

Summary of Strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence

Click or tap here to enter text.

CHALLENGES

Summary of Challenges: Academic, Classroom, Focus Groups, and Organizational Performance Evidence

Click or tap here to enter text.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. SPCSA School Support Team members will follow up on each listed recommendation.

1. **RECOMMENDATION #1**
Click or tap here to enter text.
2. **RECOMMENDATION #2.**
Click or tap here to enter text.
3. **RECOMMENDATION #3.**
Click or tap here to enter text.

DEFICIENCIES

There were no deficiencies for Click or tap here to enter text. during this evaluation.

APPENDIX H: Nevada Department of Education's DISTANCE EDUCATION EVALUATION CRITERIA

DISTANCE EDUCATION EVALUATION CRITERIA (FROM THE NEVADA DEPARTMENT OF EDUCATION/ ADULT EDUCATION/DISTANCE LEARNING)

EVALUATION CRITERIA

1. DATA ELEMENTS & STUDENT INFORMATION SYSTEMS
2. CURRICULUM & INSTRUCTION
3. STUDENT SERVICES
4. TARGETED POPULATIONS
5. STAFF
6. COORDINATION & LINKAGES
7. MANAGEMENT

1 DATA ELEMENTS & STUDENT INFORMATION SYSTEMS

1.1 Program has a functional SIS program that allows students to be enrolled into appropriate classes.

1.2 Students' attendance records are maintained.

1.3 An Individual Alternative Education Plan is in place for each student.
Is each student's Plan of Study developed and updated as necessary?

1.4 The school has a schedule that provides the minimum number of minutes for the school day/class time.

1.5 Does the school operate a Distance Education Program as part of the Alternative Education Program of studies?

1.6 The School has written guidelines and policies regarding the distance education program.

1.7 The school operates an Independent Study Program.

1.8 The program has a plan to provide assistance to students having difficulty or not making progress.

1.9 Teachers in all subject areas have proper endorsements or are Alt Ed endorsed.

2 CURRICULUM AND INSTRUCTION

2.1 Instruction includes course assessment adequate to determine that participants have achieved substantial learning goals.

2.2 Teaches essential components of Nevada Academic Content Standards.

2.3 Provides career and technical education courses leading to a competency certificate (if applicable).

2.4 Provides an opportunity to obtain credit for work experience and/or provides career readiness skills curriculum.

2.5 Utilizes blended learning concepts.

2.6 Offers flexible schedules.

2.7 Allows students to pursue credits through independent study.

2.9 Provides the opportunity to enroll in dual-credit courses.

3 STUDENT SERVICES

3.1 Provides guidance and counseling services.

3.2 Requires participation in intake interview and/or orientation.

Requires participation in exit survey/interview.

3.3 Has written discipline policies in place.

3.4 Provides student transportation.

3.5 Aids with access to computers if needed.

3.6 Holds recognition/graduation ceremonies and activities.

4 TARGETED POPULATIONS

4.1 Collects and disaggregates data on student progress, attendance and success rates, graduation rate, course pass rate, attendance % etc.

4.2 Serves persons with learning disabilities.

4.3 Serves individuals with limited English proficiency.

4.4 Please provide the number of students served in the prior school year by grade level, with the number of diplomas granted.

5 STAFF

5.1 Staff is adequately supervised to ensure quality instruction.

5.2 Program distributes agency and program information to staff about policies and procedures regarding teacher responsibilities and expectations.

5.3 Staff has the opportunity to participate in appropriate local and state professional development specific to their assignment in an alternative/distance education setting.

6 COORDINATION & LINKAGES
6.1 Coordinates program with other school district programs.
6.2 Coordinates with business, industry and labor.

7 MANAGEMENT
7.1 Has access to a facility adequate for teaching and learning and is accessible for all.
7.2 There is an effective strategic plan with measurable outcomes that guides program management and improvements.
7.3 Program has an adequate administrative mechanism that meets regularly and that includes appropriate stakeholders.