



Nevada State Public Charter School Authority

Site Evaluation Report: Eagle Charter Schools of Nevada

Evaluation Date: 12/12/2023

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Contents

| | |
|--|----|
| Introduction and School Background | 3 |
| Academic Performance | 4 |
| Focus Group Summaries | 5 |
| Classroom Observation Totals | 10 |
| Organizational Performance..... | 14 |
| Site Evaluation Findings | 17 |

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 12/12/23 at Eagle Charter Schools of Nevada (Eagle). 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 gathered 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

Eagle Charter Schools of Nevada is located in Las Vegas, Nevada in a facility at 2025 E. Sahara Avenue. The school serves 170 students (as of the most recent Validation Day) in kindergarten through fifth grade. The mission of Eagle Charter Schools of Nevada is: "to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem-solving abilities."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023

Elementary School

SPCSA schools within their inaugural year of operation have no historical reporting data during the first year of operation. This is the case for Eagle at this time. In the future site evaluation reports will contain the following information: Nevada School Performance Framework Math and ELA Results, SPCSA Academic Performance Framework information including the Geographic Comparison Report, SPCSA Academic Performance Framework and Diversity Comparison Results.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

| Group | Number of Participants | Duration of Focus Group |
|-------------------|------------------------|-------------------------|
| Governing Board | 2 | 45 minutes |
| Parents/Families | 7 | 45 minutes |
| Students | 9 | 45 minutes |
| School Leadership | 2 | 45 minutes |
| Staff | 4 | 45 minutes |

Governing Board ¹:

- Current areas of specialty represented on the board include a certified public accountant, an educator, a chief operating officer, and a parent. Many current board members were members of the committee to form. The board reported meeting once or twice a week prior to the start of the school year. The board indicated it has not met since August 2023. The next board meeting is scheduled for January 24, 2024. Board members said they are on campus frequently and speak with school leadership individually while on campus. One board member shared he was in contact with school personnel regarding financials daily. “Board members receive reports routinely for us to review. We look closely at financials as prudence is key. The board is aware of our drop in enrollment, so we need to ensure monies expended are going to garner monies back, and that comes in the form of enrollment.”
- Board members were candid in discussing challenges during Eagle’s inaugural year:
 - The board disclosed it is up to date with knowledge of enrollment decline due to the school not opening at its permanent facility on time. Board members reported scaling down to one teacher per grade level to accommodate the loss of enrollment. One board member shared, “Families chose to go elsewhere when we didn’t open up on time and then they didn’t want to move their child after the school year began. There is a constraint with our lower enrollment, and we are being fiscally prudent. We must be judicious about where we spend every dollar.” Board members said there is not a current marketing plan, but the school participates in community activities as they arise including radio broadcasts and celebrations in front of the sch. The board has set enrollment goals for the end of the 2023-2024 school year and for the 2024-2025 year.
 - Governing Board members revealed being sensitive to MAP testing not being completed within the testing window. One board member said, “Although we do not have MAP and SBAC scores to provide a holistic picture, we can use summative assessments to improve student academic progress.” Board members expressed they have been working with leadership to help them understand how Nevada’s Star rating is determined.
 - Governing Board members are aware of the lack of timely responses in communication between school leadership and the SPCSA. One board apologized and said, “Our board meeting in January will help to correct some of this. We know there have been required items the SPCSA has requested as well as items that are necessary to submit to the state.”

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Board members described their role in providing school oversight. One board member said, “Our role is to protect the stakeholder, the students. It is important that we are fiscally prudent, the curriculum is sound and that we are giving the best product for our students.” Board members created the school’s Emergency Plan of Operations and are in process of developing a tool to evaluate school leadership. Another board member shared, “We are looking formatively at teacher turnover, teacher development, academic growth and plans for the future. We are looking to evaluate leadership this year according to certain benchmarks.”
- Board members indicated close communication between the board and school leadership. Discipline and restorative practices are of particular interest to the Governing Board. One board member communicated, “Eagle serves many resource challenged families. We have a large homeless population and families who are food insecure. We want to make sure students have opportunities and resources to grow. We do not want to reinforce negative things for students. It is a balance to find the right tone to not be too lenient but also let students know there is an appropriate way to behave and conduct oneself.”

Parents/Families:

- Parents said they learned about the Eagle through print materials distributed in the community and in various district schools. One parent shared, “I decided to enroll my child here because the district school was not a good fit.” Another parent was impressed with the mission and vision of the school. “We came and spoke with school leadership and felt it was a good fit. It felt comfortable to be at this school.” A third parent reported bringing their child’s IEP² upon enrolling their child at Eagle. “Here he is getting assistance and greater attention. My child is happy and excited when he comes home and shares what he learns at school.” Other parents in the focus group shared they appreciated their children receiving more individual attention at Eagle than their children experienced at their previous schools.
- Parents were complimentary regarding the personnel at Eagle. One parent said, “The people who work here want to be here, and really care about what they do.” Another parent shared, “I enrolled my child at Eagle because I was done with the district school. They didn’t give enough attention to my child, what they are interested in, or their growth. I see that here. I like the small class sizes, the individual attention.” Parents in the focus group stated their children are happy, want to come to school, and are eager to share what they learned.
- Parents described the various ways in which the school communicated with them. Class Dojo³, telephone calls, and conversations upon pick up were the most common. One parent disclosed his child is on an IEP and the school reaches out and communicates how his child is doing academically, socially, and emotionally. Members of the family focus group felt school personnel are communicative about what is happening at the school.

² Individualized Education Plan

³ ClassDojo is digital sharing platform allowing teachers to document student behaviors and academic notes for families via a web browser.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

- Students in the focus group reported that Eagle provided an orientation and helped students feel a part of the school. One student shared, “Our teachers and the principal taught us the expectations for behavior in the lunchroom, at specials, and in the halls of the school at the beginning of the year.” Students also received printed copies of the rules. A few students reported having morning circles where everyone in the circle speaks about how they feel.
- Students in the focus group had mixed responses when asked if they felt comfortable asking for help in class. Some students said they feel comfortable raising their hand and asking for assistance. One student said, “I do feel comfortable asking my teacher to slow down.” Other students shared their discomfort because “Other kids make fun of you if you have to ask for help, so I am nervous to ask for help.”
- Students described feeling safe when being dropped off at the school because there is someone who greets them and makes them feel welcome. One student said, “I feel safe when I get to school because the adults make me feel like I belong, and I can stay here.” Students also reported feeling safe in their classrooms. Most students in the focus group indicated feeling safe outside because of the gates and the fence. Students shared if there is a problem outside, an adult is nearby who can assist. Students described an incident in which a student climbed on the gate outside and an adult intervened. Focus group participants also mentioned a family of siblings who bully others at school and make others feel uncomfortable.

Leadership:

- Leadership reported being data focused. The principal said, “The students own the data and take ownership of their data. Our teachers are constantly checking for understanding and performing daily exit tickets in order to gauge progress each day for each student. Our formal data evaluation process involves our students in conversations about their progress and successes.” Leadership shared Eagle uses both AIMSweb⁴ and MAP⁵ assessments. According to the school leader, AIMSweb progress monitoring is reviewed on an on-going basis. Instructors hold student conferences in which students are provided their academic data. Each student’s “academic, behavior, and social emotional goals and progress are discussed. Goals are adjusted during the student conferences based on the data,” according to the school leader.
- Eagle students did not complete the MAP assessment during the testing window dated August 7, 2023 – October 26, 2023. The school leader said Eagle did complete the MAP assessment the week after the testing window concluded. Limited internet access and physical building limitations as the school was in process of transitioning to its permanent facility precluded the MAP assessment occurring within the testing window according to the school leader.

⁴ AIMSweb is a comprehensive k-12 benchmark and progress monitoring system based on direct, frequent, and continuous student assessment using brief, accurate measures of reading, math, spelling, and writing. AIMSweb supports Response to Intervention (RTI) and tiered instruction.

⁵ Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program. MAP assessment is completed three times a year.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- The school leader spoke about the enrollment loss of 250 students since the opening of the school year in August 2023. Leadership stated, “We are actively enrolling and recruiting. We are expected to come back in enrollment. We lost students due to the delay in getting into the new building. Many families enrolled students elsewhere and didn’t want to move the students mid-year. We are opening enrollment earlier this year, December 15.” The Governing Board and school leadership have had conversations regarding recruitment and enrollment. Parental surveys have been collected and reviewed. Advertisements on radio and television within a three-mile radius are routine. Eagle has a mobile registration booth which attends each school event as well as community events in which the school is invited. The school leader was forthcoming, “We didn’t prepare for the ability to get into our permanent facility so late.” The school had not anticipated a four-month delay in obtaining access to their permanent facility.
- The fiscal impact of lower than anticipated student enrollment necessitated budget adjustments for the 2023-2024 school year. Leadership reported consolidating grade level classes to one class per grade level. The teaching staff was scaled back to reflect one teacher per grade level class. This allowed the expenditures for PERS (Public Employees' Retirement System of Nevada), insurance and rent to be abated.
- The school leader indicates 30-40% of Eagle’s students walk to campus as a “majority of our students live within a quarter of a mile of the school.” The school does provide bus vouchers to families in need, with just under 10% of the student population using public transportation as a means for getting to and from the school. Leadership reported some students do travel over 20 miles each way to attend Eagle.
- The school leader emphasized school culture during the hiring process as Eagle serves an under-resourced student population. Leadership said, “We strive to create a school in which students are excited to come to school, and parents are happy to bring their children to school. We want to be community centered.” Leadership said summer PD strategically focused on student demographics and early community involvement in order to familiarize the faculty/staff with the population. Leadership shared they are paying attention to chronic absenteeism rates and identifying causes. The school leader said, “We have identified a few families who are frequently absent. These were lower grade levels with transportation and living situations causes. We want teachers to reach out every time a student is absent. We have not gotten here yet, but it is a goal.”
- Communication between the SPCSA and Eagle was discussed. Leadership was honest in disclosing difficulty in navigating various portals in which to upload required items to the Charter Authority and Nevada state. Site evaluation team members and leadership scheduled time in which SPCSA personnel could assist Eagle in completing these tasks. Eagle acknowledged they were in process of creating a master calendar in order to track when items are due for compliance.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

- Staff members recounted having professional development (PD) prior to the beginning of the school year on topics such as classroom management, school safety, and curricular materials. Within the umbrella of school safety, faculty have concluded PD on CPR⁶, blood borne pathogens, and procedures on trips and falls. Curriculum training delved into each content area including science, math, and English language arts (ELA). Specific training on students with special needs (SPED) and the RTI⁷ process were also topics of PD. Staff indicated PD has not occurred since moving to the permanent building in October. Faculty expressed a desire to have Infinite Campus⁸ training. A few other faculty members said they would like more current PD on student engagement.
- Staff reported having weekly staff meetings that discuss student academic data, student testing data, and upcoming testing dates, as well as pending school events. Staff said leadership visits their classrooms frequently, sometimes multiple times in a day. Leadership provides feedback regarding these visits with face-to-face conversations as well as message in Google. Staff asserted working well together due to the small size of the faculty. One teacher said, “We come together and talk about opinions and thoughts. We cover for each other if someone is absent. We can chat with each other on Google and that is helpful. We also have some emergency contacts in Google that is helpful if we need some immediate assistance.”
- Faculty indicated there are very limited resources available to support school-wide goals. One teacher shared, “We really need physical resources such as a document camera projector. We have books for the kids, but I shouldn’t have to walk around and show each student an example. I should be able to project an image for the whole class.” Another teacher said, “We have a small, tiny whiteboard about the size of a business presentation board for each class. I would like a big whiteboard that is built for a classroom.” Teachers declared there is no copy machine for the faculty to use. One teacher said she prints off worksheets at her house for her students. Another teacher candidly said, “I am not satisfied with the math program. There are no instructor manuals or workbooks for the math program. We have to follow the website for math resources. The program does not support my needs or my students’ needs. There are no printables for students. It is designed for one lesson per day and there are only a few examples each day. These do not help our students.” Teachers said they use other curricula for supplementals and unpack the NVACS individually to teach their students. Teachers stated they also supplement the curricular materials from worksheets they print at home for English language arts. One teacher said, “It’s not just math. We supplement across all content areas.”

⁶ Cardiopulmonary Resuscitation is an emergency lifesaving procedure performed when the heart stops beating.

⁷ Response to Intervention (RTI) is a system of supports that schools put in place to provide high-quality education to students with disabilities. is a language teaching method based on the coordination of language and physical movement.

⁸ Infinite Campus is a web-based program providing families the ability to view academic information for their children.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 14 classrooms were observed for approximately 15 minutes on the day of the evaluation.

| Classroom Environment | | | | | |
|--|---|--|---|--|---|
| | Distinguished | Proficient | Basic | Unsatisfactory | Not Observed |
| Classroom Learning Environment is Conducive to Learning | Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time. | The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time. | The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized. | The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized. | This criterion was not observed or rated. |
| | Total: 1 | Total: 9 | Total: 2 | Total: 2 | Total: 0 |
| Establishing a Culture for Learning | Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges. | Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges. | Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges. | Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges. | This criterion was not observed or rated. |
| Total: 1 | Total: 9 | Total: 1 | Total: 2 | Total: 1 | |

| Classroom Instruction | | | | | |
|---|---|---|---|---|---|
| | Distinguished | Proficient | Basic | Unsatisfactory | Not Observed |
| Purpose and Explanation of Content, Lesson, Unit or Classroom Activity | The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers. | The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students. | The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow. | The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language. | This criterion was not observed or rated. |
| | Total: 1 | Total: 8 | Total: 2 | Total: 2 | Total: 1 |
| Students' Cognitive Awareness of Learning Goals/Targets | Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe. | Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe. | Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe. | Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame. | This criterion was not observed or rated. |
| | Total: 1 | Total: 5 | Total: 5 | Total: 2 | Total: 1 |
| Quality and purpose of questions | Students formulate and ask high-level questions. | Teacher formulates and asks several high-level questions. | Teacher questioning and discussion techniques are uneven with some high-level questions. | Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion. | This criterion was not observed or rated. |
| | Total: 0 | Total: 3 | Total: 8 | Total: 3 | Total: 0 |
| 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: 0 | Total: 3 | Total: 9 | Total: 1 | 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: 0 | Total: 5 | Total: 7 | Total: 2 | 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: 0 | Total: 8 | Total: 4 | Total: 2 | Total: 0 |

Additional information about the classroom observations shared here when applicable.

1. In this early elementary classroom, the teacher sat at his desk. Some students were throwing glue sticks with the lids off. Others were doing cartwheels on the carpet in the corner. Some students were singing, and some were cutting. Crayons were being thrown. A list of rules was on the wall, and all begin with the word "No", but none of the rules were being followed. There are nine rules. It is unclear what the academic target or objective is or what students are supposed to be doing.
2. In one elementary class, students created and wrote sentences using vocabulary words posted on the whiteboard. The teacher circulated the room providing verbal feedback to the students regarding their progress. Students individually read a passage and answered questions on the reading on their laptops. The software program provided instant feedback on students' responses.
3. Students were off task, confused, and anxious in one classroom. Students raised their hands and walked the room visiting classmates at other tables. Students called out to the teacher for assistance. The teacher sat on the floor telling students she was in group and couldn't answer questions because she was in group.
4. Students stood in a line and faced the teacher. The teacher asked each student in turn a multiplication problem and the students verbally solved it and then moved to the back of the line. If students solved the equation correctly, they were given the card with the problem written on it. The team with the most cards at the end of the activity won.
5. In one classroom, the teacher took 10 minutes to transition students to their next centers. The teacher constantly left her small group to correct student behaviors at other centers.
6. In one classroom, students worked independently on tasks. The teacher walked around to provide feedback to students.
7. In one early grade classroom, students sat at tables, and some wrote while others talked and played around. Some students went with the teacher and sat on the carpet for small group instruction, but the teacher reviewed rules rather than going over academic content. It is unclear what students are supposed to be learning or doing.
8. In this middle elementary classroom, the teacher was going over multiplication tables waiting for each student to give the next product. There was very little intellectual engagement.
9. In one elementary classroom, the teacher and students analyzed the sentence structure of the given sentences.

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> | As presented during the leadership presentation, Eagle implements the material terms of the education program. Curricular materials align to Nevada Content Standards (NVACS). |
| Indicator 3: Governance and Reporting | <p>Measure 3a: The school complies with governance requirements. Ex: Board policies and oversight of Education Service Provider</p> | Eagle leadership reports timely notice of Governing Body Meetings. Each board meeting contains an agenda item for public comment for stakeholders to ask questions, provide comments or concerns pertaining to Eagle. Meeting agendas and minutes are publicly accessible a via the school’s website. Per the Governing Board and leadership focus group sessions, the Eagle Governing Board follows Governing Board policies. Board composition is aligned with |

| | | |
|---|--|---|
| | | Nevada state requirements. |
| Indicator 4: Students and Employees | Measure 4a: Student records under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately | Student and faculty records are stored under lock and key in a secure room designated just for records. |
| Indicator 5: School Environment | Measure 5b: Evacuation plans for classrooms are posted The school has fire extinguishers on all floors which are tagged Active permit for food service (if applicable) Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration | The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, and an active food service permit. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area. |

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.

| | |
|---|---|
| Prior recommendations by SPCSA staff | This is not applicable to Eagle for the 2023-2024 site evaluation as Eagle is in year one of its charter. |
| School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations | This is not applicable to Eagle for the 2023-2024 site evaluation as Eagle is in year one of its charter. |
| SPCSA staff assessment based upon findings during site evaluation | This is not applicable to Eagle for the 2023-2024 site evaluation as Eagle is in year one of its charter. |

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.

- **Strong culture building efforts**

Leadership has focused on building a strong culture between the school and families at Eagle. Families in the families focus group appreciate the individual attention students receive in class, and value leadership knowing students and families by name. Family members reported feeling welcome at the school and used the example of being greeted at the beginning of the school day at drop-off and greeted again upon pick up. Several families said the staff and school leaders reach out and communicate to families during pick up and drop off if there are academic or behavior concerns. Family members reported their children being excited to come to school and speak positively about school and their school experience. SPCSA staff recognize Eagle's leadership for pursuing agency and capacity among the school's stakeholders. "Without relationship, there is no trust. Without relationship, there is no extra effort" (Molinario, 2018).

- **Ethnically diverse student and staff**

Eagle was observed to have an ethnically diverse student population, an ethnically diverse faculty and staff, and an ethnically diverse Governing Board. Both the students and the staff are representative of the neighborhood in which the school is located. The school is highly intentional about making sure all types of families and students are welcome. SPCSA staff recognize diverse demographics across school stakeholders as a strength when identifying, understanding, and responding to needs of the school's population. Eagle is clearly working toward ensuring that students from historically underserved groups are represented. Over 15% of the student population are unhoused. 68% of the student population is on free and reduced lunch, and 21% of the population are learning English as a new language.

- **Moved to Permanent Facility**

Eagle has completed the transition to its permanent facility. There is space in which the school can grow and expand both within the physical school building as well as the land surrounding the property. The hallways are wide and common areas roomy.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

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.

- SPCSA staff appreciate school leadership sharing there is some work to do at Eagle. The inaugural year of the school has presented opportunities to reflect on where agency and capacity can be built. Communication and compliance in a timely manner is a challenge. Communicating with SPCSA personnel and submitting legally required documents and information in a timely manner is something that the school leader, and the Governing Board are aware of and are working toward amelioration. This includes students testing during the testing window as specified by the state.
- The numbers of students enrolled at the campus is well below anticipated numbers. Currently, there are 162 students enrolled. When the school year began in August 2023, enrollment was at 363 students. Lower than anticipated enrollment impacts the overall financial security of the school and is a top challenge. Small class sizes and student absences can correlate adversely to overall NSPF ratings. Eagle's lower enrollment can impact testing data and a smaller "n" size for overall data reporting.
- As an independent, single charter school, Eagle Nevada leadership and personnel perform multiple roles as needed across campus. Capacity to take care of all details of a small school with one school leader as the leadership team is challenging.

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.

- **Communication and Compliance**

There are three areas of compliance and communication in need of immediate attention:

- **Timely submission of documents and materials**

SPCSA evaluators recommend Eagle develop an internal plan to ensure timely reporting for required documents and submissions. As communicated to the school during the site evaluation, approximately 37 compliance items, including Governing Board disclosure forms and an updated board meeting calendar, were past due. The SPCSA has confidence that with a clear plan and supported delegation, this number can improve during the current fiscal year. A plan may benefit from calendaring deadlines, meeting with stakeholders regarding these deadlines, and connecting with SPCSA staff as needed should questions arise.

- **Give state required tests within the testing window.**

As communicated to Eagle, the fall 2023 MAP assessment was not conducted during the Nevada state testing window. Failure to test within the timeframe specified by the state of Nevada can result in a NSPF deduction. SPCSA evaluators recommend Eagle develop a board-approved remediation plan to ensure Eagle administers all required assessments during the 2023-2024 school year and beyond.

- **Communication with SPCSA staff**

SPCSA personnel recommend Eagle strive to respond to SPCSA telephone calls and emails in a timely manner to ensure open communication and achieve mutual understandings. The SPCSA endeavors to be a critical thought partner with schools within the charter portfolio. Timely and transparent communication pathways promote effective and efficient dialogue when schools communicate promptly.

- **Attend monthly SPCSA technical assistance calls**

SPCSA staff recommends that the school prioritize attendance at monthly technical assistance calls to ensure that Eagle administers all required assessments during the 2023 – 2024 school year. Calls usually occur monthly and all school-level accountability and assessment coordinators are invited. Regular attendance will help Eagle stay up to date with state testing requirements and ensure that any questions are addressed in a timely manner.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

- **Establish a culture of learning**

SPCSA staff recommend Eagle establish and cultivate a culture of learning for increased student engagement. Approaches that foster a culture of learning and create overall cohesiveness of classroom management include Total Physical Response⁹ (TPR) strategies (Ferlazzo, 2021, Heflin, 2020), Social-Emotional Learning¹⁰ (SEL) and Response to Intervention¹¹ (RTI) (Vollmer, Gettinger, Begeny, 2019). SPCSA staff observed many students eager to learn, talk, and share their knowledge and excitement for learning but limited opportunities to do so. Faculty can implement routines that foster students engagement by:

- Posting a clear objective where every student can reference what they are learning and why they are learning it.
- Establishing clear learning targets and criteria for success in each lesson.
- Improving the use and frequency of academic feedback to students.
- Fostering student goal setting as an integral part of classroom practice.

Targeted PD focusing on best practices in differentiation for cultural and developmental differences of students or connect to students' individual lived experience will improve student engagement and learning levels.

- **Establish classroom safety**

SPCSA staff observed several classroom environments that were unorganized and, in some cases, unsafe. In one classroom, crayons, scissors, and glue sticks littered the floor, creating potential opportunities for people to slip and fall. In another classroom, students were observed to be throwing items across the room to other students unsupervised. Classrooms were cold and students were uncomfortable with the cooler temperatures, wearing their outside jacket and coats inside the building.

- **Chronic Absenteeism**

SPCSA staff recommend Eagle continue strategizing ways in which to address chronic absenteeism challenges by formalizing a plan in conjunction with the Governing Board. School personnel may want to access SPCSA's Canvas repository which contains updated information on Nevada state attendance laws. The Canvas repository specifically reference 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. SPCSA's Canvas repository contains recordings from the weekly Thursday TA meetings and other resources to assist schools within the SPCSA charter portfolio in their day-to-day activities.

- **Enrollment**

SPCSA staff recommend Eagle pursue solutions to address the severe loss of enrollment during the 2023-2024 academic year. SPCSA staff encourages Eagle to develop a school-wide enrollment marketing plan which includes student applications, acceptance, and enrollment goals to optimize the new building. A cohesive plan on how these goals will be attained monitored should be included.

⁹ Total Physical Response (TPR) is a language teaching method based on the coordination of language and physical movement.

¹⁰ CASEL, the Collaborative for Academic, Social, and Emotional Learning, defines social-emotional learning as "how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions" (2021).

¹¹ Response to Intervention (RTI) is an educational strategy that provides effective and high-quality instruction, monitors students' progress to make sure they are progressing as expected and provides additional support to students who are struggling.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

Taking an asset-based approach to enrollment can optimize Governing Board support and expertise. Eagle should consider highlighting their unique mission and vision in their marketing materials. Eagle is encouraged to work with current families to include student success stories as an avenue to increase communication with feeder schools and prospective students.

- **Student transportation**

SPCSA staff recommend Eagle formalize a plan to address student transportation challenges. Although leadership indicated subsidizing assistance through the Las Vegas Regional Transit Commission (RTC), Eagle may also want to pursue Opportunity 180 initiatives for transportation. SPCSA staff recommend Eagle also consider pursuing McKinney Vento funding and SPCSA grant funding as strategic options for transportation. SPCSA staff is happy to be a resource on this recommendation should additional assistance be requested.

- **Governing Board engagement**

It is important the Governing Board meet by law quarterly. The Governing Board for Eagle has not met formally since August 2023. The Governing Board should strive to be prepared and timely with internal and external communications and state submission of documents. The board should have consistent, well attended meetings, with posted agendas and meeting minutes.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Eagle Charter Schools of Nevada during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for Eagle Charter Schools of Nevada during this site evaluation.