

NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY

2023-2024 School Year

SITE EVALUATION PROTOCOL HANDBOOK

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



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SITE EVALUATION OVERVIEW¹

The Nevada State Public Charter School Authority (SPCSA) site evaluation protocol handbook serves as a reference for state-authorized schools. Routine site evaluations are a critical accountability component to the oversight of schools by the Nevada 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, [NRS 388A.223](#) outlines the responsibilities of the SPCSA, including 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 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” ([NRS-388A.223i](#)).

The philosophy behind the SPCSA's approach to site evaluations, as outlined throughout this protocol, stems from best practices of charter school authorizers, and is grounded in the role of an authorizer as providing oversight allowing 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, including 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.

¹ Please note that the electronic version of the SPCSA Site Evaluation Protocol Handbook contains hyperlinks that are both internal and external to this document.

SITE EVALUATION PURPOSE

The Authority Board and staff recognize there are many challenges and responsibilities of schools and school leaders through the course of an academic year and appreciates collaboration and cooperation with schools in conducting site evaluations. This protocol has been designed to provide practical and thorough information about the site evaluation process to ensure all stakeholders, particularly charter school leaders and their governing teams, know what to expect, how to best prepare, and guarantee efficiency of site evaluations. Familiarity with the protocols, practices, and procedures safeguard smooth, non-disruptive, effectual evaluations by the SPCSA Site Evaluation Team (SE Team).

The purpose of SPCSA site evaluations is to exercise monitoring oversight through qualitative and quantitative data collection that documents progress toward a school's charter goals. The SE Team specifically assesses schools' student achievement, progress to goals, and fulfillment of the school's mission, vision, and educational program as outlined in their charter. SPCSA site evaluations certify accountability as a state-authorized, public school. Foundational elements of the SPCSA's mission and the legislative intent of charter schools; 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. These elements are central to the SPCSA's ongoing evaluation of charter schools. We want schools, especially those we authorize, to succeed.

The work of the SE Team is designed to support schools continuously operate at high levels of performance and do their best for students. Compliance with charter, state, and federal law, as well as consistent academic achievement, helps support schools' autonomous continuation. The SPCSA emphasizes a school's operations, instruction, and compliance components. Financial stability is also considered and focused on through ongoing oversight by the SPCSA Authorizing Team. The School Support and Finance Teams of the SPCSA Authority manage the grant and program monitoring. The Authorizing Team within the SPCSA conducts routine desktop compliance to maintain and update the information relating to all schools' progress and performance. The cumulative evidence through multi-year oversight measures becomes part of the record that informs the SPCSA's staff [renewal](#) recommendations to the SPCSA Governing Board. The [Governing Board](#) of the Nevada State Public Charter School Authority makes all final charter [renewal](#) decisions.

The SPCSA SE Team conducts multiple evaluations throughout a school's charter term. During site evaluations, typically conducted in years one, three, and five of a school's charter, multiple pieces of qualitative and quantitative data are gathered through classroom observations; focus groups with families, staff, students, and governing board members; data collection and analysis; document review; and ongoing accountability measures.

Site evaluations focus on the Nevada School Performance Framework ([Appendix A](#)), the SPCSA Academic Framework ([Appendix B](#)), and the SPCSA Organizational Framework ([Appendix C](#)), as well as adherence to the approved charter and charter contract with the SPCSA. All qualitative and quantitative data gathered during a site evaluation is examined through the lens of a school's SPCSA Academic Performance Framework ([Appendix B](#)). Site evaluations are an opportunity to:

- Triangulate reports and data with qualitative information
- Build/strengthen relationships with schools
- Provide an outside perspective
- Offer objective suggestions for best practices to fulfill charter contract and meet needs of all students
- Review the alignment between implementation and charter contract

The SPCSA aims to provide a high-quality site evaluation experience by:

- Utilizing effective communication
- Providing meaningful feedback
- Building strong relationships with stakeholders

The SE Team strives to meet each of these by weaving in the three expectations of effective communication, meaningful feedback, and building strong relationships through each of the three steps of the site evaluation process: pre- site evaluation, during the site evaluation, and post site evaluation.

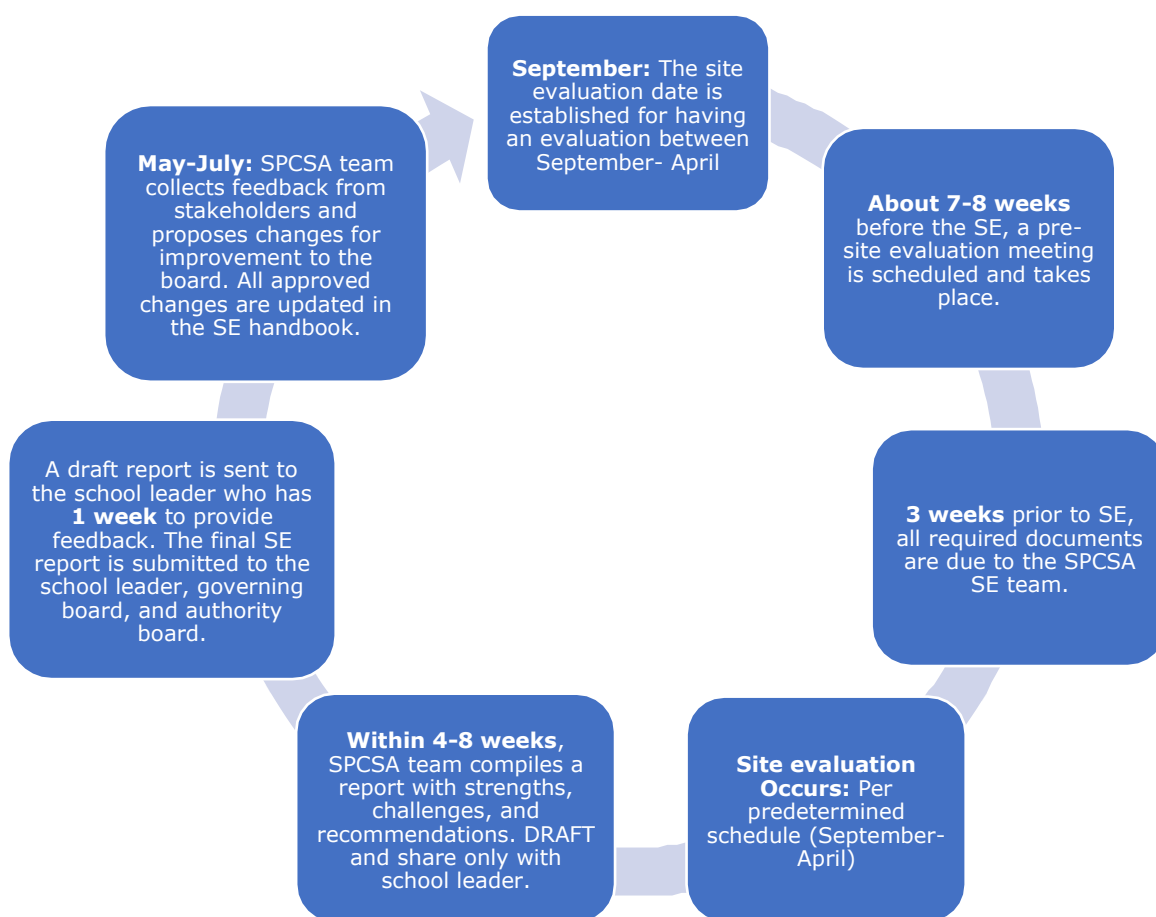
Learning Session Opportunities for Schools

SPCSA staff host a live and web-based learning sessions for charter school leaders to gain a clear understanding of the SPCSA Instruction and Environment Observation Rubric at the beginning of each academic year. For more information, or to inquire when the next session will be, please contact Selcuk Ozdemir at selcuk@spsca.nv.gov.

SITE EVALUATION PROCESS

SPCSA conducts site evaluations each year beginning in September, with final evaluations occurring before May. During that time frame, the process for individual schools takes between two to three months including pre-calls, preparation, debriefs and the final report. There are three components to the site evaluation: the pre-site evaluation, the site evaluation, and the post-site evaluation. The SPCSA on-site evaluation generally takes place over the course of one academic day depending on the size, structure, and location of the school. The process for a site evaluation takes approximately eight to ten weeks from the time the SE Team conducts the on-site evaluation until the site-evaluation report is finalized and delivered to school leadership, the SPCSA Governing Board, and placed onto the public domain via the [SPCSA website](#). Figure 1 illustrates graphically the site evaluation yearly cycle. Figure 1 can also be found in [Appendix D](#).

Figure 1: The Site Evaluation Yearly Cycle



Per [NRS 388A.223](#), SPCSA Site Evaluation (SE) Team members conduct comprehensive site evaluations of each campus during the first, third and fifth years of a charter. Schools scheduled for a site evaluation during the first, third and fifth years of a charter are notified in writing by a SPCSA point-of-contact SE Team member at the beginning of the academic year. The SPCSA recognizes that the time of year an evaluation occurs may have an impact on the quality of instruction and efficiency of operations. When planning Site evaluations, the SE Team considers a variety of factors, including holidays, testing schedules, field trips, school professional development days, as well as evaluator availability.

The point-of-contact SE Team member will arrange a pre-site evaluation with school leadership and the SE Team. During the pre-site evaluation meeting, the SE Team and school leadership will review the pre-site evaluation, the on-site evaluation, and post-evaluation processes.

The SPCSA has created a Differentiated Site Evaluation Process for schools that:

- are operating without a NSPF star rating
- are operating with a one- or two-star NSPF rating
- have received a strong recommendation, and/or deficiency
- are under a Notice of Concern, Notice of Breach, or Termination

SCHOOLS WITH APPROVED DISTANCE EDUCATION PROGRAMS

For schools operating within the approved three-year window within the Distance Education Program, the SPCSA will follow the written evaluation policy as developed and implemented by the Distance Education Program of the Nevada Department of Education ([Appendix E](#)). 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.

CHARTERS WITH MULTIPLE CAMPUSES

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.

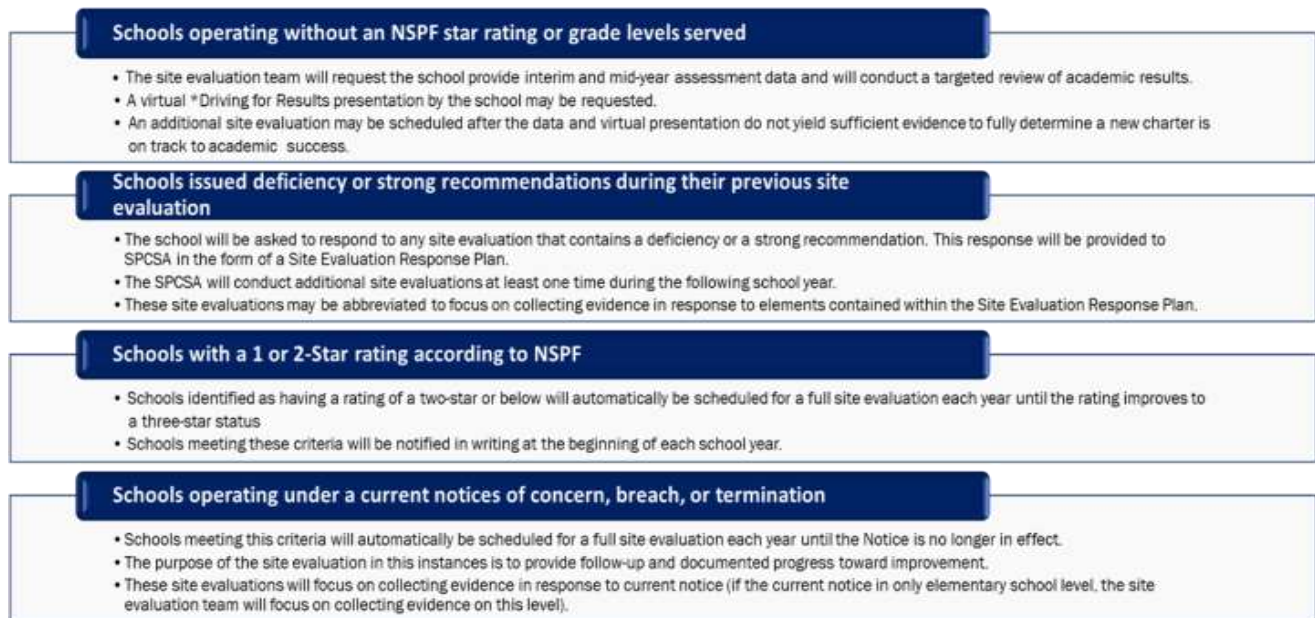
SITE EVALUATION TEAM STRUCTURE

The SE Team is comprised of SPCSA Authorizing staff. Each school receiving a site evaluation will be assigned a SE Team point-of-contact. The SE Team point-of-contact coordinates and facilitates the SE with school leadership. A SE Team may include staff members from other SPCSA teams as observers. Factors such as academic achievement, fiscal soundness, school size, and school location will be considered when assembling the SE Team. Team members' expertise in fiscal management, governance, school leadership, curriculum, and instruction are also taken into consideration when developing a SE Team for a site evaluation.

DIFFERENTIATED SITE EVALUATION PROCESS

During the 2021-2022 school year, the SPCSA began differentiating levels of oversight. The following procedures outline four different circumstances under which these differentiated processes apply. Figure 2 illustrates graphically the differentiated site evaluation process. Figure 2 can also be found in [Appendix F](#).

Figure 2: Differentiated Site evaluation Process



SCHOOLS OPERATING WITHOUT AN NSPF STAR RATING

1. During the first-year site evaluation, schools will be asked to present information relating to the “Driving for Results” section of their recent charter application. The SPCSA SE Team will seek evidence to indicate and support that a new or non-star rated school has a clear process for setting, monitoring, and/or revising internal leading indicators for student academic goals. The school will be asked to present a summary of the current assessment plan. This plan must be sufficiently detailed to demonstrate that the school routinely collects and analyzes individual student, student cohorts, and school level academic performance over time (interim, annual, year over year).
2. After the first year in operation, and in the absence of an NSPF star rating, the SPCSA SE Team will request schools supply interim, and mid-year assessment data and will conduct a targeted review of academic results.

3. A virtual “Driving for Results” presentation by the school may be requested. This will be requested if during the targeted review of interim data leads to concern with a school’s ability to meet expectations as contained in their charter application regarding academic monitoring and student achievement outcomes. This virtual presentation of current practices and updates regarding a school’s academic monitoring plan, use of data, and steps taken to address identified gaps in student achievement levels will provide SPCSA documented evidence of a school’s continued focus on “Driving for Results”.
4. An additional site evaluation may be arranged after the data collection (step 2 above) and virtual presentation (step 3 above) do not yield sufficient evidence to fully determine a new charter is on track to academic success.

SCHOOLS ISSUED STRONG RECOMMENDATION OR DEFICIENCY DURING THEIR PREVIOUS SITE EVALUATION

1. A strong recommendation is considered serious and in urgent need of immediate attention. Schools issued a strong recommendation or deficiency will be asked to complete a Site Evaluation Response Plan ([Appendix G](#)) within four weeks of the school’s board and school leader receiving the Site Evaluation Report. The school may request an extension in writing if needed. The SE Team will review the Responses Plan, meet with school leadership, and provide feedback to the school. Both the SE Team and the School Leadership Team will agree upon the plan of action including documented steps and accompanying timeline. [Appendix G](#) and [Appendix H](#) offer a Site Evaluation Response Plan template and a Site Evaluation Response Plan example.
2. When strong recommendations or deficiencies are present, the SPCSA SE Team will record each recommended item and the school information for tracking purposes.
3. Once the Site Evaluation Response Plan ([Appendix G](#)) has been agreed upon and approved by the SE Team, the team will work directly with school leader(s) to plan routine, follow-up meetings. These meetings are scheduled to occur at least once every three months, or more often, depending upon the approved plan.
4. The SE Team will conduct additional site evaluations at least one time during the following school year. These site evaluations may be abbreviated to focus on collecting evidence in response to elements contained within the Site evaluation Response Plan ([Appendix G](#)).
5. Once sufficient evidence has been supplied by the school to address all recommendations, SPCSA staff will issue notification closing out any open issues.

SCHOOLS WITH A ONE-OR TWO-STAR RATING ACCORDING TO THE NSPF, AND/OR OPERATING UNDER A CURRENT NOTICES OF CONCERN, BREACH, OR TERMINATION

Schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern Notice of Breach, or Notice of Termination will have a differentiated procedure for their site evaluations:

1. Schools meeting this criterion will automatically be scheduled for a full site evaluation each year until the rating improves to a three-star status or the criterion is no longer in effect.
2. Schools meeting this criterion will be notified in writing at the beginning of each school year.
3. The purpose of the site evaluation in these instances is to provide follow-up and documented progress toward improvement.

SCHOOLS IN YEAR 3 OF THE CURRENT CONTRACT AND OPERATING AT A FOUR- AND FIVE- STAR LEVEL ACCORDING TO THE NSPF

Schools scheduled to receive a site evaluation during their third year of operation, currently operating in a four- or five-star status rating on the Nevada State Performance Framework ([Appendix A](#)), and in good standing on the academic, organizational, and financial framework, will undergo an abbreviated site evaluation.

1. Schools within this category will forego the focus group portion of the evaluation except for the student focus group. If the school has completed the [Nevada Climate/Social Emotional Learning Survey](#) and reviewed the NV-SCEL data, the data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.
2. During the abbreviated site evaluation, the number of classroom observations will have about half as many as a typical site evaluation.

PRE-SITE EVALUATION

Approximately eight weeks prior to the site evaluation (SE), school leadership will receive an email from a SPCSA point-of-contact SE Team member requesting a pre-site evaluation via teleconference. The email will include the contact information for the school's SE Team point-of-contact for the site evaluation process. The email will also contain three dates and times for leadership to select from for the pre-site meeting. The pre-site teleconference meeting will last approximately 30 minutes. The email will also contain:

- The SPCSA site evaluation protocol handbook
- A slide deck template for leadership to complete for the school presentation
- A sample draft schedule for the full day on-site SE evaluation
- A focus group template
- A copy of the Classroom Environment and Instruction Observation Rubric

Once school leadership selects a date and time, the SE Team point-of-contact will verify the date and time and provide a link for the pre-site meeting teleconference. A school leader may identify a different school point person to communicate with the SE Team point-of-contact if they prefer.

The pre-site evaluation meeting gives school leadership and the SE Team an opportunity to introduce themselves, communicate expectations for the on-site evaluation, and clarify any logistical questions. During the pre-site meeting the on-site evaluation date will be confirmed. The SE Team point-of-contact will present Instructions for completing required SE templates, explain timelines, and review items needed prior to the scheduled on-site evaluation.

Three weeks prior to the on-site SE, school leadership will email the SE Team:

- *A copy of the school's staff directory*
Include staff members' names, roles, and room assignments. The directory should also include non-instructional staff and any consultants/contracted employees.
- *A copy of the school's master schedule*
Provide timetables that indicate where each teacher will be throughout the day and what subject/grade s/he teaches within each block of the day. Please indicate any non-instructional time, such as PE, lunch, music, and so on.
- *A completed Focus Group Template*
Exclude the staff focus group portion. SE Team will complete the staff focus group section by randomly selecting up to ten staff members. Once staff have been selected, the SE Team point-of-contact will e-mail the school leader with the names of the randomly selected staff members. School leaders will be asked to inform staff members of the time, place and date of the staff focus group.
- *Slide deck for the school presentation*

- *A completed on-site SE schedule ([Appendix I](#))*
- *Instructions on entering school property and designated SE Team parking*

When providing site evaluation documents, schools must ensure the information provided is both accurate and up to date. Should information change, schools must present updated documents to the Team prior to the on-site evaluation. [Appendix J](#) is a checklist for school leaders to use internally to support their preparation for a site evaluation.

DURING THE SITE EVALUATION

The day of the on-site evaluation, the SE Team will arrive according to the SE schedule. Upon arrival, the SE team will:

- *Meet and greet the on-site point person*
A designated liaison for the SE Team to troubleshoot issues that may arise, such as navigating corridors, navigating facilities, and Wi-Fi connectivity is tremendously helpful. This person should be available throughout the visit and be able to furnish information about the school to the SE Team.
- *Settle into the designated SE Team area*
The SE Team will need a private meeting space (e.g., a small conference room) This space will be used for SE Team discussions, document review, and interviews with members of the school community
- *Access Wi-Fi and power outlets*
The SE Team uses their laptops extensively throughout the visit and will need access to power outlets when in the designated SE Team area. Please ensure that adequate access is provided, including extension cords and power outlets.
- *Receive a map of the school and a list of substitutes teaching that day*

During the evaluation, the SE Team will collect qualitative and quantitative sets of data that allows the SE 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 approved charter. Throughout the day, the SE team will a) meet with school leadership for a school presentation, b) conduct focus groups, and c) collect data on school performance. Each data set gathered throughout the site evaluation will be triangulated across SE Team member notes and compiled in a written report. Appendix K details the components of a site evaluation as a one-page reference.

SCHOOL PRESENTATIONS

The school leadership team will lead a 45-minute school presentation to the SE Team. This 45-minute timeframe includes the school leadership focus group. The school presentation will follow the slide deck template supplied by the SE point-of-contact via email and during the pre-site evaluation meeting. Presentation slides will speak to the school's mission, curriculum, services for special populations, assessment data, academic performance trends, approach to professional development, culturally responsive practices, school operations and school safety. The school presentation provides the SE Team context in which to gauge where the school is performing in relation to the SPCSA Academic and Organizational Frameworks.

FOCUS GROUPS

Focus Groups are conducted in 45-minute timeframes in most circumstances. 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 regarding grade levels served, race and ethnicity, student groups, special populations (e.g., English learners, students with special needs, and students receiving free and reduced lunch), and time enrolled/working at the school. Questions for focus group participants are standard across site evaluations to ensure objectivity. A few questions are developed specific to the context of the school derived from observations, document reviews, and/or other collected data during the site evaluation.

Focus Groups offer first-hand feedback from school stakeholders. 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 qualitative data from these stakeholders during the focus group sessions. Additionally, staff in critical roles such as Special Education or English learners, offer a unique lens into the overall educational program and supports for diverse populations. Focus Groups are conducted by members of the SE 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 scheduling focus groups

Focus Groups are conducted with the following stakeholders:

Teachers/Staff - The SE Team will randomly select staff focus group participants from the staff directory furnished by school leadership. Once staff have been selected, the SE Team point-of-contact will e-mail the school leader with the names of the randomly selected staff members. Participation in the teachers/staff focus group is designed 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. Critical school roles, such as a Special Education coordinator or English language coordinator, offer a unique perspective on student supports for diverse populations and the implementation of the school's educational program for *all* students.

Governing Board - Board members will address fiscal questions and questions specific to the charter. Board members will self-select into the focus group, ensuring multiple board members participate but not so many as to violate any state open meeting law. The Governing Board focus group can be conducted in-person or virtually.

Students - Heterogeneously grouped students representing grades three through 12 are randomly selected by schools from given criteria (i.e., low achieving, high achieving, enrolled since kindergarten, newly enrolled students, English Learning students). Focus group questions center around the school's learning practices and opportunities, school discipline, and school culture. School leaders are asked to please refrain from inviting students of current staff members into this group as they may have a different perspective of the school than non-employee students.

Parents of Enrolled Students - Parents and/or guardians are randomly selected by schools from given criteria (i.e., parent/guardians from across grade levels and years of enrollment at school). School leaders are asked to please refrain from inviting parents who are also employed by the school. It is important to interview parents who are not employed by the school to obtain an objective perspective.

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 SE Team will ask questions 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.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION

Observing the environment and instruction of the classroom facilitates a comprehensive analysis of charter school performance. The SE Team will use the Classroom Environment and Instruction Observation Rubric as a tool throughout the day of the site evaluation to deliver a thorough analysis of the school. The Classroom Environment and Instruction Observation Rubric provides in-depth data regarding classroom instructional delivery, curriculum implementation, and student learning. The SE Team will use Classroom Environment and Instruction Observation Rubric to ensure consistent alignment across state-authorized schools, as well as for familiarity with the tool.

SE Team members may observe operational procedures in common areas, classroom transitions, traffic flow procedures, lunch time and playground procedures. Operational observations offer insight into the practices and procedures of the school that impact and influence instruction. Each data set imparts evidence to the SE Team in identifying strengths, challenges, and recommendations needed for a comprehensive SE report.

The SE Team asks that teachers place labeled lesson plans in an easily accessible area for SE Team members. The SE Team requests teachers and students should adhere to regular routines and practices. Teachers are not obligated to greet or respond to visitors in any way. Part of the purpose of classroom observations is to get an accurate representation of the day-to-day practices. Changes to routines or teaching methods often have unintended negative consequences and teachers should follow their regular habits.

During their time in classrooms (10-15 minutes), SE 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.

SCHOOL LEADER BRIEFING

At the end of the site evaluation day, the SE Team will conduct a 15-20-minute briefing with the school leader and anyone else s/he invites. The SE Team will share the team's initial analysis, providing a brief summary of strengths, challenges, and recommendations. The SE team may present critical and urgent findings to school leadership. During the site evaluation day debrief, the SE Team point-of-contact will schedule an optional 30- minute teleconference follow-up debrief approximately three to seven days after the site evaluation at the request of the school leader. The 30-minute follow-up debrief will fit the schedule of school leadership to allow for a focused, distraction free environment. While not required, the follow-up debrief allows the SE team time to:

- Triangulate team field notes for comprehensive reporting,
- Circle back on questions or clarification regarding data sets,
- Evaluate the appropriate recommendation (strong recommendation, deficiency) based on team field notes,
- Provide more in-depth information and actionable items for school leadership in a focused environment; and
- School leadership will have time to provide more targeted information or data or create questions for the SE Team,
- SPCSA Agency supervisors and/or leadership will be able to attend.

The formal site evaluation report will be developed within approximately four to eight weeks of the SE Team's on-site evaluation ([Appendix L](#)).

AFTER THE SITE EVALUATION

Site evaluations focus on the Nevada state Performance Framework ([Appendix A](#)), the SPCSA Academic Framework ([Appendix B](#)), and the SPCSA Organizational Framework ([Appendix C](#)). The SE Team also uses quantitative and qualitative data for site evaluation reports, centered on the academic and organizational performance framework with a focus on fidelity to the school's charter.

After the Site evaluation, the SE Team prepares a written report ([Appendix L](#)) based on the SE Team's findings as a result of observations, the school presentation, focus groups, and analysis of data sets. The formal site evaluation report is developed within approximately six to eight weeks of the SE Team's on-site evaluation. Site evaluation report components include: (1) introduction and school background (2) academic performance (3) focus group summaries (4) [Classroom Environment and Instruction Observation Rubric](#), and (5) site evaluation findings summarized as strengths, challenges, recommendations, and in some cases, deficiencies.

To ensure the site evaluation process continues to be a high-quality experience for SPCSA schools, SPCSA staff will provide an opportunity for school leaders to give feedback following each site evaluation via survey. Site Evaluation feedback survey will be provided after the site evaluation process. The SE team will analyze data collected from the survey to make revisions to the site evaluation process.

Findings in the formal Site Evaluation Report come from a critical evaluation of the overall school program, not a specific teacher, staff member, grade level, or content area. The SE report does not use names in formal SE reports but may refer to specific positions when warranted (e.g., special education coordinator).

The SE Team point-of-contact will facilitate the process for collecting individual team members' data, observation notes, and findings following and draft the site evaluation report. Members of the SE Team will review the report to ensure it is factually accurate and reflects the collective discoveries from the site evaluation. The SE Team point-of-contact issues the report the school within four to eight weeks of the site evaluation. School leadership has seven working days to respond to any factual errors, suggest corrections, and/or request a meeting with the SE Team point-of-contact 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 SPCSA Governing Board, and into public record via the SPCSA's website.

STRONG RECOMMENDATIONS/ DEFICIENCIES

NRS 388A.223 states, “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” ([NRS-388A.223i](#)). Plans are developed in cases considered Strong Recommendations or Deficiencies only.

Recommendations: After the site evaluation team has completed the on-site evaluation, a site evaluation report will be issued. The final pages of the report will summarize contain an area with a written description of strengths the school has at the time of the evaluation. The report will contain an area with written challenges as provided by school leaders, or as observed and documented by site evaluators. The final section of the report will consistently offer SPCSA recommendations to each school. These recommendations are based upon data, observations, and information gained during focus groups, and classroom observations. These recommendations are provided to support charter schools in knowledge about the school based on an outsider perspective. The are written to support school success. The recommendations will be followed up upon at the time the next site evaluation takes place, and the progress will be documented within the next site evaluation report.

Strong Recommendations: A strong recommendation is considered serious and in need of immediate attention. Schools issued a strong recommendation will be asked to complete a Site Evaluation Response Plan within four weeks of the school board and school leader receiving the Site Evaluation Report. The school may request an extension in writing if needed. The SE Team will review the Responses Plan, meet with school leadership, and provide feedback to the school. Both the SE Team and the School Leadership Team will agree upon the plan of action including documented steps and accompanying timeline. [Appendix G](#) and [Appendix H](#) offer a Site Evaluation Response Plan template and a Site Evaluation Response Plan example.

Deficiencies: A deficiency is considered highly serious and in urgent need of immediate attention. issued a deficiency will be asked to complete a Site Evaluation Response Plan within four weeks of the school board and school leader receiving the Site Evaluation Report. . The school may request an extension in writing if needed. The SE Team will review the Responses Plan, meet with school leadership, and provide feedback to the school. Both the SE Team and the School Leadership Team will agree upon the plan of action including documented steps and accompanying timeline. [Appendix G](#) and [Appendix H](#) offer a Site Evaluation Response Plan template and a Site Evaluation Response Plan example.

Follow-up Measures: Once the Site Evaluation Response Plan ([Appendix G](#)) has been agreed upon and approved by the SE Team, the team will work directly with school leader(s) to plan routine, follow-up meetings scheduled to occur at least once every three months. The SE Team will conduct additional site evaluations at least once during the following school year. These site evaluations may be abbreviated to focus on collecting evidence in response to elements contained within the Site evaluation Response Plan ([Appendix G](#)). Once sufficient evidence has been supplied by the school to address all recommendations, SPCSA staff will issue notification closing out any open issues.

APPENDICES

APPENDIX A

Nevada State Performance Framework

APPENDIX B

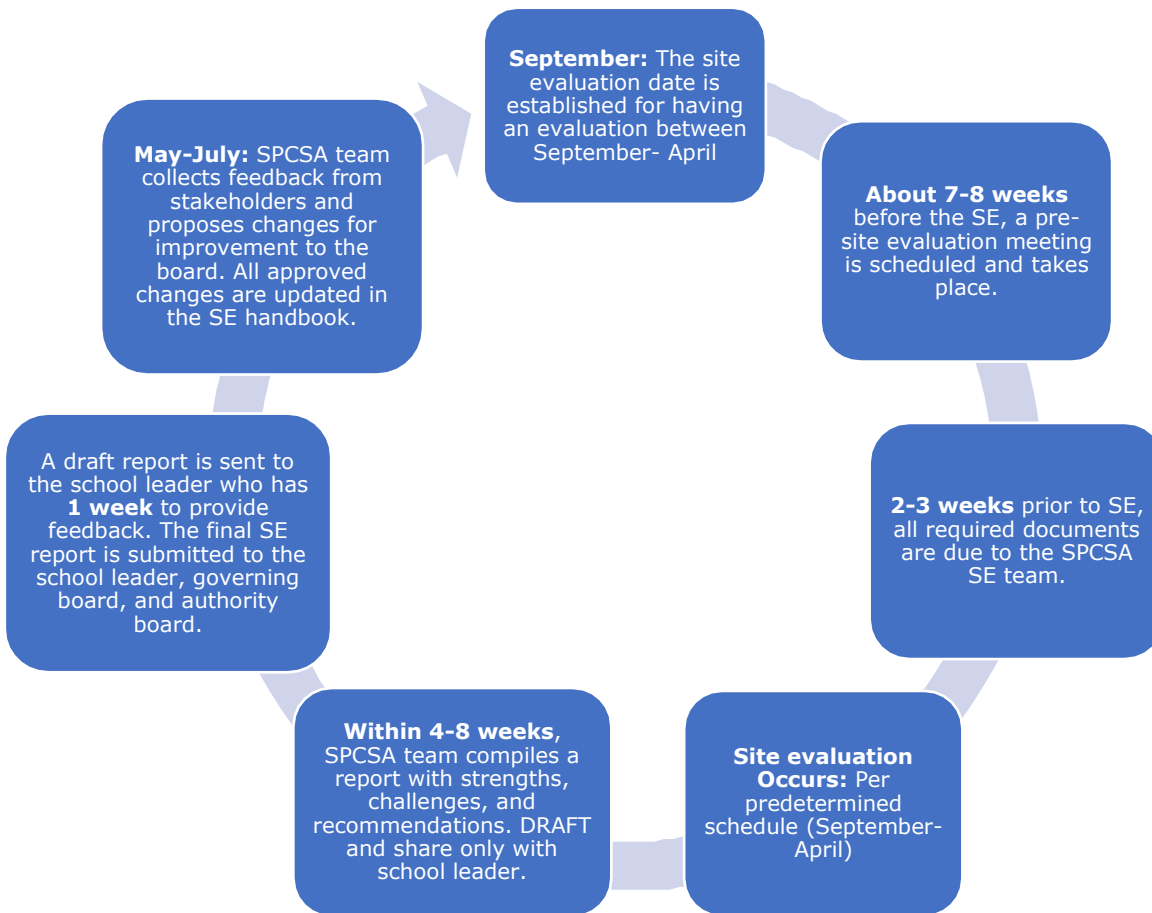
SPCSA Academic Performance Framework

APPENDIX C

SPCSA Organizational Performance Framework

APPENDIX D

The Site Evaluation Yearly Cycle



APPENDIX E

Distance Education Program of the Nevada Department of Education

Note: Only applicable for those schools that have applied to the Nevada Department of Education to operate their school as a Distance Education School.

*If you have not applied for this through NDE, there is no need to prepare for any items located in this document.

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 STUDENT SERVICES
3. TARGETED POPULATIONS
4. STAFF
5. COORDINATION & LINKAGES

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.

APPENDIX F

Differentiated Site Evaluation Process

Schools operating without an NSPF star rating or grade levels served

- The site evaluation team will request the school provide interim and mid-year assessment data and will conduct a targeted review of academic results.
- A virtual *Driving for Results presentation by the school may be requested.
- An additional site evaluation may be scheduled after the data and virtual presentation do not yield sufficient evidence to fully determine a new charter is on track to academic success.

Schools issued deficiency or strong recommendations during their previous site evaluation

- The school will be asked to respond to any site evaluation that contains a deficiency or a strong recommendation. This response will be provided to SPCSA in the form of a Site Evaluation Response Plan.
- The SPCSA will conduct additional site evaluations at least one time during the following school year.
- These site evaluations may be abbreviated to focus on collecting evidence in response to elements contained within the Site Evaluation Response Plan.

Schools with a 1 or 2-Star rating according to NSPF

- Schools identified as having a rating of a two-star or below will automatically be scheduled for a full site evaluation each year until the rating improves to a three-star status.
- Schools meeting these criteria will be notified in writing at the beginning of each school year.

Schools operating under a current notices of concern, breach, or termination

- Schools meeting this criteria will automatically be scheduled for a full site evaluation each year until the Notice is no longer in effect.
- The purpose of the site evaluation in this instances is to provide follow-up and documented progress toward improvement.
- These site evaluations will focus on collecting evidence in response to current notice (if the current notice is only elementary school level, the site evaluation team will focus on collecting evidence on this level).

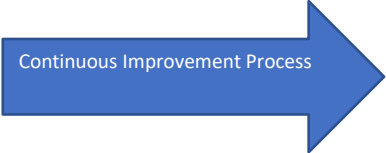
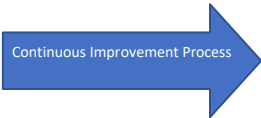
APPENDIX G

Site Evaluation Response Plan Template

SY 2021-2022				SY 2022-2023		
SPCSA Recommendations	Spring 2022	Summer 2022	Fall 2022	Fall 2022	Winter 2023	Spring 2023

APPENDIX H

Site Evaluation Response Example

	SY 2021-2021	SY 2021-2022		SY 2022-2023		
SPCSA Recommendations	Spring/Summer 2021	Fall 2021	Winter 2021	Spring 2022	Summer 2022	Fall 2023
1. Implement a research based formative assessment process	ILT Book Study: <i>Advancing Formative Assessment in Every Classroom</i> (Moss & Bookhart) Prof Dev Focus (weekly PD and Post-service): *Effective questioning *Growth mindset *Teaching feedback and self- assessment	Prof Dev Focus (weekly PD and Pre- service): *Learning targets and the success criteria *Incorporating true formative assessments with lesson planning *Formative assessment modeling *Metacognition *Teaching feedback and self-assessment	Prof Dev Focus (weekly PD) *Learning targets and the success criteria *Incorporating true formative assessments with lesson planning *Formative assessment modeling *Metacognition *Teaching feedback and self- assessment			
2. Improve current levels of student engagement, relevancy, and student voices in instructional settings.	Prof Dev Focus (weekly PD and Post-service): *Effective questioning *Growth mindset *Teaching feedback and self- assessment PD *Staff evaluations	Prof Dev Focus (weekly PD and Post- service): *Effective questioning *Growth mindset *Teaching feedback and self-assessment *Teach Like a *Staff evaluations	Prof Dev Focus (weekly PD and Pre- service): *Student *Model Student Learning *Admin Observations & Coaching *Mentor teachers assigned	*Reviewing practices as cultural norms *Making adjustments as needed to establish a growth mindset culture. *Establishing a mentoring and collaborative process for teachers *Focus the evaluation process on student and professional growth		

<p>3. Develop an instructional plan:</p> <p>A. Current level assessment</p> <p>B. Identify learning targets</p> <p>C. Link standards to curriculum</p> <p>D. Sequence standards</p>	<p>Prof Dev Focus (weekly PD and Post-service):</p> <ul style="list-style-type: none"> *MAP Growth Data & classroom formative assessment data informing lessons *RPDP prof dev on standards and unwrapping them *PLC pacing guides *Distribute Mathematical 	<p>Prof Dev Focus (weekly PD and Pre-service):</p> <ul style="list-style-type: none"> *PLC and PD about MAP growth *Parent engagement courses for ELA and Math *Pacing review (see goal #1 for a formative approach) 	<p style="text-align: center;">Continuous Improvement Process</p>
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APPENDIX I

Example of Site Evaluation Schedules

Example Schedule #1

Sample Site Evaluation Schedule #1		
Date		
Time	Action	Room
7:50-8:00	SPCSA Team arrives and settles into designated space. SPCSA Team observes morning arrival and entryway common spaces and classrooms. SPCSA Team visual checks – fire extinguishers, nurse’s facility, food permit, student & faculty file location, elevator permit.	
8:00-9:30	Classroom Observations	
9:30-10:15	Leadership presentation of SPCSA slides	
10:15-11:00	Leadership Focus group	
11:00-11:15	Break	
11:15-12:00	Student Focus Group	
12:00-12:30	SPCSA Team Debrief/Lunch	
12:30-1:15	School Board Focus Group	
1:15-1:45	Family Focus Group	
1:45-3:00	Classroom Observations	
3:00-3:45	School Staff Focus Group	
3:45-4:15	Break/SPCSA Team Debrief and record evidence in the report	
4:15-4:45	SPCSA Debrief with School Leaders	

Example Schedule #2

Sample Site Evaluation Schedule #2		
<u>Date</u>		
<u>Time</u>	<u>Action</u>	<u>Room</u>
7:20-7:30	SPCSA Team arrives and settles into designated space. SPCSA Team observes morning arrival and entryway common spaces and classrooms. SPCSA Team visual checks – fire extinguishers, nurse’s facility, food permit, student & faculty file location, elevator permit.	
7:30-8:15	Staff Focus Group	
8:15-9:45	Classroom Observations	
9:45-10:30	Leadership presentation of SPCSA slides	
10:30-11:15	Leadership Focus group	
11:15-11:25	Break	
11:25-12:10	Student Focus Group	
12:15-12:45	SPCSA Team Debrief/Lunch	
12:45-2:00	Classroom Observations	
2:00-2:45	School Board Focus Group	
2:45-3:30	Family Focus Group	
3:30-4:00	Break/SPCSA Team Debrief and record evidence in the report	
4:00-4:15	SPCSA Debrief with School Leaders	

APPENDIX J

SITE EVALUATION CHECKLIST FOR SCHOOL LEADERS

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 regular school day without testing, field trips, or early release?
- Confirm the suggested date(s) by the deadline provided. Please email your confirmation to the SE Team point-of-contact 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 Pre-Site Evaluation virtual meeting six weeks prior to the visit.

Six weeks prior to the Site Evaluation

- Participate in call with SE Team point-of-contact 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 evaluation day. This includes talking with the school board, 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 Handbook and share it with relevant members of the school community.
- Begin gathering required documents for the e-mailed pre-visit submission:
- E-Mail items
 - Staff Directory
 - Organizational Chart
 - School Master Schedule
 - Completed Focus Group Template (exclude the staff focus group portion)
 - Presentation Slides
 - Schedule
- Begin coordinating participants for the focus groups, as discussed in the pre-site evaluation meeting.
- Begin working with the SE Team point-of-contact SE Team point-of-contact, 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.

Three weeks prior to the Site Evaluation

- E-mail presentation to the SE Team point-of-contact and finalize the onsite presentation.
- Work with the SE Team point-of-contact to finalize the schedule.
- Make final logistical preparations, including the 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.

Three Weeks prior to the Site Evaluation

- Send the gathered required pre-visit documents to the SE Team point-of-contact, using provided naming conventions. Work with Team Lead to clarify any submissions (see E-mail list, all due no later than 2 weeks prior to the site evaluation.

One week prior to the Site Evaluation

- Inform the staff focus group members of the day and time and place the interview will be conducted.
- Speak with the SE Team point-of-contact to finalize all logistical and schedule details. This includes parking details and securement of private space for SPCSA team use.

One day before the Site Evaluation

- Remind teachers to make requested documents (lesson plans) available in a clearly marked spot in their classroom.
- Determine which stakeholders will attend the end-of-day debriefing.

During the Site Evaluation

- Ensure the team's meeting room is labeled and remains private for the duration of the visit.
- Ensure Wi-Fi info and a map of the school are provided in the SE team's private meeting space.
- Ensure that focus group 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 SE Team point-of-contact as they arise.

After the Site Evaluation

- Work with the SE Team and the 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 K

COMPONENTS OF A SITE EVALUATION

Component	Purpose
SPCSA Team Pre- Site evaluation Meeting	<ul style="list-style-type: none"> • Allows SPCSA SE point-of-contact to outline the pre-site expectations, provide information about day of the evaluation, and answer questions other team related to the evaluation such as schedule, mission, and lay-out of the school. • 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 School Presentation shares information about the school. It allows the SE Team time to listen and ask questions. All slides are aligned to the SPCSA slide deck template and will be used as data evidence in the evaluation of the school.
School Performance	<ul style="list-style-type: none"> • Operational components such as common area traffic flow, classroom transitions, etc. provide insight into the school's culture and levels of organizational quality. Team members analyze these systems to assess their impact on instruction and the overall efficiency of school's procedures. • Classroom observations allow SPCSA staff to examine instruction and curriculum delivery, and best instructional practices.
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 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 EL 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.
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 Initial Briefing	SPCSA Team shares the team's initial analysis on-site with the school leader, and other 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. SE point-of contact schedules a 30- minute teleconference follow-up de-brief approximately three to seven days after the site evaluation.
School Leader Briefing <i>(optional)</i>	<p>SPCSA Team shares focused, triangulated field notes of the SE for comprehensive oral reporting in a distraction free environment. The briefing will include:</p> <ul style="list-style-type: none"> • The appropriate recommendation (strong recommendation, deficiency) based on team field notes • Provide actionable items for school • School leadership will have time to provide more targeted information or data or create questions for the SE Team • SPCSA Agency supervisors and/or leadership will be able to attend.

APPENDIX L



Nevada State Public Charter School Authority

Site Evaluation Report : Choose an item.

Evaluation Date: Click or tap to enter a date.

Report Date: Click or tap to enter a date.

State Public Charter School Authority
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
775-687-9174

2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119
702-486-8895

Contents

Introduction and School Background	3
Academic Performance.....	4
Focus Group Summaries	8
Classroom Observation Totals	11
Organizational Performance.....	15
Site Evaluation Findings	18

Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-Academic-Performance-Framework-Guidance-Document.pdf

C: SPCSA Organizational Framework

http://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 [Click or tap to enter a date.](#) at [Choose an item.](#). 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.

SPCSA staff will record additional information about the classroom observations on a separate page. This information will be included in the report on the page immediately following the classroom observation rubric. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

This evaluation has been designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

[Choose an item.](#) is located in, (city) Nevada in a facility at (street address). The school serves (X) students (as of the most recent Validation Day) in (insert grades) grade. The mission of is: “ ”

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023

Elementary School

Middle School

High School

Math and ELA Results
Nevada School Performance
Framework 2023

Proficiency Rates

Elementary School

Middle School

High School

SPCSA Academic Performance
Framework Geographic
Comparison Report

Elementary School

Middle School

High School

SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School

Middle School

High School

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	Choose an item.	minutes
Parents/Families	Choose an item.	minutes
Students	Choose an item.	minutes
School Leadership	Choose an item.	minutes
Staff	Choose an item.	minutes

Governing Board²:

² Click or tap here to enter text. members of the Click or tap here to enter text. member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

Staff:

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of **Choose an item.** classrooms were observed for approximately **Choose an item.** minutes on the day of the evaluation.

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

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of 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: Choose an item.	Total: Choose an item.	Total: Choose an item.	Total: Choose an item.	Total: Choose an item.
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 timeframe.	This criterion was not observed or rated.
	Total: Choose an item.	Total: Choose an item.	Total: Choose an item.	Total: Choose an item.	Total: Choose an item.
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: Choose an item.	Total: Choose an item.	Total: Choose an item.	Total: Choose an item.	Total: Choose an item.
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 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: Choose an item.	Total: Choose an item.	Total: Choose an item.	Total: Choose an item.	Total: Choose an item.

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.
Choose an item.	Total: Choose an item.	Total: Choose an item.	Total: Choose an item.	Total: Choose an item.	Total: Choose an item.
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: Choose an item.	Total: Choose an item.	Total: Choose an item.	Total: Choose an item.	Total: Choose an item.

Additional information about the classroom observations shared here when applicable

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, on an annual basis while providing oversight to schools throughout the charter term.

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.

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>	
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately</p> <p>Measure 4d: Personnel files are under lock and key/stored appropriately</p>	
Indicator 5: School Environment	<p>Measure 5b:</p> <ul style="list-style-type: none"> • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (f applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration 	

Measures of Progress from Previous Site Evaluations

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

<p>Self-Assessment of the implementation of prior recommendations by school staff.</p>	
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations.</p>	
<p>SPCSA staff assessment based upon findings during site evaluation.</p>	

SITE EVALUATION FINDINGS

STRENGTHS

Summary of strengths: Academic, Classroom, Focus Groups, and School Performance Key Indicators.

CHALLENGES

A summary of challenges as observed through academic achievement, classroom observations, focus group feedback and portions of the school performance key indicators are described within the body of the report and summarized here.

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.

STRONG RECOMMENDATIONS

There were no strong recommendations identified during this site evaluation.

DEFICIENCIES

There were no deficiencies identified during this site evaluation.