NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY

2024-2025 School Year

SITE EVALUATION HANDBOOK

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

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Table of Contents

SITE EVALUATION OVERVIEW[1]

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.

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[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 SPCSA Board and staff recognize there are many challenges and responsibilities of schools and school leaders through the course of an academic year and appreciate 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 the 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 The School Support and Finance and Operation Teams manage 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, the SPCSA Academic Framework and the SPCSA Organizational Framework, 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. 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 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. The team hosts site evaluation training for new school leaders on a yearly basis. For more information, or to inquire when the next session will be, please contact Selcuk Ozdemir at selcuk@spcsa.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 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 on the SPCSA website.

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 an SPCSA Lead Evaluator. 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 Lead Evaluator 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 pre-site evaluation items, what to expect on the day of the site evaluation and explain 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 C) 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. This will be determined by SPCSA site evaluators on a case-by-case set of circumstances. Each school will receive a site evaluation with its own set of strengths, challenges, and recommendations regardless of if some items are the same for a school site within a network.

SITE EVALUATION TEAM STRUCTURE

The SE Team is comprised of SPCSA Authorizing staff. Each school receiving a site evaluation will be assigned a Lead Evaluator who will serve as the primary point of contact. 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

The SPCSA uses the following methods to differentiate the site evaluation process. The following procedures outline different circumstances under which these differentiated processes apply.

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 A) 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 A and B 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 A) 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.

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 or above 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 OPERATING IN A FOUR- OR FIVE-STAR STATUS ACCORDING TO THE NSPF FRAMEWORK AND IN GOOD STANDING ON ALL SPCSA ISSUED FRAMEWORKS WITHIN THEIR THIRD, AND FIFTH YEAR OF THEIR CHARTER WILL UNDERGO AN ABBRIEVIATED SITE EVALUATION. SCHOOLS WITHIN YEAR 5 AND UP FOR CHARTER RENEWAL WILL UNDERGO A FULL 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

First, and at the beginning of each semester, the SPCSA evaluation team will send each school having an upcoming site evaluation, a notification of the scheduled date of their evaluation. School personnel will be asked to confirm the date or notify the SPCSA that a different date is preferred. The SPCSA will make every effort to accommodate a school-requested change of date if the request is communicated within one week of the notification. After that time, the SPCSA will consider the date confirmed. The notification letter will contain a list of items schools will be expected to upload into SPCSA Epicenter and the corresponding due dates.

Second, schools will be notified several weeks before the scheduled date of the evaluation and invited to attend a Site Evaluation Pre-Site meeting. At this meeting, school leaders and the Site Evaluation Team will introduce themselves, communicate expectations for the on-site evaluation, and clarify any logistical questions.

The following topics will be discussed during the pre-site evaluation meeting.

- The date of the evaluation will be confirmed

- The SPCSA will review Epicenter to verify all requested items have been uploaded. The school leader or leadership team will be notified that items have been received and accepted, or that items are missing and or need updating.

- The SPCSA will share a schedule for the day of the evaluation with the school leaders during the invitation to the pre-site meeting, to provide leaders opportunity to request changes to the site evaluation day schedule. The evaluation team will work closely with the school leadership team to accommodate the school and to secure a set schedule during the pre-site call.

- Instructions for the evaluation team to enter school property and suggested designated SE Team parking at the school will be confirmed during this meeting.

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 provide information about the school to the SE Team.

- *Settle into the designated SE Team area*
  The SE Team will need a private meeting space. This space will be used for SE Team discussions and focus group meetings. A space to accommodate up to 15 people is preferred.

- *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 allow 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.

SCHOOL PRESENTATIONS

The school leadership team will lead a 30-minute school presentation to the SE Team. Another 30 minutes will be allotted for the school leadership focus group. The school presentation will follow the slide deck template which has been uploaded by the school in Epicenter. The school presentation provides the SE Team context in which to gauge where the school is performing about 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, a 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. Focus group questions are developed specific to the context of the school derived from several data sources. These include, but are not limited to previous site evaluations, a school's approved

charter, the school presentation, and SPCSA frameworks (academic, organizational, and financial). As well as enrollment data, school board meetings, and the student climate survey.

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 support 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 15 people within a given category (i.e., parents of enrolled students).

It is important to note that to prevent a conflict of interest, student and family focus groups must consist of persons unrelated to those employed by the school. Focus Groups are conducted with the following stakeholders:

Teachers/Staff - The SE Team will randomly select staff focus group participants from the staff roster/licensing information previously uploaded into Epicenter. Once staff have been selected, the Lead evaluator 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 staff including grade levels, years of experience, and both new and seasoned staff members at the school site. 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 support 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. During the 2024-25 school year, the SPCSA is developing quality indicators for board governance for the Organizational Performance Framework. As part of the development process, the site evaluation will be requesting recordings of recent governing board meetings and/or links to view upcoming board meetings. These will be submitted through Epicenter or via email, and SPCSA staff will coordinate with the school and/or governing board to obtain access to these meetings.

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 are pre-determined by the evaluation team. Topics include questions about 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 and Family members 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 the 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 performance. The SE Team will use the Classroom Environment and Instruction Observation Rubric 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 the 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, lunchtime, 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 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, and student work (both on display and in journals, folders, etc.). Evaluators may talk with students and/or teachers yet never during instruction. Team members are conscious of not interrupting instruction or disrupting regular routines in the classrooms.

SCHOOL LEADER DE-BRIEFING

At the end of the site evaluation day, the SE Team will conduct a 30-minute briefing with the school leader and anyone else the school leader wishes to invite. The SE Team will share the team's initial analysis, providing a summary of strengths, challenges, and recommendations. The SE team may present critical and urgent findings to school leadership. Should school leaders be unable to debrief on the day of the evaluation, the lead evaluator will schedule a 30-minute teleconference debrief approximately three to seven days after the site evaluation.

It is important to note that the debriefing is a general summary of the evaluators' analysis having taken place on the day of the site evaluation. Evaluators will continue to review notes and additional information will be included in the SE report. Additional information will be in response to site evaluators conducting additional analysis after the day of the site evaluation. Evaluators will:
- 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 leader

The formal site evaluation report will be developed within approximately three to four weeks of the SE Team's on-site evaluation.

AFTER THE SITE EVALUATION

Site evaluations focus on the Nevada State Performance Framework, the SPCSA Academic Framework, and the SPCSA Organizational Framework. 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, a written report based on the SE Team's findings because of observations, the school presentation, focus groups, and analysis of data sets is created. The formal site evaluation report is developed within approximately three to four weeks after the evaluation at the school campus.

Site evaluation report components include: (1) Executive Summary (2) Site Evaluation Findings Strengths, Challenges, Recommendations, Strong Recommendations, and Deficiencies if any. (3) Focus Group summaries (4) Classroom Environment and Instruction Observation Rubric, (5) Classroom Observational Comments, and (6) Links to references.

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).

Site Evaluators will collaborate before, during, and after the on-site evaluation and combine team members' data, observation notes, and findings to debrief with school leaders and draft the site evaluation report. The Lead Site Evaluator will be responsible for the final draft of the 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 Lead Site Evaluator will email an initial Draft of the report directly to the school leader within three to four 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 Lead Evaluator to discuss. The school leader 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, along with school comments are submitted to the school leader, the governing board and the SPCSA Governing Board. A final copy of the site evaluation report is posted to SPCSA's website and is therefore displayed to the public.

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](NRS-388A.223i)). Plans are developed in cases considered Strong Recommendations or Deficiencies.

Recommendations: Each site evaluation report will contain a section 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. One

section of the report will contain SPCSA recommendations. These recommendations are based on data, observations, and information gained during focus groups, and classroom observations. These recommendations are provided to support charter schools about information observed from an outsider perspective. The recommendations 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 Response 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 A and B 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. Once issued, school leaders 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. See Appendix A and B for the plan and an example.

Follow-up Measures: Once the Site Evaluation Response Plan 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   might   be abbreviated to focus on collecting evidence in response to elements contained within the Site evaluation Response Plan. 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

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.

SPCSA School Plan for Improvement for a Deficiency or Strong Recommendation

School Name and Campus	Click or tap here to enter text.
Name and Title of School Leader(s)	Click or tap here to enter text.
Date	Click or tap here to enter text.
Type of Recommendation	☒Strong Recommendation ☐Deficiency
Approved by (SPCSA Evaluation team members) and Date	

What is the strong recommendation and/ or deficiency? (Copy and paste items from the Site Evaluation Report.)	Steps to Improve (Be specific)	Evidence of Progress: Cite evidence to show there is progress toward improvement. Provide links to information.	Sustainability Plan: How will you ensure that the improvements are sustainable on your school campus?	Resources: What resources did you use to ensure the plan?	Dates of Progress Meeting with SPCSA
Click or tap here to enter text.	Click or tap here to enter text.	☐Professional Development ☐Improved data ☐School survey ☐Sustained teacher retention ☐Targeted teacher observations ☐SPP ☐Other_____	Click or tap here to enter text.	Click or tap here to enter text.	

APPENDIX B

Example of an Improvement Plan

What is the strong recommendation and/ or deficiency? (Copy and paste items from the Site Evaluation Report.)	**Steps** to Improve (Be specific)	**Evidence of Progress**: Cite evidence you have to show there is progress toward improvement. Provide links to information.	**Sustainability Plan:** How will you ensure that the improvements are sustainable on your school campus?	**Resources:** What resources did you use to ensure the plan?	Progress Meeting Dates with SPCSA
Strong Recommendation 1. Ensure time-sensitive items are submitted dependably. This includes Epicenter submissions, legally required paperwork, and communications documents related to grants.	1.Create calendar events with due dates of SPCSA related items. 2.Enlist the help of the leadership team in completion of documents. 3. Review documents bi- weekly with the leadership team.	☐Professional Development ☐Improved data ☐School survey ☐Sustained teacher retention ☐Targeted teacher observations ☐SPP ☐Other_____ _____	We have created a continuous meeting cycle on the leadership team to ensure that time sensitive documents are submitted. The team reviews the documents biweekly for quality and accuracy.	Book <u>Leverage Leadership</u> by Paul Bambrick-Santovo, chapter 5	

APPENDIX C

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.