

**NEVADA STATE PUBLIC CHARTER SCHOOL
AUTHORITY 2021-2022 School Year
SITE EVALUATION HANDBOOK**

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



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OVERVIEW

This handbook serves as a reference for state-authorized schools on the topic of Site Evaluations. Routine Site Evaluations are a critical accountability component to the oversight of schools by the Nevada State Public Charter School Authority (SPCSA) and are fundamental to charter schools' autonomy. As approved by the Legislature [NRS-388A.150], the Authority is to *"provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community."* In addition, NRS 388A.223 outlines the responsibilities of the State Public Charter School Authority, 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 into or renewing a charter contract. "Such evaluations must include, without limitation, evaluating pupil achievement and school performance at each campus of the charter school and identifying any deficiencies relating to pupil achievement and school performance. The sponsor shall develop a plan with the charter school to correct any such deficiencies."

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

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

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

OVERVIEW continued

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

PURPOSE OF EVALUATIONS

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

SITE EVALUATION DIFFERENTIATION PROCESSES

During the 2021-2022 school year, the SPCSA will differentiate levels of oversight. The following procedures outline four different circumstances under which these processes apply.

THOSE SCHOOLS OPERATING WITHOUT A STAR RATING DUE TO A LIMITED NUMBER OF YEARS IN OPERATION OR GRADE LEVELS SERVED

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 team will seek evidence which will support that a new or non-star rated school has a clear process for setting, monitoring, and or revising internal leading indicators for academic goals. The school will be asked to provide 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, 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 Site Evaluation team will request school’s to provide 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 with regard to academic monitoring and student achievement outcomes. This virtual presentation of current practices and updates with regard to 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 scheduled 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. SPCSA schools will be asked to respond to any Site Evaluation that contains a Strong Recommendation or a Deficiency. A strong recommendation is considered more serious and urgent than a regular recommendation. This response will be provided to SPCSA in the form of a Site Evaluation Response Plan.(see Appendix I for template and example).
2. When Strong Recommendations or Deficiencies are present, the SPCSA Site Evaluation Team will record each recommended item and the school information for tracking purposes.
3. A Site Evaluation Response Plan will be created by the school and the plan will be sent to the Site Evaluation Team to review and provide feedback. Both the SPCSA Team and the School

Leadership Team will agree upon the plan of action including documented steps and accompanying timeline.

4. The submission of the Site Evaluation Response Plan will be due to the SPCSA Site Evaluation Team no later than four weeks after the Site Evaluation Report has been sent to the school's board and school leader. The school may request an extension in writing if needed.
5. Schools will be provided an example and template to guide the plan.(see Appendix I).
6. Once the Site Evaluation response plan has been agreed upon and approved by SPCSA staff, SPCSA staff will work directly with school leader(s) to schedule routine, follow-up meetings. These meetings will be scheduled to take place at least once every three months, or more often, depending on the plan.
7. 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.
8. Once sufficient evidence has been provided by the school to address all recommendations, SPCSA staff will issue a memo 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

The 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 criteria will automatically be scheduled for a full site evaluation each year until the rating improves to a three-star status or the Notice is no longer in effect.
2. Schools meeting these criteria 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, 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 with the exception of the student focus group. If the school has completed Climate Data and after review, 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.

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. (see Appendix H) Most of the items within the evaluation criteria are currently within the Site Evaluation protocols; however, an extra, one page slide for these schools will be included in the school presentation portion of the evaluation as set forth in the forthcoming section of this handbook.

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

Type of Visit	Occurrence	Purpose
Year 1 Site Evaluation	Year 1, fall or early winter	Ensure new school has a strong start that sets it up for long-term success and identify any challenges.
<p>Newer year 2 schools and those serving grade levels having no history of a published star rating.</p> <p>Data Request (All) Abbreviated Virtual Presentation based on school's internal assessment procedures and current data Analysis. (when collected data request yields concern about either the academic monitoring plan or the actual results of student assessment/achievement.</p> <p>Follow up Site Evaluation (when previous evidence suggests either internal assessment is lacking or outcomes are well below the intended academic goals of the school.</p>	Year 2 and every year after until a star rating has been published per the Nevada School Performance Framework	<p>Ensure a new school or school with no star rating on record have a strong processes for setting and monitoring indicators for academic success.</p> <p>Ensure schools have a plan for monitoring academic performance gaps and concrete steps to address identified gaps.</p>
Year 3 and 5 Site Evaluations	Years 3 and 5	Evaluate school's progress, student achievement, and alignment to mission.

Type of Visit	Occurrence	Purpose
Year 3 for schools (4 or 5-star NSPF rating)	Abbreviated Focus groups will be eliminated with the exception of the student focus group which will be eliminated if the school has recently been successful in taking part in the student climate survey and the outcomes reflect a positive school climate. Classroom observations to about half as many as a typical site evaluation.	Schools performing at high levels of student achievement during their third year of the charter, will undergo an abbreviated site evaluation.
Schools with outstanding deficiency, strong recommendations and those with less than a 2-star rating on the NSPF and those operating under any Notice prescribed by the SPCSA Authorizing team.	Additional oversight and follow-up measures. These include meetings to verify and update school progress in areas identified.	Ensure schools performing below set expectations are provided support, guidance, and information to succeed with the plans set forth for school improvement.

Current Evaluations/Needs

SPCSA staff will review the Authority's portfolio of schools on, at least, a semi-annual basis. Schools that are due for a site evaluation will be contacted prior to the actual site evaluation. Per NRS 388A.223, SPCSA staff will conduct site evaluations of each campus during the first, third and fifth years of a charter. Additionally, the SPCSA may conduct a brief evaluation in the third year if the charter receives, in the immediately preceding year, one of the two highest ratings of performance pursuant to the statewide system of accountability for public schools.

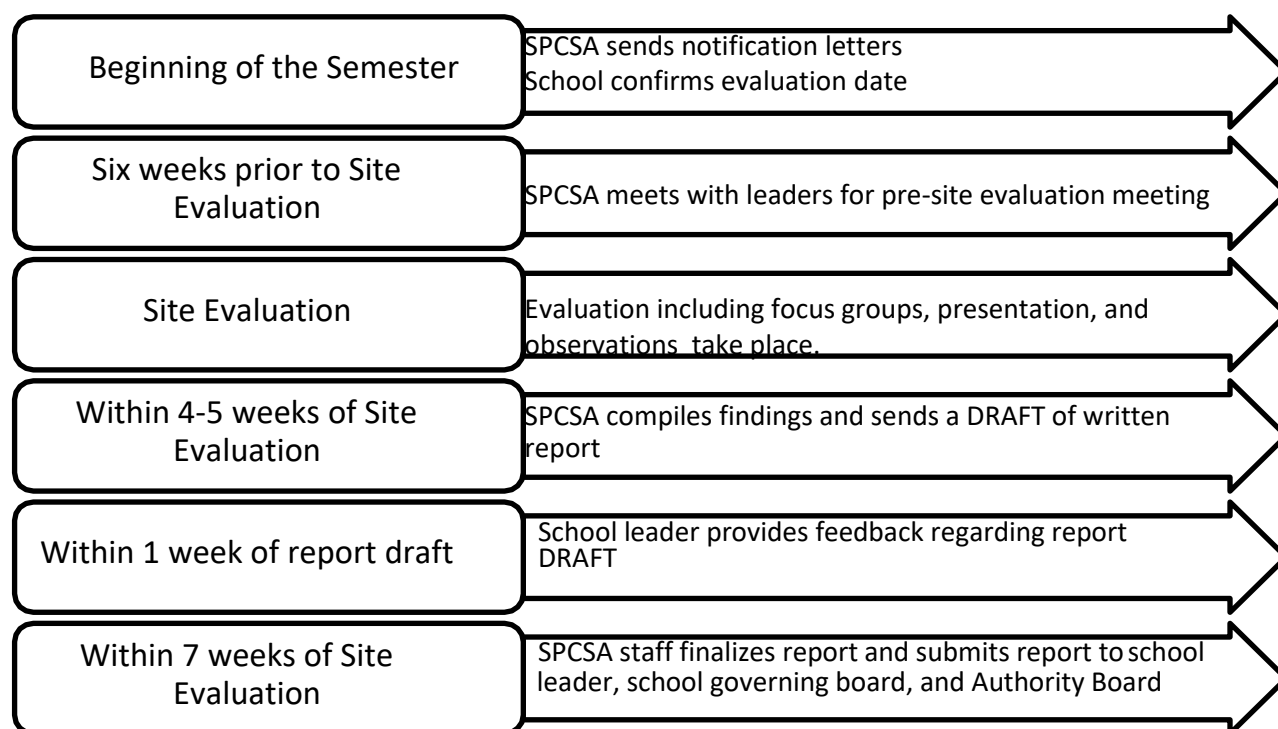
Schools that are approaching, or about to enter the renewal process, will be prioritized. Those schools that are operating under a Notice will be added to the calendar for a Site Evaluation in any year.

Multi-Site Networks

Should a network of schools require site evaluation(s), the authorizing team will work to eliminate possible redundancies. For example, it may be feasible to conduct one or more focus group interviews for a set of schools within the same network rather than several at each school site. Additionally, a network may request that evaluators specifically look for a set of predetermined best practices across campuses. This may be helpful to school and network leaders to identify patterns across network schools.

EVALUATION PROCESS

Once scheduled, the process for a Site Evaluation can take about six to ten weeks. From scheduling the visit, to the final report being submitted to the school, the school's board, and the Authority Board, the process can take time. The following diagram outlines the complete Site Evaluation process. Please note, the SPCSA is conducting this process with multiple schools throughout the year.



OUR MEASURES

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

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

PREPARING FOR THE EVALUATION

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

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

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

Scheduling the Evaluation

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

Points of Contact

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

Team Structure

The Site Evaluation team is led by a member of the SPCSA's Authorizing team. The team leader coordinates and facilitates the evaluation, which 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 site visit team, as well as team members' expertise in fiscal management, governance, school leadership, curriculum, and instruction.

Evaluation Schedule

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

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

TIME	ACTION
7:45 - 8:00 AM	SPCSA team arrives and settles into designated space/debriefing
8:00 - 9:15 AM	SPCSA Team member A : School overview with leadership team, presentation, and Leadership Focus Group
8:00 - 8:45 AM	SPCSA Team member B: Observes morning arrival process outside and entryway and in common space (i.e., cafeteria) and classrooms
8:45 AM/9:15 AM - 11:00 AM	Observations begin for SPCSA team members A, B, and sometimes C
11:00 AM - 11:30 AM	Student Focus Group
11:30 AM – 12:00 PM	School Board Focus Group
11:30 AM – 12:00 PM	Observe lunch/operations
12:00 PM – 12:30 PM	SPCSA Team Debrief/Lunch
12:30 PM – 2:00 PM	SPCSA Team members observe in afternoon classrooms
2:00 PM – 2:30 PM	Family Focus Group
2:30 PM - 3:00 PM	Team debrief and record evidence in the report
3:00 PM - 3:30 PM	Staff Focus Group
3:30 PM - 3:50 PM	Debrief with Admin & School Leader

Pre-Site Evaluation Meeting

Approximately four to six weeks prior to the scheduled date of the evaluation, the school leader(s) will meet with the SPCSA Site Evaluation team for a pre-site evaluation meeting. Leaders will be provided an agenda which will include the following:

Welcome, Purpose of the Meeting, Confirmation of the date of the evaluation, Pre-work and Timelines of document submissions, Focus Group coordination, Discussion of Presentation Slides and open dialogue of questions, comments, concerns as well as next steps in the process.

Pre-Evaluation Submissions

Each school leader or leadership team will be provided a list of items due to the SPCSA during the pre-site evaluation meeting. Beginning in the 2021-2022 school year, the SPCSA will review the Site Evaluation Data collection form as well as a number of important documents which were previously submitted to Epicenter. A review of data will take place prior to the day of the site evaluation and notes regarding this data will be included in the site evaluation report. These include EMO/CMO Evaluations, Teacher Licensure Information. Site Evaluators will review the information requested and submitted by schools regarding staff turnover, and state requirement to teach the Nevada Academic Content Standards. See the Site Evaluation Data Collection form in Appendix D for specific requests.

2021-2022 School Year Submissions

A. Epicenter-Site Evaluation Data Collection Form-see Appendix D

**This is due into Epicenter no later than two weeks prior to the day of the site evaluation.*

B. E-Mail

1. **Staff Directory**: Provide a complete staff directory, including staff members' names, roles, room assignments. The directory should also include non-instructional staff and any consultants/contracted employees. *Due by e-mail no more than two weeks prior to the day of the evaluation.
2. **Organizational Chart**: Submit a chart that includes all instructional and non-instructional staff and accurately illustrates the school's reporting structure. The Organizational Chart does not need to include staff by name; it should reflect all positions, current titles, and relationships between management/governance and any CMO/EMO. *Due by e-mail no more than two weeks prior to the day of the evaluation
3. **Teacher Schedules**: Provide schedules that indicate where each teacher will be throughout the day and what subject/grade she/he teaches within each block of the day. Please indicate any non-instructional time, such as PE, Lunch, Music, and so on.
*Due no later than two weeks prior to the evaluation.
4. **Focus Group Template**: Complete and submit the Focus Group Template provided to you during the pre-site evaluation meeting. *Due no later than two weeks prior to the evaluation. *Do not fill in the names of staff members for the focus group; leave this blank.

When providing site evaluation documents, schools must ensure the information provided is both accurate and up to date. Should information within Epicenter change, schools must provide updated documents to the SPCSA prior to the evaluation taking place.

Logistics

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

1. On-site Point Person: Please designate someone, typically the school leader, to serve as the liaison for the SPCSA site evaluation team. This person should be available throughout the visit to troubleshoot issues that may arise, such as schedule changes. The on-site point person should be able to provide information about the school to the visiting team.
2. Meeting Space: The Site Evaluation team will need a private meeting space (i.e., small conference room) from which to run point for the duration of the Site Evaluation. SPCSA staff recognize that charters often have limited space and that SPCSA staff taking over a room for at least a full day can be disruptive to some staff. However, a private meeting space is critical to successfully and thoroughly conducting the Site Evaluation. It will be used for team discussions, document review, and interviews with members of the school community.
3. Access to Wi-Fi and power outlets: SPCSA staff will use their laptops extensively throughout the visit and will need access to power outlets when in the assigned meeting space. Please ensure that adequate access is provided, including extension cords and power outlets.

Upon arrival at the school, please have guest Wi-Fi access ready with a log in and password provided to the Team Lead.

DURING THE EVALUATION

Site Evaluation team members will observe throughout the school. SPCSA evaluators may observe the morning arrival, and/or departure of students, lunch time and playground procedures; conduct classroom observations in all grade levels and/or content areas; interview teachers, administrators, governance team members, support staff, students, and families. Most evaluations will begin with a 45 minute school presentation. The gathered data provides evidence to SPCSA and allows the team to generate conclusions and findings on the school's effectiveness with the execution of its charter and its achievement of the school's mission, goals, and purpose as outlined in the charter.

School Presentations

The school leadership team will provide a 45-minute presentation to the Evaluation team on key topics including the school's mission, curriculum, services for special populations, assessments, academic performance trends, approach to professional development, culturally responsive practices, school operations and school safety. The SPCSA will provide a template for this presentation. If school teams go over the allotted time, a person within the SPCSA team will ask that the presentation wrap up in no more than 35 minutes total. The presentation will help the SPCSA team to better gauge where the school is performing in relation to the SPCSA academic and organizational frameworks.

Classroom Observations

In order to get a full picture of the instructional practices, student achievement, and the school's execution of his academic program detailed in its charter, the SPCSA Site Evaluation team conducts extensive observations. Beginning in the 2021-2022 school year, the SPCSA will continue to prioritize the classroom observational portion of the site evaluation and will observe a greater number of classrooms at each school site. By observing more classrooms, the SPCSA team will be able to provide more accurate information regarding instructional patterns both during the school leader debrief and within the written report. Classroom observations provide in-depth understanding of instructional delivery, curriculum implementation, and student learning, while Operational observations, such as morning arrival, lunch, and transitions provide insight into the practices and procedures of the school that impact and influence instruction.

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

Classroom Observations continued

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

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

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

Focus Groups

Focus Groups provide first-hand and distinct feedback from stakeholders of the school. Parents, teachers and staff, governing board members, and students all have a variety of perspectives from their involvement with the school. Therefore, it is important to collect anecdotal and factual evidence from these stakeholders. Additionally, staff in critical roles such as Special Education coordinator or ELL instructor, provide a unique lens into the overall educational program and supports for diverse populations. Focus Groups are conducted by members of the Site Evaluation team and depending on the size and availability of the team, may include one to three team members. Focus Groups consist of up to 10 people within a given category (i.e., parents of enrolled students). The SPCSA Team Lead will work with the school's point person on scheduling focus groups. Beginning in the 2021-2022 school year, the school leader will provide the SPCSA a staff directory with the name of each employee, and their position at the school. This is part of the pre-site evaluation documentation discussed on page 11 in this handbook and is due by e-mail no later than two weeks prior to the evaluation. Beginning in the 2021-2022 school year, the SPCSA Evaluation Team will randomly select up to ten staff members from the staff directory provided by the school leader/s. Once these staff have been selected, the SPCSA will provide the school leader an e-mail with the names of the randomly selected staff members. This will take place approximately one week prior to the site evaluation. School leaders will be asked to inform staff members of the time, place and date of the staff focus group. A confirmation of this will be requested by the lead staff evaluator no less than 5 school days prior to the evaluation.

Interviews and Focus Groups typically take 30 to 45 minutes but may be abbreviated if the team finds they have conclusive evidence for their findings. To ensure a holistic picture of the school's population and stakeholders' experiences, school must ensure that focus group participants are representative of the school community with regard to grade levels, race and ethnicity, student groups (ex. FRL, IEP, EL), and time enrolled/working at the school.

Focus Groups continued

Questions for participants are standard across Site Evaluations, to ensure objectivity, with a few questions specific to the context of the school and developed due to observations, document reviews, or other collected data during the Site Evaluation. A Focus Group Template will be provided to school leaders during the pre-site evaluation meeting prior to the visit. The template is to be completed and returned to the Lead Site Evaluator not less than two weeks prior to the site evaluation.

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

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

School Leader Briefing

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

Figure 3: **Components of Site Evaluations**

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

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

AFTER THE VISIT

Site Evaluation Report

At the end of the visit, the SPCSA Team will share a brief oral report with the school leadership. The team may present critical and urgent findings to the school leadership. However, a more thorough report will be developed within 4-6 weeks of the team's evaluation.

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

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

APPENDIX A: SITE EVALUATION CHECKLIST

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

Upon receipt of the Site Evaluation notice email/letter

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

Six weeks prior to the Site Evaluation

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

Four weeks prior to the Site Evaluation

- ☐ Begin coordinating participants for the focus groups, as discussed in the pre site evaluation meeting.
- ☐ Begin working with the SPCSA Team Lead, school community, and Board to determine the schedule for the visit. This will likely take several iterations to finalize.
- ☐ Begin working to complete the Presentation Slides for the school.

Three weeks prior to the Site Evaluation

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

Two Weeks prior to the Site Evaluation

Send the gathered required pre-visit documents to the SPCSA Team Lead, using provided naming conventions. Work with Team Lead to clarify any submissions (see Epicenter and E-mail list on page all due no later than 2 weeks prior to the site evaluation. See the new procedure for the staff focus group on page 15 of this handbook.

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. See pg. 15 for more information.

- ☐ Speak with the Team Lead to finalize all logistical and schedule details. This includes parking details, securement of private space for SPCSA team use.

One day before the Site Evaluation

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

During the Site Evaluation

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

After the Site Evaluation

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

APPENDIX B: CLASSROOM OBSERVATION FORM AND RUBRIC

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

Figure 3: Rating Scale

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

SPCSA Classroom Observational Rubric 2021-22 SCHOOL YEAR

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

I. CLASSROOM ENVIRONMENT

Expected Practices & Strategies

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

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

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

Expected Practices & Strategies

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

Other areas of potential evidence:

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

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

APPENDIX C: PRESENTATION INFORMATION

Continuing in the 21-22 school year, the SPCSA will request that individual school leaders complete presentation slides within the model provided. The purpose of this is to allow the evaluating staff to be provided with important background knowledge related to school academics and organizational components.

Directions:

1. Complete all slides using the presentation template and directions provided during the pre- site evaluation meeting.
2. E-mail the completed slides to the team lead no later than two weeks prior to the day of the evaluation.
3. The allotted time for the entire presentation is 45 minutes.
4. Please do not add or delete slides.

APPENDIX D: SITE EVALUATION DATA COLLECTION FORM

Date:	School Name :	Completed By :	Title:
AT-RISK STUDENTS			
1a Curriculum Provide a link to the scope and sequence for ELA, Math, & Science including each grade level. Provide a brief description of how the school has vetted the curriculum to fully align with the Nevada Academic Content Standards Provide a brief description of the way the school's education program as advertised is implemented within the school and how the SPCSA evaluation team will see these features during the on-site evaluation portion.		Number of students with IEPs receiving academic services	
		Number of students with IEPs receiving related services only	
		Number of students declassified from special education last year	
		Number of students who are English language learners	
3a Governance Requirements Provide a description of how the school's board provides oversight of the Education Service Provider, (EMO, CMO) if a service provider is employed by the board.			Last Year This Year
5b Health and Safety Requirements Provide a description of how the school maintains a safe and clean facility. Explain the way routine safety drills are conducted Do students have access to Safe Voice and other mental health supports if needed?		Total Days of Instruction last year	
		Average daily attendance rate	

PREVIOUS SITE EVALAUTIONS Using the most recent site evaluation report, provide answers to the following questions:				
1.	How well have the school leaders and staff been able to act on the previous recommendations ?		Number of in-school suspensions	
2.	What evidence can you provide that previous recommendations have been acted upon?		Number of out-of-school suspensions	
3.	Does the school's leadership team feel that the school requires more time to complete the recommended items? If so, please explain.		Number of expulsions	
4.	Is there anything the school team would like to highlight or have the SPCSA team observe during the site evaluation?		FACULTY RETENTION	
Number of students on waitlist from last spring's lottery*		Number of teachers who were terminated during this school year		
Grades in which the school enrolls new students		Number of vacant instructional positions		

APPENDIX E: FOCUS GROUP TEMPLATE *submit by e-mail*

<p style="color: red; margin: 0;">SCHOOLS WILL NOT FILL OUT THIS SECTION BEGINNING IN THE 21-22 SCHOOL YEAR. INSTEAD, SCHOOLS WILL PROVIDE SPCSA STAFF A SCHOOL STAFF DIRECTORY. Using the current Directory, SPCSA will select participants. Instructional and non-instructional as well as newer and previously employed staff will be included. Once selected, SPCSA staff will input the information of selected staff into this template and return it to school leaders for the staff focus group.</p>		
Staff Name and E-Mail Address	Role	Years on staff
SCHOOLS WILL NOT FILL OUT THIS PORTION. SPCSA WILL FILL OUT AND PROVIDE BACK TO SCHOOLS ONE WEEK PRIOR TO THE SITE EVALUATION.		
<p>Please include less than 50% of your board. Please try to include a range of years on board (i.e., a Founding Board Member, a first-year board member).</p>		
Board Member Name	Role /Background Experience	Year joined Board

Include a range of students in 3-12 with a range of years enrolled in school (i.e., at least one student who has been enrolled for a number of years and one student who is in their first year of enrollment) and a range of identification for services (i.e., a student of a student in Special Education, a student in GATE, a student designated EL). Please include at least one student from each grade level at your school, 3rd grade and above.

Please do not include students whose parents are employed by the charter school.

Student Name	Grade Level	Year enrolled in school

Include a range of parent/guardians across **all** grade levels with a range of when they enrolled in the school and identification of services (i.e., a parent of a student in Special Education, a student in GATE, a student designated EL). This focus group should have no more than 12 participants. *Please do not include those parents or family members at the school who are also considered staff*

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

APPENDIX F: SITE EVALUATION FINAL REPORT



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
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

Contents

Introduction and School Background	
Academic Performance	
Focus Group Summaries	
Classroom Observation Totals	
Organizational Performance.....	
Site Evaluation Findings	

Appendices

A: Nevada State Performance Framework

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

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

INSERT
SCHOOL LOGO

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on (enter date and school name here). 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 track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA operational 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, state in a facility at street address. The school serves Choose an item. (as of the most recent Validation Day) in Choose an item. through Choose an item. grade. The mission of name of school is: "Click or tap here to enter text."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2020

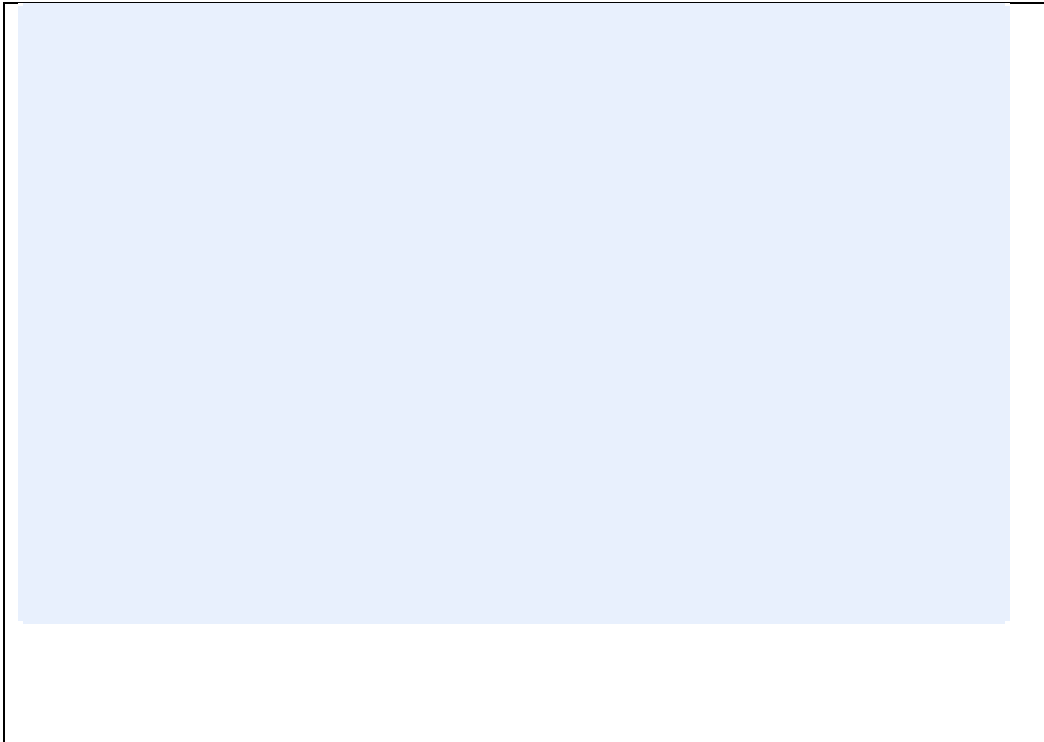
New School language

Choose an item. serves Click or tap here to enter text. students in grades (K-8, K-12 or whatever is the case). As Choose an item. opened in the School Year Choose an item., no academic performance data has been measured and cannot be displayed.

Existing school language

Choose an item. serves Click or tap here to enter text. students in grades Choose an item.through Choose an item.

Choose an item.

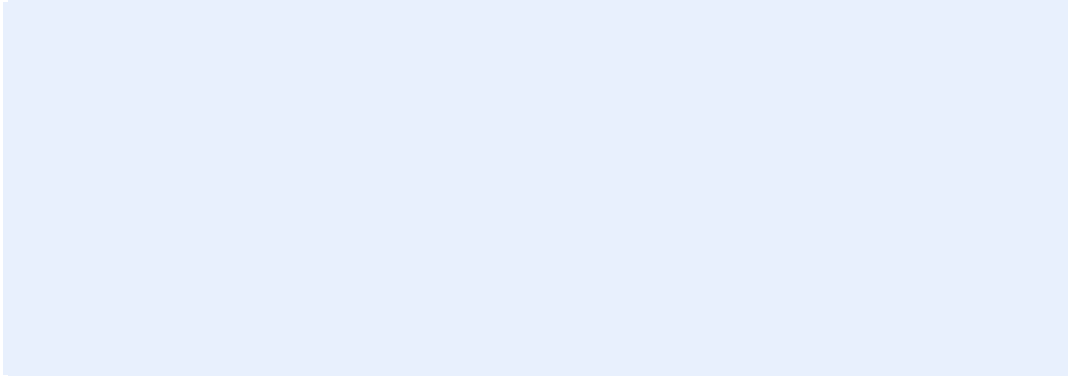


Choose an item.

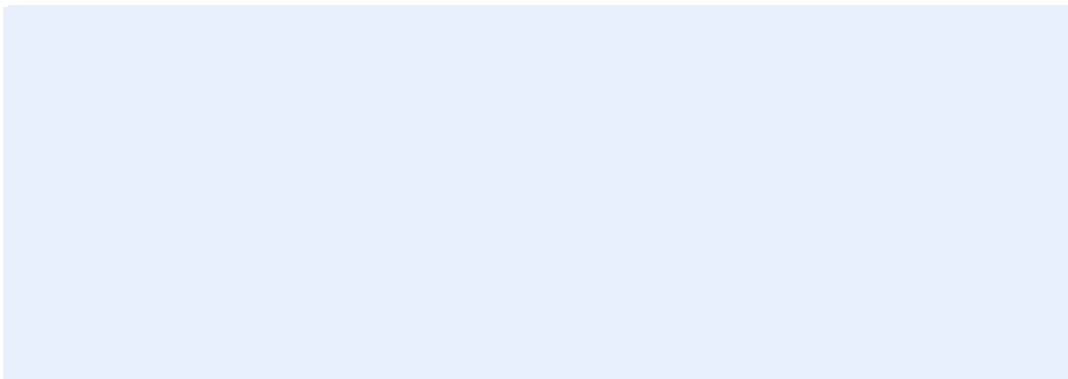
Math and ELA Results
Nevada School Performance Framework
2020

Choose an item. Proficiency and Click or tap here to enter text. Rates

Choose an item.



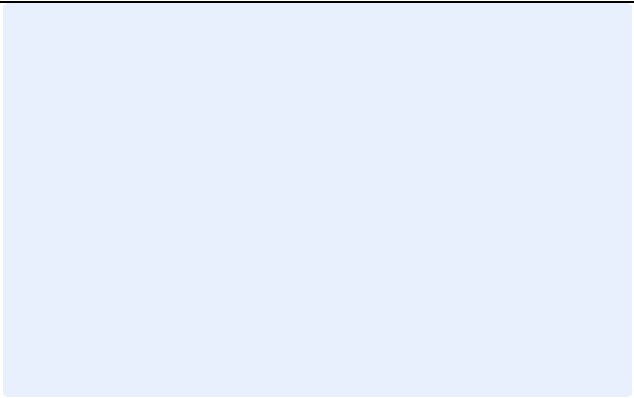
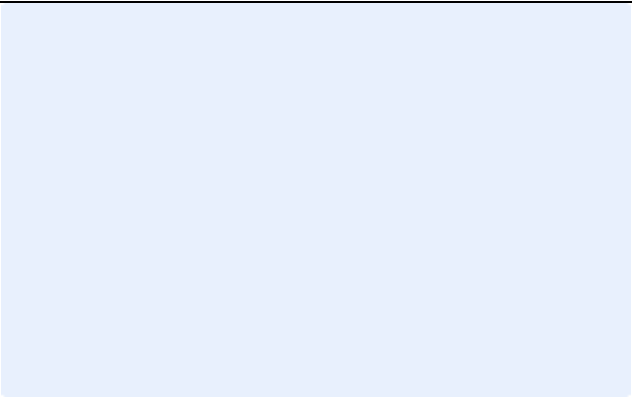


Choose an item.



SPCSA Academic Performance Framework Geographic Comparison Report

Choose an item.

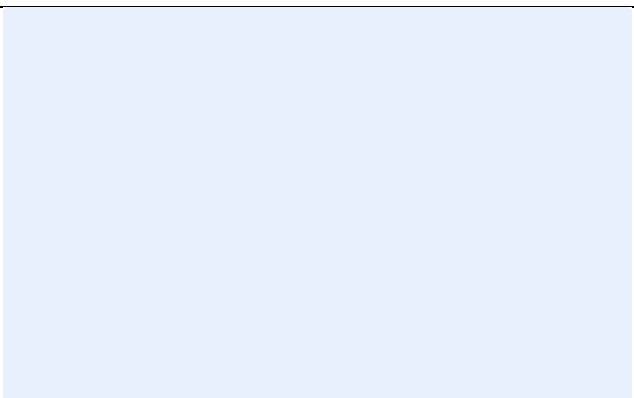
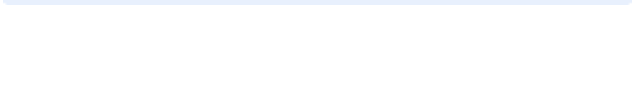
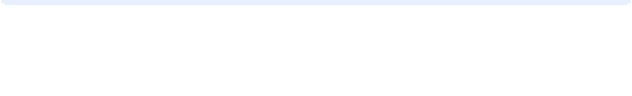
Choose an item.

SPCSA Academic Performance Framework Diversity Comparison Results

Choose an item.

Choose an item.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

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

Governing Board¹:

- 1.
- 2.
- 3.

¹ Choose an item. members of the Choose an item.-member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

- 1.
- 2.
- 3.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

- 1.
- 2.
- 3.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

- 1.
- 2.
- 3.

CLASSROOM OBSERVATION TOTALS

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

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

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	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.
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 6 A Using Questioning and Discussion Techniques	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.
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	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 OBSERVATION TOTALS

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson 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 suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	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 ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	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.
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	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.
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observe where the work is and where it is not meeting. 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.

Click or tap here to enter text.

Additional information about the classroom observations shared here when applicable

ORGANIZATIONAL PERFORMANCE

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

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

Measure	Description	Evidence Collected
1a	<p>The school implements material terms of the education program.</p> <p>Examples of evidence:</p> <p>The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area.</p> <p>The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.</p>	Click or tap here to enter text.
1b	<p>The school complies with applicable education requirements.</p> <p>Examples:</p> <p>Completing the submission of required items to epicenter in a complete and timely manner.</p> <p>(Licensing of staff, Special Education and ELL Handbook and all others)</p> <p>Assessments/Data requirements</p>	Click or tap here to enter text.
1c	<p>The school protects the rights of students with disabilities.</p> <p>Examples:</p> <p>A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student.</p> <p>A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.</p>	Click or tap here to enter text.
1d	<p>The school protects the rights of ELL students.</p> <p>Examples:</p> <p>A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p>	Click or tap here to enter text.

ORGANIZATIONAL PERFORMANCE

Measure	Description	Evidence Collected
3a	The school complies with governance requirements. Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.	Click or tap here to enter text.
4a	The school protects the rights of all students. Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.	Click or tap here to enter text.
5b	The school complies with health and safety requirements. Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.	Click or tap here to enter text.

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

School staff ability to address previous recommendations

Click or tap here to enter text.

Evidence the school can provide to support the implementation of previous recommendations.

Click or tap here to enter text.

Reasons school will require additional time to fully address the recommended items.

Click or tap here to enter text.

SITE EVALUATION FINDINGS

STRENGTHS

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

- 1.
- 2.
- 3.
- 4.

CHALLENGES

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

- 1.
- 2.
- 3.
- 4.

RECOMMENDATIONS

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

- 1.
- 2.
- 3.

STRONG RECOMMENDATIONS

- 1.
- 2.
- 3.

DEFICIENCIES

There were no deficiencies for Choose an item. during this evaluation.

APPENDIX G: (Note: this is only applicable for those schools having 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 on Appendix G.**

Nevada Department of Education's DISTANCE EDUCATION EVALUATION CRITERIA

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

EVALUATION CRITERIA

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

Appendix G continued

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.

Appendix G continued

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.

Appendix G continued

6 COORDINATION & LINKAGES

6.1 Coordinates program with other school district programs.

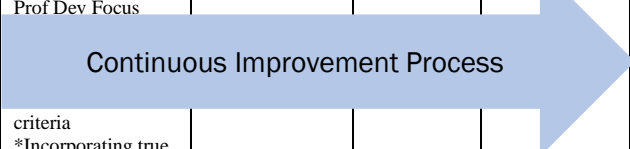
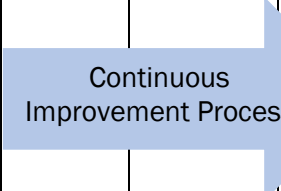
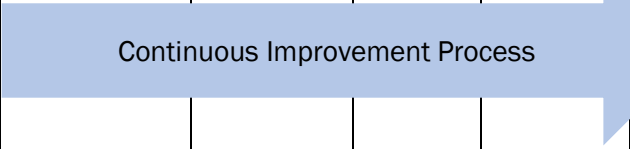
6.2 Coordinates with business, industry and labor.

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.

	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 criteria *Incorporating true formative assessments with lesson planning *Formative assessment modeling *Metacognition *Teaching feedback and self-assessment	 Continuous Improvement Process		
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 engagement *Learning goals and plans *TLAC PD *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	 Continuous Improvement Process	
3. Develop an instructional plan: A. Current level assessment B. Identify learning targets C. Link standards to curriculum D. Sequence standards E. the 8 Mathematical practices F. Inclusion model G. RTI plan	Prof Dev Focus (weekly PD and Post-service): *MAP Growth Data & classroom formative assessment data informing lessons *RPDP prof dev on standards and unwrapping them *PLC pacing guides *Distribute Mathematical practices posters *Take feedback from inclusion teachers and ESS staff *Create RTI committee and practices	Prof Dev Focus (weekly PD and Pre-service): *PLC and PD about MAP growth *Parent engagement courses for ELA and Math *Pacing review (see goal #1 for a formative approach) *Staff exemplar videos and lessons to share *Inclusion PD *Regular bi-monthly RTI meetings	 Continuous Improvement Process			