NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY SITE EVALUATION HANDBOOK

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

Nevada State Public Charter School Authority

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OVERVIEW

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

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

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

The philosophy behind the Authority's approach to Site Evaluations, as outlined throughout this guide as well as the practical approach the SPCSA takes for visits, stems from best practices of charter school authorizers and are 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 the researched best practices of numerous authorizers, specifically the Colorado Charter School Institute; District

of Columbia Public Charter School Board; Massachusetts Department of Elementary and Secondary Education; and the SUNY Charter Schools Institute.

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

PURPOSE OF VISITS

The purpose of Authority visits depends on the nature of the visit. In most cases, it 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. In other visits, it is to support schools under the SPCSA's auspices and help schools reach their goals. We want schools, especially those we authorize, to succeed. Our work, whether through evaluative or support visits, 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. While the SPCSA also focuses on financial viability during the Site Evaluations, the emphasis is on the school's operations, instruction, and compliance components. Evidence gathered during Site Evaluations is ultimately used by the staff in its recommendations for renewal and by the Authority for a renewal decision.

Site Evaluations or Support Visits can occur at any point during a charter's terms, and the Authority visits each school at least once a year for either/both a Support Visit or Site Evaluations. While evaluative visits can occur in any year of the charter, typically they occur in Years 1, 3, and 5 to best support schools' stage of development and the renewal process of Year 6. Schools in receipt of a 'Notice of Concern' or 'Notice of Breach' are more likely to have an additional Site Evaluation, and these notices may prompt more frequent visits and/or intentional oversight. The Authority strives for consistency in its processes and aims to
support schools' autonomy, but the SPCSA also reserves the right to conduct oversight and compliance checks in any year of a school's operations.

Specific types of visits are outlined below, along with frequency and duration.

TYPES OF VISITS

Pre-Opening Readiness Checks

Prior to the opening of a new school, the Authority conducts a pre-opening visit within two weeks prior to the first day of instruction; schools are provided with a pre-opening readiness checklist within 30 days of authorization, and a pre-opening call takes place within 45 days prior to the first day of instruction. The checklist provides a comprehensive inventory of the tasks and deadlines to ensure a successful school opening.

The purpose of this visit, which should take between two and three hours to conduct, is to for the Authority to inspect and review the school. The Pre-Opening Readiness Check allows the school to demonstrate the work that has been done to prepare for a successful school opening. The Pre-Opening visit includes three parts: tour of the school facility; school demonstration of how the Pre-Opening Readiness Checklist items have been met; and discussion of the school's development.

Initial Site Evaluations

Authority staff on the Authorizing team conducts this Year 1 visit to ensure the new school has a strong start that sets it up for long-term success. The staff assesses the school early to identify any challenges that could be detrimental to the school meeting its goals and/or fulfilling mission, vision, and academic program outlined in the Authority-approved charter.

The visit lasts 0.5 to 1 school days and is focused on the academic performance and organizational effectiveness components of the school, and includes classroom observations, focus groups, and detailed data analysis of student achievement. The visiting team uses established criteria, performance frameworks, and metrics to inform its observations and focus groups. These visits are initiated by the Authority, and a written report is provided to the school with feedback, findings, and recommendations. These visits provide evidence for recommendations to the Board for decision making and ongoing support for a school.

On-going Site Evaluations

The Authority typically does not conduct evaluative oversight visits to each school annually. Rather, the Authority focuses on evaluative visits in Year 1 (Initial Site Evaluations), Year 3, and Year 5. The Authority relies on the School Support team's annual support visits, as well as ongoing compliance reporting, to inform the Authorization team's understanding of schools' progress and performance. Schools with a proven track record and that are consistently recognized as 4- or 5-star schools may have fewer evaluative visits. Conversely, schools that have shown inconsistent student achievement, have consistently underperformed, and/or have received notices of concern/breech, may have additional oversight through visits.

During Evaluation Visits, which last 1 to 2 school days, the Authorization team of the SPCSA focuses on the academic performance and organizational effectiveness components of the school, and includes classroom observations, focus groups, and detailed data analysis of student achievement. The visiting team uses rubrics, performance frameworks, and metrics to inform its observations and focus groups. These evaluations are initiated by the Authority, and a written report is provided to the school with feedback, findings, and recommendations.
These visits provide evidence for renewal and recommendations to the Board for decision making.

Support Visits

Support visits are on-going annually and led by the Authority's School Support division. They are designed to help schools with specific needs and targeted support (i.e., Special Education, McKinney Vento). These are conducted through informal and formal building walk throughs, visits, and participation or observation at PDs, and they are initiated at both the school's request and by the School Support team of the Authority.

These visits can be brief (i.e., 1 hour for a meeting or campus walk through) or take place over an entire school day. Data, anecdotal evidence, and observation notes from these visits provide the entire Authority staff with a deeper understanding of the school's performance, progress, and potential, and may be included in any reports and recommendations to the Authority Board.

Pre-Renewal Site Evaluations

In year 5 and/or 6, pending staff capacity and past performance, the Authority conducts these evaluative visits for schools to assess the school's progress against goals outlined in its charter and the school's student performance. Additionally, these evaluations will help identify key needs for schools that have shown inconsistent student achievement or have been consistently underperforming for purposes of renewal. Pre-Renewal Site Evaluations may be combined with the year 5 evaluation.

The focus for the Authorization team of the SPCSA is on the academic performance and organizational effectiveness of the school, with an emphasis on analysis for recommendation for renewal. These visits provide schools with another opportunity to showcase their compliance, achievement, and accomplishments in favor of renewal.

These visits may last 1-2 school days and include classroom observations, focus groups, and detailed data analysis of student achievement. The visiting team uses rubrics, performance frameworks, and metrics to inform its observations and focus groups. These visits are initiated by the Authority, and a written report is provided to the school with feedback, findings, and recommendations. These evaluations provide evidence for renewal and recommendations to the Board for decision making.

Figure 1: Types of Visits and Evaluations

Type of Visit	Occurrence	Purpose
Pre-Opening Readiness Check	Within 2 weeks of first day of instruction	Determine school's readiness for first day of instruction
Initial Site Evaluation	Year 1, typically fall or early winter	Ensure new school has a strong start that sets it up for long-term success; Identify any challenges that
On-going Site Evaluations	Years 3 and 5	Evaluate school's progress, student achievement, and alignment to mission
Support Visits	On-going	Provide specific and targeted support to schools based on their needs
Pre-Renewal Site Evaluation	Year 5 and/or 6, pending staff capacity and past performance. This may be combined with the on-going year 5 site evaluation.	Opportunity to assess the school's progress against goals outlined in its charter and student achievement. Additionally, this evaluation will help identify key needs for schools that have shown inconsistent student performance or have been consistently underperforming for purposes of renewal

CURRENT EVALUATIONS/NEEDS

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

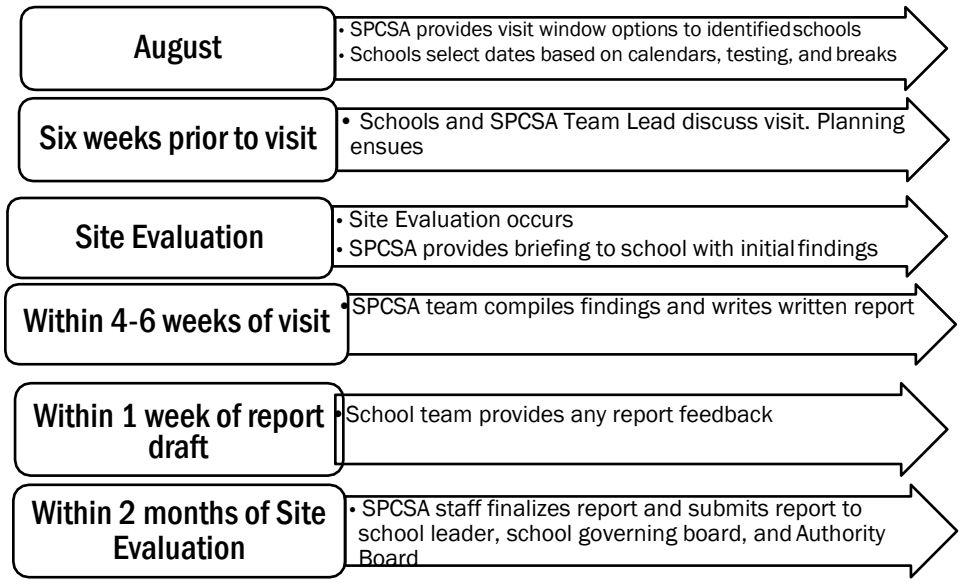
Schools that are approaching or about to enter the renewal process will be prioritized. Those schools that are operating under a Notice be added to the calendar for a Site Evaluation in any year. For schools with multiple campuses, Authority team members will identify the most fitting campus(es) to evaluate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

Multi-Site Networks

Beginning 2019-2020 school year, the SPCSA shall continue to refine and improve the logistics for site evaluations. Should a network of schools require site evaluation(s), the authorizing team will work to eliminate possible redundancies. For example, it may be feasible to conduct one or more focus group interviews for a set of schools within the same network rather than several at each school site. Additionally, a network may request that evaluators specifically look for a set of predetermined best practices across campuses. This may be helpful to school and network leaders to identify patterns across network schools.

EVALUATION PROCESS

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



OUR MEASURES

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

Resulting site evaluation reports will contain findings or observations related to the outlined criteria (Appendix B). Findings provide an objective description of the school's performance, as defined by the criteria. Findings synthesize the SPCSA team's analysis of collected data. The Authority uses a ratings scale to summarize a school's performance against the criteria. Ratings provide a concrete summary of a school's performance at the time of the Site Evaluation. In the site visit report, each criterion will be accompanied by a rating: Distinguished, Proficient, Basic, Unsatisfactory. Schools' goals for rating should be at least 'proficient.'

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.

The site evaluation report will identify examples of the school demonstrating/not demonstrating the criteria and which justifies the ratings. For criteria in need of improvement, the Authority will offer solutions grounded in best practice and/or aligned with the school's mission, vision, and academic program as outlined in its charter.

Per AB 462, (80th Legislative Session), SPCSA authorizing team is required to evaluate pupil achievement and school performance. Any deficiencies noted must be addressed jointly by the SPCSA authority and the school by developing a plan to correct such deficiencies.

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. Pre-Renewal Site Evaluations are scheduled later in the year to allow schools with inconsistent performance to better demonstrate strong operations, while allowing time to address any urgent matters in advance of Year 6 renewal application. Renewal Site Evaluations take place in the fall of Year 6, both prior to and during the window for the renewal application process.

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

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

Scheduling the visit

Prior to Site Evaluation, the SPCSA staff coordinates with school leaders, or their designated contact, to plan visit dates. When planning Site Evaluations, we consider a variety of factors, including holidays, testing schedules, field trips, and school professional development days, as well Authority staff availability. SPCSA staff provides a window of potential dates to schools, based on staff calendars, known school factors, and visit purpose (i.e., Initial Site Evaluation, Pre-Renewal Site Evaluation). As the Authority staff works collaboratively with schools to accommodate their schedules and preferences, planned visits days are generally not changed or rescheduled unless a serious conflict arises. Once a school leader knows the day(s) of a Site Evaluation, s/he should share that information with the staff, board, and other stakeholders to begin preparation for the visit.

Points of Contact

For Site Evaluations, including Initial Site Evaluations and Renewal Site Evaluations, the primary point of contact for the Authority is the Director of Authorizing. S/he may assign a staff member as Team Lead for the visit, but schools' initial point of contact should be the Director of Authorizing.

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 the SPCSA staff.

Team Structure

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

Evaluation Schedule

Based on best practices of authorizers, the SPCSA's Site Evaluations will generally take place over the course of 1 to 2 days, depending on the size, structure, and location of the school. Evaluators will conduct focus groups/interviews, observe operations and instruction, and review requested documents. The team's schedule also 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 and will typically start an hour before the start of instruction and go until at least 1.5 hours after instruction. 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.

A sample 1-day Site Evaluation visit may look like the following, but is subject to change based on the needs of the school and the purpose of the visit:

Figure 4: SAMPLE ONLY 1-Day Site Evaluation Schedule

TIME	ACTION
7 a.m.	SPCSA team arrives and settles into designated space
7:15 a.m.	SPCSA team pre-briefing
7:30 a.m.	SPCSA Team: Overview with Admin and Leadership Team
7:50 a.m.	• SPCSA Team A: Observes morning arrival process outside and entryway • SPCSA Team B: Observes in common space (i.e., cafeteria) and classrooms
8:10 a.m. – 10:00 a.m.	• Team A: Observe in Middle School • Team B: Observe in Elementary School
10:00 a.m. 11:00 a.m.	SPCSA Team: Document Review
11 a.m. - 11:30 a.m.	• Team A: Student Roundtable • Team B: Personal lunch/break
11:30 a.m. – 12 p.m.	• Team A: Personal lunch/break • Team B: Observe lunch/operations
12 – 12:30 p.m.	SPCSA Team Debrief
12:30 p.m. – 2 p.m.	• Team A: Observe in Elementary School • Team B: Observe in Middle School
2: 00 p.m. – 2:45 p.m.	• Team A: Roundtable with Admin and Leadership Team • Team B: Roundtable with select Governance Team members
2:45 p.m. – 3:15 p.m.	• Team A: Interview with Special Education and ELL team members • Team B: Document Review
3:15 p.m. – 4: 00 p.m.	• EPP Team A: Staff Focus Group (no admin) • EPP Team B: Family Focus Group
4:00 p.m. – 4:15 p.m.	SPCSA Team Debrief
4:15 p.m. – 4:30 p.m.	• EPP Team Lead/Team A: Debrief with Admin & School Leader • EPP Team B: Clean Up
4:30 p.m.	SPCSA Team Departure

Pre-Visit Submissions

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

When providing pre-visit documents, schools need to ensure they are the most current and accurate. Schools should provide updated documents to the SPCSA should they change between initial submission and the Site Evaluations (i.e., staff rosters). We recognize the time schools will spend compiling pre-visit materials; complete and timely submissions ensure an efficient visit with minimal requests of the staff and disruptions of instruction on the day of the visit.

Whenever possible, SPCSA staff will use documents schools post in Epicenter as part of the Reporting Requirements, provided they are the most recent and current for the Site Evaluation. Schools are encouraged to use and share existing documents, rather than create just for Site Evaluations.

Required documents for pre-visits submissions include:

- **Staff Directory:** Provide a complete staff directory, including staff members' names, roles, room assignments. The directory should also include non-instructional staff and any consultants/contracted employees, such as Speech Pathologist or cafeteria workers.
- **Organizational Chart:** Submit a chart that includes *all* instructional and non-instructional staff and accurately illustrates the school's reporting structure. The Org Chart does not need to include staff by name; it should reflect all positions, current titles, and relationships between management/governance and any CMO/EMO.
- **Teacher Roster and Certification:** Using the template provided in Appendix E, complete the Teacher Roster and Certification form, identifying each current teacher's certification, content/grade area, and years of experience. The Authority recognizes that staffing changes occur from the beginning of the year through the school year, and the Site Evaluation Team Lead and school leader will discuss these changes in a pre-visit call so the SPCSA can best understand the current staffing strengths and challenges prior to their visit.
- **Teacher Schedules:** Provide schedules that indicate where each teacher will be throughout the day and what subject/grade s/he teaches within each block of the day. Please also indicate any non-instructional time, such as prep period, lunch, coaching meeting, team meetings. To allow the SPCSA to create the most efficient schedule for the Site Evaluation, please clarify class names and locations, such as Harvard or "The Lions" by providing an explanatory key.
- **Assessment List and Calendar:** Provide a list and calendar for all diagnostic, formative, and summative assessments administered by each grade level throughout the year.
- **Professional Development Calendar:** Submit a calendar of all professional development opportunities provided to the staff throughout the year. If possible, please include a rationale or objective for each PD session, i.e., "Schoolwide Management 101 – August 2018: To align on schoolwide behavior and management expectations and consequences to ensure consistency for students and staff."
- **Site Evaluation Data Collection Form:** Complete and submit the Authority's Site Evaluation Data Collection Form, the template for which will be provided. An example of this form is including in Appendix D.
- **Focus Group Template:** Complete and submit the Focus Group Template provided to you in Epicenter. *Due date approximately two weeks prior to the Site Evaluation. *

Logistics

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

- **On-site Point Person:** The school should designate someone, typically the school leader, to serve as the liaison for the Authority team. This person should be available throughout the visit to troubleshoot issues that may arise, such as document location or schedule changes. The on-site point person should be able to answer questions and provide information about the school to the visiting team.
- **Meeting Space:** The Site Evaluation team will need a private meeting space (i.e., small conference room) from which to run point for the duration of the Site Evaluation. We recognize that charters often have limited space and that Authority staff taking overa room for at least a full day can be disruptive to some staff. However, a private meeting space is critical to the successful and thorough conduct of the Site Evaluation and will be used for team discussions, document review, and interviews with members of the school community.
    - **Access to WIFI and power outlets:** The Authority staff will use their laptops extensively through the visit and will need access to power outlets when in the assigned meeting space. Please ensure that adequate access is provided, including extension cords and power outlets. Please have guest WiFi access ready, with a log in and password provided to the Team Lead upon arrival to the school.

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

DURING THE EVALUATION

Site Evaluation team members will observe throughout the school, including morning arrival and lunch; conduct classroom observations in all grade levels and/or content areas; interview teachers, administrators, governance team members, support staff, students, and families; and conduct document reviews. 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.

Classroom Observations

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

understanding of instructional delivery, curriculum implementation, and student learning, while Operational observations, such as morning arrival, lunch, and transitions provide insight into the practices and procedures of the school that impact and influence instruction.

The SPCSA provides all site-evaluation team members training in order to fully understand the indicators, and ratings used during the evaluation. The content of this training includes an analysis of the three areas which receive a rating. These are classroom environment, instruction, and organizational effectiveness. 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 classroom setting. Trainings will take place for members of the authorizing team at SPCSA at least one time per semester. During their time in classroom, evaluation team members observe instruction, teacher action, student action, classrooms, and inspect curriculum resources, student work (both on display and in journals, folders, etc.). Evaluators may talk with students and/or teachers but never during instruction; team members are conscious of not interrupting instruction or disrupting regular routines in the classrooms.

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

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

SPCSA team members will use a Classroom Observation template (Appendix B) and rubric to ensure consistent alignment across state-authorized schools, as well as for familiarity with the tool. However, schools will be asked to provide observation and evaluation templates for teachers and administrators during the on-site document review so that SPCSA staff can better understand how schools observe, evaluate, and assess instructional delivery, as well as how the schools' observation methods are used in coaching, teacher evaluation, and professional development.

Document Review

Visiting site evaluators examine a broad range of documents during visits. The Family Educational Rights and Privacy Act (FERPA) permits the Authority and its staff, as the school's authorizer, as an LEA, to inspect student records, including student performance data, Individualized Education Plans (IEPs), and discipline records during a Site Evaluation. Any external members of the SPCSA team will have signed a legally binding confidentiality agreement that ensure student privacy.

Documents for the onsite review should be placed in the site visit team's room in an

organized, easy-to-access manner (i.e., labeled binders, folders). For documents that are too large or impractical to print, the school should arrange electronic access for at least two team members (to be designated during pre-visit logistics). Team members will have a designated time to review the requested documents, though documents should be ready by the start of the team's visit. Evaluators may ask the school leader and/or designated point person for orientation around some documents. Team members may also ask for additional documents, not originally provided, particularly when pursuing a particular line of inquiry. In order to minimize the work in preparing these documents for the visit, and to allow the Authority to better understand the school's actual operations, please provide existing documents, when possible.

Requested on-site documents for review are found in Appendix C. Additional items may be requested during the logistical planning for the visit based on school needs, performance, and/or previous evaluations.

Interviews/Focus Groups

Interviews and 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.

Interviews and 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. Interviews are typically individual or two people, while a Focus Group is up to 10 people within a given category (i.e., parents of enrolled students). The SPCSA Team Lead will work with the school's point person on the number of focus groups, the criteria for participation, and the amount of time needed. Interviews and Focus Groups typically take 45 to 60 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' experience, criteria for Focus Groups for parents/families and students will ensure a range of time enrolled at school, student skill level (i.e., students from both special education and gifted programs), grade levels, and socio-economic status (as identified by the school through Free/Reduced lunch status).

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

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

- **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.
- **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.
- **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.
- **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.
- **Parents of Enrolled Students:** Randomly selected by schools from given criteria (i.e., parent/guardians from across grade levels and years of enrollment at school). Questions will center around the school's learning practices and opportunities, school discipline, and school culture.
- **Selected staff members based on role:** Critical school roles, such as a Special Education coordinator or ELL coordinator, offer a unique perspective on student supports for diverse populations and the implementation of the school's educational program for *all* students.

School Leader Briefing

At the end of the visit, the Team Lead and select members of the SPCSA team will conduct a briefing with the school leader and anyone else s/he invites to the discussion, such as a board member. The SPCSA Team Leader shares the team's initial analysis, providing preliminary findings and any recommendations for immediate implementation. SPCSA Team Lead also outlines the next steps in the Site Evaluation process.

Figure 5: Components of Site Evaluations

Component	Purpose
SPCSA Team Pre-Briefing	Allows SPCSA Team Lead to welcome the team, provide relevant documents (such as school map, schedule, e.g.), reviews the purpose and context of the visit, reviews the school's code of conduct and procedures (i.e., no cell phones in hallways), and answers questions about the day from team members. School staff will not be present for this pre-briefing.
SPCSA Team Overview w/Admin and Leadership Team	Provides opportunity for school leaders to review purpose of visit, clarify any questions, address team SPCSA questions, and preview the scope of the day. The SPCSA Team Lead also reviews the team's schedule for the day, and the school leader provides any additional information about the school relevant to the day's visit.
Classroom Observations	Guided by the school's common practices, classroom observations allow SPCSA staff to examine instruction and curriculum delivery, student engagement, and supports for diverse learners. Visitors will collect lesson plans, review student work and ask teachers and students questions without disrupting instruction.
Operations Observations	Observing operations components such as morning arrival, lunch, and school wide transitions provides insight into the school's culture. Team members can analyze these systems to assess their impact on instruction and the overall efficiency of school's procedures.
Document Review	Offers visitors an opportunity to examine policies and practices, i.e., student-family handbook or lesson plans, and assess alignment with school's charter, mission, and vision. Provides a fuller picture of the day-to-day operations informs the evaluators' understanding of the school.
Student Roundtable	Allows students, the biggest 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.
Focus Groups/Interviews	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 Lead and other team members 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 visit.

After the Site Evaluation, the SPCSA staff prepares a written report, "Site Evaluation: Year (X) Report," based on the team's findings as a result of observations, document review, focus groups and interviews, and data analysis. This report provides findings, recommendations, and critical evaluation of the overall school program, not a specific teacher, staff member, grade level, or content area. The SPCSA will not use names in its reports, but may refer to specific positions when warranted, such as a discussion of instructional leadership or coordination of the Special Education program.

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

APPENDIX A: SITE EVALUATION CHECKLIST

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

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

- **Six weeks prior to the Site Evaluation**
  - ❑ Participate in call with SPCSA Team Lead to clarify questions, understand visit purpose and protocols, discuss criteria for participants in interviews/focus groups, and coordinate any remaining logistics.
  - ❑ Lead the staff in preparing for the visit. This includes talking with the school's board, teachers and staff, families, and students about what to expect from the SCPSA'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 pre-visit submission:
    - ❑ Staff Directory [label as School Name Staff Directory School Year]
    - ❑ Organizational Chart [label as School Name.Org Chart School Year]
    - ❑ Teacher Roster and Certification [label as School Name Teacher Roster School Year]
    - ❑ Teacher Schedules [label as School Name Teacher Schedule School Year]
    - ❑ Assessment List and Calendar [label as School Name Assessments School Year]
    - ❑ Professional Development Calendar: Submit a calendar of all professional development opportunities provided to the staff throughout the year.
    - ❑ Site Evaluation Data Collection Form [label as School Name Data Collection School Year]
    - ❑ Focus Group Template: (see Appendix F)

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

- **Two weeks prior to the Site Evaluation**
  - ❑ Work with the Team Lead to finalize the visit schedule.
  - ❑ Make final logistical preparations, including designation of room for visiting team and focus group participation
  - ❑ Confirm all focus group participants. Submit a completed Focus Group template, (Appendix F) by uploading to Epicenter. Arrange any necessary coverage of staff participants

- **One week prior to the Site Evaluation**
  - ❑ Speak with the Team Lead to finalize all logistical and schedule details. This includes parking details, options for lunch ordering (see "logistics" in the handbook), securement of private space for SPCSA team use, and clarification of all required pre-visit documents.
  - ❑ Begin to gather documents and materials for the onsite document review.

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

- **During the Site Evaluation**
  - ❑ Ensure the team's meeting room is labeled and remains private for the duration of the visit.
  - ❑ Ensure that Focus Group/Interview rooms are labeled remain private while they are being conducted.
  - ❑ Make sure point person is available to the visiting team for a morning overview and end of day briefing, as well as any follow-up, troubleshooting, or requests for additional information/documents.
  - ❑ 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: SITE EVALUATION 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, instruction, and organizational effectiveness. The resulting site evaluation reports will contain information related to school-wide ratings based on the aforementioned three areas. The site evaluation report provides both an overall indictor for the school in each of the three areas as well as specific data related to the classroom and organizational rubric located below. Findings provide an objective description of the school's performance, as defined by the criteria. Findings synthesize the SPCSA team's analysis of collected data. The Authority uses a ratings scale to summarize a school's performance against the criteria. Ratings provide a concrete summary of school-wide -performance at the time of the Site Evaluation. In the site visit report, each criterion will be accompanied by a rating: Distinguished, Proficient, Basic, Unsatisfactory.

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.

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, reflecting genuine warmth and caring toward individuals. Students ensure maintenance of high levels of civility among classmates.	Classroom interactions reflect general warmth and caring and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions, both between the teacher and students and among students, are negative and/or inappropriate and characterized by sarcasm, putdowns, and/or conflict.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 2. Establishing a Culture for Learning	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Students demonstrate	The classroom environment represents a genuine culture for learning, with commitment to the subject by both teacher and students, high expectations for student achievement, and student pride in work.	Classroom environment reflects a minimal culture for learning, with modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and limited student pride in work. Both teacher and students are	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.

	a passionate commitment to the subject.		performing at the minimal level to "get by."		
Area 3. Managing Classroom Procedures	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for the smooth functioning of the classroom.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.
Area 4. Managing Student Behavior	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher monitoring of student behavior is subtle and teachers' response to student misbehavior is sensitive to individual student needs.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher is inconsistently able to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior.	Teacher consistently fails to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.

II. INSTRUCTIONAL OBSERVATION

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 is observed during appropriate times in the lesson.
- Instruction, materials, and assessments are adapted to support/challenge all learners.
- Classroom staff and additional resources support diverse learning needs of students.
- All students are held to high standards and participate/engage in class activities and lessons.
- Evidence of clear behavior expectations and consistent enforcement for all students.
- Teacher demonstrates higher level questioning.
- 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 order thinking, academic vocabulary, students taking academic risks, students challenging themselves to learn.
- 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, etc.

□ 100% -90% □ 89%-70% □ 69%-25% □ Less than 25%

Student Engagement Observed

The percentage of students who appear to be on task and/or participating during the lesson:

	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 1. Communicating with Students Using Questioning and Discussion Techniques/Purpose of the Lesson	Teacher's oral and written communication is clear. The purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content connects with students' background knowledge. Students contribute by explaining concepts to their peers.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication contains no errors but may not be completely appropriate or may require further explanation to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.

			portions are difficult to follow.		
Area 2. Using Questioning and Discussion Techniques	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.	Teacher use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Teacher questioning and discussion techniques are uneven. There is limited evidence of high-level questioning and discussion; There are moderate to low levels of student participation.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.
Area 3. Engaging Students in Learning	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are not at all intellectually engaged in significant learning, because of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.
Area 4. Using Assessment in Instruction	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
	Students are fully aware of the criteria and standards by which their work will be evaluated; have contributed to the development of the criteria; frequently assess and monitor the quality of their own work against the assessment criteria and performance standards; and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class but fails to consistently check for understanding. The feedback to students is uneven and inconsistent in its timeliness.	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.

III. ORGANIZATIONAL EFFECTIVENESS

Expected Practices & Strategies

- Well-established and executed school-wide systems.
- Seamless routines and procedures are observed and consistent throughout the school.
- Systems emphasize and are focused on student/staff safety.
- Clear connection to mission in established routines, procedures, and practices.

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 1. Mission driven operations	Operations, systems, and schoolwide procedures by/for staff are consistently designed and implemented with the school's mission in mind as demonstrated by their seamless execution	Operations, systems, and schoolwide procedures by/for staff are routinely designed and implemented with the school's mission in mind as demonstrated by evidenced of their execution.	Operations, systems, and schoolwide procedures by/for staff are inconsistently designed or implemented with the school's mission; the execution of operations does not align with the mission	Operations, systems, and schoolwide procedures by/for staff are not designed or implemented with the school's mission; the execution of operations does not align with the mission	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 2. Managing Schoolwide Procedures	Schoolwide routines and procedures are seamless in their operation and consistently implemented with fidelity across the campus.	Schoolwide routines and procedures have been established and function smoothly for the most part, with general continuity across the campus.	Schoolwide routines and procedures have been established but function unevenly or inconsistently, contributing to loss of instructional time and/or lack of cohesion across campus.	Schoolwide routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time and/or a considerable lack of cohesion throughout the school.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 3. Maintaining a Safe Environment	Operations, systems, and schoolwide procedures exist and are consistently evident to ensure student and staff safety throughout the day. There are evident indicators specific to each school (i.e., emergency clipboards posted) that indicate consistent execution and/or consistent execution was observed (i.e., through a fire drill).	Operations, systems, and schoolwide procedures exist and are evident and generally ensure student and staff safety. There are evident indicators specific to each school that indicate execution and/or execution was observed.	Operations, systems, and schoolwide procedures exist but are inconsistently evident. The school lacks a sense of overall safety due to a lack of procedures (i.e. no sign in process – open access to classrooms) or consistent implementation of procedures. There are not consistent indicators of execution. execution was observed.	Operations, systems, and schoolwide procedures do not exist in several areas and are not evident schoolwide. The school generally feels unsafe due to a lack of procedures (i.e. no sign in process – open access to classrooms). Safety issues consistently arise due to lack of procedures or inconsistently used procedures.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.

Additionally, SPCSA staff will examine the following components of the school during various portions of the on-site evaluation. See Figure 5, page 20, for more information. Findings will be incorporated into the final evaluation report:

- Mission and Key Design Elements as described within its charter
- Student Performance
- Student Access and Equity
- Culture and Family Engagement
- Compliance
- Staff Culture
- Governance Capacity

APPENDIX C: REQUIRED DOCUMENTS FOR REVIEW-DAY OF EVALUATION

Schools need to have these documents ready for review by the Site Evaluation team during the visit.

Documents for the onsite review should be placed in the site visit team's room in an organized, easy-to-access manner (i.e., labeled binders, folders). For documents that are too large or impractical to print, the school should arrange electronic access for at least two team members (to be designated during pre-visit logistics). Team members will have a designated time to review the requested documents, though documents should be ready by the start of the team's visit.

Provided	Item	Purpose
	Core Curriculum documents: Present documents that demonstrate a comprehensive curriculum aligned to state standards, such as curriculum frameworks or maps, scope and sequences, pacing guides, unit plans, and lesson plans. These documents should include those used by teachers in their planning. If the school uses commercial curriculum, i.e., textbooks or prepared labs, provide examples of their alignment to the school's curriculum and to state standards.	Provide insight into the school's curriculum; evaluators can better follow instruction during observations and assess for alignment to state standards; helps observers understand the context of instruction as related to curriculum
	ELD Curricular Materials: Provide any ELD/ESL materials and curriculum that support EL learners	Provide insight into the school's ELD instruction and support for EL students
	Lesson Plans: Provide copies of English Language Arts and math lesson plans from all teachers who will teach these subjects during the Site Evaluation. All teachers should have lesson plans readily available in an easily-identifiable location in their classrooms.	Observers can better follow instruction during observations and assess for alignment to state standards; Lesson plans can provide answers to evaluators' questions without the interruption of instruction or disturbing teacher
	Assessment Documents: Provide examples of the school's key assessments, such as interim or unit tests. Any documents, tools, and results that demonstrate the school's systems for collecting and analyzing data should also be provided. Other documents may include sample data binders, rubrics, item analysis, action plans, and/or report cards. The school leader (and any Assessment coordinator)	Provide insight into the school's assessments and data analysis; allows evaluators to consider rigor and alignment of assessments to standards and instruction

	should be ready to explain the evaluative team how the staff uses the assessment data.	
	Student Writing Samples: Provide writing samples from each student in one representative class from each grade level. All teachers should have student work readily available in an easily-identifiable location in their classrooms (i.e., on bulletin boards, in labeled folders).	Demonstrate student mastery and progress toward goals and achievement; allow observers to evaluate rigor and grade-level expectations through student work product
	Evaluations: Provide all protocols for evaluations of teachers, administrators, school leaders, and the school's governing Board. If applicable, evaluations of the school's CMO/EMO should also be provided. • **Teachers/Staff:** This can include formal evaluation documents, teacher self-assessments, or summative evaluation documents. • **Administrators:** Provide all evaluations of instructional leaders and other senior staff, and the criteria used, e.g. annual goals, job descriptions, bonus requirements. • **School Leaders:** Provide the board's evaluation of school leaders who report directly to it and the criteria used to assess leadership performance. • **CMO/EMO:** If the school has a charter or educational management organization, provide copies of the board's evaluation of the company.	Allow evaluators to assess the school's standards and bar of achievement for staff; provide insight into the way schools conduct and use evaluations that may be useful to other schools within the Authority's auspices; ensure adherence to charter and charter contract with regards to staff evaluations and employment practices
	Recruitment Materials: Current recruitment materials, including the school's application and/or intent to enroll form; any brochures or fliers; lottery forms. Please include samples of recruitment materials translated into other languages.	Ensure compliance with charter, state, and federal regulations related to public schools; provides insight to evaluators regarding community outreach and family engagement
	Special Education and ELL Policy and Procedure Manuals: Copy of the policies and procedures manuals for special education and ELL	Provide insight into the school's support for EL students and students in Special Education; ensure compliance with charter, state, and federal regulations

APPENDIX D SITE EVALUATION DATA COLLECTION FORM

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

APPENDIX E: TEACHER ROSTER AND CERTIFICATION FORM [1]

SCHOOL _____ **SITE EVALUATION DATE:** _____

Person Completing Form Name: _____ **Title** _____ **Date** _____

Directions for this form

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

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

[1] Per NRS 388A.518

APPENDIX F: FOCUS GROUP TEMPLATE

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

Staff Name	Role	Years on staff

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

Staff Name	Officer Role (if applicable)	Year joined Board

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

Please include a range of parent/guardians across **all** grade levels with a range of when they enrolled in the school and identification of services (i.e., a parent of a student in Special Education, a student in GATE, a student designated EL). This focus group should have no more than 12 participants.		
Family/Guardian Name	**Grade Level(s) of student**	**Year student(s) enrolled in school**

APPENDIX G: SITE EVALUATION FINAL REPORT TEMPLATE

To:
From:
CC:
Date:
Re: Site Evaluation Report for

SITE EVALUATION REPORT

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."*

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, the legislative intent of charter schools and are central elements of the Authority's on-going evaluation of charter schools.

The SPCSA conducts multiple visits and evaluations throughout schools' charter terms. The cumulative evidence through multi-year oversight measures become part of the record that help inform recommendations put forth by SPCSA staff, specifically renewal recommendations.to the Authority Board. The Board of the Nevada State Public Charter School Authority makes all final charter renewal decisions. Site Evaluations are just one criterion considered for renewal; student achievement, financial prudence, organizational compliance and fulfilment of the program outlined in the approved charter are also evaluated by the Authority when making renewal decisions.

Attached is the Site Evaluation Report_____ which was conducted by SPCSA team members, _____, and_____ on _____2019 at _____ located at _____. The school chose _____ include a response. The school is _____year of charter authorization term, which expires _____. The school leader is _____, and the board chair is _____

Please contact the Team Lead for this Site Evaluation, (name here), with any questions.

AB 462 (2019) requires the State Public Charter School Sec. 6. (i) conduct site evaluations which 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.

SAMPLE

PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE[1]

Name of School_____

School Year 2018-2019 Nevada School Performance Framework Rating(s) (NSPF)

Elementary: _____
_____ of _____Stars

Middle: _____
_____of _____Stars

High School_____
_____of _____Stars

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
Elementary	**Middle**	**Elementary**	**Middle**

High School Data (As Applicable)

Graduation Rate:	**Average ACT Composite:**

SAMPLE

AB 462 (2019) requires the State Public Charter School Sec. 6. (i) conduct site evaluations which 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 EVALUATION REPORT: Name of School

Campus Name:
Grade Levels:
School Leader:
Purpose of Site Evaluation:
Date of Re-Authorization:
Conducted Date:
Conducted By:

SUMMARY OF SITE EVALUATION

The mission of (insert mission here)

During our Site Evaluation, the team observed this mission being lived out on the campus through the following: (bullet point out)

The team conducted __ classroom observations across all grade levels at ____ in both elementary and middle school classrooms. On average, the observation time in each classroom was ---- minutes. Evaluators were able to observe lessons in the beginning, middle, and end of each class periods.

Observers noted
_____
_____
_____
_____
_____
_____

During the site evaluation, the SPCSA Team noted
_____
_____
_____
While the team identified some opportunities for _____ overall, the
_____
_____ Our identification of strengths of (name of school) , as well as recommendations for continued growth, are below.

SAMPLE

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport		Distinguished Proficient Basic Unsatisfactory
Establishing a Culture for Learning		Distinguished Proficient Basic Unsatisfactory
Managing Classroom Procedures	.	Distinguished Proficient Basic Unsatisfactory
Managing Student Behavior	.	Distinguished Proficient Basic Unsatisfactory Not Observed

SAMPLE

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students		Distinguished Proficient Basic Unsatisfactory
Using Questioning and Discussion Techniques		Distinguished Proficient Basic Unsatisfactory
Engaging Students in Learning		Distinguished Proficient Basic Unsatisfactory
Using Assessment in Instruction		Distinguished Proficient Basic Unsatisfactory Not Observed

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III. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	.	Distinguished Proficient Basic Unsatisfactory
Managing Schoolwide Procedures	.	Distinguished Proficient Basic Unsatisfactory
Maintaining a Safe Environment		Distinguished Proficient Basic Unsatisfactory

SAMPLE

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IV. FOCUS GROUP SUMMARY

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

Governing Board

(Insert summary of findings here)

Parents/Families

(Insert summary of findings here)

Students

(Insert summary of findings here)

SAMPLE

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

(Insert summary of findings here)

Teachers

(Insert summary of findings here)

SAMPLE

V. OVERALL STRENGTHS OF PROGRAM (insert areas of strengths here)

1.

2.

3.

4.

VI. RECOMMENDATIONS

1. Recommendation

a)

2. Recommendation

a)

SAMPLE

Note
Recommended items are provided as possible suggestions of ways a school may increase their school-wide ratings contained in this report. SPCSA School Support Team members will follow up on each listed recommendation.

VII. DEFICIENCIES

1.
2.
3.
4.

Note: A deficiency is defined as a characteristic or condition which fails to meet a standard or is not in compliance with a required specification. Each indicated deficiency must be corrected using a time bound plan of action to be developed by the charter school and the SPCSA.

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