

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2025 Renewal Performance Report for Nevada Rise Academy

Per [NRS 388A.285](#) and [NAC 388A.415](#)

Issued June 26, 2025

CHARTER SCHOOL RENEWAL REPORT CONTENTS

1. School Overview.....	3
a. Address:	3
b. Campus Location and Enrollment Cap:	3
c. Governing Board Members.....	3
d. Academic Data Overview - NRS 388A.285(1)(a)	3
e. Financial Data Overview - NRS 388A.285(1)(a)	5
f. Organizational Data Overview - NRS 388A.285(1)(a).....	5
g. Enrollment History.....	6
2. Summary of Issued Notices and Identified Deficiencies – NRS 388A.285(1)(b)	6
a. Academic	6
b. Financial.....	7
c. Organizational.....	7
d. Site Evaluations	7
3. Summary of Overall Performance	7
4. Requirements for the Renewal Application – NRS 388A.285 (1)(c)	8
5. Criteria to be Used for Making a Renewal Decision – NRS 388A.285 (1)(d)	9
Appendix A: Nevada School Performance Framework Star Rating Descriptors / Score Ranges and School Reports	
Appendix B: SPCSA Academic Performance Framework Rating Descriptors / Score Ranges and School Reports	
Appendix C: Academic Performance Framework Notice of Concern	
Appendix D: Site Evaluation Reports	
Appendix E: SPCSA Financial Performance Framework Results for 2020–21, 2021–22, 2022–23, and 2023–24	
Appendix F: SPCSA Organizational Performance Framework Results for 2020–21, 2021–22, 2022–23, and 2023–24	

1. School Overview

- a. Address:
 - i. 2525 Emerson Ave, Las Vegas, NV 89121
- b. Campus Location and Enrollment Cap:
 - i. Clark County
 - ii. Enrollment Cap:

	2024–25	2025–26
Grade Levels	K – 5	K – 5
Enrollment Cap	364	392

- c. Governing Board Members¹
 - i. Chair – Steven Washington
 - ii. Vice Chair – Jean-Carlo Rosero
 - iii. Treasurer – Mark Czerniak
 - iv. Secretary – Nicole Calix Coy
 - v. Member – Dan Bernbach
 - vi. Member – Marla Stafford
 - vii. Member – Brian Catlett
 - viii. Member – Shanate Porter
 - ix. Member – Evan Vasquez
 - x. Member – Hanzel Alfaro

- d. Academic Data Overview - NRS 388A.285(1)(a)²

Academic data available for the current charter term are displayed below, including:

- Nevada Department of Education (NDE) Nevada School Performance Framework (NSPF) index scores and star ratings. Due to COVID-19, 2018–19 NSPF data were applied to the 2019–20 and 2020–21 school years, and for the 2021–22 school year, only NSPF index scores were calculated. NSPF star rating descriptors and score ranges are found in Appendix A, along with NSPF rating reports for each campus / school level.
- SPCSA Academic Performance Framework scores and ratings. Due to COVID-19 and a lack of NSPF ratings, the SPCSA did not publish Academic Framework ratings for the 2020–21 school year. SPCSA Academic Performance Framework rating descriptors and score ranges are found in Appendix B, along with SPCSA Academic Performance Framework rating reports for each campus / school level.
- Four-year graduation rates for high school campuses with graduating classes.

¹ Board Member information based on Epicenter Board Center

² For schools applying for a third charter term and beyond, NAC 388A.415 provides that the SPCSA will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

- If the school was identified by NDE as: CSI (Comprehensive Support and Improvement) – a very low performing school; TSI (Targeted Support and Improvement) – a school with consistently underperforming student groups; and/or ATSI (Additional Targeted Support and Improvement) – a school with very low performing student groups.³

³ Low-performing school identifications required of NDE under federal law ([20 USC §6311](#)).

2021–22 NSPF Index Score	Elementary: 20.0
2021–22 SPCSA Academic Performance Framework Score / Rating	Elementary: 22.0 / Does Not Meet Standard
2022–23 NSPF Index Score / Star Rating	Elementary: 15.0 / 1-star
2022–23 SPCSA Academic Performance Framework Score / Rating	Elementary: 20.0 / Does Not Meet Standard
2023–24 NSPF Index Score / Star Rating	Elementary: 54.0 / 3-star
2023–24 SPCSA Academic Performance Framework Score / Rating	Elementary: 65.4 / Meets Standard
Four-Year Graduation Rate	N/A
CSI, TSI, or ATSI Identification	Elementary: ATSI (2023 identification for Black/African American group) Middle: None

e. Financial Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2020–21	Meets the Standard
2021–22	Meets the Standard
2022–23	Meets the Standard
2023–24	Meets the Standard

f. Organizational Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2020–21	Meets Standard
2021–22	Meets Standard
2022–23	Meets Standard
2023–24	Meets Standard

g. Enrollment History

The grade count and student group enrollment rate data below are from the NDE October validation day for the last five school years, or the years within the current charter contract.⁴

Total Enrollment (Number of Students) by Grade Across All Existing Campuses:

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
K	91	82	80	67	72
1	102	81	85	64	69
2	78	89	87	56	59
3	59	71	79	61	53
4	0	46	84	56	58
5	0	0	51	65	56
Total	330	369	466	369	367

Enrollment Rates by Population:

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2020-21	330	1.8	25.4	9.3	50.0	0.6	10.3	2.4	15.4	>95.0	6.0
2021-22	369	2.4	26.0	6.2	53.6	0.5	10.0	1.0	11.3	>95.0	6.7
2022-23	466	3.6	25.7	5.7	54.7	0.4	8.3	1.2	17.5	>95.0	<5.0
2023-24	369	3.2	21.1	5.1	59.6	0.0	7.8	2.9	17.3	>95.0	7.3
2024-25	367	3.8	19.3	4.6	61.3	0.0	7.3	3.5	12.2	>95.0	10.0

2024-25 Enrollment Rates for State, SPCSA, and Local County School District:

Entity	ELL %	FRL %	IEP %
State of Nevada	14.4	85.0	14.1
SPCSA	10.3	63.9	10.7
Clark County	16.2	95.8	14.3

2. Summary of Issued Notices and Identified Deficiencies – NRS 388A.285(1)(b)

The Authority Board has issued the following Notices to Nevada Rise Academy:

a. Academic

Nevada Rise is not currently under any Academic Notices.

- The Authority Board did issue an Academic Notice of Concern to Nevada Rise for academic performance of the elementary school on December 8, 2023; however, this Academic Notice of Concern was lifted on November 15, 2024.

⁴ Abbreviations as follows: A – Asian; B – Black / African American; C – Caucasian / White; H – Hispanic / Latino; I – American Indian / Alaskan Native ; M – two or more races; P – Pacific Islander; ELL – English Language Learner; FRL – students qualifying for Free or Reduced-Price Lunch; IEP – students with an Individualized Education Program. To protect student privacy, rates associated with FRL, IEP, and ELL populations less than 10 students are displayed with an asterisk (*), and values less than 5 or greater than 95 percent are shown as <5.0 and >95.0, respectively. N/A indicates the population did not exist.

b. Financial

The Authority Board has not issued any Financial Notices to Nevada Rise during the current charter term.

c. Organizational

The Authority Board has not issued any Organizational Notices to Nevada Rise during the current charter term.

d. Site Evaluations

SPCSA staff has not identified deficiencies during a site evaluation at Nevada Rise Academy during the current charter term.

Each Notice and/or deficiency identified during a site evaluation listed above constitutes a deficiency in school performance pursuant to [NRS 388A.285\(1\)\(b\)](#) and can be found in Appendix C.

3. **Summary of Overall Performance**

Regarding academic performance, Nevada Rise Academy currently offers instruction at the elementary school level, grades K-5, at one campus. As demonstrated by three Nevada School Performance Framework and SPCSA Academic Framework ratings over the current charter contract term, academic performance has been mixed, but the school met state and SPCSA academic standards for the 2023–24 school year. Additionally, Nevada Rise Academy was identified in 2023 by the NDE as an Additional Targeted Support and Intervention (ATSI) school due to its Black/African American student group performing in the bottom five percent of statewide NSPF scores. Copies of the NSPF and SPCSA Academic Performance Framework ratings are included as Appendices A and B.

Regarding the financial performance and viability of the school, SPCSA staff finds the financial performance of Nevada Rise Academy to be strong. The school has earned a Meets the Standard rating on all of the SPCSA Financial Performance Framework rating cycles throughout the current charter term. Copies of the Financial Performance Framework reports are included as Appendix E.

The organizational health and performance of the school has been strong over the current charter term. Nevada Rise Academy earned a Meets Standard rating on all of the SPCSA Organizational Performance Framework rating cycles throughout the current charter term. Copies of the Organizational Performance Framework reports are included as Appendix F.

Finally, SPCSA staff has conducted three site evaluations of Elko Institute for Academic Achievement during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including a positive school culture, strong student attendance, and governing board stability. The most recent site evaluation from 2024–25 identified challenges related to facility limitations that the school is seeking solutions for future charter terms. See Appendix D for more details on the Nevada Rise Academy site evaluations.

4. Requirements for the Renewal Application – [NRS 388A.285 \(1\)\(c\)](#)

Applicants for renewal will receive an application template to populate and submit to Authority staff between October 1 – October 15, 2025⁵. This template will be provided to schools no later than July 31, 2025.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision, but the SPCSA will not give weight to such materials or testimony related to any contemplated changes during the renewal process. The inclusion of amendment materials will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application. Failure to submit the agenda and draft minutes showing a school board's approval will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

⁵ [NRS 388A.285 \(3\)](#)

5. Criteria to be Used for Making a Renewal Decision – [NRS 388A.285 \(1\)\(d\)](#)

Renewal decisions for schools operating under charter contracts are based on historic academic, organization, and financial performance data as evidenced by both the Nevada School Performance Framework as well as the SPCSA Performance Framework. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the application but will be given less weight when considered by the Authority in making renewal decisions. In accordance with [NAC 388A.415](#)(10) academic performance of pupils as measured by the SPCSA's Academic Performance Framework and the Nevada School Performance Framework will be given the greatest weight in the renewal decision. Renewal decisions will also be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of the public charter school. The Epicenter platform will be used to inform the assessment of the organizational health of a school as well as the SPCSA Organizational Performance Framework. It bears repeating, however, that historical academic performance, as evidenced by the Nevada School Performance Framework and the SPCSA's Academic Performance Framework will be given the greatest weight.

For schools applying for a third charter term and beyond, [NAC 388A.415](#) provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

Finally, it is noteworthy that SB 451 from the 80th Legislative Session (2019), now codified in [NRS 388A.285](#)(6) allows the Authority to renew charter schools for variable lengths, from three to ten years. If a school is recommended for renewal, SPCSA staff will generally recommend a six-year term for schools that consistently meet performance expectations according to the Nevada School Performance Framework and the SPCSA's Academic Performance Framework. Schools that exceed expectations may be recommended for a term longer than six years. If recommended for renewal, schools that do not consistently meet expectations are likely to be recommended for a term of less than six years.

**Appendix A: Nevada School Performance Framework Star Rating
Descriptors / Score Ranges and School Reports**

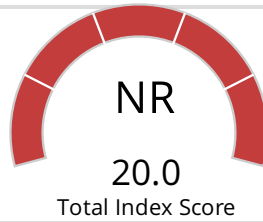
NSPF star rating descriptors and score ranges, summarized per the most recent [NDE NSPF Manual](#).

NSPF Star Rating	NSPF Star Rating Descriptor	NSPF Score Range
1 Star	A school not meeting state academic standards.	Elementary and high: <27 Middle: <29
2 Stars	A school partially meeting state academic standards.	Elementary and high: ≥ 27 to <50 Middle: ≥ 29 to <50
3 Stars	An adequate school meeting state academic standards.	Elementary: ≥ 50 to <67 Middle and high: ≥ 50 to <70
4 Stars	A commendable school above state academic standards.	Elementary: ≥ 67 to <84 Middle: ≥ 70 to <80 High: ≥ 70 to <82
5 Stars	A superior school exceeding state academic standards.	Elementary: ≥ 84 to 100 Middle: ≥ 80 to 100 High: ≥ 82 to 100

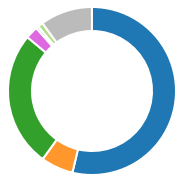
NV Rise Academy Charter School

School Year 2021-2022 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-02
District: State Public Charter School Authority
School Address: 2525 Emerson Ave
 Las Vegas , NV 89121



School Type: SPCSA
School Designation: No Designation
 95% Assessment Participation: *Warning*



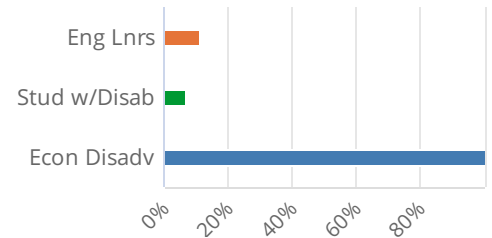
Student Race/Ethnicity

6.2% White
 26.0% BI/Afr Am
 53.6% Hisp/Latino
 2.4% Asian
 0.5% Am Ind/AK Nat
 1.0% Pac Isl
 10.0% Two or More

School Performance History

School Year	Index Score/Star Rating
2020-2021	N/A NR
2019-2020	N/A NR

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

How are school star ratings determined?

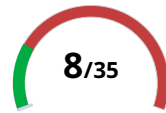
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

2021-2022 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	23.8	49.2
Math Proficiency	16.2	49.2
ELA Proficiency	31.5	55.4
Science Proficiency	N/A	30.4
Read-by-Grade-3 Proficiency	30.4	51.8



Growth Indicator

Measure	School Median	District Median
Math MGP	33.5	52.0
ELA MGP	44.0	53.0
School Rate		District Rate
Met Math AGP Target	20.0	53.1
Met ELA AGP Target	44.1	61.2



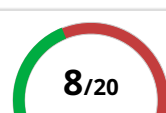
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	22.0	38.4



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	48.0	21.7
Climate Survey Participation	N/A	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	19.0	40.9
Prior Non-Proficient Met ELA AGP Target	41.6	52.2

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

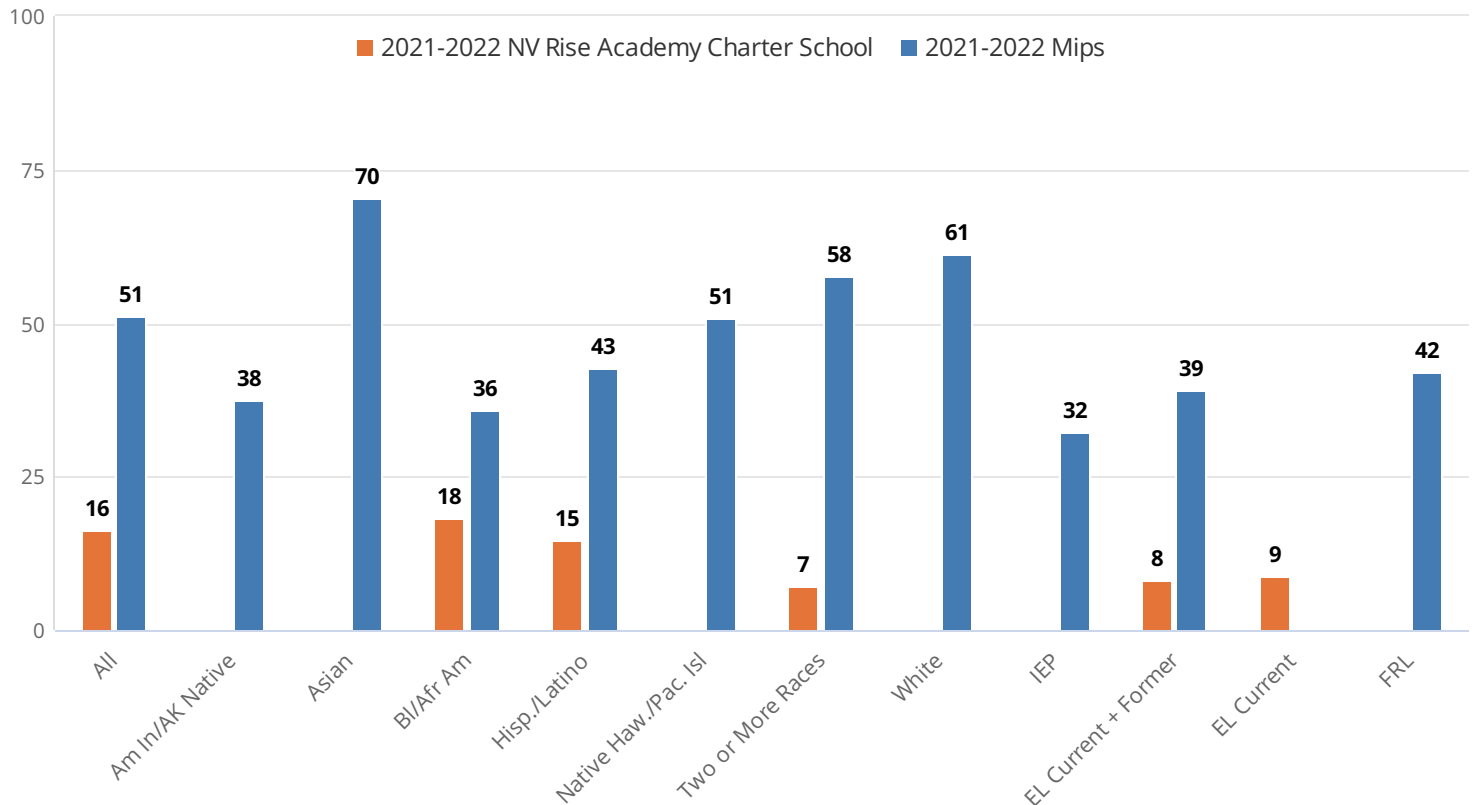
Pooled Proficiency Points Earned: 1/20

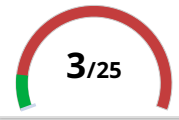
	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	23.8	49.2		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	16.2	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	-	72.8	70.4			
Black/African American	18.1	30.3	35.7			
Hispanic/Latino	14.5	37.9	42.7			
Pacific Islander	N/A	47.2	50.9			
Two or More Races	7.1	55.6	57.5			
White/Caucasian	-	60.7	61.3			
Special Education	<5	26.3	32.1			
English Learners Current + Former	8.0	34.9	39			
English Learners Current	8.7	25.5				
Economically Disadvantaged	N/A	35.6	42			

Math Assessments % Proficient



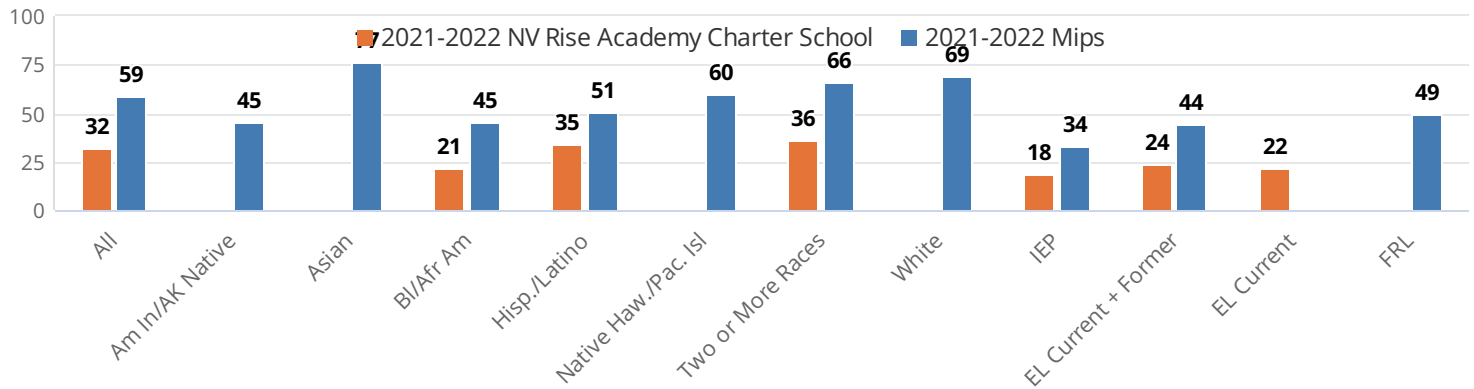


Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	31.5	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	-	74.9	76.7			
Black/African American	21.2	39.8	45.4			
Hispanic/Latino	34.5	45.1	50.8			
Pacific Islander	N/A	53.7	60			
Two or More Races	35.7	61.5	66.2			
White/Caucasian	-	65.5	69			
Special Education	18.1	25.5	33.5			
English Learners Current + Former	24.2	37.4	44.4			
English Learners Current	21.9	24.4				
Economically Disadvantaged	N/A	42.8	49.4			

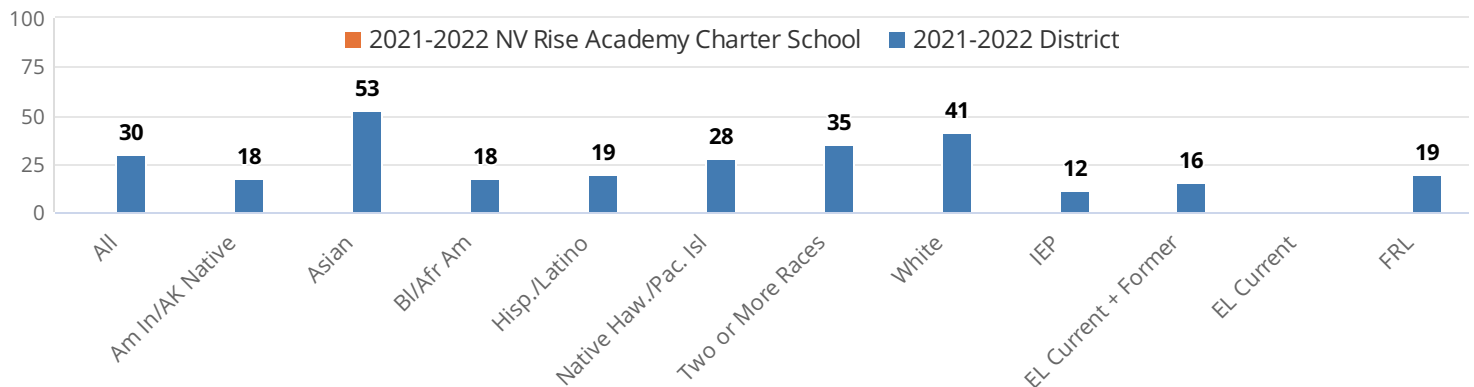
ELA Assessments % Proficient

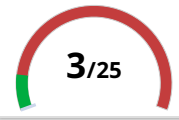


Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	N/A	30.4		
American Indian/Alaska Native	N/A	17.6		
Asian	N/A	52.9		
Black/African American	N/A	17.6		
Hispanic/Latino	N/A	19.2		
Pacific Islander	N/A	28.3		
Two or More Races	N/A	34.9		
White/Caucasian	N/A	40.8		
Special Education	N/A	11.6		
English Learners Current + Former	N/A	15.8		
English Learners Current	N/A	<5		
Economically Disadvantaged	N/A	19.4		

Science Assessments % Proficient





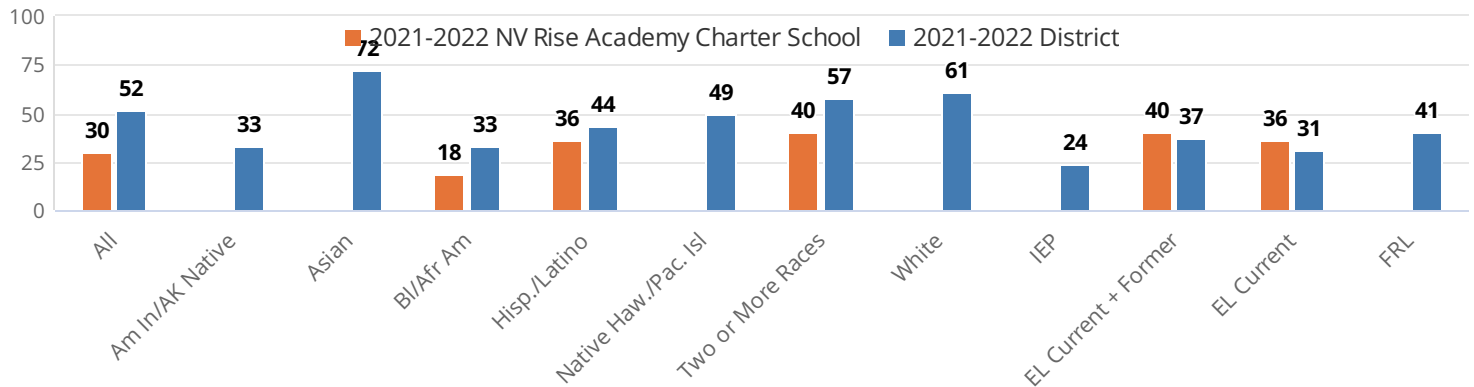
Academic Achievement

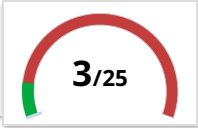
Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	30.4	51.8		
American Indian/Alaska Native	-	33.3		
Asian	-	71.7		
Black/African American	18.1	33.0		
Hispanic/Latino	36.3	43.5		
Pacific Islander	N/A	49.2		
Two or More Races	40.0	57.4		
White/Caucasian	-	60.8		
Special Education	-	23.7		
English Learners Current + Former	40.0	37.1		
English Learners Current	35.7	30.7		
Economically Disadvantaged	N/A	40.5		

Read by Grade 3 % Proficient





Academic Achievement

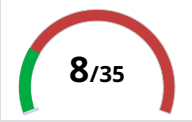
Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty:

Yellow indicates 95% participation requirement not met.

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	N/A	N/A		
Two or More Races	-	-		
White/Caucasian	-	-		
Special Education	-	-		
English Learners Current + Former	N/A	N/A		
English Learners Current	91.6%	91.6%		
Economically Disadvantaged	-	-		



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 1/10

ELA MGP Points Earned: 4/10

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	33.5	52.0	44.0	53.0				
American Indian/Alaska Native	-	54.0	-	60.5				
Asian	N/A	60.0	N/A	59.0				
Black/African American	-	49.0	-	53.0				
Hispanic/Latino	33.0	49.0	27.0	51.0				
Pacific Islander	N/A	57.0	N/A	57.0				
Two or More Races	-	54.5	-	53.0				
White/Caucasian	-	55.0	-	55.0				
Special Education	-	46.0	-	43.0				
English Learners Current + Former	-	47.0	-	49.0				
English Learners Current	-	44.0	-	44.0				
Economically Disadvantaged	N/A	49.0	N/A	49.0				

AGP Growth Data

Math AGP Points Earned: 0.5/7.5

ELA AGP Points Earned: 2.5/7.5

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	20.0	53.1	44.1	61.2				
American Indian/Alaska Native	-	45.7	-	66.6				
Asian	N/A	68.8	N/A	73.9				
Black/African American	-	41.8	-	55.8				
Hispanic/Latino	5.8	45.0	26.3	55.4				
Pacific Islander	N/A	50.4	N/A	61.9				
Two or More Races	-	59.6	-	62.7				
White/Caucasian	-	59.6	-	65.1				
Special Education	-	35.9	-	41.3				
English Learners Current + Former	-	41.2	-	52.0				
English Learners Current	-	32.5	-	43.1				
Economically Disadvantaged	N/A	43.7	N/A	53.5				

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.

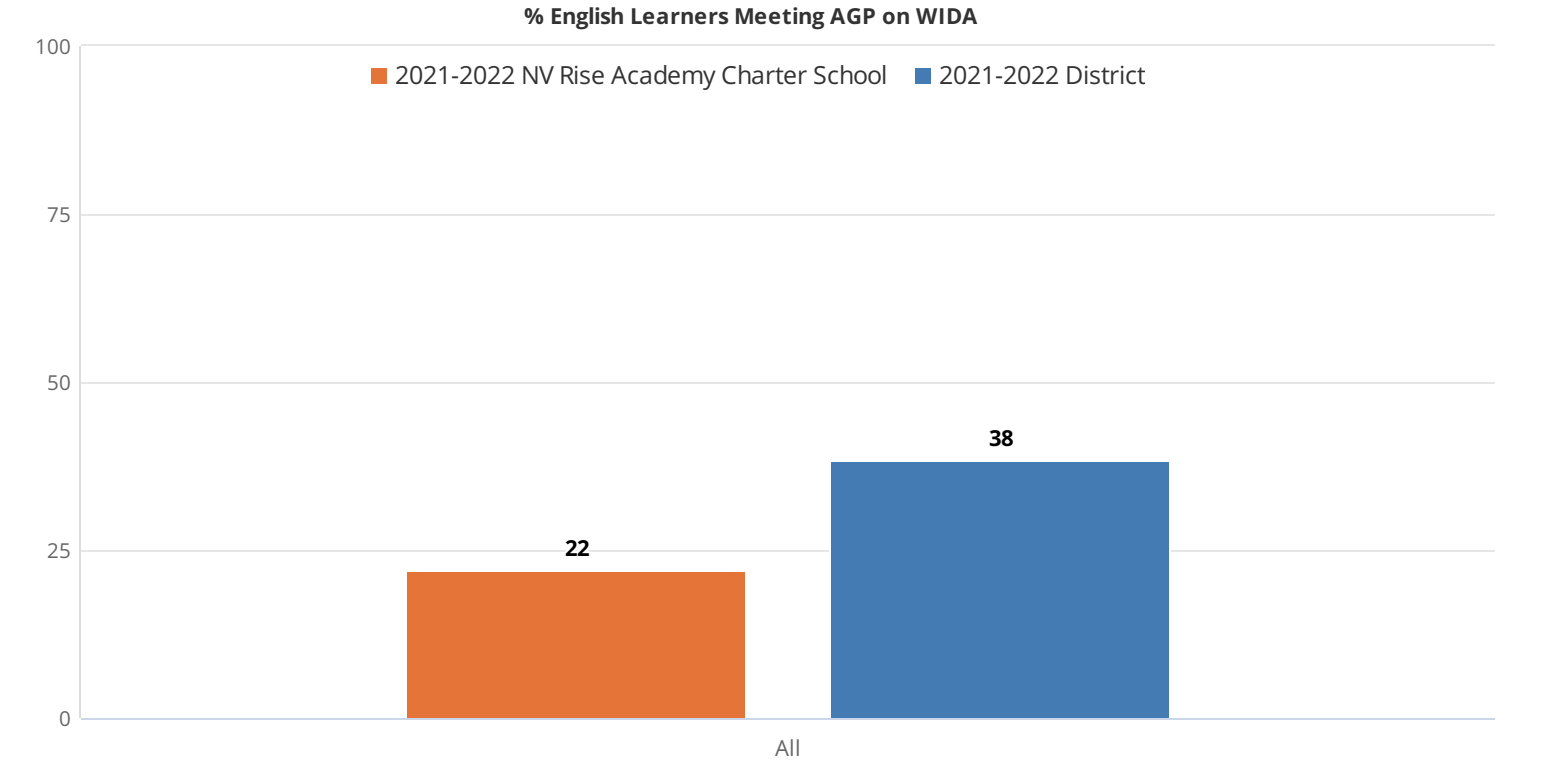


English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 1/10

	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP	2021 % of EL Meeting AGP	2021 % District
	Target	AGP		Target	AGP	
ELPA	50	22.0	38.4			



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 2/10				ELA AGP Points Earned: 6/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	19.0	40.9	41.6	52.2				
American Indian/Alaska Native	N/A	40.7	N/A	57.6				
Asian	N/A	50.6	N/A	63.3				
Black/African American	-	36.1	-	49.4				
Hispanic/Latino	<5	36.3	35.7	49.2				
Pacific Islander	N/A	43.2	N/A	54.6				
Two or More Races	N/A	44.5	-	55.0				
White/Caucasian	-	47.9	-	55.2				
Special Education	-	27.6	-	35.9				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	27.6	-	41.7				
Economically Disadvantaged	N/A	35.5	N/A	47.6				



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

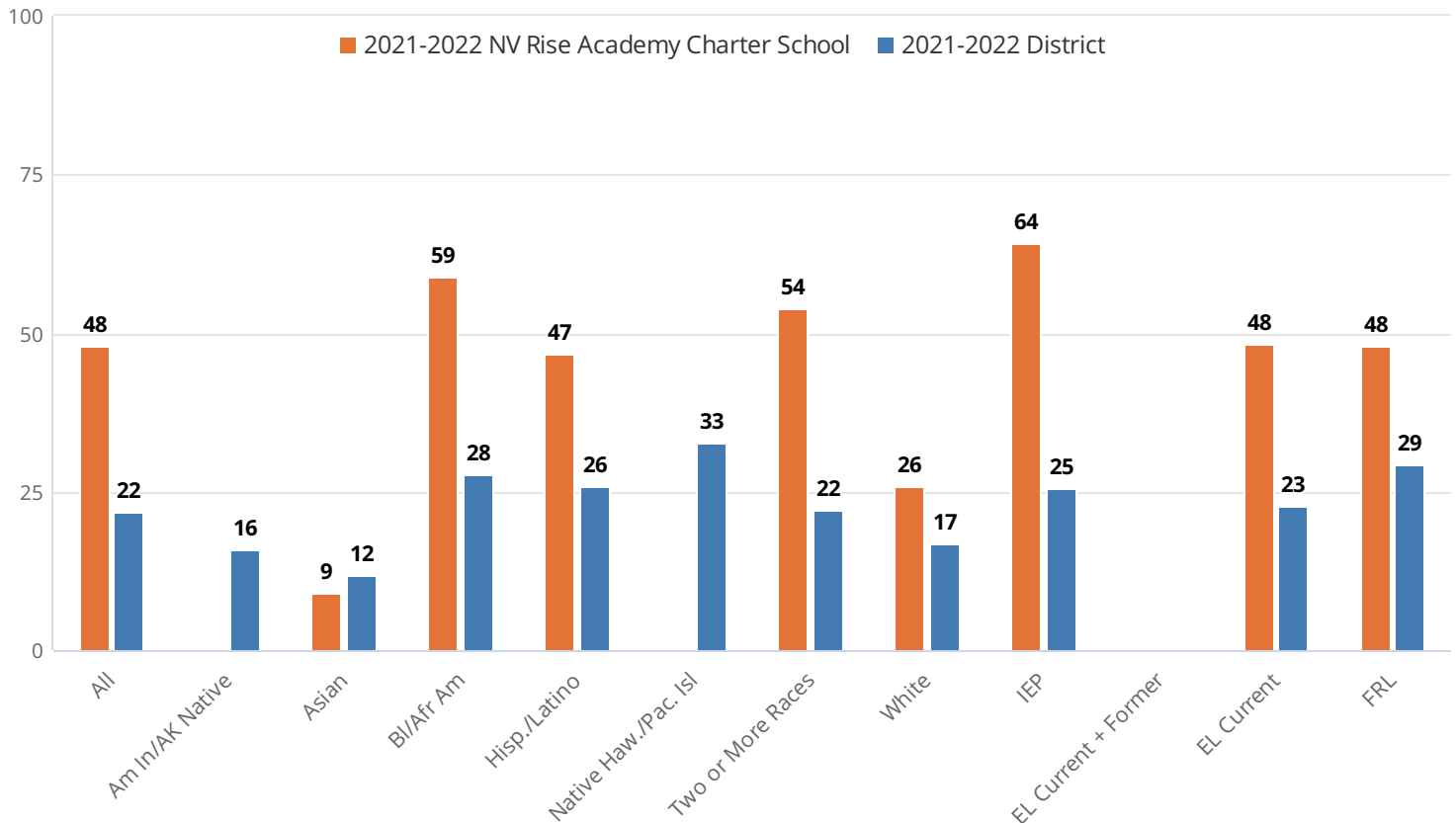
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

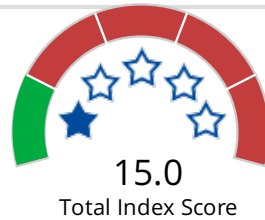
Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	48.0	21.7		
American Indian/Alaska Native	-	15.8		
Asian	9.0	11.9		
Black/African American	58.9	27.6		
Hispanic/Latino	46.8	25.8		
Pacific Islander	-	32.8		
Two or More Races	54.0	22.2		
White/Caucasian	26.0	16.9		
Special Education	64.2	25.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	48.3	22.6		
Economically Disadvantaged	48.0	29.3		

Reducing Chronic Absenteeism by 10% Points Earned: NA

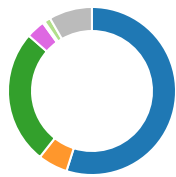
Chronic Absenteeism Rate (%)



School Level: Elementary School
Grade Levels: KG-05
District: State Public Charter School Authority
School Address: 2525 Emerson Ave
 Las Vegas, NV 89121



School Type: SPCSA
School Designation: *Additional TSI*
 95% Assessment Participation: *Met*



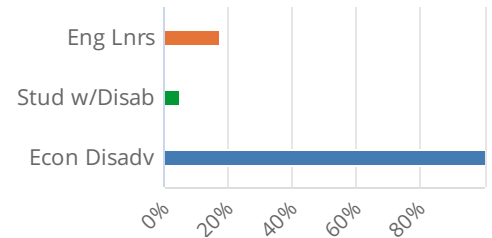
Student Race/Ethnicity

5.7% White
 25.7% BI/Afr Am
 54.7% Hisp/Latino
 3.6% Asian
 0.4% Am Ind/AK Nat
 1.2% Pac Isl
 8.3% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	20.0 NR
2020-2021	N/A NR

Additional Student Groups



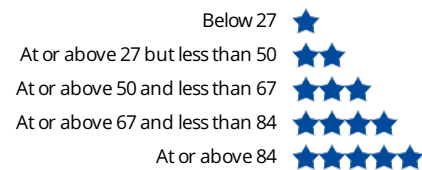
What does my school rating mean?

One-Star school: Identifies a school that has **not met** the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state interventions.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



TSI/ATSI designation: This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.

2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	25.4	50.0
Math Proficiency	22.4	52.0
ELA Proficiency	32.0	54.6
Science Proficiency	7.8	29.8
Read-by-Grade-3 Proficiency	32.3	52.6



Growth Indicator

Measure	School Median	District Median
Math MGP	38.0	55.0
ELA MGP	49.0	55.0
School Rate		District Rate
Met Math AGP Target	14.8	50.8
Met ELA AGP Target	31.6	52.9



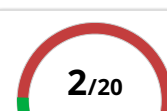
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	29.8	41.5



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	33.8	22.9
Climate Survey Participation	N/A	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	10.7	31.9
Prior Non-Proficient Met ELA AGP Target	25.0	37.1

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

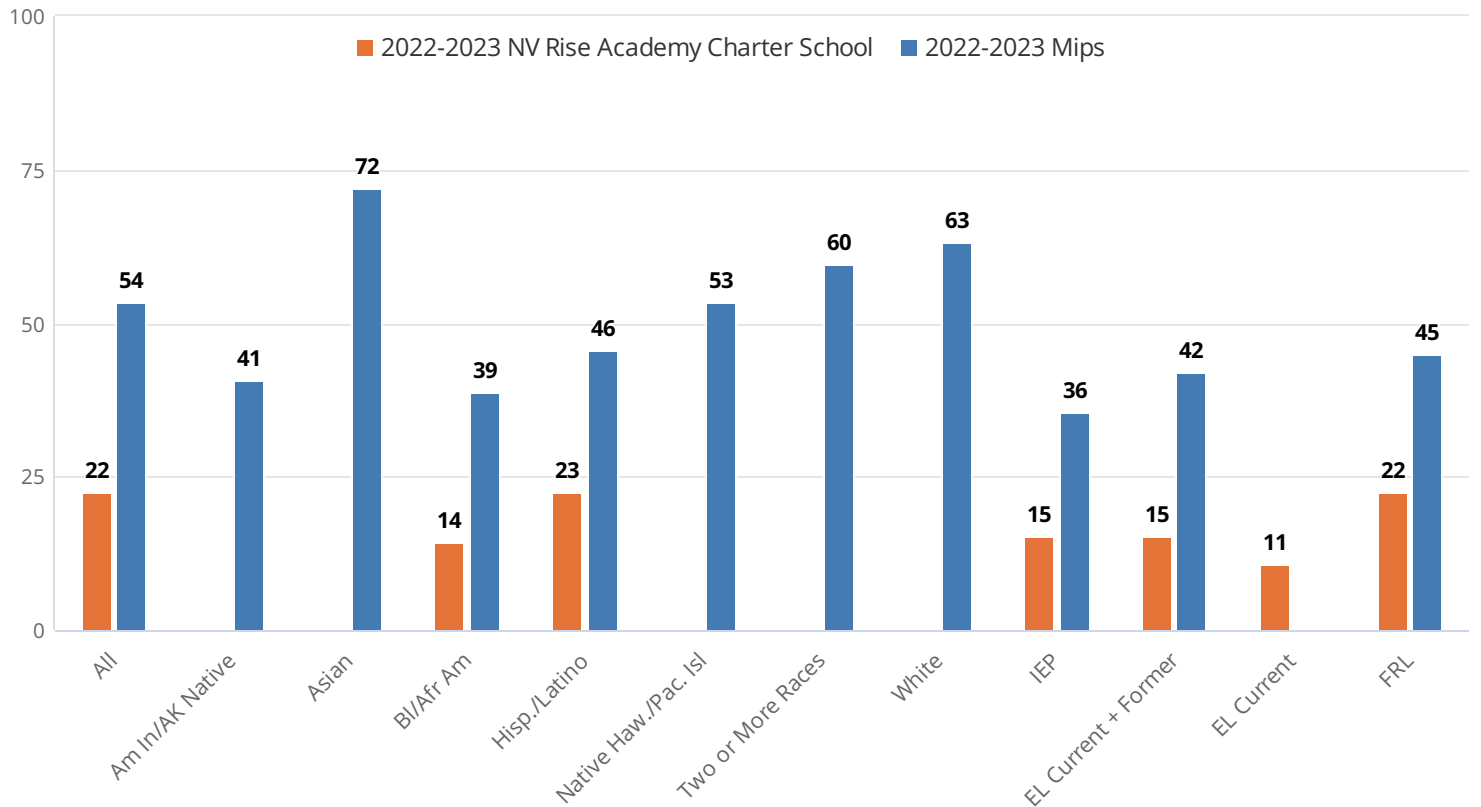
Pooled Proficiency Points Earned: 1/20

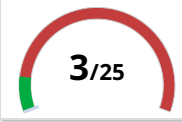
	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	25.4	50.0	23.8	49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	22.4	52.0	53.5	16.2	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	-	74.5	71.9	-	72.8	70.4
Black/African American	14.2	31.4	38.9	18.1	30.3	35.7
Hispanic/Latino	22.5	42.2	45.5	14.5	37.9	42.7
Pacific Islander	-	49.0	53.4	N/A	47.2	50.9
Two or More Races	<5	57.8	59.6	7.1	55.6	57.5
White/Caucasian	-	63.7	63.3	-	60.7	61.3
Special Education	15.3	29.1	35.5	<5	26.3	32.1
English Learners Current + Former	15.3	38.1	42	8.0	34.9	39
English Learners Current	10.8	27.6		8.7	25.5	
Economically Disadvantaged	22.4	39.0	44.9	N/A	35.6	42

Math Assessments % Proficient



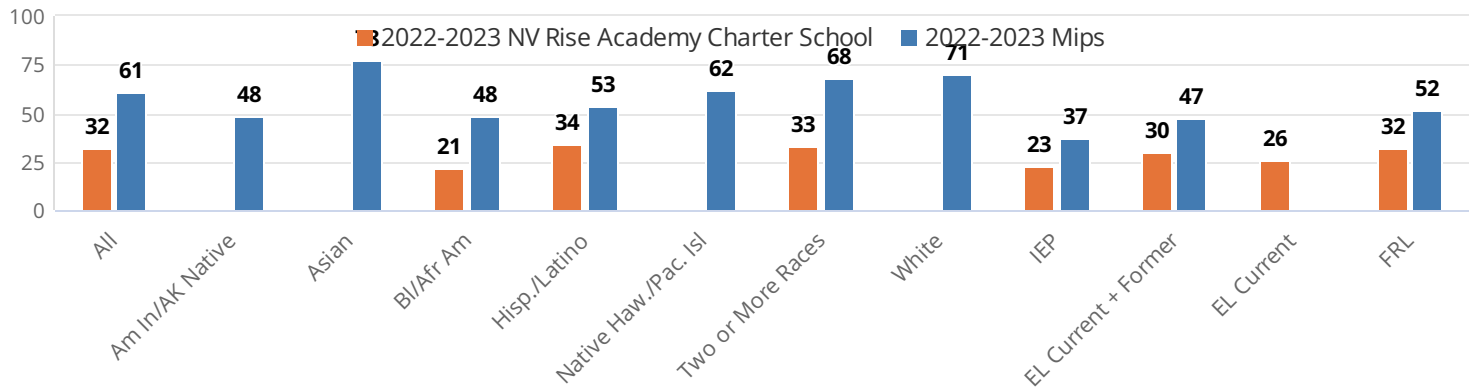


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	32.0	54.6	61.2	31.5	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	-	74.1	77.8	-	74.9	76.7
Black/African American	21.4	37.5	48.2	21.2	39.8	45.4
Hispanic/Latino	33.9	45.9	53.2	34.5	45.1	50.8
Pacific Islander	-	49.0	62	N/A	53.7	60
Two or More Races	33.3	60.7	67.9	35.7	61.5	66.2
White/Caucasian	-	64.4	70.6	-	65.5	69
Special Education	23.0	27.4	36.8	18.1	25.5	33.5
English Learners Current + Former	30.1	37.6	47.2	24.2	37.4	44.4
English Learners Current	25.5	24.1		21.9	24.4	
Economically Disadvantaged	32.0	42.0	51.9	N/A	42.8	49.4

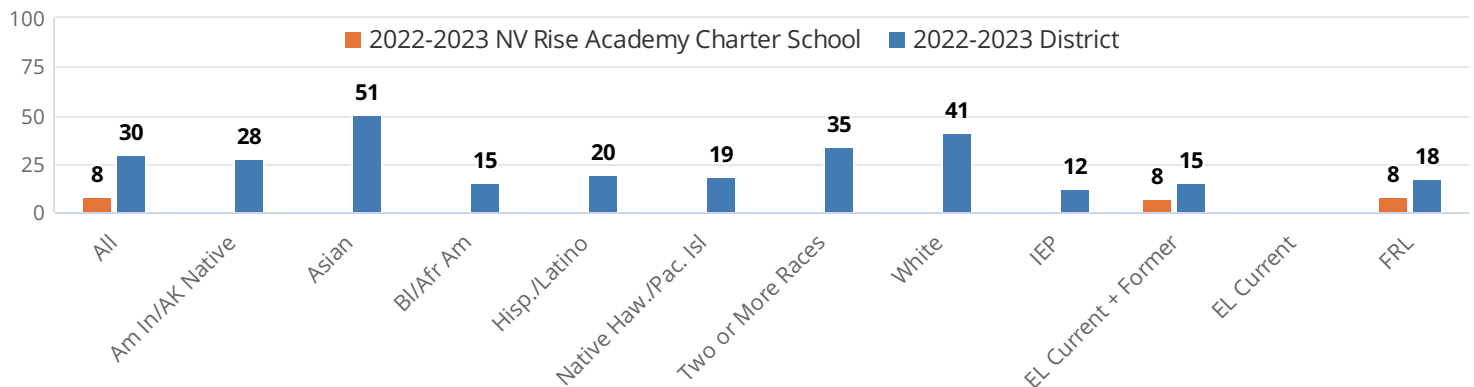
ELA Assessments % Proficient

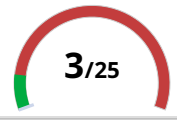


Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	7.8	29.8	N/A	30.4
American Indian/Alaska Native	-	27.7	N/A	17.6
Asian	-	51.0	N/A	52.9
Black/African American	-	15.3	N/A	17.6
Hispanic/Latino	<5	19.5	N/A	19.2
Pacific Islander	N/A	18.7	N/A	28.3
Two or More Races	-	34.5	N/A	34.9
White/Caucasian	-	40.9	N/A	40.8
Special Education	-	12.2	N/A	11.6
English Learners Current + Former	7.6	15.1	N/A	15.8
English Learners Current	-	<5	N/A	<5
Economically Disadvantaged	7.8	17.6	N/A	19.4

Science Assessments % Proficient





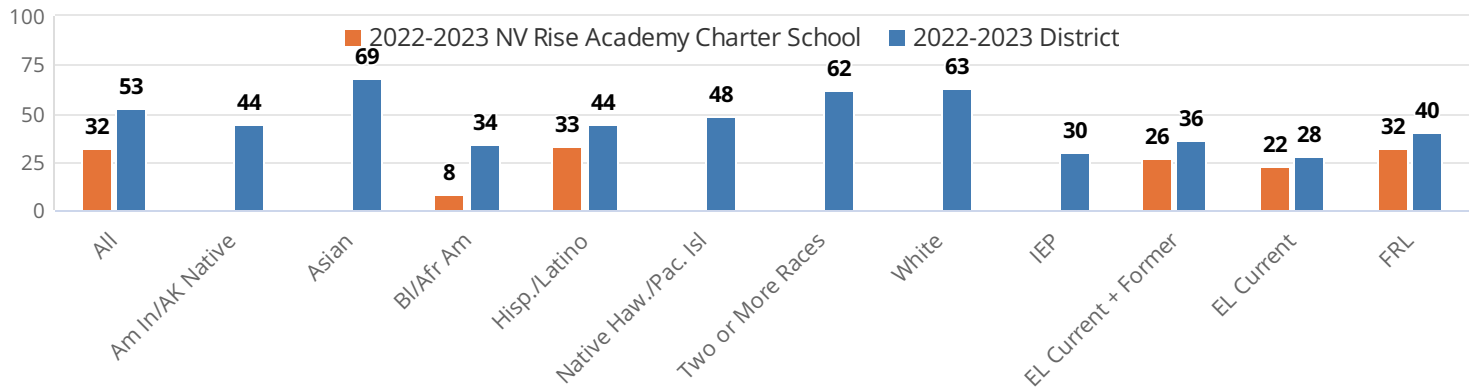
Academic Achievement

Read by Grade 3 Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	32.3	52.6	30.4	51.8
American Indian/Alaska Native	N/A	44.0	-	33.3
Asian	-	68.5	-	71.7
Black/African American	8.3	33.9	18.1	33.0
Hispanic/Latino	32.6	44.2	36.3	43.5
Pacific Islander	-	48.4	N/A	49.2
Two or More Races	-	62.3	40.0	57.4
White/Caucasian	-	62.5	-	60.8
Special Education	-	29.5	-	23.7
English Learners Current + Former	26.3	36.1	40.0	37.1
English Learners Current	22.2	27.6	35.7	30.7
Economically Disadvantaged	32.3	40.3	N/A	40.5

Read by Grade 3 Points Earned: 2/5

Read by Grade 3 % Proficient



3/25

Academic Achievement

Participation on State Assessments

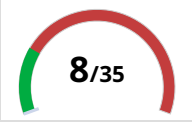
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	N/A	N/A
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	-	-	-	-
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	>=95%	>=95%	91.6%	91.6%
Economically Disadvantaged	>=95%	>=95%	-	-

'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 2/10

ELA MGP Points Earned: 5/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	38.0	55.0	49.0	55.0	33.5	52.0	44.0	53.0
American Indian/Alaska Native	-	46.0	-	52.0	-	54.0	-	60.5
Asian	-	61.0	-	61.0	N/A	60.0	N/A	59.0
Black/African American	27.0	52.0	41.0	50.0	-	49.0	-	53.0
Hispanic/Latino	39.0	54.0	56.0	53.0	33.0	49.0	27.0	51.0
Pacific Islander	N/A	60.5	N/A	55.5	N/A	57.0	N/A	57.0
Two or More Races	-	54.0	-	55.0	-	54.5	-	53.0
White/Caucasian	-	56.0	-	57.0	-	55.0	-	55.0
Special Education	-	49.0	-	51.0	-	46.0	-	43.0
English Learners Current + Former	40.0	55.0	59.0	54.0	-	47.0	-	49.0
English Learners Current	39.0	54.0	60.0	53.0	-	44.0	-	44.0
Economically Disadvantaged	38.0	54.0	49.0	53.0	N/A	49.0	N/A	49.0

AGP Growth Data

Math AGP Points Earned: 0.5/7.5

ELA AGP Points Earned: 0.5/7.5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	14.8	50.8	31.6	52.9	20.0	53.1	44.1	61.2
American Indian/Alaska Native	-	41.3	-	48.2	-	45.7	-	66.6
Asian	-	66.5	-	67.6	N/A	68.8	N/A	73.9
Black/African American	10.7	38.1	21.4	42.1	-	41.8	-	55.8
Hispanic/Latino	15.7	43.8	38.5	46.9	5.8	45.0	26.3	55.4
Pacific Islander	N/A	52.8	N/A	51.4	N/A	50.4	N/A	61.9
Two or More Races	-	52.0	-	56.1	-	59.6	-	62.7
White/Caucasian	-	58.8	-	58.9	-	59.6	-	65.1
Special Education	-	32.3	-	34.0	-	35.9	-	41.3
English Learners Current + Former	15.6	41.8	40.6	43.1	-	41.2	-	52.0
English Learners Current	11.1	33.5	37.0	33.8	-	32.5	-	43.1
Economically Disadvantaged	14.8	43.0	31.6	45.2	N/A	43.7	N/A	53.5

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.

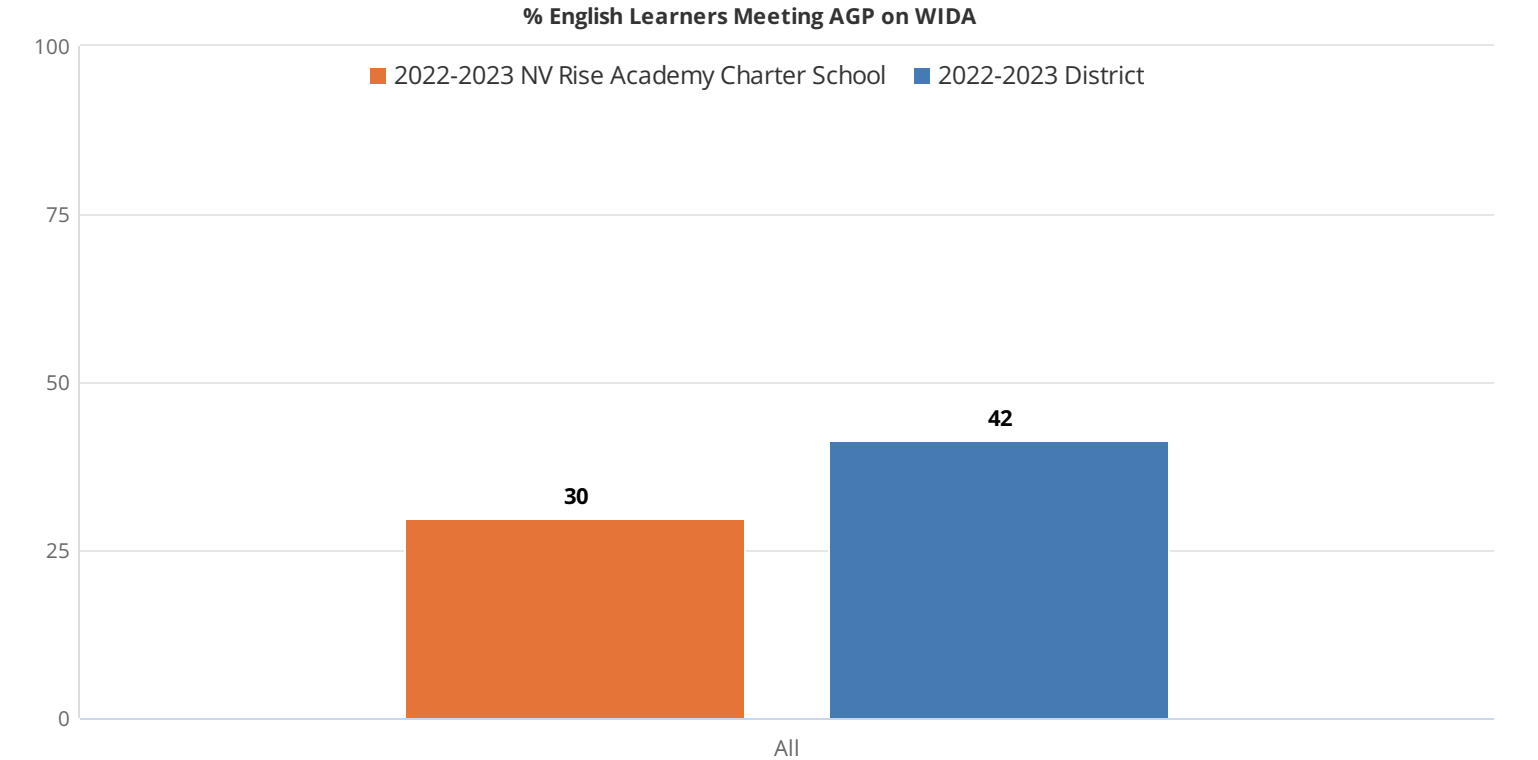


English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 1/10

	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District
	Target	AGP		Target	AGP	
ELPA	67	29.8	41.5	50	22.0	38.4



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 1/10				ELA AGP Points Earned: 1/10			
	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	10.7	31.9	25.0	37.1	19.0	40.9	41.6	52.2
American Indian/Alaska Native	-	26.3	-	28.5	N/A	40.7	N/A	57.6
Asian	-	42.0	-	48.2	N/A	50.6	N/A	63.3
Black/African American	13.0	25.9	15.0	29.9	-	36.1	-	49.4
Hispanic/Latino	10.4	29.9	35.1	34.4	<5	36.3	35.7	49.2
Pacific Islander	N/A	33.3	N/A	41.2	N/A	43.2	N/A	54.6
Two or More Races	-	31.3	-	40.3	N/A	44.5	-	55.0
White/Caucasian	-	37.8	-	42.6	-	47.9	-	55.2
Special Education	-	20.8	-	25.2	-	27.6	-	35.9
English Learners Current + Former	10.7	27.5	36.3	31.6	N/A	N/A	N/A	N/A
English Learners Current	12.0	25.4	38.0	30.3	-	27.6	-	41.7
Economically Disadvantaged	10.7	28.7	25.0	33.1	N/A	35.5	N/A	47.6



**1/10

Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

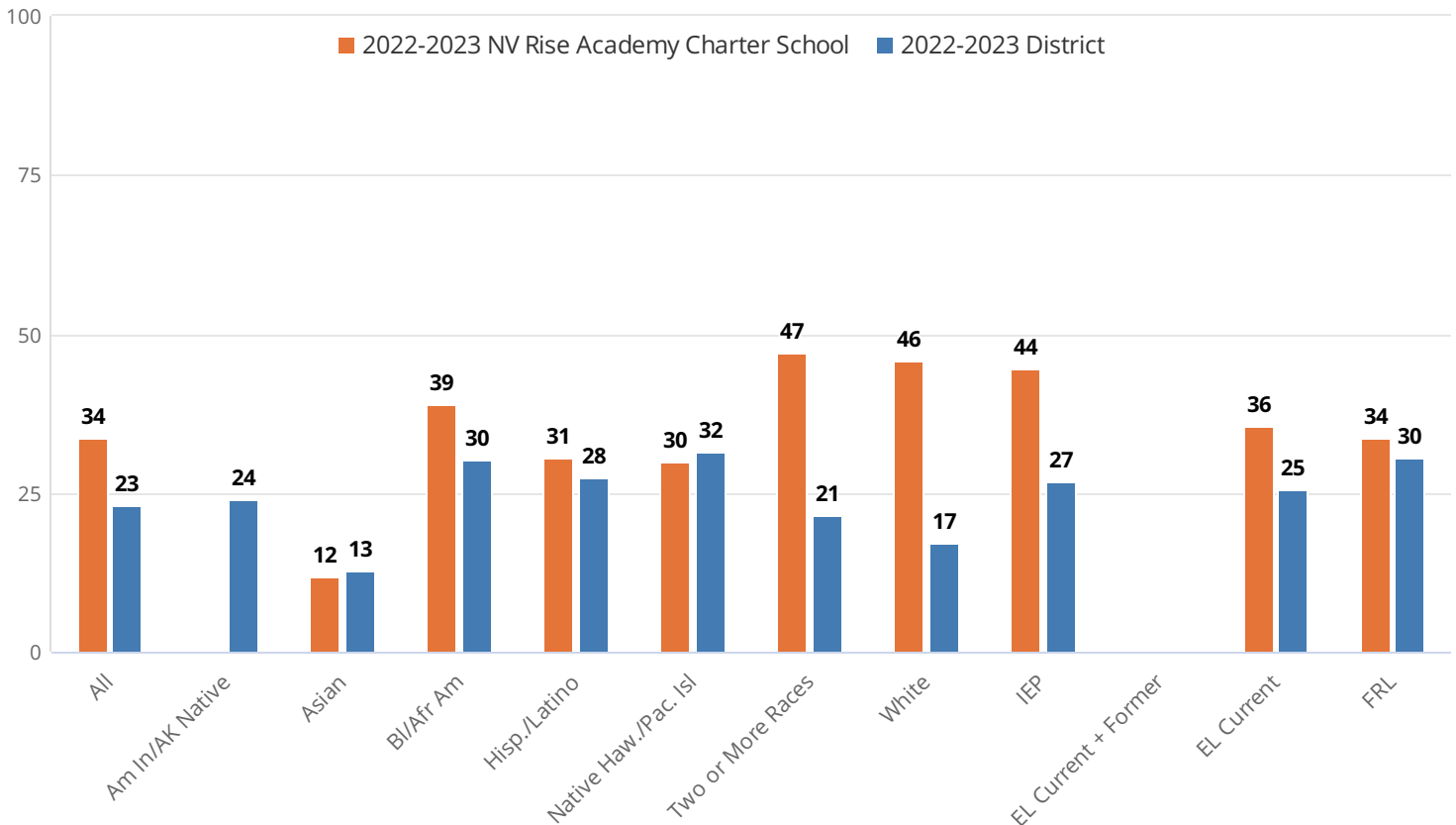
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	33.8	22.9	48.0	21.7
American Indian/Alaska Native	-	24.0	-	15.8
Asian	11.7	12.9	9.0	11.9
Black/African American	39.0	30.1	58.9	27.6
Hispanic/Latino	30.6	27.5	46.8	25.8
Pacific Islander	30.0	31.6	-	32.8
Two or More Races	47.0	21.4	54.0	22.2
White/Caucasian	45.8	17.1	26.0	16.9
Special Education	44.4	26.7	64.2	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	35.6	25.4	48.3	22.6
Economically Disadvantaged	33.8	30.4	48.0	29.3

Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)



School Designation	NSPF Baseline Year	Exit Evaluation
Additional TSI	2022-2023	Summer 2026

What is an Additional Targeted Support and Improvement (ATSI) Designation?

Schools with a ATSI designation meet the following criteria:

- Not designated for Comprehensive Support and Improvement (CSI)
- Significant subgroup performance challenges that would, on their own, lead to a CSI designation. The NDE has calculated an adjusted NSPF index score for each subgroup at each school, awarding points for each Measure where the subgroup n-size ≥ 25, and following applicable rules regarding Measures required for rating. If one or more subgroups had an adjusted NSPF score that is at or below the calculated bottom 5th percentile used for CSI Designations for the relevant school level, then the school is designated as ATSI.

A school designated as ATSI must work with their LEA to develop a plan to exit the ATSI designation within three years. The school is evaluated for exit at the end of this three-year period.

Why did this school receive an ATSI Designation, what is required for exit from an ATSI designation, and how is the school progressing toward exit?

The table below shows the populations that were flagged for ATSI designation based on the specific population’s adjusted index score (refer to the Baseline Year column). Highlighted populations in the Baseline Year column are the populations that caused the school to receive the ATSI designation. ATSI schools will be evaluated for exit after a three-year designation period. Schools are exited if the student group(s), for which they were originally identified ATSI, no longer meet ATSI designation criteria in either the most recent NSPF or the year they were designated (whichever cut score is higher). If the school picks up additional flags (student groups that meet ATSI Criteria) during the designation period (highlighted populations in Years 1 and/or 2), those flags do not reset the designation timeline, nor do they need to be cleared to exit the original ATSI designation. However, if these new flag(s) are present upon exit from the original ATSI designation (highlighted populations in Year 3), the school will be redesignated as ATSI with the new student group flag(s) with a new three-year ATSI timeline. During the ATSI designation period, if a school meets CSI criteria (bottom 5th percentile for school’s adjusted index score or 4-year ACGR <67%), the school will be redesignated as CSI and receive a new designation timeline and report.

ES CSI Cut Scores	10.5			
Populations	Baseline NSPF Index Score (2022-2023)	NSPF Index Score (2023-2024)	NSPF Index Score (2024-2025)	NSPF Index Score (2025-2026)
Am Indian	*			
Asian	*			
African American	9.2			
Hispanic	22.2			
Pacific Islander	*			
Multi Race	*			
White	*			
SpEd	*			
English Learner	18.8			
Econ Disadv	14.4			

* = insufficient n-size (n < 25) to receive an NSPF index score.

Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school. Non-Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be evaluated for exit annually.

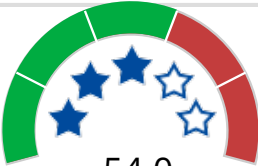
School Level: Elementary School

Grade Levels: KG-05

District: State Public Charter School Authority

School 2525 Emerson Ave

Address: Las Vegas , NV 89121

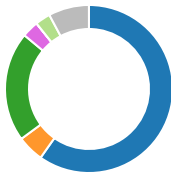


54.0
Total Index Score

School Type: SPCSA

School Designation: Additional TSI

95% Assessment Participation: Met



Student Race/Ethnicity

5.1%

White

21.1%

Bl/Afr Am

59.6%

Hisp/Latino

3.2%

Asian

N/A%

Am Ind/AK Nat

2.9%

Pac Isl

7.8%

Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	15.0 ★
2021-2022	20.0 NR

Additional Student Groups

Eng Lnrs	
Stud w/Disab	
Econ Disadv	

What does my school rating mean?

Three-Star school:

Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27

★

At or above 27 but less than 50

★★

At or above 50 and less than 67

★★★

At or above 67 and less than 84

★★★★

At or above 84

★★★★★

TSI/ATSI designation:

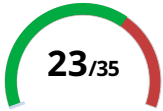
This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.

2023-2024 School Performance



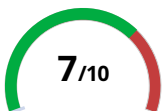
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	32.7	48.3
Math Proficiency	30.5	51.2
ELA Proficiency	45.2	54.6
Science Proficiency	<5	21.2
Read-by-Grade-3 Proficiency	51.7	51.2



Growth Indicator

Measure	School Median	District Median
Math MGP	59.0	52.0
ELA MGP	61.0	54.0
	School Rate	District Rate
Met Math AGP Target	28.8	44.4
Met ELA AGP Target	49.5	54.0



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	50.0	48.4



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	5.1	20.7
Climate Survey Participation	92.0	N/A

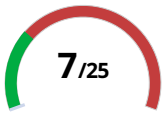


Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	20.2	22.5
Prior Non-Proficient Met ELA AGP Target	35.1	36.5

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



Academic Achievement

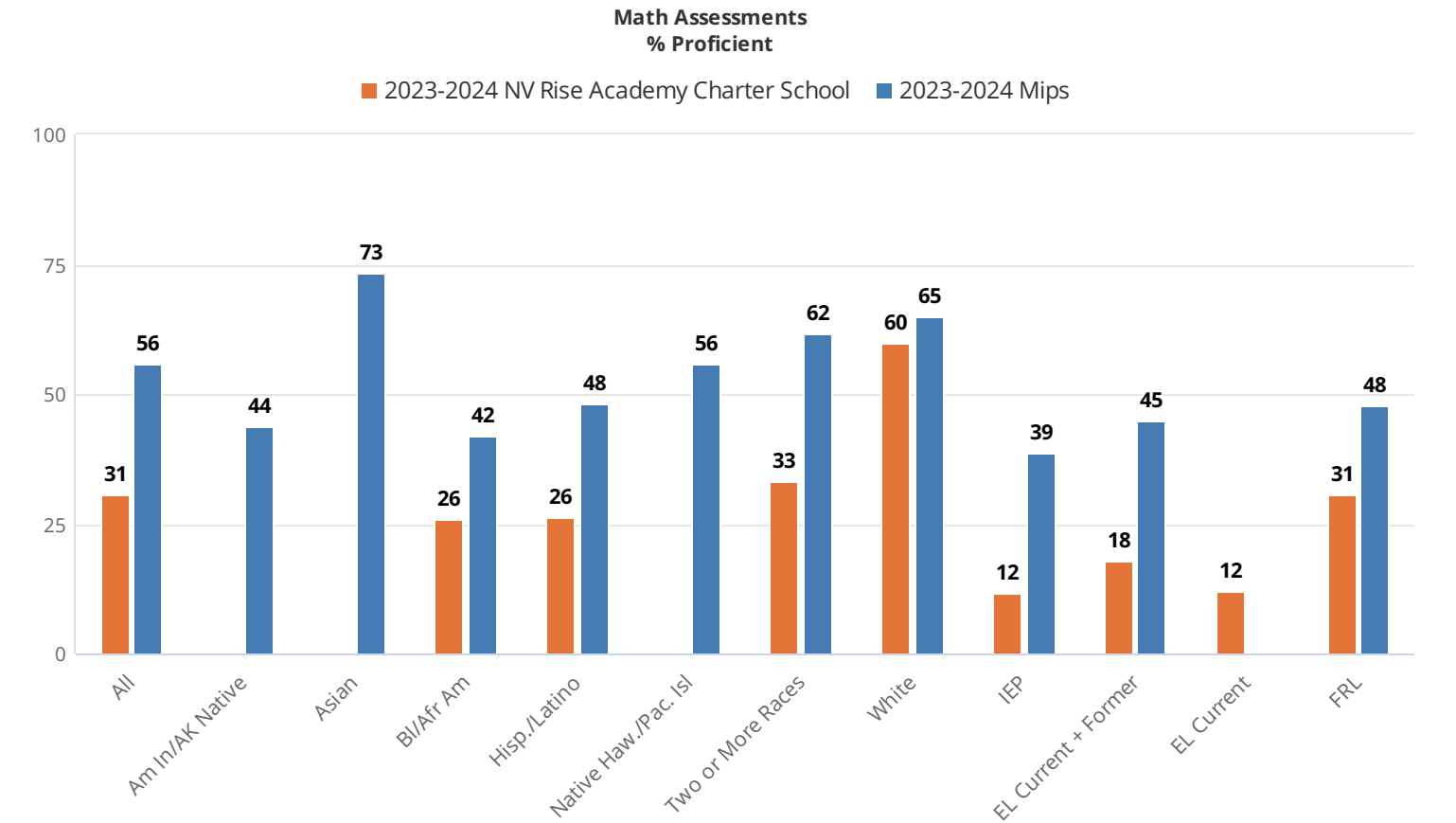
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

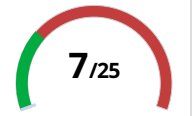
Pooled Proficiency Points Earned: 3/20

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	32.7	48.3	25.4	50.0

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	30.5	51.2	55.8	22.4	52.0	53.5
American Indian/Alaska Native	N/A	40.7	43.7	-	35.7	40.7
Asian	-	74.8	73.3	-	74.5	71.9
Black/African American	25.9	31.7	42	14.2	31.4	38.9
Hispanic/Latino	26.3	41.7	48.2	22.5	42.2	45.5
Pacific Islander	-	45.9	55.7	-	49.0	53.4
Two or More Races	33.3	57.2	61.6	<5	57.8	59.6
White/Caucasian	60.0	62.7	65.1	-	63.7	63.3
Special Education	11.7	26.9	38.8	15.3	29.1	35.5
English Learners Current + Former	18.0	38.7	44.9	15.3	38.1	42
English Learners Current	11.9	27.5		10.8	27.6	
Economically Disadvantaged	30.5	40.4	47.7	22.4	39.0	44.9

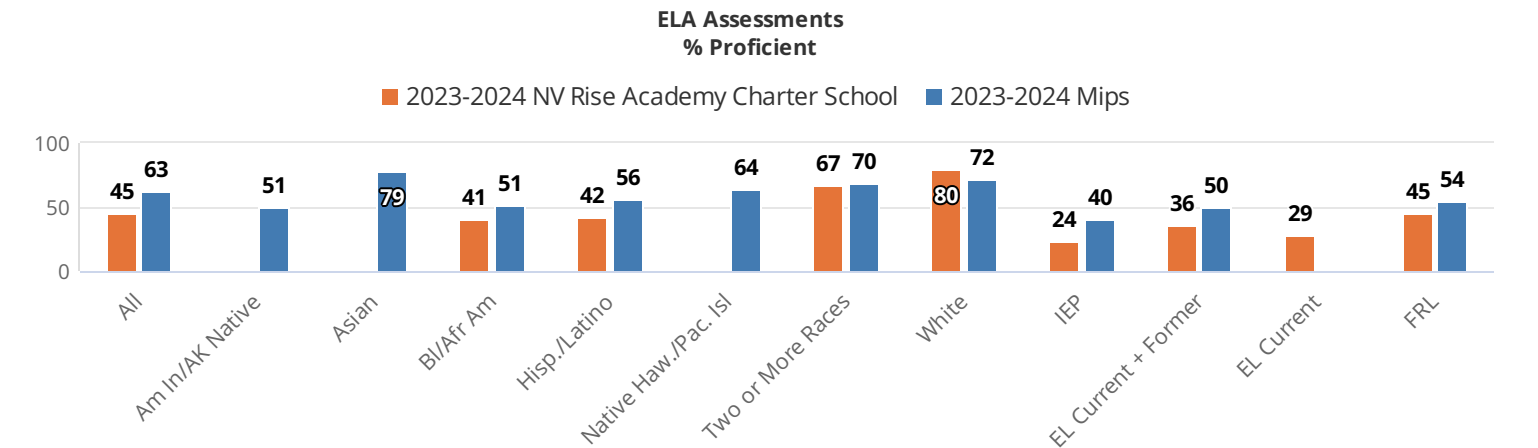




Academic Achievement

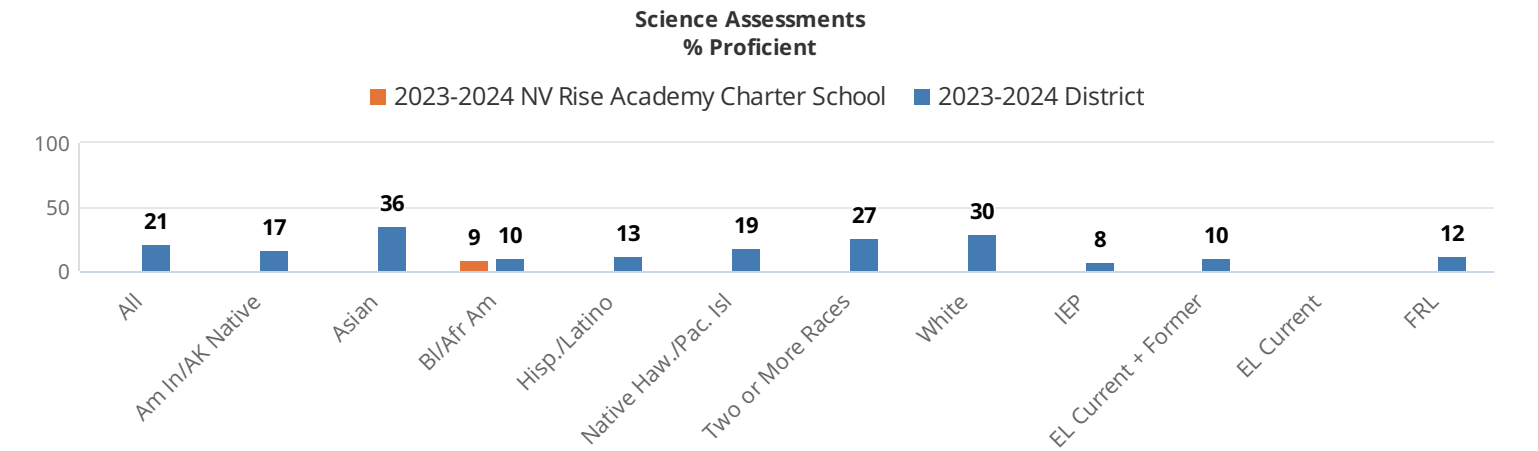
ELA Proficient

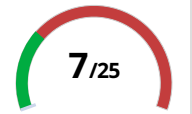
Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	45.2	54.6	63.1	32.0	54.6	61.2
American Indian/Alaska Native	N/A	57.4	50.7	-	48.2	48.1
Asian	-	75.3	78.9	-	74.1	77.8
Black/African American	40.7	36.5	50.8	21.4	37.5	48.2
Hispanic/Latino	41.8	46.0	55.6	33.9	45.9	53.2
Pacific Islander	-	48.3	63.9	-	49.0	62
Two or More Races	66.6	60.4	69.5	33.3	60.7	67.9
White/Caucasian	80.0	65.2	72.1	-	64.4	70.6
Special Education	23.5	25.8	39.9	23.0	27.4	36.8
English Learners Current + Former	36.0	39.5	49.8	30.1	37.6	47.2
English Learners Current	28.5	25.3		25.5	24.1	
Economically Disadvantaged	45.2	44.1	54.4	32.0	42.0	51.9



Science Proficient

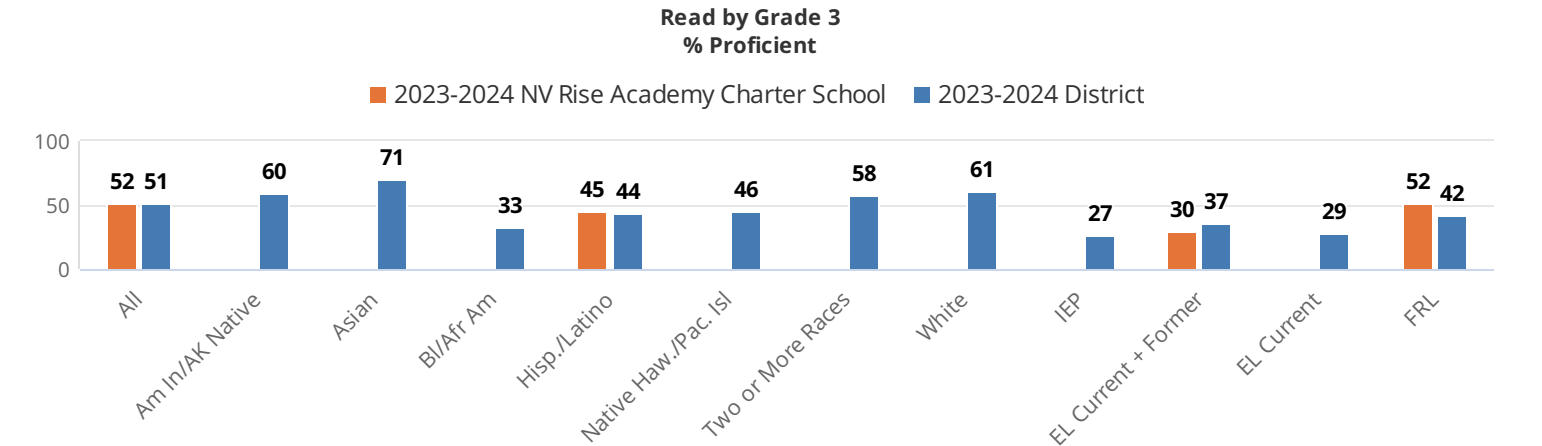
Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	<5	21.2	7.8	29.8
American Indian/Alaska Native	N/A	16.6	-	27.7
Asian	-	35.5	-	51.0
Black/African American	9.0	10.4	-	15.3
Hispanic/Latino	<5	12.9	<5	19.5
Pacific Islander	N/A	19.1	N/A	18.7
Two or More Races	-	27.2	-	34.5
White/Caucasian	-	29.6	-	40.9
Special Education	-	7.6	-	12.2
English Learners Current + Former	<5	10.4	7.6	15.1
English Learners Current	<5	<5	-	<5
Economically Disadvantaged	<5	12.4	7.8	17.6

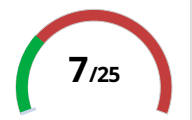




Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 4/5	
Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	51.7	51.2	32.3	52.6
American Indian/Alaska Native	N/A	60.0	N/A	44.0
Asian	-	71.0	-	68.5
Black/African American	-	32.7	8.3	33.9
Hispanic/Latino	45.4	43.7	32.6	44.2
Pacific Islander	-	45.9	-	48.4
Two or More Races	-	58.4	-	62.3
White/Caucasian	-	60.7	-	62.5
Special Education	-	27.0	-	29.5
English Learners Current + Former	30.0	36.6	26.3	36.1
English Learners Current	-	28.5	22.2	27.6
Economically Disadvantaged	51.7	42.4	32.3	40.3





Academic Achievement

Participation on State Assessments

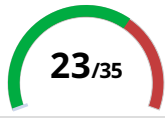
At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	-	-	-	-
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 8/10

ELA MGP Points Earned: 9/10

Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	59.0	52.0	61.0	54.0	38.0	55.0	49.0	55.0
American Indian/Alaska Native	N/A	40.0	N/A	57.5	-	46.0	-	52.0
Asian	-	57.0	-	62.0	-	61.0	-	61.0
Black/African American	66.0	46.0	69.0	49.0	27.0	52.0	41.0	50.0
Hispanic/Latino	56.0	50.0	57.5	52.0	39.0	54.0	56.0	53.0
Pacific Islander	-	53.0	-	54.0	N/A	60.5	N/A	55.5
Two or More Races	-	53.0	-	53.0	-	54.0	-	55.0
White/Caucasian	-	53.0	-	57.0	-	56.0	-	57.0
Special Education	49.0	46.0	55.5	48.0	-	49.0	-	51.0
English Learners Current + Former	60.0	53.0	57.0	53.0	40.0	55.0	59.0	54.0
English Learners Current	60.0	49.0	58.0	51.0	39.0	54.0	60.0	53.0
Economically Disadvantaged	59.0	51.0	61.0	52.0	38.0	54.0	49.0	53.0

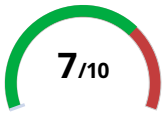
AGP Growth Data

Math AGP Points Earned: 2/7.5

ELA AGP Points Earned: 4/7.5

Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	28.8	44.4	49.5	54.0	14.8	50.8	31.6	52.9
American Indian/Alaska Native	N/A	24.3	N/A	50.0	-	41.3	-	48.2
Asian	-	63.8	-	69.4	-	66.5	-	67.6
Black/African American	25.0	28.9	55.0	41.4	10.7	38.1	21.4	42.1
Hispanic/Latino	26.3	36.9	47.3	48.1	15.7	43.8	38.5	46.9
Pacific Islander	-	42.7	-	51.1	N/A	52.8	N/A	51.4
Two or More Races	-	49.5	-	55.5	-	52.0	-	56.1
White/Caucasian	-	52.8	-	61.4	-	58.8	-	58.9
Special Education	20.0	27.2	30.0	32.4	-	32.3	-	34.0
English Learners Current + Former	17.9	38.8	43.5	46.0	15.6	41.8	40.6	43.1
English Learners Current	15.1	27.5	39.3	35.8	11.1	33.5	37.0	33.8
Economically Disadvantaged	28.8	36.5	49.5	46.7	14.8	43.0	31.6	45.2

For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.



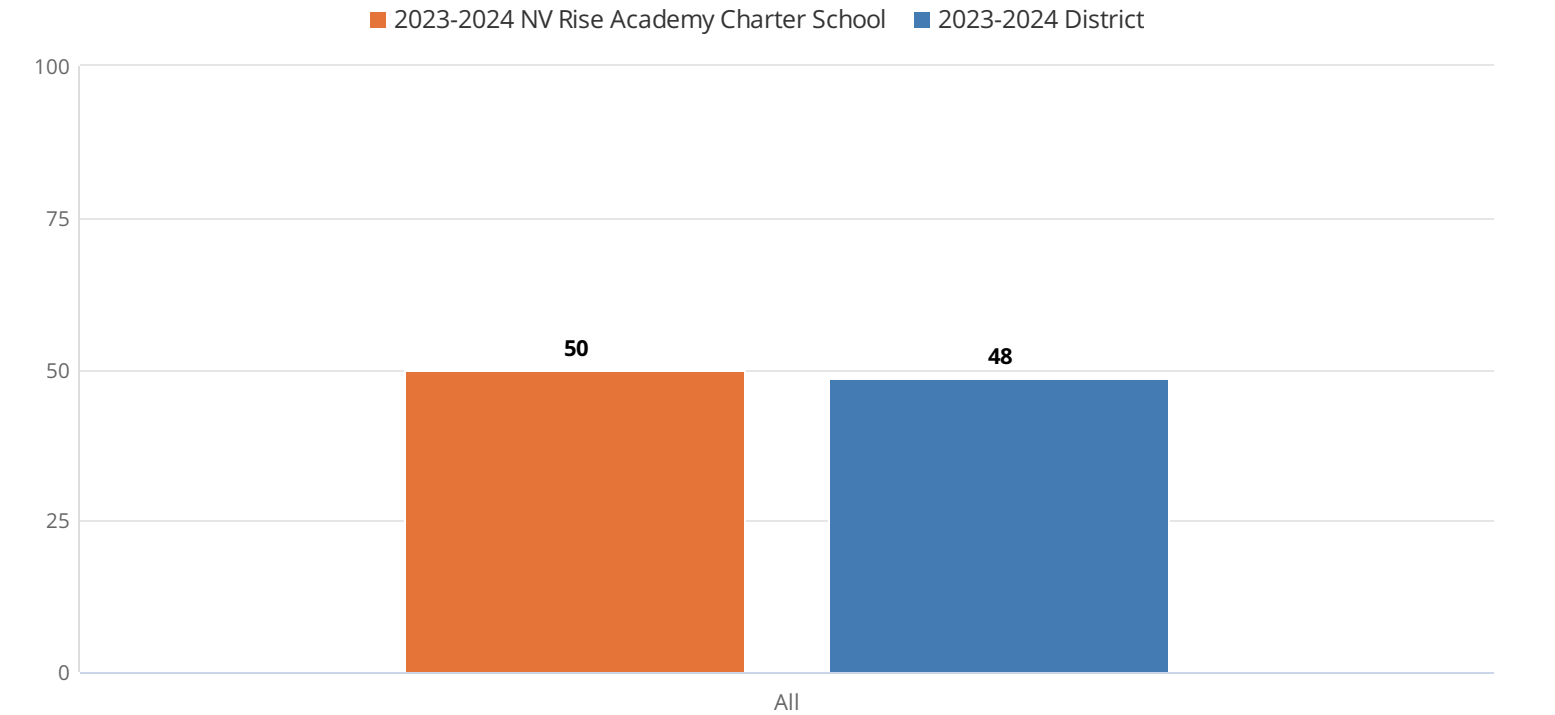
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

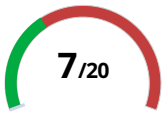
English Language Points Earned: 7/10

	2024 number of ELs With AGP	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District
	Target	AGP		Target	AGP	
ELPA	60	50.0	48.4	67	29.8	41.5

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year’s state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 3/10				ELA AGP Points Earned: 4/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	20.2	22.5	35.1	36.5	10.7	31.9	25.0	37.1
American Indian/Alaska Native	N/A	12.5	N/A	40.9	-	26.3	-	28.5
Asian	-	36.7	-	44.8	-	42.0	-	48.2
Black/African American	25.0	15.8	40.0	29.4	13.0	25.9	15.0	29.9
Hispanic/Latino	14.5	20.4	33.3	34.4	10.4	29.9	35.1	34.4
Pacific Islander	-	29.4	-	32.8	N/A	33.3	N/A	41.2
Two or More Races	-	26.4	-	37.7	-	31.3	-	40.3
White/Caucasian	-	27.2	-	43.4	-	37.8	-	42.6
Special Education	-	14.6	-	23.4	-	20.8	-	25.2
English Learners Current + Former	15.1	23.3	32.1	34.1	10.7	27.5	36.3	31.6
English Learners Current	10.7	20.0	30.7	31.2	12.0	25.4	38.0	30.3
Economically Disadvantaged	20.2	20.8	35.1	33.4	10.7	28.7	25.0	33.1

'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



Student Engagement

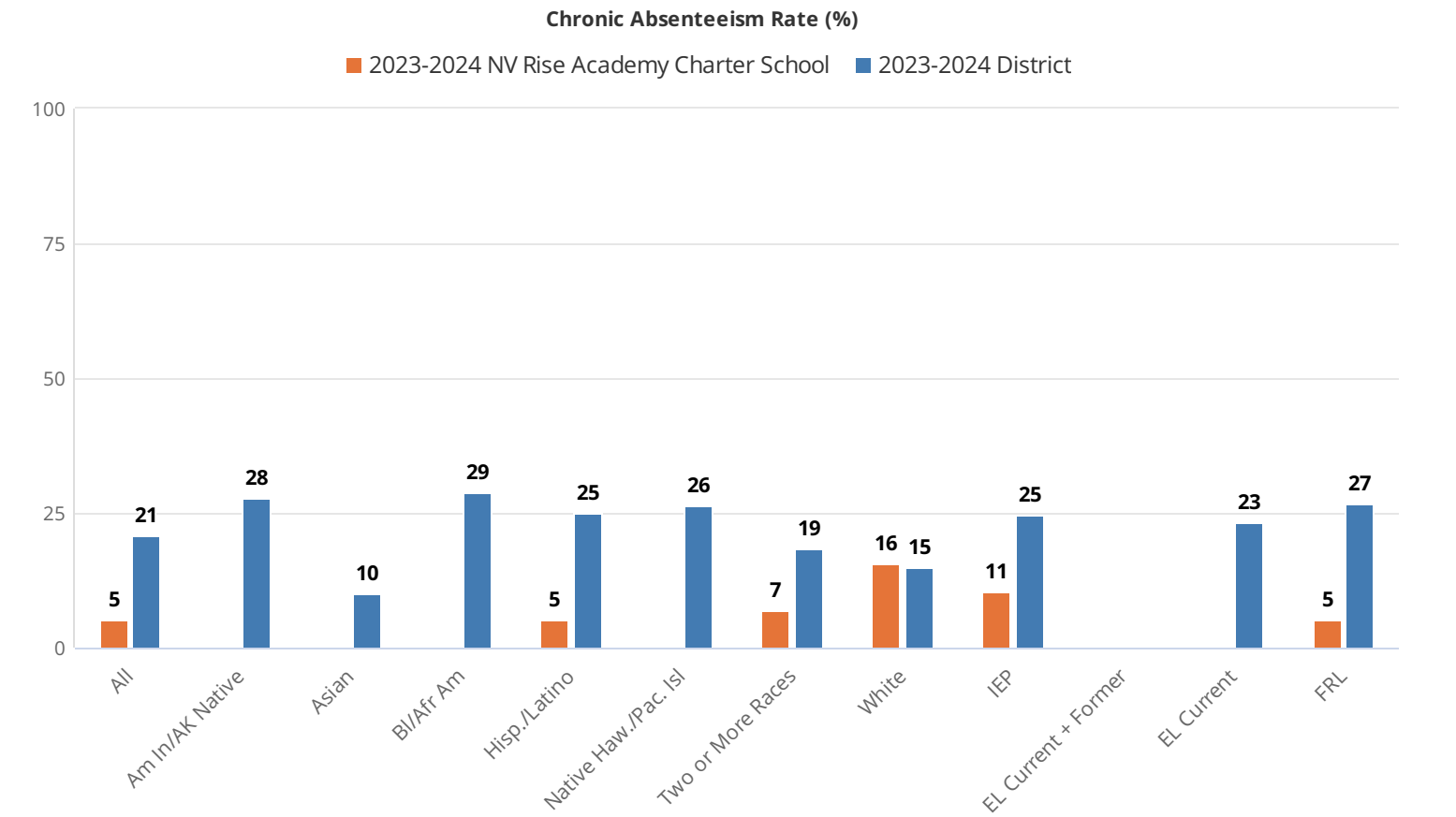
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 9.5/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	5.1	20.7	33.8	22.9
American Indian/Alaska Native	N/A	27.7	-	24.0
Asian	<5	10.0	11.7	12.9
Black/African American	<5	28.9	39.0	30.1
Hispanic/Latino	5.1	25.0	30.6	27.5
Pacific Islander	<5	26.3	30.0	31.6
Two or More Races	7.1	18.5	47.0	21.4
White/Caucasian	15.7	14.9	45.8	17.1
Special Education	10.5	24.7	44.4	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	23.1	35.6	25.4
Economically Disadvantaged	5.1	26.8	33.8	30.4

Reducing Chronic Absenteeism by 10% Points Earned: 1



'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Designation	NSPF Baseline Year	Exit Evaluation
Additional TSI	2022-2023	Summer 2026

What is an Additional Targeted Support and Improvement (ATSI) Designation?

- Schools with a ATSI designation meet the following criteria:
- Not designated for Comprehensive Support and Improvement (CSI)
 - Significant subgroup performance challenges that would, on their own, lead to a CSI designation. The NDE has calculated an adjusted NSPF index score for each subgroup at each school, awarding points for each Measure where the subgroup n-size ≥ 25, and following applicable rules regarding Measures required for rating. If one or more subgroups had an adjusted NSPF score that is at or below the calculated bottom 5th percentile used for CSI Designations for the relevant school level, then the school is designated as ATSI.

A school designated as ATSI must work with their LEA to develop a plan to exit the ATSI designation within three years. The school is evaluated for exit at the end of this three-year period.

Why did this school receive an ATSI Designation, what is required for exit from an ATSI designation, and how is the school progressing toward exit?

The table below shows the populations that were flagged for ATSI designation based on the specific population’s adjusted index score (refer to the Baseline Year column). Highlighted populations in the Baseline Year column are the populations that caused the school to receive the ATSI designation. ATSI schools will be evaluated for exit after a three-year designation period. Schools are exited if the student group(s), for which they were originally identified ATSI, no longer meet ATSI designation criteria in either the most recent NSPF or the year they were designated (whichever cut score is higher). If the school picks up additional flags (student groups that meet ATSI Criteria) during the designation period (highlighted populations in Years 1 and/or 2), those flags do not reset the designation timeline, nor do they need to be cleared to exit the original ATSI designation. However, if these new flag(s) are present upon exit from the original ATSI designation (highlighted populations in Year 3), the school will be redesignated as ATSI with the new student group flag(s) with a new three-year ATSI timeline. During the ATSI designation period, if a school meets CSI criteria (bottom 5th percentile for school’s adjusted index score or 4-year ACGR <67%), the school will be redesignated as CSI and receive a new designation timeline and report.

ES CSI Cut Scores	10.5	10.7		
Populations	Baseline NSPF Index Score (2022-2023)	NSPF Index Score (2023-2024)	NSPF Index Score (2024-2025)	NSPF Index Score (2025-2026)
Am Indian	*	*		
Asian	*	*		
African American	9.2	*		
Hispanic	22.2	41.6		
Pacific Islander	*	*		
Multi Race	*	*		
White	*	*		
SpEd	*	*		
English Learner	18.8	42.1		
Econ Disadv	14.4	51.6		

* = insufficient n-size (n < 25) to receive an NSPF index score.

Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school. Non-Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be evaluated for exit annually.

**Appendix B: SPCSA Academic Performance Framework Rating
Descriptors / Score Ranges and School Reports**

SPCSA Academic Performance Framework rating descriptors and score ranges, summarized per the most recent [SPCSA Academic Performance Framework Manual](#).

SPCSA Academic Performance Framework Rating	SPCSA Academic Performance Framework Rating Descriptor	SPCSA Academic Performance Framework Score Range
Below Standard	A school below SPCSA academic standards.	<20
Does Not Meet Standard	A school not meeting SPCSA academic standards.	≥ 20 to <50
Meets Standard	A school meeting SPCSA academic standards.	≥ 50 to <80
Exceeds Standard	A school exceeding SPCSA academic standards.	≥ 80 to 100



2020-21 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the [Framework Technical Guide](#) for details.

Nevada Rise Academy ES

Address: 2525 Emerson Ave, Las Vegas, NV, 89121

Website: <https://nevadarise.org/>

Oct. 1 2020 Enrollment: 330

2020-21 Grades Served: K-3

2020-21 NSPF Rating: N/A

Comparison District: Clark

2020-21 Comparison School: Harris ES

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

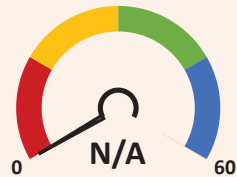
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

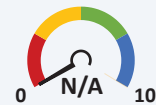
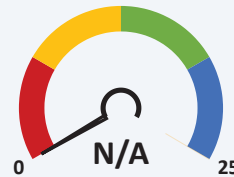
60% of charter school score in Nevada school ratings (NSPF).



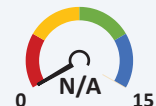
This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

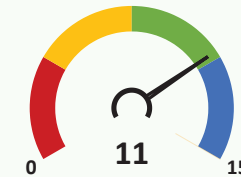


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥95	89.5	▲	✗
	IEP	≥5 and <10	12.5	▼	✗
	EL	≥15 and <20	18.6	▼	✗

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

2019-20	2020-21	
N/A	75	Lacks 2 years of Math data
N/A	69.8	Lacks 2 years of ELA data



2021-22 School Year: SPCSA Academic Performance Framework

2021-22 Clear Filters

Nevada Rise Academy ES

[How to Print](#)

- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Beacon Acad HS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Eastgate MS
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES
- ☐ Doral Fire Mesa MS
- ☐ Doral North NV ES
- ☐ Doral North NV MS
- ☐ Doral Red Rock ES
- ☐ Doral Red Rock HS
- ☐ Doral Red Rock MS
- ☐ Doral Saddle ES
- ☐ Doral Saddle MS
- ☐ Doral W Pebble ES
- ☐ Doral W Pebble MS
- ☐ DP Agassi ES

SCHOOL INFORMATION

All information is for the 2021-22 school year.

Address: 2525 Emerson Ave, Las Vegas, NV, 89121

Website: <https://nevadarise.org/>
Validation Day Enrollment: 369

Grades Served: K-4

NSPF Rating: N/A

Comparison District: Clark

Comparison School: Harris ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

22

DOES NOT MEET STANDARD

PRIOR YEAR RATING

N/A

NOT CALCULATED

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of SPCSA school score in Nevada school ratings (NSPF).

12/60

Sixty percent of the school's 2021-22 NSPF score (20) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

0/25

0 automatic points in indicator.

A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

0/10

NSPF score difference of -29.1 between school (20 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15

NSPF score difference of -23.5 between school (20 points) and comparison school (43.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.



ELA non-proficiency decreased from 69.8% (prior year) to 68.5% (current year).



Math non-proficiency increased from 75% (prior year) to 83.8% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

10/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

School FRL rate of $\geq 95\%$ compared to district GrK-5 FRL rate of $> 95\%$.

2/5

School IEP rate of ≥ 5 to $< 10\%$ compared to district GrK-5 IEP rate of 11.9%.

3/5

School EL rate of ≥ 10 to $< 15\%$ compared to district GrK-5 EL rate of 19.3%.

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥ 20 and <50 DOES NOT MEET STANDARD	≥ 50 and <80 MEETS STANDARD	≥ 80 EXCEEDS STANDARD
--------------------------	--	--	----------------------------------

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	$\geq 20\%$ to <50% OF PTS EARNED	$\geq 50\%$ to <80% OF PTS EARNED	$\geq 80\%$ OF PTS EARNED
-----------------------	--------------------------------------	--------------------------------------	------------------------------



2022-23 School Year: SPCSA Academic Performance Framework

2022-23 Clear Filters

Nevada Rise Academy ES

[How to Print](#)

- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Battle Born ES
- ☐ Battle Born MS
- ☐ Beacon Acad HS
- ☐ CASLV Cadence ES
- ☐ CASLV Cadence MS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Eastgate MS
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES
- ☐ Doral Fire Mesa MS
- ☐ Doral North NV ES
- ☐ Doral North NV MS
- ☐ Doral Red Rock ES
- ☐ Doral Red Rock HS
- ☐ Doral Red Rock MS
- ☐ Doral Saddle ES

SCHOOL INFORMATION

All information is for the 2022-23 school year.

Address: 2525 Emerson Ave, Las Vegas, NV, 89121

Website: <https://nevadarise.org/>
Validation Day Enrollment: 466

Grades Served: K-5

NSPF Rating: 1

Comparison District: Clark

Comparison School: Harris ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

20

DOES NOT MEET STANDARD

PRIOR YEAR RATING

22

DOES NOT MEET STANDARD

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of SPCSA school score in Nevada school ratings (NSPF).

9/60

Sixty percent of the school's 2022-23 NSPF score (15) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

0/25

0 automatic points in indicator.

A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

0/10

NSPF score difference of -23.9 between school (15 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15

NSPF score difference of -9.5 between school (15 points) and comparison school (24.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.



ELA non-proficiency decreased from 68.5% (prior year) to 68% (current year).



Math non-proficiency decreased from 83.8% (prior year) to 77.6% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

11/15

Indicator bonus points for: EL.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

School FRL rate of $\geq 95\%$ compared to district GrK-5 FRL rate of $> 95.0\%$.

1/5

School IEP rate of $< 5\%$ compared to district GrK-5 IEP rate of 13.1%.

4/5

School EL rate of ≥ 15 to $< 20\%$ compared to district GrK-5 EL rate of 18.5%.

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥ 20 and <50 DOES NOT MEET STANDARD	≥ 50 and <80 MEETS STANDARD	≥ 80 EXCEEDS STANDARD
--------------------------	--	--	----------------------------------

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	$\geq 20\%$ to <50% OF PTS EARNED	$\geq 50\%$ to <80% OF PTS EARNED	$\geq 80\%$ OF PTS EARNED
-----------------------	--------------------------------------	--------------------------------------	------------------------------



2023-24 School Year: SPCSA Academic Performance Framework

2023-24 Clear Filters

- Amplus Durango MS
- Amplus Rainbow ES
- Battle Born ES
- Battle Born MS
- Beacon Acad HS
- CASLV Cadence ES
- CASLV Cadence HS
- CASLV Cadence MS
- CASLV Centennial ES
- CASLV Centennial MS
- CASLV Eastgate ES
- CASLV Nellis AFB ES
- CASLV Nellis AFB MS
- CASLV Sandy Ridge HS
- CASLV Sandy Ridge MS
- CASLV Tamarus ES
- CASLV Windmill ES
- CASLV Windmill MS
- CIVICA ES
- CIVICA HS
- CIVICA MS
- Democracy Prep ES
- Democracy Prep HS
- Democracy Prep MS
- Discovery Hillpointe ES
- Discovery Hillpointe MS
- Discovery Sandhill ES
- Doral Cactus ES
- Doral Cactus MS
- Doral Fire Mesa ES
- Doral Fire Mesa MS
- Doral North NV ES
- Doral North NV MS

SCHOOL INFORMATION
All information is for the 2023-24 school year.
Address: 2525 Emerson Ave, Las Vegas, NV, 89121
Website: <https://nevadarise.org/>
Validation Day Enrollment: 369
Grades Served: K-5
NSPF Rating: 3
Comparison District: Clark
Comparison School: Harris ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

65.4
MEETS STANDARD

PRIOR YEAR RATING
20
DOES NOT MEET STANDARD

ABOUT
Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

Nevada Rise Academy ES

How to Print

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

32.4/60
Sixty percent of the school's 2023-24 NSPF score (54) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency decreased from 68% (prior year) to 54.8% (current year).
- Math non-proficiency decreased from 77.6% (prior year) to 69.5% (current year).

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
SPCSA school NSPF performance vs. comparison district/school(s).

21/25
0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)
6/10
NSPF score difference of 14 between school (54 points) and comparison district (40 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)
15/15
NSPF score difference of 39 between school (54 points) and comparison school (15 points).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

12/15
Indicator bonus points for: IEP.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5
School FRL rate of ≥95% compared to district GrK-5 FRL rate of >95.0%.

2/5
School IEP rate of ≥5 to <10% compared to district GrK-5 IEP rate of 14.6%.

4/5
School EL rate of ≥15 to <20% compared to district GrK-5 EL rate of 19%.

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	≥20% to <50% OF PTS EARNED	≥50% to <80% OF PTS EARNED	≥80% OF PTS EARNED
-----------------------	-------------------------------	-------------------------------	-----------------------

Appendix C: Academic Performance Framework Notice of Concern and
Return to Good Standing



STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687-9174 · Fax (775) 687-9113

2080 East Flamingo Road Suite 230
Las Vegas, Nevada 89119-5164
(702) 486-8895 · Fax (702) 486-5543

Via Electronic Mail

December 18, 2023

Dan Bernbach, Board President
Nevada Rise Academy
2525 Emerson Ave.
Las Vegas, Nevada 89121

Notice of Concern Due to Academic Underperformance

Dear Mr. Bernbach:

As you are aware, Nevada Rise Academy's elementary school program received a 1-star rating under the Nevada Department of Education's Nevada School Performance Framework and a Does Not Meet Standard Rating under the SPCSA's Academic Performance Framework for the 2022-2023 school year. As you are also aware, the State Public Charter School Authority voted at its December 8, 2023, Board meeting to issue a Notice of Concern based on the foregoing academic underperformance.

This Notice of Concern serves as a reminder that the Charter School Performance Framework, which is incorporated into Nevada Rise Academy's Charter School Contract, is meant to provide charter school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time ensuring charter school autonomy. Under the Charter School Performance Framework, there are three progressive levels of Notices: a Notice of Concern represents Level 1; a Notice of Breach represents Level 2; a Notice of Intent to Terminate represents Level 3 within the Intervention Ladder.

Please note that the Authority is also requiring that Nevada Rise Academy include an academic goal in the School Performance Plan. This academic goal should measurably impact student academic performance. SPCSA staff will closely review the School Performance Plan for the 2023-24 school year.

Additionally, SPCSA staff will monitor the school's adherence to [NRS 388A.367](#) which requires low performing schools to notify the parent or guardian of each pupil enrolled in the school and hold a public hearing to provide all stakeholders an opportunity to discuss actions and solicit feedback for continued growth and improvement based on the statewide accountability rating system.

The SPCSA believes strongly in a quality public school of choice for every Nevada child. We hope that Nevada Rise Academy will join us by improving its academic performance, thereby increasing the number of high-quality SPCSA-sponsored charter schools.

Sincerely,

A handwritten signature in blue ink that reads "M. Mackendon". The signature is fluid and cursive, with the first name "M." and the last name "Mackendon" clearly visible.

Melissa Mackendon

Executive Director, State Public Charter School Authority

cc: Justin Brecht, Executive Director, Nevada Rise Academy
Tonia Holmes-Sutton, Chair, State Public Charter School Authority
Katie Broughton, Director of Authorizing, State Public Charter School Authority
Selcuk Ozdemir, Education Programs Supervisor, State Public Charter School Authority

Joe Lombardo
Governor

STATE OF NEVADA

Melissa Mackedon
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

**1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687-9174 · Fax (775) 687-9113**

**2080 East Flamingo Road Suite 230
Las Vegas, Nevada 89119-5164
(702) 486-8895 · Fax (702) 486-5543**

Via Electronic Mail

November 22, 2024

Steven Washington
Nevada Rise Academy
2525 Emerson Avenue
Las Vegas, NV 89121

Return to Good Standing

Dear Steven Washington:

As you are aware, Nevada Rise Academy's elementary school program received a 3-star rating under the Nevada Department of Education's Nevada School Performance Framework and a Meets Standard under the SPCSA Academic Performance Framework for the 2023 – 2024 school year. As you are also aware, given Nevada Rise Academy's improved academic performance, the State Public Charter School Authority voted at its November 15, 2024, Board meeting to return Nevada Rise Academy to Good Standing on the Academic Performance Framework.

This correspondence is to notify you that Nevada Rise Academy has returned to Good Standing, and the State Public Charter School Authority applauds the improved academic performance of Nevada Rise Academy.

Please note that if Nevada Rise Academy receives another 1-star NSPF rating in the next two years, SPCSA staff will recommend the Authority bypass an academic Notice of Concern and issue an academic Notice of Breach due to the mandatory termination provisions outlined in [NRS 388A.300](#).

Sincerely,

Melissa Mackedon
Executive Director, State Public Charter School Authority

Cc: Justin Brecht, Executive Director, Nevada Rise Academy
Tonia Holmes-Sutton, Chair, State Public Charter School Authority
Katie Broughton, Director of Authorizing, State Public Charter School Authority
Selcuk Ozdemir, Education Programs Supervisor, State Public Charter School Authority

Appendix D: Site Evaluation Reports



Nevada State Public Charter School Authority

Site Evaluation Report
Nevada Rise Academy
Evaluation Date: 1/14/2021
Report Date: 2/12 /2021

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	3
Academic Performance.....	4
Focus Group Summaries	7
Classroom Observation Totals.....	13
Organizational Performance.....	18
Site Evaluation Findings	21

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/2019/19062_8-Academic-Performance-Framework-Guidance-Document.pdf

C: SPCSA Organizational Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-OPF-Att-1-Ratings-Scorecard.pdf

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on at Nevada Rise Academy 1/14/2021. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1st, 3rd, and 5th 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

Nevada Rise Academy is located in Las Vegas, Nevada, in a facility at 2525 Emerson Avenue. The school serves 330 (as of the most recent Validation Day of October 2020) in Kindergarten – 3rd grade. The mission of Nevada Rise Academy is: "Through rigorous academics, high-quality instruction, and intentional character development, Nevada Rise Academy Charter School places every kindergarten through 5th grade student on a path to college and ensures each student has access to life's fullest opportunities."

ACADEMIC PERFORMANCE

Nevada Rise Academy Nevada School Performance Framework 2019

Nevada Rise Academy serves 330 students in grades Kindergarten – 3rd grade

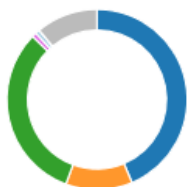
Elementary School
NV Rise ES

School Year 2018-2019 Nevada School Rating

School Level: Elementary School
Grade Levels: 0K-01
District: Achievement
School Address: 2525 Emerson Ave
Las Vegas , NV 89121



School Type: Achievement School District
School Designation: No Designation
95% Assessment Participation: Met

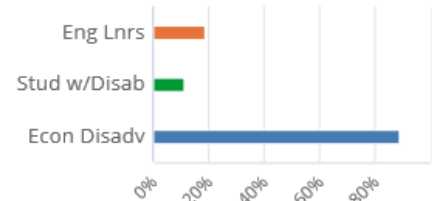


Student Race/Ethnicity	
11.9%	White
31.6%	Bl/Afr Am
43.5%	Hisp/Latino
0.8%	Asian
0.8%	Am Ind/AK Nat
0%	Pac Isl
11%	Two or More

School Performance History

School Year	Index Score/ Star Rating	
2017-2018	N/A	N/A
2016-2017	N/A	N/A

Additional Student Groups



Nevada Rise Academy
Math and ELA Results
Nevada School Performance Framework
2019

Elementary School

Math Proficient

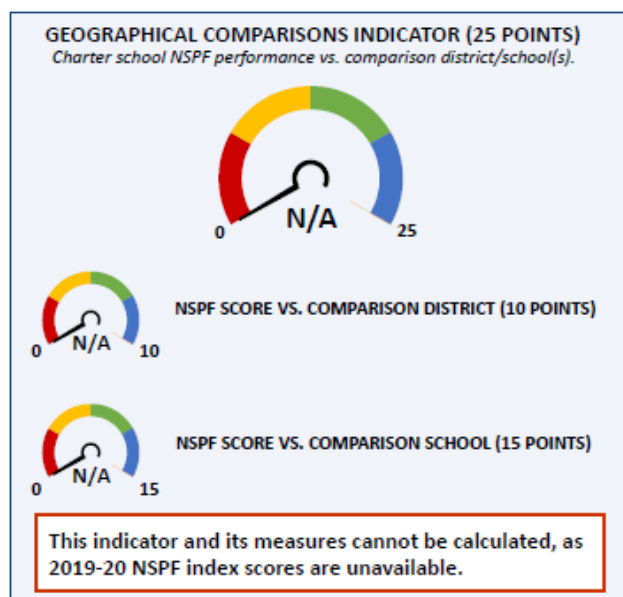
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	-	36.1	48.5			45.8
American Indian/Alaska Native	-	-	34.3			30.9
Asian	-	-	68.8			67.2
Black/African American	-	29.1	32.3			28.8
Hispanic/Latino	-	42.7	39.6			36.5
Pacific Islander	-	-	48.3			45.6
Two or More Races	-	-	55.3			52.9
White/Caucasian	-	40	59.3			57.2
Special Education	-	16	28.6			24.8
English Learners Current + Former	-	44.7	35.8			32.4
English Learners Current	-	25.5				
Economically Disadvantaged	-	35.7	39			35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	-	39.8	57			54.7
American Indian/Alaska Native	-	-	42.5			39.5
Asian	-	-	75.4			74.1
Black/African American	-	33.5	42.6			39.6
Hispanic/Latino	-	45.8	48.2			45.5
Pacific Islander	-	-	57.9			55.7
Two or More Races	-	-	64.4			62.6
White/Caucasian	-	53.2	67.4			65.7
Special Education	-	12	30			26.3
English Learners Current + Former	-	44.7	41.4			38.4
English Learners Current	-	20.8				
Economically Disadvantaged	-	39.6	46.8			44

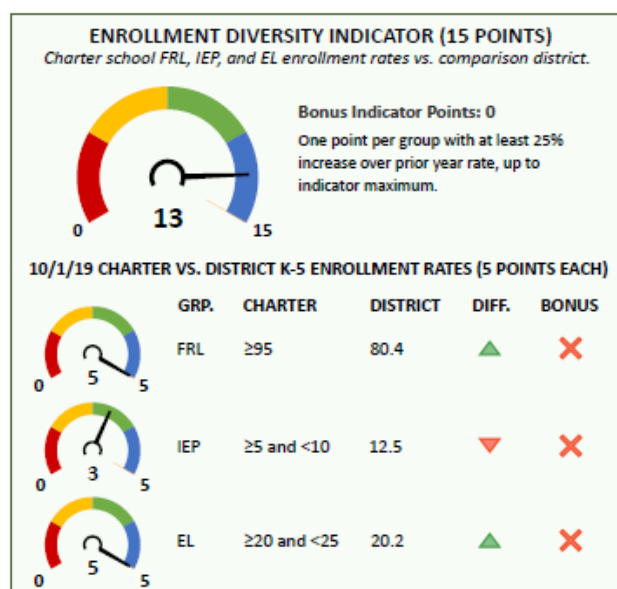
SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School



SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	4	30 minutes
Parents/Families	2	30 minutes
Students	7	30 minutes
School Leadership	2	30 minutes
Staff	8	30 minutes

Governing Board¹:

- Members of the board reported that the academic achievement performance at Nevada Rise is based on attendance, enrollment, and curbing absenteeism. The board looks at the academic outcomes as well, however the board has yet to have any SBAC scores for the third grade. Board members shared that they will soon have the ability to look at a dashboard which will give them the opportunity to look at much of the school's information in a different fashion. The academic committee, comprised of two board members and the school leader, works together to look at the academic information. According to participating board members, the data is fairly fresh, relevant, and organized. Board members went on to say that parents are kept informed and up to date with regard to student progress via a newsletter, and that school leadership and staff are continuously taking a pulse to determine the confidence levels the parents have in regard to their children learning. Board members also stated that the school provides tutoring to students based on their needs. The board receives the bulk of information about the school during board meetings based on financials, academics, and the academic committee reports. Finally, the board explained that they receive updates about what teachers are working on as well, and they view a presentation about testing results and how students are performing.
- As shared in the focus group, the board currently meets every other month and the meeting agendas are created in collaboration with the school leadership team. The board self-reports themselves as being very stable, and indicated that they meet quorum requirements every time, with each person bringing a wide range of knowledge. According to focus group participants, a good portion of the board has been around prior to the school opening, and there are ten board members, each bringing a background and expert knowledge in a wide variety of areas including general business, IT, higher education, finance/accounting, legal experience, HR, and education as well as parenting. The board also commented on virtual learning. One member said that throughout this entire period, they could not have asked for a stronger more competent leader, who has checked in with families, teachers, and students. Board members shared that these efforts have been commendable. A few board members attended a faculty meeting and remarked that you could see how excited the teachers were to be teaching and working together. This board member also shared that leadership and the students put together a holiday video and it was eye opening to see how everyone comes together as a family. Another member said that one of the best indications that the school is successful is the fact that the enrollment has exceeded forecasts.

- The board oversees the school leader, helps support the hiring of teachers and ensuring that qualified teachers are retained. According to board members, the school leader's evaluation is done on an annual basis at the end of the school year. The board uses a rubric (financial, fund raising, teachers' oversight) for a reflective self-evaluation. The board provides feedback and votes to approve or not approve the leader evaluation and his compensation is considered at this time as well. Board members stated that the school leader provides an overview of the teacher's background upon employment. One board member said they pay attention to the teachers' salary and compensation. For example, board members thanked their teachers for their hard work and professionalism during the pandemic by voting to give them a holiday bonus.
- Board members expressed that they are pleased with the financial standing of the school. The board has outsourced the accounting with a finance company who specializes in charter schools. In the area of "availability of cash", the school is very strong. The board receives comprehensive reports which compare and forecasts information. The on-site person from ed-tech makes a comprehensive presentation to the board at each board meeting and this person is available for questions during the meeting. The board shared that they have written policies and procedures in regard to how the financial part is handled, and that these are reviewed at least annually.

Parents/Families:

- Parents expressed that distance learning is difficult, but the teachers have been doing a great job with trying to make it better. One parent commented, "It is hard on the students however, the school has done a good job. It is hard to explain because no one likes it". One parent said he started with two kids at Nevada Rise and he can tell the teachers go out of their way to have the learning continue, even in this setting. This parent went on to say, "I see that my child at this school is still learning." As far as ways to improve, one parent shared that they feel like more instructional time per day for the students in Kindergarten and First grade would be an improvement. This parent commented, "They would like to see the time better used." Another parent said that her second grader starts at 8:00 a.m. and attends school until about 1:00 p.m. This is new and the parent is appreciative of the longer periods of time to learn. The parent agreed that the two hours per day for Kindergarten and First grade may be too short and perhaps time can be added to the everyday instructional time.
- Parents described the relationship between the students and teachers as excellent. One parent said, "For my second and third graders they have about four teachers each. I appreciate that the teachers make sure that the students follow up and follow through on assignments." However, another parent felt that, with the younger grade levels, there may be less follow-up. Both parents said they can tell their child has learned every single day. For example, one parent said his daughter has learned her numbers and the family has helped his child with reading. This parent commented that, "The common basic skill sets are being learned." Another parent said that second-grade math is complicated and she said she is not sure if her son is learning the correct way because she didn't learn it this way. She went on to say that, "[her student] knows the teacher sends the class videos of how it is supposed to be done." She added that "She doesn't see much progress in reading."

¹ 3 members of the 8-member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARY continued

- Parents said that their role in education is very important. One person said, “They think it is very important for the parent to ask questions, make sure the student is ready for school and be very present. Another parent said he comes from a family of teachers and the teachers have only so much time with your child and the parent needs to make sure the child is learning all they are able. He complemented the school saying, “With the first year here, the teachers stepped up to make sure everything has been happening, have been well prepared and provide as much care as they possibly can. I think the teachers here are the best and this is why my kids are here.” Another parent commented, “The teachers try their best to make sure students get superior education.” Both parents said they receive a quick response from the school when they reach out.
- Parents shared that they participated in student teacher conferences and some test data was shared. The parents in this focus group would like to see other parents be a little bit more involved. Parents also indicated that they would like to see more instructional time for the younger students.

Students¹:

- Students reported that their favorite thing about school is the teachers. Students said that the teachers at the school are funny, nice, and make learning fun. Students miss attending school in person and look forward to going back to the building.
- Students explained that when other students don’t know what to do in class they raise their hand, tell a teacher, and they can ask a friend as well. In addition, students shared that they attend small group instruction settings and some students read books while others work more directly with the teacher. Some students are placed in break out rooms where the teacher can meet with small groups of students.
- Students were asked about what they learned this year. One student stated that they have learned about science and multiplication. Another said that they have learned about life cycles and frogs. Another student remembers learning about area and that anything can be an art form.
- Students in this group stressed the importance of their teachers. One student said that all of the teachers this year are funny. One student commented, “I have some teachers that worked here last year and they are all very nice. Every single person that comes in the class is treated very well.” Students said that they are motivated to come to school because just do nothing at home and it gets boring. Others in the group said that they know that if they don’t go to school, they won’t be smart and won’t learn.

¹ Note: This school enrolls students in grades K-3. The focus group was held with seven third grade students.

FOCUS GROUP SUMMARY continued

Leadership:

- The school leaders shared that there have been several changes in procedures at Nevada Rise in response to the current distance learning realities. One major change includes departmentalization of the second and third grades. The educators in these grade levels focus on a single subject such as Math, ELA, Science and so on. Students are broken into cohorts and learn based on their current achievement level. According to school leaders, this approach allows the school to dedicate more time to each student and each subject. Leaders went on to say that it is helpful to teachers because they can concentrate on one subject and all levels within the subject. The school has made a point of providing each teacher with additional materials and technology needs for virtual classroom settings. The school leader said that he is aware of the added stress and extra demands and has set aside time for staff to just relax and have some fun from time to time. The school leader believes this has helped the school operate with a positive culture. Leadership also shared that the school holds a morning meeting each day and staff work collaboratively even though they are separated by distance.
- The school leaders indicated that they work to provide guidance and support to teachers to help them with grade level meetings, interventions, and checks to see that the Nevada Academic Content Standards (NVACS) are consistently taught and mastered. Grade level meetings are grounded in looking at work samples/data, and planning, and leaders went on to say that there are always one of the two school leaders in attendance in case the team has questions and to support. One leader commented, “We make sure all teachers have the support needed and we check alignment to the NVACS.” Leaders stated that school teams use both iReady, MAP, and work samples to measure student learning growth. Some of the iReady data has been unstable because some students take the test from home and receive support. However, the MAP testing is done in person at the campus. The school leaders said they are confident that the data is valid. One unfortunate portion of the “in person” MAP testing has been that students (very young) are testing back- to-back ELA and Math which translates to a very long testing session.
- The curriculum at the school has been predesigned by the publisher according to the school leadership team. One nice byproduct of this is that the eight math practices are already built into the daily curriculum. Leaders stated that students routinely engage in critical thinking and problem solving. In ELA, there is a focus on critical thinking and reasoning skills. Students work on breaking down complex text and analyzing the author’s purpose and message. Leaders also shared that there is a writing component included in the reading curriculum, and that this is a critical component to the mastery of the standards.
- School leaders shared that with regard to interventions, the staff looks at iReady, and MAP data, and then scholars receive individual support. The school uses ESGI (a data tracking database). The school received guidance from the Nevada Department of Education about ways to better identify students who are English language learners. With regard to Special Education, the contract provider shut down in March, so the testing of possible students was a challenge last spring. Despite this challenge, school leaders reaffirmed their understanding that the school is required to provide these schools and shared that there are multiple students in the process of being tested at this time. School leaders expect that the overall percentage of students with special needs at this school will rise once this testing has been completed

FOCUS GROUP SUMMARY continued

Staff:

- The staff was asked about distance learning, and they shared that the departmentalization of second and third grade has been a positive change. One teacher remarked, “The content is very heavy and I have tried to incorporate hand signals. For example, past, present, and future tenses. The hand motions really help.” Another teacher, who teaches visual arts, said that some of the theatre activities translate well to distance learning. Another teacher said, “As time has progressed, I have learned to improve my distance learning techniques based on the ideas of others.” One teacher said that the third grade teachers all love departmentalization. The teachers have found that there are some challenges connecting the content within the grade level and they keep things aligned during small group. One person said, “I can differentiate between the cohorts and push one group more, and slow down for another.” Another teacher said, “I love this departmentalization. It is a beautiful meeting of the minds, and I can work with those that need more or less support.”
- Teachers described high quality instruction as involving vocabulary instruction with students using words and understanding what they mean. One teacher said, “We make sure we use strategies that will work for the students and we think about iReady or WIDA. We think about what we can do to take students to where they need to be.” The teachers at Nevada Rise said that they look at using every moment as a teaching moment. They explained that this is a way to show students that they care about them. One teacher said, “I think high quality teaching isn’t from the book, but from taking the time to show students that what they are learning is relative to their lives.”
- The staff explained that they use data and make sure that student learning is optimized. One person said, “For example, in 3rd grade we do an assessment, and we look to see how students did on iReady and then check on certain skills. Afterwards, we form small groups of students based on the skill they need to master.” In second grade, teachers ask students to spend a little extra time on Smarty Ants². This program allows students to practice reading skills including the option to record themselves reading. In the 2nd and 3rd grade levels the teachers made a list of what strategies and skills students need to improve. In third grade, teachers looked at where the students tested academically in relation to their grade level. Then the 3rd grade students are grouped by level of achievement and more defined reading materials are used to both learn the content and practice reading for information. For example, the content/reading topic can focus on the same topic, but the text is varied by reading level/skill of the student.
- Teachers said they are being supported as a teacher both personally and professionally. One person said, “Even if I’m afraid to try out something new I know that I can ask questions and it is inspiring as a new teacher.” The group described themselves as passionate about educating the scholars. These educators said, “We noticed, and learned, during our first staff meeting, that a majority of us had other career paths but moved into education instead.” Staff said that they all have been proactive and prepared to move forward during this pandemic. One teacher commented that, “I feel cared for and listened to.” Staff agreed that they have high levels of caring about students and they know the names of every student and parent at the school.

² Smarty Ants is an on-line learning portal designed for all students in grades PreK-1. This research-driven format differentiates instruction and accelerates students based on mastery of foundational reading skills.

CLASSROOM OBSERVATION TOTALS

A total of 8 classrooms were observed for approximately 20 minutes on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	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: 4	Total: 4	Total:	Total:	Total:
	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: 4	Total: 4	Total:	Total:	Total:
Areas 3 & 4 Managing Classroom Procedures Managing Student Behavior	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	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: 4	Total: 4	Total:	Total:	Total:
	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: 3	Total: 5	Total:	Total:	Total:

II. CLASSROOM INSTRUCTION

Area 5	Not Observed				
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 2	Total: 6	Total:	Total:	Total:
Area 6	Not Observed				
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Using Questioning and Discussion Techniques	A	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.
	Total:	Total: 8	Total:	Total:	Total:
	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.
	Total:	Total: 8	Total:	Total:	Total:

II. CLASSROOM INSTRUCTION (continued)					
Area 7 A Engaging Students in Learning B	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	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: 2	Total: 6	Total:	Total:	Total:
	Students make contributions to the representation of content.	There are appropriate activities and materials and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content or lack of lesson structure/pacing.	This criterion was not observed or rated.
	Total: 3	Total: 5	Total:	Total:	Total:
Area 8 A Using Formative Assessment in Instruction B	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	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: 3	Total: 5	Total:	Total:	Total:
	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 observing 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: 3	Total: 5	Total:	Total:	Total:

The purpose of this portion of the report is to provide a numerical value to the total number of best practices seen during the classroom observational portion as a whole. This number is indicated at the end of each best practice descriptor/line.

Evidence of adapted materials/assessments: Area #5

- ☒ Lessons are designed to encourage student curiosity and learning beyond classroom time: 5
- ☒ The explanation of the content is imaginative: 5

Evidence of questioning and discussion techniques: Area #6

- ☒ Questions are planned ahead of time and tied to learning target(s): 5
- ☒ Teacher questions are open ended: 5
- ☒ Teacher allows time for students to answer — 3 seconds or more: 5
- ☒ Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 6
- ☒ Teacher purposefully signals to entire group of students to wait/think before volunteering a response: 3
- ☒ Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 4

Evidence of engaging students in learning area: Area #7

- ☒ Active learning is taking place (rather than just listening or viewing): 4
- ☒ Students are using reasoning and critical thinking: 5
- ☒ The lesson is rigorous and includes cognitively complex tasks: 5
- ☒ Students engage in several types of activities during the lesson including:
 - ☒ Speaking ☒ Writing ☒ Reading ☒ Listening ☐ Discussing ☐ Creating ☒ Problem Solving
- ☐ Cooperative groups:
- ☐ Student-led classroom:
- ☒ Technology is integrated into learning/outcomes: 8
- ☐ Project-based learning:

Evidence of Formative Assessment During Instruction: Area #8

- ☒ Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 5
- ☒ Students incorporate the feedback by revising their work: 5
- ☒ Students receive frequent and meaningful feedback regarding their work: 6
- ☒ A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 4

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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 Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation Classroom Observations Focus Groups	K-2: 1 hour of core, standards-based literacy instruction, 1 hour of focused, differentiated small group instruction, 45 min of labs. EL Education has provided a “FLEX CURRICULUM” that modified the curriculum to meet the varying needs of distance learning. 3-5: 1 hour of core, standards-based instruction, 1 hour of ALL BLOCK, 1 hour of Life Science Lessons.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	The core of mission is teaching, learning, and opportunities. The focus of all decisions and procedures are to ensure this is protected: Prior to Covid-19, shifted to a 4-Day school week to prioritize professional development, planning, and practice for teachers, opportunity, and enrichment for students. Teachers focus on teaching

			and learning, minimizing compliance and red-tape tasks.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	IEP SCHEDULE (Reflect LRE, providing both push-in and resource) Special Education Facilitator to streamline and coordinate services. Contracted some services through a variety of providers to provide fidelity of programs.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	Dedicated English Language Learner support position split between two staff members. Tutoring Services targeted to EL Learners. Received Title III funds for the first time this school year. Intentionally selected curriculums that consider the unique needs of EL Learners. Majority of professional development program is focused on servicing the needs of EL Language Learners (WestEd, & RELAY).

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	Included back-office provider in evaluation protocols. Re-aligned coaching protocol to align with both NEPF and TNTF evaluation rubrics. Intentional recruitment in two distinct ways: Targeted social media advertisements. Site visits for pre-kindergarten programs. Both methods focus on geographic proximity to school and nearby underperforming schools.
3b	The school holds management accountable.	School Presentation	All staff, teachers, administrators, are evaluated on an annual basis.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	Established Diversity, Equity, Inclusion Committee, Quarterly celebrations of diversity and community, Professional Development initiative from Code Switch, Shift in values from compliance to empowerment and from discipline to positive justice.

5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	Invested in safety equipment, protocols. Systems designed to maximize safety, efficiency and ensure no child is ever unsupervised. Safety drills (fire, shelter-in-place, lockdown) Safety Committee established to review procedures.
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SITE EVALUATION FINDINGS

STRENGTHS

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

1. Nevada Rise offers students and families a personalized and cross curricular approach to learning.
 - There is a friendly, home-like environment.
 - Because Nevada Rise is a small school with small class sizes, students receive a good deal of one-on-one time with their teachers.
 - Strong relationships appear to be well-established between teachers and students.
 - When students struggle with a concept, such as place value, their teachers recognize a “teachable moment” and provide learning on the particular topic, guiding students to success.to guide the student to understanding and success.
2. There were multiple examples of students engaging in the use of academic language³ during classroom instructional time at Nevada Rise.
 - Evidence of students using academic vocabulary within authentic contexts was observed in several instances.
 - The academic language used was implemented and practices in a cross-curricular manner.
 - Evidence of second language learners using and practicing English skills within classroom time frames was noted.
 - Vast variety of academic language including words such as: (details, facts, surrounding, syllable, vowel, survive, predator, definitions, data, insight, parenthesis).
3. Students at Nevada Rise (grades K-3) had above average levels of students with interest and focus on learning.
 - Student engagement is increasingly viewed as one of the most impactful ways to address problems such as low achievement, boredom, and alienation.
 - Higher levels of student engagement contribute to a safe, positive, and creative school climate and culture.
4. The organization is reflective of the student population served.
 - High levels of special student population in terms of FRL, and EL
 - 95% of staff is racial/ethnic minority
 - 83% of Leadership is racial/ethnic minority
 - 50% of the school board is racial ethnic minority

³Academic Language is the language of school and it is used in textbooks, essays, assignments, class presentations and assignments. Academic language is critical to prepare students for success in school.

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. Nevada Rise Academy is operating under hybrid learning model due to the COVID-19 pandemic. This has presented several challenges including student engagement, teacher absenteeism, and additional need for clear communication throughout this school year. Although this is a challenge, Nevada Rise has worked diligently to overcome these obstacles.
2. The school has grown. The number of enrolled students has risen sharply over since the school opened. Even with this growth, the school board, leadership, staff, students, and families remain firmly committed to the mission and vision at the school and continue to increase their capacity to move forward in a positive direction.

Year 1: 120 students enrolled and 8-10 staff members

Year 2: 225 students enrolled and 17 staff members

Year 3: 325 students enrolled and 26 staff members

3. Student attendance rates continue to be a struggle. It is important to note that school leaders are working to improve attendance rates. School leaders and the school board have allocated additional resources to mitigate this and are currently working to increase the rates of student attendance.

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. As Nevada Rise continues to grow and expand, taking on a new grade level during the 2021-2022 school year, the SPCSA recommends the school board and leaders closely monitor the school's capacity to maintain the mission and vision of the school.
 - Continue to build relationships between parents and school staff. Consider ways to educate parents in determining how their child is progressing in school. This may include having students share individual goals, and data-based achievements with parents in a systematic fashion going forward.
 - Build the capacity of teacher leaders to fine tune data and use My Education Data portal more effectively.
 - Ensure that formal systems and structures are in place to keep up with rapid growth.
 - Develop new skills and capabilities which include hiring new personnel and acquiring new resources as the school moves forward.
2. Nevada Rise should make sure the school's Special Education policy and procedure manual is complete and updated on a regular basis. Even though many of the resources are contracted outside of the school, the leader and board members are still responsible for all Federal and State laws within the realm of educating students with special needs. SPCSA staff encourages Nevada Rise to review this on at least an annual basis, and before each academic year.

DEFICIENCIES

There were no deficiencies identified for Nevada Rise Academy during this site evaluation.



Nevada State Public Charter School Authority

Site Evaluation Report: Nevada Rise Academy

Evaluation Date: 10/18/2022

Initial Draft Report Date: 11/4/2022

State Public Charter School Authority
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Contents

Introduction and School Background	3
Academic Performance	4
Focus Group Summaries	7
Classroom Observation Totals	12
Organizational Performance.....	16
Site Evaluation Findings	19

Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-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

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 10/18/2022 at Nevada Rise Academy (NVRA). 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. 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 evaluation. NVRA is in year three of their charter contract, thus meeting criteria for a comprehensive site evaluation.

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.

Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

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

SCHOOL BACKGROUND

NVRA is located in Las Vegas, Nevada in a facility at 2525 Emerson Ave. The school serves 365 students (as of the most recent Validation Day) in kindergarten - fifth grade¹. The mission of name of school is: "Through rigorous academics, high-quality instruction, and intentional character development, Nevada Rise Academy Charter School places every kindergarten through 5th grade student on a path to college and ensures each student has access to life's fullest opportunities."

¹ Because the NVRA site evaluation occurred before the enrollment count for 2022 – 2023 was finalized, this information may be dated at the time this report is released.

ACADEMIC PERFORMANCE

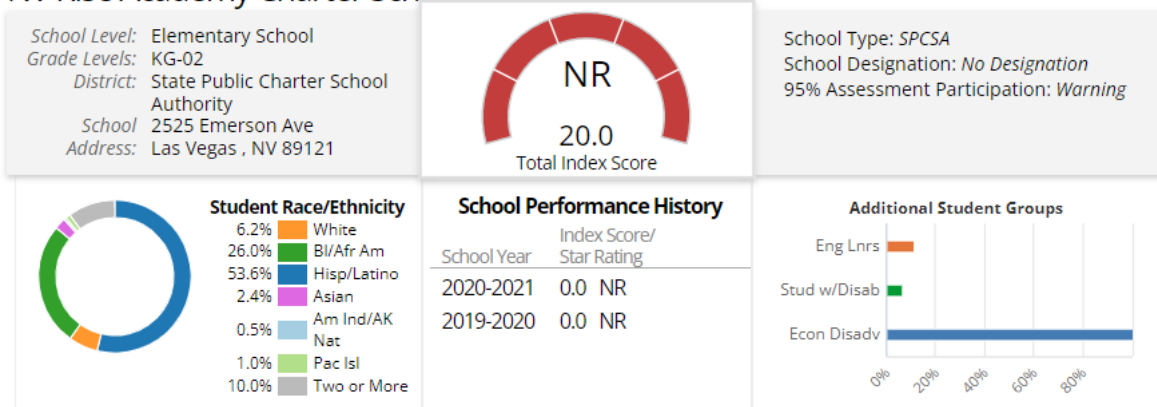
Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Elementary School

NV Rise Academy Charter School

School Year 2021-2022 Nevada School Rating



Math and ELA Results

Nevada School Performance Framework

2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Elementary School

Math Proficient

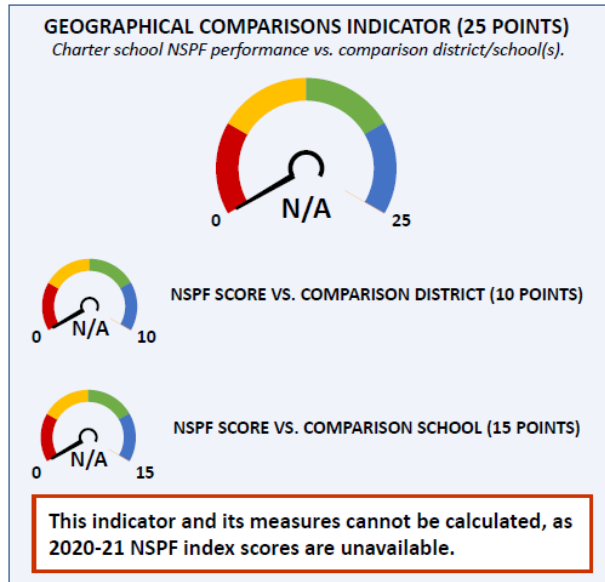
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	16.2	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	-	72.8	70.4			
Black/African American	18.1	30.3	35.7			
Hispanic/Latino	14.5	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	7.1	55.6	57.5			
White/Caucasian	-	60.7	61.3			
Special Education	<5	26.3	32.1			
English Learners Current + Former	8.0	34.9	39			
English Learners Current	8.7	25.5				
Economically Disadvantaged	-	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	31.5	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	-	74.9	76.7			
Black/African American	21.2	39.8	45.4			
Hispanic/Latino	34.5	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	35.7	61.5	66.2			
White/Caucasian	-	65.5	69			
Special Education	18.1	25.5	33.5			
English Learners Current + Former	24.2	37.4	44.4			
English Learners Current	21.9	24.4				
Economically Disadvantaged	-	42.8	49.4			

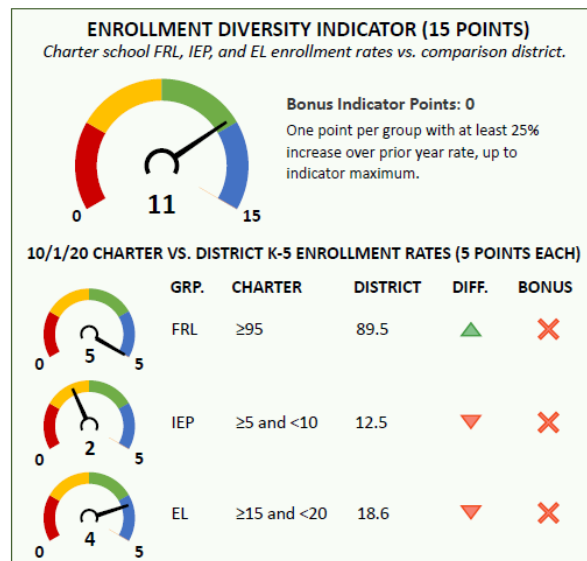
SPCSA Academic Performance Framework² Geographic Comparison Report

Elementary School



SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



² Because the Quest site evaluation occurred before the adoption of 2021 – 2022 academic performance results by Authority, this may be dated at the time this report is released.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	4	30 minutes
Parents/Families	7	30 minutes
Students	9	30 minutes
School Leadership	2	30 minutes
Staff	6	30 minutes

Governing Board³:

- Participants in the governing board focus group said physical space is at the forefront of every governing board discussion. NVRA has added a grade and increased enrollment every year since opening in 2018. NVRA leases school space from Paradise Church. Parking spaces, classrooms, office space, restrooms, an auditorium for performances, and common spaces (entrance, lunchroom, kitchen) are included in the lease. Attempts to purchase the land and the building from the church have been unsuccessful on two separate occasions. Participants shared that the board and the executive director are exploring other options for locating and procuring school facilities.
- Governing board members shared a retreat is planned for the NVRA Governing Board and school leadership. There are strategic priorities on the retreat agenda that include “facility and the future, funding and fundraising, board recruitment, absenteeism and truancy, and academic progress.” Five of the founding board members serve as current board members, providing institutional history over a six plus year span. The board is considering growing to a 15-member board.
- Governing board members in the focus group reported that NVRA’s financial framework aligns with SPCSA’s financial performance framework. Additionally, EdTech financial services provide a monthly finance report to the board and an EdTech representative attends every board meeting to discuss and answer questions regarding finances. Governing Board members said they believe they have been effective conservators of state funds positioning them to solidly entertain opportunities for facilities to ease the space and growth concerns.
- Board members indicated they are involved in academics and academic performance patterns. The executive director provides a report at every board meeting that includes academics, attendance data, faculty trends, and budget information. The board sees chronic absenteeism and truancy patterns tied to academic progress. One board member said, “We are laser focused on developing strategies to address the absentee challenge. We receive a consistent message on how leadership is addressing the absences with resources and attention to the issue. The executive director is very driven to improve academic success.”

³ Four members of the ten member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

- Families in the families and parents focus group indicated the school and teachers reinforce the Student Success Profile (SSP) in the form of RISE⁴ values aligned with NVRA's mission and vision. Students are referred to as scholars at NVRA. Each scholar is a member of a crew (grade). The RISE values serve as expectations for behavior and communication across all stakeholders at the school, scholars, staff, and leadership. Parents report their children often use accountable talk stems at home by using such phrases as, "to add on...", "to build upon...", "I agree with you because...", and so forth. Families shared they are encouraged to remind their children of the RISE values at home. If a scholar needs behavioral support, parents are asked to reinforce the good behaviors at home as outlined in the RISE values.
- Families in the focus group said the school effectively communicates with families. Teachers and school staff know all the children by their first name and welcome them in the car line every morning. One parent shared she was surprised at how quickly faculty and staff knew her child's name upon enrolling at the school. Parents said they also listen to the school's radio station for school information. NVRA broadcasts on 1660 AM and loops the program for 24 hours each day of the week so families can access the information at any time. Focus group participants indicated the radio programming includes morning announcements, teachers introducing themselves, and highlighting scholars' birthdays. Allowing scholars to guest DJ, as well as listing upcoming school and community events. Information about free city and community offerings are also conveyed. Parents said community resources are available at every school event, often in the form of a manned table, flyers, or a speaker.
- Focus group participants reported leadership and teachers provide their personal cell phone numbers to parents so parents may reach out if they need assistance or have questions about what scholars are learning. The teachers put academic materials on ClassDojo⁵ a week ahead so families know what scholars will be learning that week. This includes due dates of assignments as well as class quizzes and tests. Parents said teachers also create and upload videos about individual scholars letting parents know how their scholar is progressing with learning. Videos are also created showing directions or processes so parents can learn how to help scholars at home. Materials from ClassDojo are duplicated on the NVRA website so if scholars lose something, they can retrieve the information or materials.

Students:

- Scholars in the focus group said they create their own learning goals using benchmarks. Scholars shared they meet with their teachers individually, review their MAP⁶ scores each quarter and have a conversation about growth mindset. Several scholars said teachers tell the class what the learning goal is and then ask scholars how they plan on meeting that goal. Scholars said they have many options for meeting the goal. They also said at the end of the 21-22 academic year, there was a dress up party for scholars who met their learning goals.
- Scholars participating in the student focus groups indicated teachers provide feedback quickly on their assignments. For math, scholars use EnVisions⁷ and can easily see how they are progressing. With

⁴ RISE is an acronym for Relentless learning, Independent hearts and minds, Socially conscious collaboration, and Enduring personal growth.

⁵ ClassDojo is a digital sharing platform that allows teachers to document the day in class and share information with families via a web browser.

⁶ MAP is an acronym for Measures of Academic Progress. MAP is a computerized adaptive assessment measuring reading and math.

⁷ EnVisions math is an electronic interactive program that combines problem-based learning with visual learning.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

writing assignments, scholars receive feedback within one to two days. Scholars also reported teachers using RISE values in the class to check for understanding. Scholars described using individual whiteboards to indicate on a scale from one to five how comfortable they felt with the material. They can also draw a question mark on their whiteboard if they need the teacher to answer a question. Teachers also use fist-to-five, thumbs up, and other accountable talk hand gestures to check for understanding.

- Scholars in the focus group said they appreciate the STEAM⁸ infusion through their classes. Currently, scholars are preparing a stage presentation for Hispanic Heritage Month. Each grade decides what their crew will perform. It can be a dance, a pageant, a skit, a speech, etc. Older grades produce, direct, choreograph, build sets, and control lighting. Scholars described the science tracks for upper grade students, agriculture, robotics, and infection detection. Scholars said in agriculture they were experimenting with wheat grass to see what conditions wheatgrass can survive. In robotics, scholars shared they are building small robots and adding sensors for movement. In the infection detection class, scholars are testing different soaps to see which ones clean a particular substance of hands more effectively.

Leadership:

- During the leadership presentation, leadership at NVRA indicated they are not pleased with assessment scores from the 2021-2022 academic year. Leadership reported they are currently working on data tracking and core assessments. The executive director of the school said, “We have a fierceness of attention to increasing performance.” The literacy program for crews in kindergarten, first and second grade include one hour of standards-based core instruction, one hour of focused differentiated small group instruction, and 45 minutes of literacy lab. Third through fifth grade crews receive one hour of core, standards-based instruction, one hour of All Block⁹, and one hour of life science lessons (Discovery Education). All grades receive 60 minutes of math instruction daily leadership presented.
- Leadership reported MAP benchmark assessments serve as the most significant standardized assessment each year for NVRA. The data from MAP testing provides feedback around instructional practices, helps teachers create intervention groups, and helps set crew level and schoolwide academic goals. NVRA partners with MyEducationData¹⁰ allowing teachers, parents, and scholars to see academic progress in real time according to the leadership presentation. Leadership said formative assessments such as exit tickets are used by teachers every day to determine if scholars are meeting learning goals. Based on the results, teachers adjust upcoming lesson and small group configurations. Leadership utilized the WIDA and MAP results to discover writing was a weakness. NVRA curriculum has been modified according to leadership to infuse writing throughout all content areas and grade levels for the 2022 -2023 academic year to increase fluency. NVRA leadership said that the school uses Writing by Design¹¹ as the writing curriculum.
- Leadership disclosed attendance patterns thus far in the 2022 -2023-year mirror those of the 2021-2022 academic year. Leadership provided the SPCSA site

⁸ STEAM is an acronym for science, technology, engineering, art, and math.

⁹ All Block is designed for extra practice and support of the components of literacy, independent reading, additional work with complex texts, reading and speaking fluency, writing practice, word study and vocabulary.

¹⁰ MyEducationData is an online educational portal that enables parents the ability to track their child's academic information.

¹¹ Writing By Design is a writing program undergirded by the six traits of writing. The program is aligned to common core and state standards.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

evaluation team with a line graph depicting absenteeism is trending the same as last year. NVRA has a truancy diversion program. Leadership indicated that they track attendance data to identify causes of an absence more accurately, as well as the length of absences, and patterns of days being missed. Every scholar enrolled commutes to the school; there are no scholars who walk from home to school as shared in the focus group. Leadership and staff have increased the frequency of conversations with families regarding attendance and adjusted the school's communication tone. The executive director expressed, "We struggle to convey how important it is to be in school since we have a four-day school week." Leadership further explained several families are still concerned about contracting COVID. Families have communicated that transportation is an issue, citing rising gas prices or the inability to provide transportation or afford transportation if a family vehicle breaks down. Leadership and the governing board have been in regular communication strategizing ways to further address chronic absenteeism.

- During the leadership presentation, NVRA leadership described how STEAM is embedded across grade spans and content areas using tools such as data visualization or fine art imagery to deepen scholars' understanding of science, math, and technology by integrating concepts and practices of the arts. Scholars leverage both hard and soft skills to solve problems within the four-day school week. Faculty engage in collaboration, professional development (PD), and professional learning communities (PLC), as well as independent faculty planning time on Fridays. School leadership structures RTI (responsive to intervention) discussions as well as conversations about scholars with special needs, exceptional learners, and English language learners (ELs). Leadership said they schedule time to telephone families to discuss positives and push-in supports at home. The school is open to the community on Fridays. Scholars, families, and community members are invited to participate in such activities as cooking club, hair braiding club, Lego club, Harry Potter club, and hair braiding club. Soccer and mixed martial arts were examples of Friday sporting opportunities shared during the focus group. Pottery classes, art classes, and sign language are also offered according to leadership. School leadership reported approximately 100 people attend these events every week. Leadership said Fridays provide scholars an opportunity to engage in inter-generational conversation skills and learn social skills such as turn-taking.

Staff:

- During the staff focus group session, faculty reported focused efforts to manage learning loss due to chronic absenteeism. Absenteeism remains a persistent challenge according to teachers. Several teachers said because NVRA has a four-day school week, any absence is magnified with the loss of learning time. Teachers indicated they post the weekly objectives, standards, and activities online. Families and scholars can access these materials at any time and remain current with work. Faculty said they work one-on-one with scholars who have been absent or need extra support.
- Staff reported that every NVRA classroom has one teacher and two associate teachers. "Having several teachers in the classroom is conducive for small group, and/or one-on-one interaction as one teacher can work with the whole class and the others can focus on targeted student support," said one teacher. The special education instructor said, "I try to go into the class and work with scholars on skills. There are both push-in and pull-out services for scholars to receive targeted support." The SPCSA site evaluation team observed small group, one-on-one and push-in and pull-out instruction occurring throughout the day both inside the classroom and in common areas. Teachers in the focus

group said scholars who have been absent also work with other crew members during class time to catch up on missed information. Focus group participants said faculty encourage parents to notify teachers and the school if families are aware of a planned absence. Teachers said they are hopeful that advance notice of an absence allows teachers to prepare packets of materials in addition to the online resources that can be worked on independently while away from school.

- The SPCSA site evaluation team asked faculty and staff how they embed the mission and vision of the school in their classroom. Faculty in the focus group session indicated they spend a considerable amount of time on character building. One teacher explained, “Each teacher chooses a RISE value for the day and learning throughout the day references back to the RISE value of the day. For example, the teacher may choose respect as the RISE value. Scholars are asked ‘what does respect look like?’ and the scholars will discuss and provide examples.” Other teachers nodded and added that throughout the day scholars hold each other accountable by reminding peers if behavior is respectful or not. At the close of the school day, there is a whole class de-brief in which scholars can summarize their day and experiences with the RISE value for that day.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 21 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.	This criterion was not observed or rated.
	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	
Establishing a Culture for Learning	Total: 9	Total: 11	Total: 1	Total: 0	Total: 0
	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 8	Total: 12	Total: 1	Total: 0	Total: 0

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 10	Total: 10	Total: 0	Total: 0	Total: 1
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 13	Total: 8	Total: 0	Total: 0	Total: 0
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 4	Total: 11	Total: 1	Total: 0	Total: 5
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 6	Total: 13	Total: 0	Total: 0	Total: 2

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 10	Total: 10	Total: 1	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 7	Total: 13	Total: 0	Total: 0	Total: 1

Additional information about the classroom observations shared here when applicable:

- Scholars emphasized RISE values chorally responding to teacher prompts. Scholars began class by stating the RISE values of confidence. Social skills are reinforced continually by teacher prompts.
- In one upper grade class, scholars were taking a math exam. The teacher redirected off-task scholars by reminding them of the routines and procedures of the class. An associate teacher worked with EL scholars and students with an IEP at a small table, encouraging scholars to use appropriate math vocabulary in English.
- In one upper elementary classroom, the teacher-led discussions about the book *Esperanza Rising*. Scholars worked in groups and led discussions on predictions about the text.
- In one elementary classroom, the teacher facilitated discussions on a poem authored by Walter Dean Myers. Scholars used accountable talk stems to participate in discussions. The teacher encouraged scholars to use accountable talk sentence starters, such as, "to add on," "to build upon," "I agree with you because," "I disagree with you because," etc.
- In one lower elementary classroom, scholars solved mathematical equations during independent practice. The teacher walked the room, observing student work and providing suggestions and tips to help scholars solve the equations. The teacher provided encouragement and applauded student thinking and solving skills modeling accountable talk.
- During one targeted intervention the instructor guided a small group of scholars through individualized learning tasks specific to each student in the group. Scholars were highly engaged in the learning.
- In one small group, special education and English learner pull out, the teacher provided targeted interventions to scholars.
- In one upper elementary classroom scholars solved math equations by explaining their process with a peer. Scholars made connections to their academic work with the RISE value they were focused on for that day.
- In one elementary classroom scholars corrected misspelled words and errors in grammar. Scholars raised their hands and offered a suggestion on how to correct one error. The class used accountable talk hand gestures to agree and disagree. The whole class gave vocal encouragement when scholars provided the correct response.
- Scholars practiced writing paragraphs in one elementary classroom. Many scholars were off-task and the teacher struggled with classroom management.
- In one elementary classroom, scholars worked independently to make grammatical corrections to sentences. The teacher called on scholars to share their thinking.
- In one elementary classroom, one teacher led whole-group instruction. Another teacher provided targeted interventions to one student.
- In one elementary classroom, scholars rotated to different stations and worked on targeted skills activities. The teacher pulled small groups to provide targeted instruction.
- Some upper elementary classrooms put on a performance for Hispanic heritage month. Teachers explained expectations for behaviors. Scholars followed expected behaviors.
- Fourth grade scholars practiced their performance for Hispanic Heritage Month celebration for families in the auditorium. Fifth grade participated as the audience. Scholars played the instruments, choreographed the dance and performed the dance. The audience clapped and provided oral encouragement aligned with the schoolwide RISE values.

ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards. Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.	The school implements the material terms of the education program. Curricular materials align to Nevada Academic Content Standards. NVRA uses the following curricular materials that are aligned to the Nevada State Standards: EL education, Envisions, Project Lead the Way, Project Aware, and iReady. EL students and students with special needs are not excluded from progress monitoring in the general education space. Specialized populations are integrated through all grades at NVRA. The SPCSA SE team observed targeted interventions with small group, push-in-and pull-out activities in six different classrooms. The school protects the rights of students by ensuring student files are kept in a secure location. Classroom observations indicated students with an IEP or learning English as a new language have supports. Classroom observations confirmed that the educational program conforms with the charter and that curricula aligns to NVACS.
Indicator 3: Governance and Reporting	Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	The NVRA Board meets every other month and as needed. Board members shared that they participated in new Governance training and reviewed the SPCSA Governance Standards during the August 2022 meeting. Board members completed Build, Excel, Sustain (BES) training. Within the past three to four months, the Board has participated in SPCSA training assisting them with information on growth

		of the governing board and hiring a fundraising consultant.
Indicator 4: Students and Employees	Measure 4a: Student records under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately	Student and faculty records are stored under lock and key in a secured room.
Indicator 5: School Environment	Measure 5b: • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, as well as an active food service permit. The site evaluation team visually checked and located a cot and a refrigerator for student medication in the nurse's office. There was no receptacle for the disposal of sharp objects. Please see the Recommendation section of this Site Evaluation Report for next steps to ensure this is readily available in the nurse's office and can be locked as may be necessary.

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.

Summary of recommendations from most recent Site Evaluation	1. SPCSA recommends the school board and leaders closely monitor the school's capacity to maintain the mission and vision of the school as NVRA continues to grow and expand. 2. NVRA should make sure the school's Special Education policy and procedure manual is complete and updated on a regular basis.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	1. NVRA shared that they have never had a 'normal' year, and when coupled with increasing enrollment/growth, has presented extraordinary challenges the last several years. • Year 1: Opening year • Year 2: Transition to distance learning due to pandemic; added a grade • Year 3: Full distance learning due to pandemic; added a grade 2. There is currently an IEP team. The SPED director is a part-time teacher. The SPED policy and procedure manual is an on-going process. NVRA is interviewing for a dedicated special education teacher to ensure compliance with state policies and procedures, including updating NVRA's manual.
SPCSA staff assessment based upon findings during site evaluation	NVRA leadership believes that recommendations from the 2021-2022 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address prior recommendations is ongoing as NVRA continues it's slow growth model. The 2022-2023 academic year will allow NVRA to assess the school in a non-growth year for the first time. SPCSA staff agrees with this assessment, and concluded that the board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students using data to inform decisions.

SITE EVALUATION FINDINGS

STRENGTHS

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

- NVRA was observed to have an ethnically diverse student population, an ethnically diverse faculty and staff, and an ethnically diverse governing board. SPCSA staff recognize diverse demographics across school stakeholders as a strength when identifying, understanding, and responding to needs of the school's population. The NVRA governing board has strong retention with five founding board members serving as current board members.
- SPCSA staff recognize the innovative STEAM school model at NVRA. The STEAM model allows scholars to interconnect concepts across grade bands and content areas. Students take ownership of arts performances and select which strand of science they would like to focus, robotics, agriculture, or infectious diseases. Classes at NVRA are inclusive; all learners are integrated in classes and content areas. SPCSA staff observed formative assessment consistently being used in classes through hand gestures, choral responses, and verbal cues such as, "I want to build on ..." that undergird the RISE values. The use of accountable talk in the classroom and in common areas is evident in discourse between scholars, teachers, and leadership. The four-day school week provides faculty time to professionally plan and collaborate with colleagues while scholars and families can participate in clubs and enrichment classes.
- Leadership and the governing board are focused on academic gains. Coaching protocols, interventions, professional development, and wrap-around services have been targeted to increase student learning gains during the 2022-2023 academic year. SPCSA observed one teacher and two associate teachers in each classroom delivering small group instruction, push-in and pull-out services. The crew mentality is modeled throughout the school beginning with the morning staff huddle held every morning prior to the start of classes. Currently, morning huddle emphasizes exceptional learners for general education teachers.

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.

- Space is limited at NVRA. As the school shares space with a church, negotiating common space has been very challenging and limited. Leaderships said, "We have over 200 students on one floor with only a few restrooms. Fortunately, we are grandfathered in, so we meet code. It is just not conducive or optimal for student needs." NVRA had not been able to use the portables until this year despite paying for them. Leadership indicated the county bureaucracy to occupy the space was difficult. Attempts to purchase the building have been unsuccessful and new facilitates are being explored.

- NVRA has added a grade every year since opening in 2019 presenting challenges to staffing and capacity. The 2022-2023 school year will be the first year the school will operate without adding a grade. As leadership said, “We need more space. We are bursting at the seams because of enrollment.”
- Student attendance is struggle despite enhances and increased resources to combat chronic absenteeism. While NVRA is using internal tracking codes more accurately to identify the causes of an absence, attendance for 22-23 mirror the 21-22 school year. Families are encouraged to submit an absence form electronically. NVRA looks for patterns in which days are missed through the myeducationdata tracking system. Leadership is aware that every NVRA family commutes to the school and transportation is a contributing factor to attendance. Families cite rising gas prices as one reason for keeping scholars at home. Additionally, if a vehicle needs repair, many NVRA families do not have the resources to pay for immediate repair or the means to put their child on public transportation. Leadership and the governing board have been in regular communication to strategically address absentee challenges.

RECOMMENDATIONS

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

- Academic data from 2021-2022 indicates NVRA has an index score of 20. There are no Nevada State Star ratings for the 2022-2023 academic year due to the impact of COVID on learning during the 2020-2021 and 2021-2022 school years. SPCSA staff recommend NVRA continue building capacity and agency to fill learning gaps to increase student performance. Focus on ways to build and monitor academic gains by continuing to collaborate with stakeholders for student outcomes to increase student achievement. SPCSA staff recommend NVRA consider building agency and capacity for Total Physical Response (TPR) strategies, increase interventions to under-resourced communities, and continue to build intentional undergirding for EL scaffolds, writing, and speaking skills. “Successful learning experiences that focus on high-order competencies are critically important for students to improve their academic performance and thus narrow the achievement gap” (Yang, Y., van Aalst, J., & Chan, C. K. K., 2020).
- SPCSA staff recommend NVRA develop a robust cadre of specialists and teachers who are adept at meeting the needs of specialized student populations. SPCSA staff observed one teacher and two associate teachers in every classroom as reported by school leadership. Because NVRA integrates specialized student populations across all grade bands and content areas, it is important to ensure students and faculty have learning support. “When low achievers are provided appropriate instruction, they can engage in higher order thinking” (Zohar & Dori, 2003). Efforts to improve students’ academic achievement and develop “higher order competencies require corresponding higher teacher expectations and support” (Yang, Y., van Aalst, J., & Chan, C. K. K., 2020).
- SPCSA staff recommend NVRA continue strategizing ways to address chronic absenteeism & truancy. Communication with families and educating them on the importance of attending school and maintaining learning progress are crucial to scholarly success. NVRA may want to consider purchasing bus passes from the Las Vegas regional Transportation Commission (RTC). The RTC offers reduced bus passes for students.
- SPCSA staff recommend NVRA obtain a receptacle for the disposal of sharp objects used for medical purposes within 30 days to be compliant with Nevada State Law NAC 444.00747. Nevada state defines a sharps container as “a receptacle that is commercially manufactured, rigid and puncture-

resistant for the disposal of sharps with required labeling that, when sealed, is leak-resistant and cannot be reopened without great difficulty” ([NRS 439.200](#)).The SPCSA can assist and guide NVRA in procuring a sharps receptacle, which are relatively inexpensive.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for NVRA during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for NVRA during this site evaluation.



Nevada State Public Charter School Authority

Nevada Rise Academy

Site Evaluation Report: January 14th, 2025

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Table of Contents

Executive Summary 3

Site Evaluation Findings: Strengths..... 4

Site Evaluation Findings: Challenges 5

Site Evaluation Findings: Recommendations 6

Site Evaluation Findings: Strong Recommendations 7

Site Evaluation Findings: Deficiencies 8

Focus Group Participation Data..... 9

 Focus Group Summary: Governing Board 10

 Focus Group Summary: Family Members, Parents, and Guardians.....11

 Focus Group Summary: School Leadership 13

 Focus Group Summary: Students 15

Classroom Environment and Instruction Observation Rubric 16

Classroom Observations and Additional Comments 19

Operational Compliance Checks..... 22

Appendix A 23

Links to Resources:

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to [NRS 388A.223](#), 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 years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the [Charlotte Danielson Framework for Teaching](#). All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is 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 to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Academic improvement over time

Nevada Rise Academy's (NVRA) overall index score on the Nevada School Performance Framework (NSPF) rose significantly from 15 points in the 2022-23 school year to 54 points in 2023-24, resulting in an improved star rating from 1-star to 3-stars within one year. Math proficiency increased from 22% in 2022-23 to 30.5% in 2023-24, while English language arts (ELA) proficiency grew from 32% to 45.2% during the same period. Additionally, growth levels in math (59%) and ELA (61%) surpassed the SPCSA averages of 52% and 54%, respectively.

Student attendance

Chronic absenteeism at NVRA saw a dramatic reduction, dropping from 33.7% in the 2022-23 school year to just 5.1% in 2023-24. This significant improvement highlights the school's effective efforts in fostering regular attendance by enhancing communication with families about the importance of consistent school participation. These efforts included targeted outreach, improved engagement strategies, and support systems to address barriers to attendance, contributing to a stronger school community and improved student outcomes.

Positive school culture

NVRA has several strengths that foster a positive school culture. The leadership team hosts a daily morning staff check-in, where awards are presented to recognize staff members' specific contributions to the school. The check-in also includes a spirited "Rise Up" cheer to energize the team for the day. The school is proud of its high staff retention rate from one year to the next. Additionally, four cultural celebrations are held each school year, highlighting events, such as holidays around the world and Black History Month. During these celebrations, every student participates in a performance where they write, direct, and produce presentations on stage, showcasing talents like playing instruments, singing, or acting in plays.

Governing board stability

The Nevada Rise Academy Governing Board has strong retention, with four members having been on the Board since 2018-19 and two members having served on the board since the Committee to Form.

Classroom management

Teachers schoolwide have excellent skills in classroom management at NVRA. Students are happy in the classroom and eager to learn. Members of the site evaluation team observed students self-regulating when needing to use the restroom and transitioning from one place to another in a positive way with clear expectations. SPCSA staff observed faculty, staff, and students using hand gestures, choral responses, and verbal cues to undergird and support classroom management. Using hand gestures and accountable talk in the classroom supports the culture and climate at NVRA. Faculty and staff do not raise their voices; they state what needs to occur, and students move quickly to transition to the activity.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Facility limitations

Leadership reported that space continues to be limited at Nevada Rise Academy. The school leases its schooling space with a church; therefore, negotiating common space is challenging and limited. An added challenge is that educational materials must be stored during the weekend for church services. The leadership team said, "Restroom space is limited, and many people use one restroom. Fortunately, we are grandfathered in, so we meet the code. It's just not the most conducive or optimal for our needs." The exploration of procuring a long-term facility for the school is an ongoing discussion with the Governing Board.

Low science proficiency rate

Nevada Rise Academy faces a challenge in science proficiency, with a rate of less than 5%, according to the NSPF, compared to the district average of 21.2%. Leadership noted a prevailing mindset that science proficiency becomes a focus only in 5th grade. To address this issue, the school adopted a new curriculum, Amplify Science¹, two years ago. Additionally, dedicated science classes are now included in the daily schedule for all grade levels at Nevada Rise Academy.

¹ Amplify Science is a K–8 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Student discourse and intentional student-led grouping

The SPCSA staff recommend providing students with more opportunities for meaningful discourse during lessons, focusing on content-related topics. Encouraging students to engage in thoughtful discussions with their peers promotes deeper understanding and critical thinking. When students are given the chance to converse about their learning, they can share perspectives, clarify their thinking, and build on each other's ideas, leading to a richer and more collaborative learning experience. Furthermore, practicing purposeful, student-led grouping fosters collaboration, independence, and deeper engagement in learning. Some suggestions include using Kagan Structures, Jigsaw Method, and Reciprocal Teaching.

Leadership roles and responsibilities

SPCSA members recommend that leadership improve transparency regarding the roles and responsibilities within the leadership team. One suggestion is to create and share a clear flowchart outlining each leadership member's specific duties and responsibilities. This would help teachers understand who to approach for specific issues and concerns. Faculty focus group participants noted that while leadership maintains an open-door policy, the lack of clarity about individual roles sometimes creates confusion and discomfort. One faculty member shared, "In other places I've worked, going directly to the Executive Director without consulting other leaders first could give the impression that I was in serious trouble. I don't like not knowing who I'm supposed to go to." Several other faculty members echoed this sentiment.

Why and how of the learning and metacognition

While teachers effectively communicated the "what" of the learning by presenting the Nevada Academic Content Standards (NVACS)-aligned objectives, the SPCSA recommends that they expand these explanations by incorporating the questions, "Why are we learning this?" and "What will we be able to do as a result of learning this?" This may better enable students to understand the success criteria for successfully completing an assignment or project. Adding these elements may deepen students' understanding of the purpose behind their learning and connect the objectives to real-world applications. This approach can foster greater student engagement, motivation, and ownership of their learning as they gain a clearer sense of the relevance and outcomes of the skills and concepts being taught.

Students do the heavy lifting

When students do the heavy lifting of the lesson, they can take ownership of their learning, persevere, build complex skills, and master new concepts. The SPCSA staff recommend that teachers at Nevada Rise Academy find ways in which the students do the heavy lifting of the learning. Possible suggestions include having high expectations for work quality, modeling, having students express their solutions and ideas to each other, and present their findings to the class.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

There are no strong recommendations for Nevada Rise Academy during this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

There were no deficiencies issued for this site evaluation for Nevada Rise Academy.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board ²	3
Family Members, Parents, and Guardians	10
Faculty and Staff	7
School Leadership	3
Students	11

² Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Three Nevada Rise Academy's Board members met on the site evaluation day. Board members described their oversight role as ensuring alignment with the school's common goals, policies, and procedures. The board has members who are in executive leadership, legal, finance, and own businesses as part of their robust experience. The Board reports meeting bi-monthly and has finance, fundraising, and academic subcommittees.

When asked what factors the board credits to the significant rise in the index score at Nevada Rise Academy, board members said it is effective school leadership, the strategic vision of the leadership team, and their focus on key areas of improvement; they highlighted the targeted efforts and ownership taken by both teachers and leadership, along with their commitment to raising scores. The strategic plan, broken down into actionable steps, played a critical role, particularly in addressing chronic absenteeism, which was a significant factor in the improvement. In addition, board members stated, "The Executive Director hired two data analysts to examine the data and to provide insight on how to help students at a granular level, which includes tutoring, after-school assistance, intentional pullouts from class, and Saturday school."

When asked about the evaluation process for the school leader at Nevada Rise Academy, the board explained that the board chair conducts monthly check-ins with the Executive Director to discuss areas for improvement and review key performance indicators (KPIs). At the end of each year, a formal evaluation process takes place. This includes the Executive Director completing a self-reflection and the board conducting a separate evaluation. The two evaluations are combined to provide a comprehensive assessment. All the information is measured with a rubric with extensive sections about personnel hiring practices, academics, leadership style, culture, growth, professional development, and retention.

Board members discussed implementing a merit-based pay structure for teachers. One board member said, "We take pride in offering a merit-based pay structure for our teachers, which includes performance bonuses. This approach reflects our commitment to recognizing and rewarding excellence. We are proud to foster a strong, supportive culture and to offer competitive compensation that attracts and retains top talent."

The board is stable in sharing that two members have been on since the Committee to Form. The board also reported that they recruit and bring on about one to two members per year. They reported being opportunistic in looking for members all the time. One member said, "We do not have a resource pool, but we have not had an empty space where we need to look for members for a long period of time."

Focus Group Summary: Family Members, Parents, and Guardians

On the day of the evaluation, 10 family members participated in the focus group, highlighting several strengths of the Nevada Rise Academy program. Participants praised the rich opportunities the school provides for children to engage in the arts, emphasizing the value of these experiences. They also spoke highly of the warm, family-like atmosphere fostered at Nevada Rise Academy. One parent remarked, “The unique opportunity for my child to participate in the cultural events of the school—these are reflected throughout the school, into the academics, and within the broader community.” In addition, parents expressed appreciation for the effective communication facilitated through ClassDojo³, MyEducationData⁴, and IXL⁵, as well as the overall responsiveness of teachers in addressing any concerns.

Another strength mentioned during the family focus group was the quality and accessibility of the teachers at Nevada Rise Academy. One parent shared that their child has the teacher’s phone number and can FaceTime them with questions. She said, “The teacher takes the time to explain concepts until my student fully understands.” Other parents mentioned that their children’s teachers often respond to questions after hours and are happy to provide support. They expressed surprise and gratitude for this level of dedication, noting that they are aware teachers are not obligated to be available outside of school hours.

Parents acknowledged the academic rigor at Nevada Rise Academy and highlighted the contract signed at the beginning of the year by both parents and students. They appreciated that this agreement holds students accountable for their learning and behavior, emphasizing the importance of their commitment. One parent said, “This approach helps instill a sense of responsibility and reinforces the value of education.”

One suggestion the parent focus group members had for Nevada Rise Academy was possibly adding a middle school. Since the school currently serves kindergarten through fifth grade, parents expressed that one of the challenges they face is finding an appropriate school for their children for sixth grade and beyond. They believe expanding to include a middle school would provide continuity in education and allow their children to remain in a familiar and supportive environment. This expansion could also strengthen the sense of community among students, families, and staff, according to those participating in the focus group.

³ Class Dojo is a communication platform for schools and families.

⁴ MyEducationData is a website that has detailed information for families regarding student data.

⁵ IXL is a computer- adaptive program for English language arts and math with personalized learning pathways.

Focus Group Summary: Faculty and Staff

Seven Nevada Rise Academy staff members met for forty-five minutes on the morning of the site evaluation. Staff members mentioned that staff morale is positive. One faculty member shared strong professional and personal connections with leadership and colleagues. Team members feel comfortable being themselves and sharing humor in the space. Another faculty member admitted that, initially, they were skeptical about the morning meetings⁶, but they now find them uplifting, empowering, and supportive. "We are a team here," they said, emphasizing the sincerity of the environment.

The staff at Nevada Rise Academy were asked about their efforts to sustain and improve the school's 3-star status. They highlighted several strategies, including practicing performance tasks, implementing small group instruction, and encouraging students to carefully read directions and engage in productive struggle during assignments. Teachers emphasized helping students identify "the most important piece of the question" to enhance critical thinking. One staff member shared that their primary focus is improving attendance, ensuring students are eager to come to school, excited to learn, and motivated by opportunities to explore new concepts and make meaningful connections. Another faculty member stressed the importance of building strong relationships with parents to foster classroom success. He said, "It's crucial for me to know that parents can support their student's learning at home, so I prioritize making those connections to strengthen collaboration between school and home."

Staff members at Nevada Rise Academy spoke about the communication flow between teachers and leadership. One faculty member noted they approach the Executive Director for financial or parental concerns and another leadership member for different issues. Faculty observed that the delegation of responsibilities among leadership team members is not well-defined, though they appreciate that leadership is approachable and willing to listen. Staff speculated that the leadership team's open-door policy might contribute to the absence of a clear flowchart or defined standard operating procedures, leaving some uncertainty about individual roles and responsibilities within the leadership team.

⁶ Morning meetings are held before school to praise staff and connect for the day.

Focus Group Summary: School Leadership

Three members of the leadership staff met and participated in the leadership focus group on the day of the site evaluation. Several strengths were shared. When asked about the significant reduction in chronic absenteeism at Nevada Rise Academy, which dropped from 33% in 2022-23 to 5% in 2023-24, one leader detailed the proactive measures taken. He explained that they regularly print lists of students with chronic absences or those nearing that threshold, ensure the data's accuracy, and personally track students during carline and in class, crossing names off the list as they are accounted for. The leader stated, “We also reach out to families directly to encourage attendance and addresses transportation barriers by covering costs for services like HopSkipDrive⁷.” The school also implemented incentives to boost attendance, such as free dress days and attendance challenges, particularly after school breaks, when attendance can be a larger issue.

Nevada Rise Academy leaders expressed satisfaction with their teacher retention rates. They highlighted their success in retaining the teachers they wanted to keep and share strategies used for staffing, including recruiting through platforms like Indeed and Teach for America. They also noted that the school operates on a four-day work week with students. The fifth day is used for planning, professional development, and data analysis, which has been an attractive feature for staff. To further incentivize retention and performance, the school offered a bonus of 10% of a teacher’s salary during the 2023-24 school year. This bonus is tied to factors such as the school’s star rating, reductions in chronic absenteeism, the percentage of students meeting MAP⁸ growth projections, and overall teacher retention rates.

Nevada Rise Academy leaders reported several ongoing challenges they are actively addressing. One significant issue is the facility size, which limits its ability to expand and creates logistical hurdles. For instance, a shipment arriving on a Friday must be cleared quickly to ensure shared spaces remain functional, adding unnecessary stress to daily operations. While the school has invested \$100,000 in a playground to enhance student experience, they are still searching for a permanent, long-term facility to call home. Another challenge is navigating compliance requirements without a dedicated back-office team, which places additional burdens on teachers and impacts students directly. This lack of administrative support means educators are often required to manage tasks that could otherwise be handled by a specialized team. Leaders also noted that their staffing model constantly evolves to meet the school’s needs, which adds complexity to maintaining consistency and long-term planning. Despite these challenges, they remain committed to finding solutions that support the school’s mission and community.

School leaders at Nevada Rise Academy reflected on the strategies for sustaining their recent improvement in the Nevada School Performance Framework (NSPF) star rating, which rose from 1-star in 2022-23 to 3-stars in 2023-24. They emphasized the importance of incentivizing teacher performance by offering stipends for achieving student growth goals, which contributed to the increased star rating.

⁷ HopSkipDrive partners with schools to offer a safe school transportation solution.

⁸ MAP stands for Measures of Academic Progress which is a diagnostic assessment measuring reading and math skills.

Leaders are also exploring financial sustainability through operational changes, such as restructuring certain positions from salaried to hourly roles. This shift is intended to manage resources more effectively while maintaining support for key initiatives. To bolster long-term financial stability, the school has hired a dedicated fundraising group. However, leadership noted that their community partnerships have not yet yielded significant monetary benefits. They added securing a permanent facility remains a pressing priority to ensure the stability and growth of the school; with the school in the final year of its current lease, leaders remain optimistic that these measures will help maintain the school's upward trajectory and provide a strong foundation for the future.

Focus Group Summary: Students

Eleven students from Nevada Rise Academy met with the SPCSA site evaluation team on the day of the visit. Students shared their enthusiasm about recently learning a variety of new topics. One student mentioned enjoying learning how to add mixed numbers and developing a love for fractions. Another student said, "In science, we are studying constellations. I have an interest in space." Jackie Robinson's story and his fascinating achievements also captured students' attention. Additionally, students reported writing personal narratives about a birthday party and learning about geologists, sparking curiosity about the natural world.

Students in the Nevada Rise Academy focus group shared that they are particularly invested in the cultural celebrations held throughout the year, with performances for the community four times annually. For example, students participated in a performance for Hispanic Heritage Month, where they performed a song from the movie *In The Heights*. For Black History Month, teachers are preparing a special performance to celebrate and educate students about influential figures and events. The fifth graders also have a special event called the "Sneaker Ball," a dance for them to enjoy. Additionally, 5th graders who achieve perfect attendance, display good behavior, and have the highest usage on IXL are rewarded with a field trip to see the Harlem Globetrotters. The Ruby Bridges Walk is another significant event, where all students walk around the block while learning important lessons about Ruby Bridges' role in history. For Black History Month, teachers prepare a special performance to celebrate and educate students about influential figures and events.

Students at Nevada Rise Academy expressed that they feel emotionally and physically safe while attending school. They noted that regular drills help them prepare for emergencies, and there are always many adults in the building who are there to protect the students. Additionally, staff members provide reassurance, contributing to a sense of security. Students also mentioned that they feel safe with their classmates and get along well with one another. They also reported having at least one adult on campus that they feel comfortable going to should a problem arise.

Students at Nevada Rise Academy shared that they use MyEducationData to track their progress and check their grades. The platform allows them to view their enrichment activities and even see their friends' birthdays. They also check it after every test to see how they perform compared to their peers. It provides a helpful way to monitor their academic progress and stay connected with classmates.

When asked about ways their school could be improved, Nevada Rise Academy students suggested a few changes. They pointed out the lack of restrooms in the portables, which they felt could be an inconvenience. Some students expressed a desire to bring fidget spinners to class to help them focus. Additionally, several students mentioned that they would like more community "crew" time to connect with their peers and engage in group activities.

Classroom Environment and Instruction

Observation Rubric

A total of 25 elementary classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 5	TOTAL: 17	TOTAL: 2	TOTAL: 0	TOTAL: 1
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 1	TOTAL: 20	TOTAL: 4	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction

Observation Rubric

A total of 25 elementary classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context.	The teacher states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage with the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	TOTAL: 3	TOTAL: 21	TOTAL: 1	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	TOTAL: 2	TOTAL: 16	TOTAL: 4	TOTAL: 0	TOTAL: 3

Classroom Environment and Instruction

Observation Rubric

A total of 25 elementary classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 3	TOTAL: 18	TOTAL: 4	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 2	TOTAL: 20	TOTAL: 1	TOTAL: 0	TOTAL: 2

Classroom Observations and Additional Comments

In a primary-grade classroom, the learning target was to divide multi-syllabic words into syllables, which the teacher reviewed with the students at the beginning of the lesson. The students used their whiteboards as the teacher led them through an activity. The teacher called on many students, but only a small number participated in the discussion. The teacher asked students to explain their reasoning, but only some students attempted to do so. The pacing of the lesson was uneven—suitable in parts but rushed or dragging in others.

Students listened to a reading explaining loyalists and colonists in one reading activity that blended American colonial history. The lesson included vocabulary, political terminology, taxes, and millinery skills. Students were asked to discuss with their shoulder partner whether they thought the main character was a loyalist or a colonist based on context clues. The teacher then asked students to share their thoughts with the whole class. The teacher did not confirm or negate students' thoughts and only asked them what they based their discernment on. The students continued the reading, looking for clues to affirm or change their original thinking. The teacher paused occasionally to ask the whole class questions about the time period, including vocabulary definitions. Students answered chorally.

Students responded to character trait prompts asked by the teacher to their shoulder partners. The teacher then called on individual students to share their thoughts and filled out the character trait shared on the whiteboard worksheet. Students copied the same answers on their individual sheets. The teacher affirmed the students' answers as the conversation went on. This was a missed opportunity for students to explain their thinking and agree or disagree with their peers without the teacher being the authoritative voice. The teacher followed this activity with an opportunity for students to write a three-sentence argument on how the chapter builds the plot and moves the action, which is separate from the original activity of identifying character traits in a text.

Students completed IXL tasks in small groups. The instructor worked with one small group on identifying relevant facts and annotating texts from multiple sources, and an instructional aide assisted another small group. Students were mostly engaged.

Students were completing a Solve and Share math practice based on addition combinations of ten. There was a sense of urgency surrounding the work, as a timer was set for one minute to complete the practice. One student solved the problem on the Board as students watched.

During small group enrichment time, the teacher taught two students' academic vocabulary words using words, pictures, and the student's own background knowledge. The other students in the room were working on a rigorous task aligned with Nevada Academic Content Standards that required critical thinking skills. The teacher pulled another group during the rotation to work on a test prep task. The students listened to a text and underlined important information to help them answer questions.

The teacher introduced a lesson on an opinion essay about an animal that has a bad reputation but is useful. The teacher was clear and concise in her instruction about creating a thesis statement for students' essays. The students had plenty of time to talk with other students about their ideas, yet there was a strong sense of urgency in the classroom and clear classroom expectations. Students participated readily in the discussions and showed excitement for the lesson.

In an upper elementary classroom, the students learned about loyalists and their beliefs. The teacher emphasized academic vocabulary and created loops of opportunities for students to share their thinking as the students filled out the answers in their workbooks and cited their evidence. The teacher modeled high expectations, and the students demonstrated high commitment to completing their work.

In a primary classroom, students were actively engaged in small group activities, including encoding and writing with the teacher, using a computer-based program to develop reading skills, and participating in a sight word lesson. The teacher guided her small groups by asking, "What strategy will you use to segment the word you are spelling?" Students responded with strategies like "arm" and "chopping " methods. The students were highly engaged, and the classroom environment fostered a positive and productive learning atmosphere.

In a primary classroom, students worked on sight words using their Bridge to Learning workbook from Heggerty, a well-regarded literacy curriculum. The teacher offered prompts and purposeful feedback, maintaining a sense of urgency. The classroom atmosphere was calm, welcoming, and conducive to learning.

Some students worked independently on IXL to practice math, while others joined the teacher in a small group lesson focused on time and money concepts. Using a visual aid, the teacher effectively explained "quarter to" and "quarter after." Her classroom management was exemplary, as she set clear expectations and provided positive reinforcement. She skillfully modulated her voice—raising and lowering it as needed—to maintain engagement and demonstrate a respectful and supportive attitude toward her students.

The teacher provided direct instruction in English language arts in an upper elementary classroom. The teacher read a text about a famous fictional individual while the students followed along, and the teacher periodically asked them text-dependent questions. The students were then required to complete a summative assessment involving creating a graphic organizer. The teacher reviewed and displayed the criteria for success along with the standards RL⁹ 5.1, RI¹⁰ 5.2, and W¹¹ 5.9b. Students worked actively as the teacher monitored their progress, providing assistance and prompts as needed, such as "prove it" and "get it directly from the text."

⁹ RL stands for reading literature, one of the Nevada Academic Content Standards.

¹⁰ RI standards for reading informational text, one of the Nevada Academic Content Standards.

¹¹ W stands for writing, one of the Nevada Academic Content Standards.

Measures of Progress from Previous Site Evaluation

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 Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Improve academic performance (1-star status in 2022-23).	Nevada Rise Academy increased its 1-star rating (2022-23) to a 3-star rating (2023-24).	SPCSA staff finds this recommendation has been met with satisfactory progress.
Develop a robust staff of specialists and teachers ready to meet the needs of specialized student populations.	Nevada Rise Academy achieved increased proficiency scores and a star rating on the NSPF, which indicates a robust staff ready to meet the needs of all students. The school leaders added instructional coaches and other experts to the leadership team.	SPCSA staff finds this recommendation has been met with satisfactory progress.
Continue to develop ways to address chronic absenteeism.	Nevada Rise Academy decreased chronic absenteeism from 33% (2022-23) to 5% (2023-24).	SPCSA staff find this recommendation has been met with satisfactory progress.
Implement a sharps receptacle.	A sharps receptacle has been implemented.	SPCSA staff finds this recommendation has been met with satisfactory progress.

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse's Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☒ YES	☐ NO	☐ N/A
Elevator Permit	☒ YES	☐ NO	☐ N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.

Appendix E: SPCSA Financial Performance Framework Results for
2020–21, 2021–22, 2022–23, and 2023–24



2020-21 Fiscal Year: Financial Performance Framework

The Financial Performance Framework provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for Details.

Nevada Rise

Address: 2525 Emerson Avenue, Las Vegas, NV 89121
Website: <https://nevadarise.org/>
Enrollment: 330
Grades Served: K-3

2020-21

Meets the Standard

2019-20

Meets the Standard

1. CURRENT RATIO Meets Standard Is the school's Current Ratio at least 1.1?	2. UNRESTRICTED DAYS CASH ON HAND Meets Standard Is the school's UDCOH at least 60 days or 30 days with a positive	3. ENROLLMENT VARIANCE - Is the school's Enrollment Variance 95% or greater?	4. DEBT DEFAULT Meets Standard Is the school in default of loan covenant(s) or delinquent with debt service payments?
5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL Meets Standard Is the school's current year and three year aggregate Total Margin positive?	6. DEBT TO ASSET RATIO Meets Standard Is the school's Debt to Asset Ratio less than 0.90?	7. CASH FLOW Meets Standard Is the school's most recent year and three year aggregate cash flow positive?	8. DEBT OR LEASE SERVICE COVERAGE RATIO Meets Standard Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

* Enrollment Variance ratings were not reported for the 2020-21 school year.



2021-22 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

- ☐ Alpine Academy
- ☐ Amplus
- ☐ Beacon Academy of Nevada
- ☐ CIVICA Career & Collegiate ..
- ☐ Coral Academy of Science
- ☐ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern ..
- ☐ Elko Institute for Academic ..
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Classical Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Girls Empowerment Middle ..
- ☐ Honors Academy of Literatur
- ☐ Imagine School at Mountain ..
- ☐ Leadership Academy of Nev..
- ☐ Learning Bridge Charter Sch..
- ☐ Legacy Traditional School
- ☐ Mater Academy
- ☐ Mater Academy of Northern ..
- ☐ Nevada Connections Academ
- ☐ Nevada Prep
- ☒ Nevada Rise
- ☐ Nevada State High School
- ☐ Nevada State High School - ..
- ☐ Nevada Virtual Academy
- ☐ Oasis Academy
- ☐ Pinecrest Academy of Nevada
- ☐ Pinecrest Academy of North..
- ☐ Quest Academy
- ☐ Signature Preparatory
- ☐ Silver Sands Montessori

Nevada Rise

Address: 2525 Emerson Avenue, Las Vegas, NV 89121
 Website: <https://nevadarise.org/>
 Enrollment: 369
 Grades Served: K-5

2021-22

99.00
 Meets Standards

2020-21

Meets
 Standard

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
--------------------------	--------------------------

EDUCATION PROGRAM

20 out of 20

This section addresses the school's adherence to the material terms of its proposed education program.

FINANCIAL MANAGEMENT

19 out of 20

This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.

GOVERNANCE & REPORTING

20 out of 20

This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

STUDENTS & EMPLOYEES

20 out of 20

This section addresses the school's compliance with a variety of laws related to students and employees.

SCHOOL ENVIRONMENT

20 out of 20

This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.

School

- ☐ Alpine Academy
- ☐ Amplus
- ☐ Battle Born Academy
- ☐ Beacon Academy
- ☐ Civica Academy
- ☐ Coral Academy of Science
- ☐ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern Nevada
- ☐ Eagle Schools of Nevada
- ☐ Elko Institute for Academic Achievement
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Girls Empowerment Middle School
- ☐ Honors Academy of Literature
- ☐ Imagine School at Mountain View
- ☐ Leadership Academy of Nevada
- ☐ Learning Bridge Charter School
- ☐ Legacy Traditional School
- ☐ Mater Academy of Nevada
- ☐ Mater Academy of Northern Nevada
- ☐ Nevada Connections Academy
- ☐ Nevada Prep
- ☒ Nevada Rise
- ☐ Nevada State High School
- ☐ Nevada State High School - Meadowood
- ☐ Nevada Virtual Charter School
- ☐ Oasis Academy
- ☐ pilotED Cactus Park
- ☐ Pinecrest Academy
- ☐ Pinecrest Academy of Northern Nevada
- ☐ Quest Academy
- ☐ Sage Collegiate

 Nevada State Public Charter School Authority		2022-23 Fiscal Year: Financial Performance Framework	
Nevada Rise Address: 2525 Emerson Ave, Las Vegas, NV 89121 Website: https://nevadarise.org/ Enrollment: 369 Grades Served: K-5		The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.	
		2022-23	2021-22
		Meets the Standard	Meets the Standard
1. CURRENT RATIO Meets Standard Is the school's Current Ratio at least 1.1?	2. UNRESTRICTED DAYS CASH ON HAND Meets Standard Is the school's UDCOH at least 60 days or 30 days with a positive trend?	3. ENROLLMENT FORECAST ACCURACY Meets Standard Is the school's Enrollment Variance 95% or greater?	4. DEBT DEFAULT Meets Standard Is the school in default of loan covenants or delinquent with debt service payments?
5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN Meets Standard Is the school's current year and three year aggregate Total Margin positive?	6. DEBT TO ASSET RATIO Meets Standard Is the school's Debt to Asset Ratio less than 0.90?	7. CASH FLOW Meets Standard Is the school's most recent year and three year aggregate cash flow positive?	8. DEBT OR LEASE SERVICE COVERAGE RATIO Meets Standard Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

Name

- ☐ (Blank)
- ☐ Alpine Academy
- ☐ Amplus
- ☐ Battle Born Academy
- ☐ Beacon Academy of Nevada
- ☐ CIVICA Nevada Career & Collegiate Acade..
- ☐ Coral Academy of Science
- ☐ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern Nevada
- ☐ Elko Institute for Academic Achievement
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Classical Academy of Las Vegas
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Honors Academy of Literature
- ☐ Imagine Schools at Mountain View
- ☐ Leadership Academy of Nevada
- ☐ Learning Bridge Charter School
- ☐ Legacy Traditional School
- ☐ Mater Academy of Nevada
- ☐ Mater Academy of Northern Nevada
- ☐ Nevada Connections Academy
- ☐ Nevada Prep
- ☒ Nevada Rise
- ☐ Nevada State High School
- ☐ Nevada State High School - Meadowood
- ☐ Nevada Virtual Charter School
- ☐ Oasis Academy
- ☐ pilotED Schools - Cactus Park Elementary
- ☐ Pinecrest Academy of Nevada
- ☐ Pinecrest Academy of Northern Nevada
- ☐ Quest Academy
- ☐ Sage Collegiate Public Charter School



Nevada Rise

Address: 2525 Emerson Avenue, Las Vegas, NV 89121
Website: <https://nevadarise.org/>
Enrollment: 367
Grades Served: KG - 05

2023-24 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

2023-24

2022-23

Meets the Standard

Meets the Standard

1. CURRENT RATIO

Meets Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Meets Standard

Is the school's UDCOH at least 60 days or 30 days with a positive trend?

3. ENROLLMENT FORECAST ACCURACY

Meets Standard

Is the school's Enrollment Variance 95% or greater?

4. DEBT DEFAULT

Meets Standard

Is the school in default of loan covenants or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN

Meets Standard

Is the school's current year and three year aggregate Total Margin positive?

6. DEBT TO ASSET RATIO

Meets Standard

Is the school's Debt to Asset Ratio less than 0.90?

7. CASH FLOW

Meets Standard

Is the school's most recent year and three year aggregate cash flow positive?

8. DEBT OR LEASE SERVICE COVERAGE RATIO

Meets Standard

Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

Appendix F: SPCSA Organizational Performance Framework Results
for 2020–21, 2021–22, 2022–23, and 2023–24



Nevada State Public
Charter School
Authority

2020-21 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Nevada Rise

Address: 2525 Emerson Avenue, Las Vegas, NV 89121

Website: <https://nevadarise.org/>

Enrollment: 330

Grades Served: K-3

2020-21

100.00
Meets Standard

2019-20

Meets Standard

SCORING TABLE

≥80
MEETS
STANDARD

<80
BELOW
STANDARD

1. EDUCATION PROGRAM

20 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizational Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA measures charter school compliance with a variety of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.



2021-22 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

- ☐ Alpine Academy
- ☐ Amplus
- ☐ Beacon Academy of Nevada
- ☐ CIVICA Career & Collegiate ..
- ☐ Coral Academy of Science
- ☐ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern ..
- ☐ Elko Institute for Academic ..
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Classical Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Girls Empowerment Middle ..
- ☐ Honors Academy of Literatur
- ☐ Imagine School at Mountain ..
- ☐ Leadership Academy of Nev..
- ☐ Learning Bridge Charter Sch..
- ☐ Legacy Traditional School
- ☐ Mater Academy
- ☐ Mater Academy of Northern ..
- ☐ Nevada Connections Academ
- ☐ Nevada Prep
- ☒ Nevada Rise
- ☐ Nevada State High School
- ☐ Nevada State High School - ..
- ☐ Nevada Virtual Academy
- ☐ Oasis Academy
- ☐ Pinecrest Academy of Nevada
- ☐ Pinecrest Academy of North..
- ☐ Quest Academy
- ☐ Signature Preparatory
- ☐ Silver Sands Montessori

Nevada Rise

Address: 2525 Emerson Avenue, Las Vegas, NV 89121
 Website: <https://nevadarise.org/>
 Enrollment: 369
 Grades Served: K-5

2021-22

2020-21

99.00

Meets Standards

Meets
Standard

SCORING TABLE

≥80
MEETS
STANDARD

<80
BELOW
STANDARD

EDUCATION PROGRAM

20 out of 20

This section addresses the school's adherence to the material terms of its proposed education program.

FINANCIAL MANAGEMENT

19 out of 20

This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.

GOVERNANCE & REPORTING

20 out of 20

This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

STUDENTS & EMPLOYEES

20 out of 20

This section addresses the school's compliance with a variety of laws related to students and employees.

SCHOOL ENVIRONMENT

20 out of 20

This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.



2022-23 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

- ☐ Alpine Academy
- ☐ Amplus Academy
- ☐ Battle Born Academy
- ☐ Beacon Academy of Nevada
- ☐ CIVICA Nevada Career and C...
- ☐ Coral Academy of Science-L...
- ☐ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern ...
- ☐ Elko Institute for Academic ...
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Classical Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Honors Academy of Literatur...
- ☐ Imagine School at Mountain ...
- ☐ Leadership Academy of Nev...
- ☐ Learning Bridge Charter Sch...
- ☐ Legacy Traditional School
- ☐ Mater Academy
- ☐ Mater Academy of Northern ...
- ☐ Nevada Connections Academ...
- ☐ Nevada Prep Charter School
- ☒ Nevada Rise Academy
- ☐ Nevada State High School
- ☐ Nevada State High School-M...
- ☐ Nevada Virtual Charter Scho...
- ☐ Oasis Academy
- ☐ pilotED Schools-Cactus Park ...
- ☐ Pinecrest Academy of Nevada
- ☐ Pinecrest Academy of North...
- ☐ Quest Academy
- ☐ Sage Collegiate Public Chart...

Nevada Rise Academy

Address: 2525 Emerson Avenue, Las Vegas, NV 89121
 Website: <https://nevadarise.org/>
 Enrollment: 369
 Grades Served: K-5

2022-23

2021-22

Meets Standards

Meets
Standard

99.00

SCORING TABLE

≥80
MEETS
STANDARD

<80
BELOW
STANDARD

EDUCATION PROGRAM

20 out of 20

This section addresses the school's adherence to the material terms of its proposed education program.

FINANCIAL MANAGEMENT

20 out of 20

This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.

GOVERNANCE & REPORTING

19 out of 20

This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

STUDENTS & EMPLOYEES

20 out of 20

This section addresses the school's compliance with a variety of laws related to students and employees.

SCHOOL ENVIRONMENT

20 out of 20

This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.



2023-24 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

- ☐ (Blank)
- ☐ Alpine Academy
- ☐ Amplus Academy
- ☐ Battle Born Academy
- ☐ Beacon Academy of Nevada
- ☐ CIVICA Nevada Career and Coll...
- ☐ Coral Academy of Science-Las V
- ☐ Democracy Prep Nevada
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern Ne...
- ☐ Eagle Charter School
- ☐ Elko Institute for Academic Ach...
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Classical Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Honors Academy of Literature
- ☐ Imagine Schools at Mountain V...
- ☐ Leadership Academy of Nevada
- ☐ Learning Bridge Charter School
- ☐ Legacy Traditional Schools
- ☐ Mater Academy
- ☐ Mater Academy of Northern N...
- ☐ Nevada Connections Academy
- ☐ Nevada Prep Charter School
- ☒ Nevada Rise Academy
- ☐ Nevada State High School
- ☐ Nevada State High School-Mea...
- ☐ Nevada Virtual Charter School
- ☐ Oasis Academy
- ☐ pilotED Schools-Cactus Park Ele...
- ☐ Pinecrest Academy
- ☐ Pinecrest Academy of Northern...

Nevada Rise Academy

Address: 2525 Emerson Ave, Las Vegas, NV 89121

Website: <https://nevadarise.org/>

Enrollment: 369

Grades Served: K-5

2023-24

2022-23

Meets Standard

95.00

Meets Standards

SCORING TABLE

≥80
MEETS
STANDARD

<80
BELOW
STANDARD

EDUCATION PROGRAM

20 out of 20

This section addresses the school's adherence to the material terms of its proposed education program.

FINANCIAL MANAGEMENT

20 out of 20

This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.

GOVERNANCE & REPORTING

15 out of 20

This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

STUDENTS & EMPLOYEES

20 out of 20

This section addresses the school's compliance with a variety of laws related to students and employees.

SCHOOL ENVIRONMENT

20 out of 20

This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.