STATE PUBLIC CHARTER SCHOOL AUTHORITY

2025 Renewal Performance Report for Explore Academy

Per NRS 388A.285 and NAC 388A.415

Issued June 26, 2025

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1. School Overview

a. Address:
   i. 3551 Ferrell St, North Las Vegas, NV 89032

b. Campus Location and Enrollment Cap:
   i. Clark County
   ii. Enrollment Cap:

	2024–25	2025–26
Grade Levels	6 – 12	6 – 12
Enrollment Cap	365	390

c. Governing Board Members[1]
   i. Chair – Abraham Gomez
   ii. Vice Chair – Angela Lizada
   iii. Secretary – Shanice Stevens
   iv. Member – Sabrina Friends
   v. Member – Sarah Taylor

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.
- 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]

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[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.

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

2021–22 NSPF Index Score	Middle: 18.8 High: 40.0
2021–22 SPCSA Academic Performance Framework Score / Rating	Middle: 31.2 / Does Not Meet Standard High: Not Rated
2022–23 NSPF Index Score / Star Rating	Middle: 11.1 / 1-star High: 20.0 / Not Rated
2022–23 SPCSA Academic Performance Framework Score / Rating	Middle: 18.6 / Below Standard High: Not Rated
2023–24 NSPF Index Score / Star Rating	Middle: 13.0 / 1-star High: 38.8 / Not Rated
2023–24 SPCSA Academic Performance Framework Score / Rating	Middle: 20.8 / Does Not Meet Standard High: Not Rated
Four-Year Graduation Rate	Class of 2023-24: insufficient population size, data suppressed for student privacy[4]
CSI, TSI, or ATSI Identification	Middle: ATSI (2023 identification for Black/African American group) High: None

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

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

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

[4] Explore Academy's first year with a graduating class was the 2023-24 school year. However, there were less than 10 students in that graduating class, and the graduation rate is therefore suppressed to protect student privacy.

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.[5]

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

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
6	53	45	49	44	54
7	32	57	65	52	62
8	31	33	75	69	72
9	20	44	46	41	80
10	0	13	42	36	41
11	0	0	12	18	35
12	0	0	0	9	12
Total	136	192	289	269	356

Enrollment Rates by Population:

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2020-21	136	2.2	19.8	50.0	24.2	0.0	0.7	2.9	0.0	41.1	13.9
2021-22	192	4.1	19.2	39.0	29.6	1.0	6.7	0.0	5.2	46.3	14.5
2022-23	289	2.4	23.1	26.6	37.0	0.3	10.3	0.0	<5.0	54.6	15.9
2023-24	269	2.9	18.9	18.9	46.8	0.0	10.4	1.8	10.7	>95.0	12.6
2024-25	356	2.8	23.8	14.6	47.1	0.2	8.7	2.5	13.2	69.9	15.1

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 Explore Academy:

a. Academic

Explore Academy is currently under an Academic Notice of Breach for academic underperformance of the middle school.

[5] 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.

- The Academic Notice of Breach for the middle school was issued by the Authority Board on November 15, 2024, as elevated from an Academic Notice of Concern initially issued on December 8, 2023.

b. Financial
Explore Academy is currently under a Financial Notice of Breach for not meeting financial performance requirements.
    - The Financial Notice of Breach was issued by the Authority Board for FY2023 on June 21, 2024, as elevated from a Financial Notice of Concern for FY 2022 initially issued on June 23, 2023. The Notice of Breach was maintained, but not elevated, for FY 2024 on April 18, 2025.

c. Organizational
The Authority Board has not issued any Organizational Notices to Explore Academy.

d. Site Evaluations
SPCSA staff has identified multiple deficiencies during site evaluations at Explore Academy during the current charter term.
    - Academic performance and delinquent Public Employees' Retirement System (PERS) contributions were identified as deficiencies at the site evaluation on December 5, 2023.
    - Low levels of academic performance and a high rate of chronic absenteeism were identified as deficiencies at the site evaluation on February 19, 2025.

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 Appendices C and F.

3. Summary of Overall Performance

Regarding academic performance, Explore Academy currently offers instruction at the middle and high school levels, grades 6-12, at one campus. As demonstrated by three Nevada School Performance Framework and SPCSA Academic Framework ratings over the current charter contract term, the middle school has not met or been below state and SPCSA academic standards, while the high school has had insufficient data for ratings. Due to academic underperformance, the middle school is currently under a current Academic Notice of Breach. Additional notes include:

- The middle school 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.
- Until recently, the high school lacked a graduating class, and with a four-year graduation rate needed to receive NSPF and SPCSA Academic Performance Framework ratings, the high school was not rated on either framework during the current charter term. Additionally, although the high school had a graduating class in the 2023–24 school year, it was of insufficient population size (<10) to meet NSPF requirements, and the school will again not

receive an NSPF rating for the 2024-25 school year.[6] Limited available academic data show the high school had 0% math and 45.4% ELA proficiency rates on the 2023–24 school year ACT, as compared to the SPCSA average 22.6% math and 53.4% ELA proficiency rates.[7] 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 Explore Academy to not be meeting financial standards and expectations. The school continues to be subject to a Notice of Breach, issued by the SPCSA board. Copies of the Financial Performance Framework reports are included as Appendix E.

The organizational health and performance of the school has been standard over the current charter term. Explore 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 G.

Finally, SPCSA staff has conducted four site evaluations of Explore Academy during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including a unique educational program, diverse student population, and school safety. However, SPCSA staff has also identified three deficiencies during site evaluations throughout this charter term for low academic performance, high rates of chronic absenteeism, and delinquent PERS payments. See Appendix D for more details on the Explore Academy site evaluations.

[6] Graduation rates in the NSPF are lagged one year, i.e., the 2023-24 school year NSPF ratings used class of 2022-23 four-year graduation rates.

[7] Per the Nevada Accountability Portal and internal data.

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, 2025[8]. 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.

[8] 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

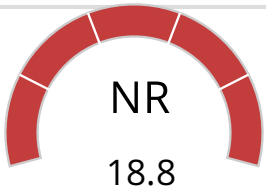
NSPF star rating descriptors and score ranges, summarized per the most recent NDE NSPF Manual.

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

Explore Academy

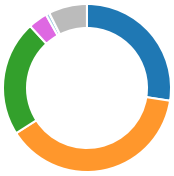
School Year 2021-2022 Nevada School Rating

School Level: Middle School
Grade Levels: 06-09
District: State Public Charter School Authority
School Address: 4660 North Rancho Las Vegas, NV 89130



18.8
Total Index Score

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



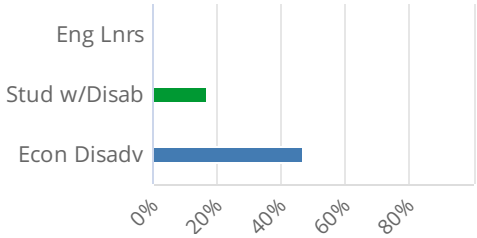
Student Race/Ethnicity

38.5%	White
22.2%	Bl/Afr Am
27.4%	Hisp/Latino
3.7%	Asian
0.7%	Am Ind/AK Nat
N/A%	Pac Isl
7.4%	Two or More

School Performance History

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

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.

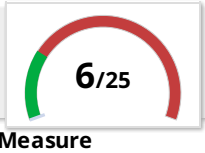
How are school star ratings determined?

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.

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.

2021-2022 School Performance

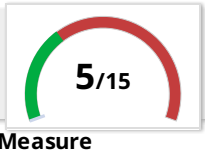


Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	26.4	46.6
Math Proficiency	17.5	36.5
ELA Proficiency	35.0	57.3
Science Proficiency	28.0	44.9

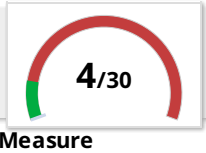
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	21.6



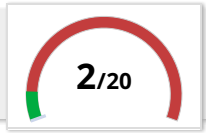
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	31.4	18.5
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	91.1
Climate Survey Participation	86.0	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	35.5	56.0
ELA MGP	30.0	55.0
	School Rate	**District Rate**
Met Math AGP Target	12.1	40.8
Met ELA AGP Target	31.8	60.4



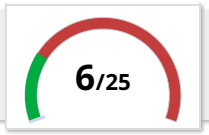
Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	6.3	23.5
Prior Non-Proficient Met ELA AGP Target	5.7	38.0

Climate Survey Participation is not a point-earning measure.

Explore Academy

School Year 2021-2022 Nevada School Rating



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.

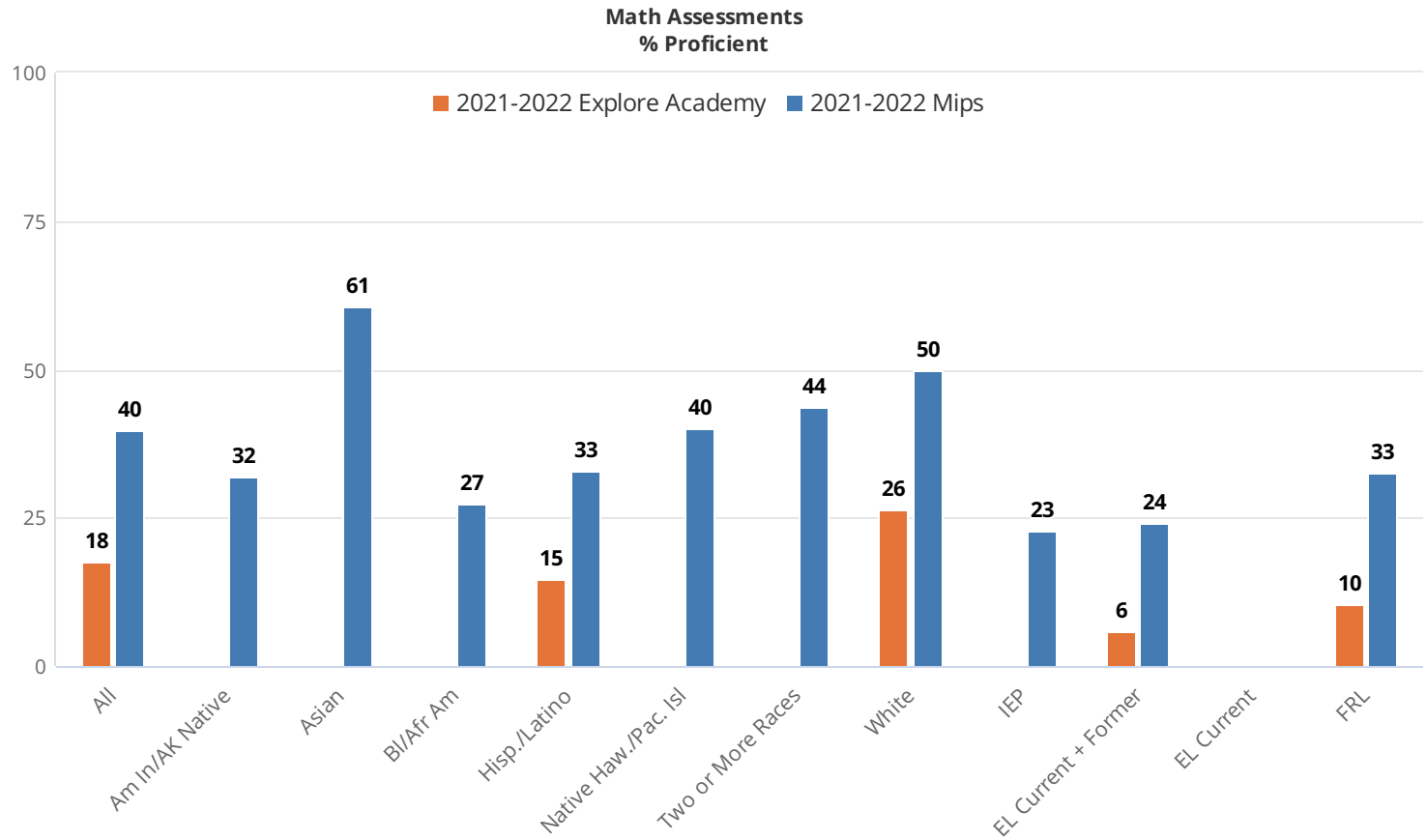
Pooled Proficiency

Pooled Proficiency Points Earned: 6/25

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	26.4	46.6		

Math Proficient

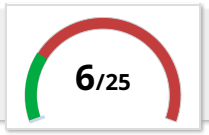
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	17.5	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	-	62.7	60.6			
Black/African American	<5	18.2	27.3			
Hispanic/Latino	14.7	26.4	32.8			
Pacific Islander	N/A	28.3	40.1			
Two or More Races	-	41.8	43.6			
White/Caucasian	26.3	48.1	49.8			
Special Education	<5	9.7	22.7			
English Learners Current + Former	5.8	20.1	24.2			
English Learners Current	-	7.6				
Economically Disadvantaged	10.3	23.9	32.7			



'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.

Explore Academy

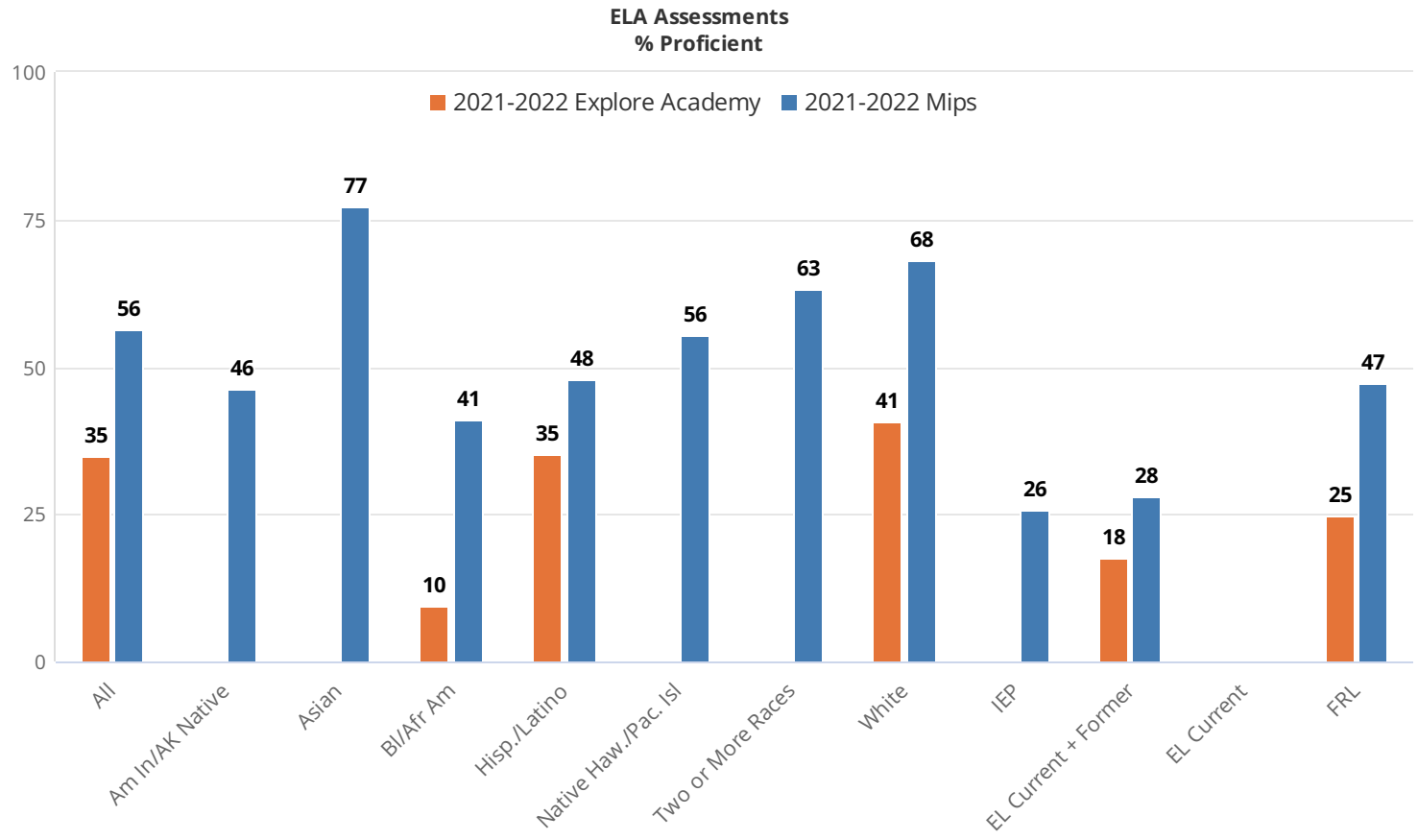
School Year 2021-2022 Nevada School Rating



Academic Achievement

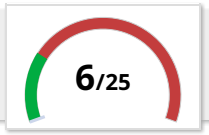
ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	35.0	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	-	79.0	77.1			
Black/African American	9.5	41.1	40.9			
Hispanic/Latino	35.2	48.2	47.9			
Pacific Islander	N/A	53.3	55.5			
Two or More Races	-	64.6	63.2			
White/Caucasian	40.6	67.2	68			
Special Education	<5	18.0	25.8			
English Learners Current + Former	17.6	38.8	28.1			
English Learners Current	-	16.7				
Economically Disadvantaged	24.7	45.9	47.1			



Explore Academy

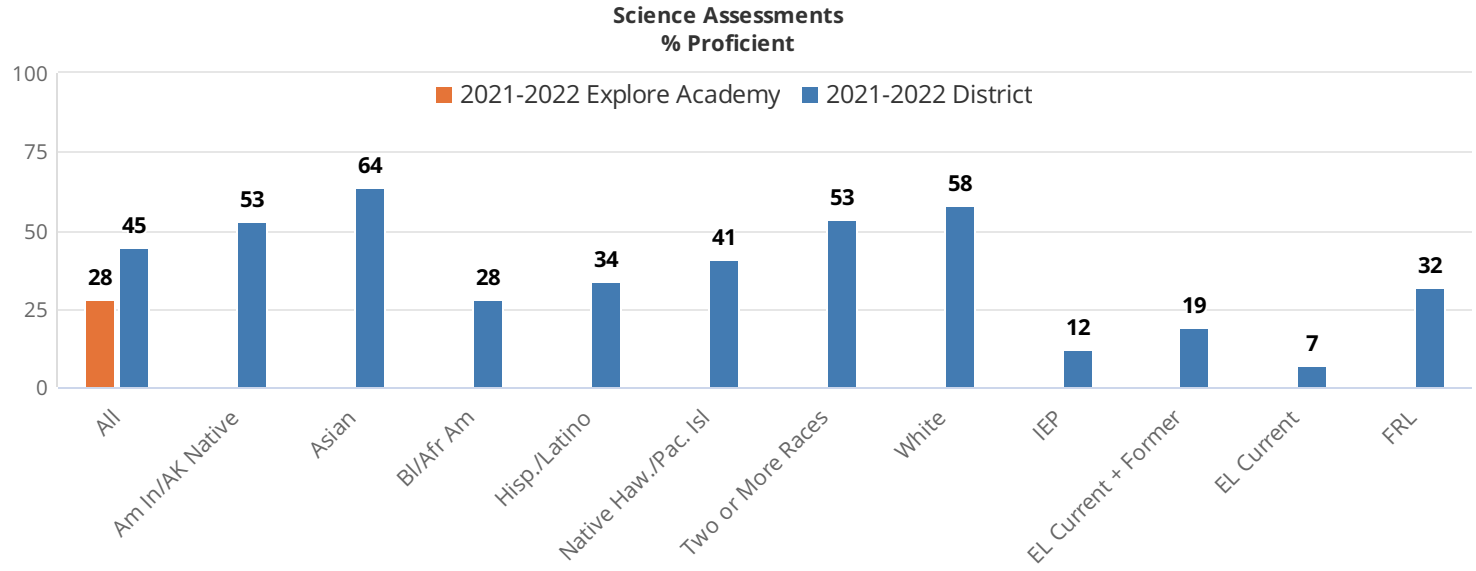
School Year 2021-2022 Nevada School Rating



Academic Achievement

Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	28.0	44.9		
American Indian/Alaska Native	N/A	52.6		
Asian	-	63.9		
Black/African American	-	28.3		
Hispanic/Latino	-	33.7		
Pacific Islander	N/A	40.5		
Two or More Races	-	53.3		
White/Caucasian	-	57.8		
Special Education	-	12.0		
English Learners Current + Former	-	19.4		
English Learners Current	-	6.9		
Economically Disadvantaged	-	31.9		



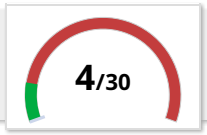
Participation on State Assessments

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 Studentss	91.7%	91.7%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	92.3%	92.3%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	N/A	N/A		
Two or More Races	-	-		
White/Caucasian	85.1%	85.1%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	90.3%	90.3%		



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: 1/10**

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	35.5	56.0	30.0	55.0				
American Indian/Alaska Native	-	53.5	-	55.5				
Asian	-	61.0	-	61.0				
Black/African American	42.0	52.0	36.0	54.0				
Hispanic/Latino	43.5	54.0	23.0	54.0				
Pacific Islander	N/A	53.5	N/A	55.0				
Two or More Races	-	57.0	-	55.0				
White/Caucasian	24.0	57.0	25.5	56.0				
Special Education	36.0	44.0	28.0	43.0				
English Learners Current + Former	55.0	54.0	14.0	54.0				
English Learners Current	-	50.0	-	51.0				
Economically Disadvantaged	35.0	54.0	26.5	55.0				

AGP Growth Data

Math AGP Points Earned: 0.5/5 **ELA AGP Points Earned: 0.5/5**

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	12.1	40.8	31.8	60.4				
American Indian/Alaska Native	-	37.5	-	64.2				
Asian	-	63.7	-	77.2				
Black/African American	<5	24.7	15.3	49.7				
Hispanic/Latino	16.6	31.4	33.3	52.7				
Pacific Islander	N/A	36.8	N/A	59.5				
Two or More Races	-	43.8	-	65.6				
White/Caucasian	9.0	50.7	36.3	67.2				
Special Education	<5	12.9	5.8	26.3				
English Learners Current + Former	9.0	25.2	16.6	45.5				
English Learners Current	-	12.6	-	28.2				
Economically Disadvantaged	10.3	29.9	20.0	51.8				

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

'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.

Explore Academy

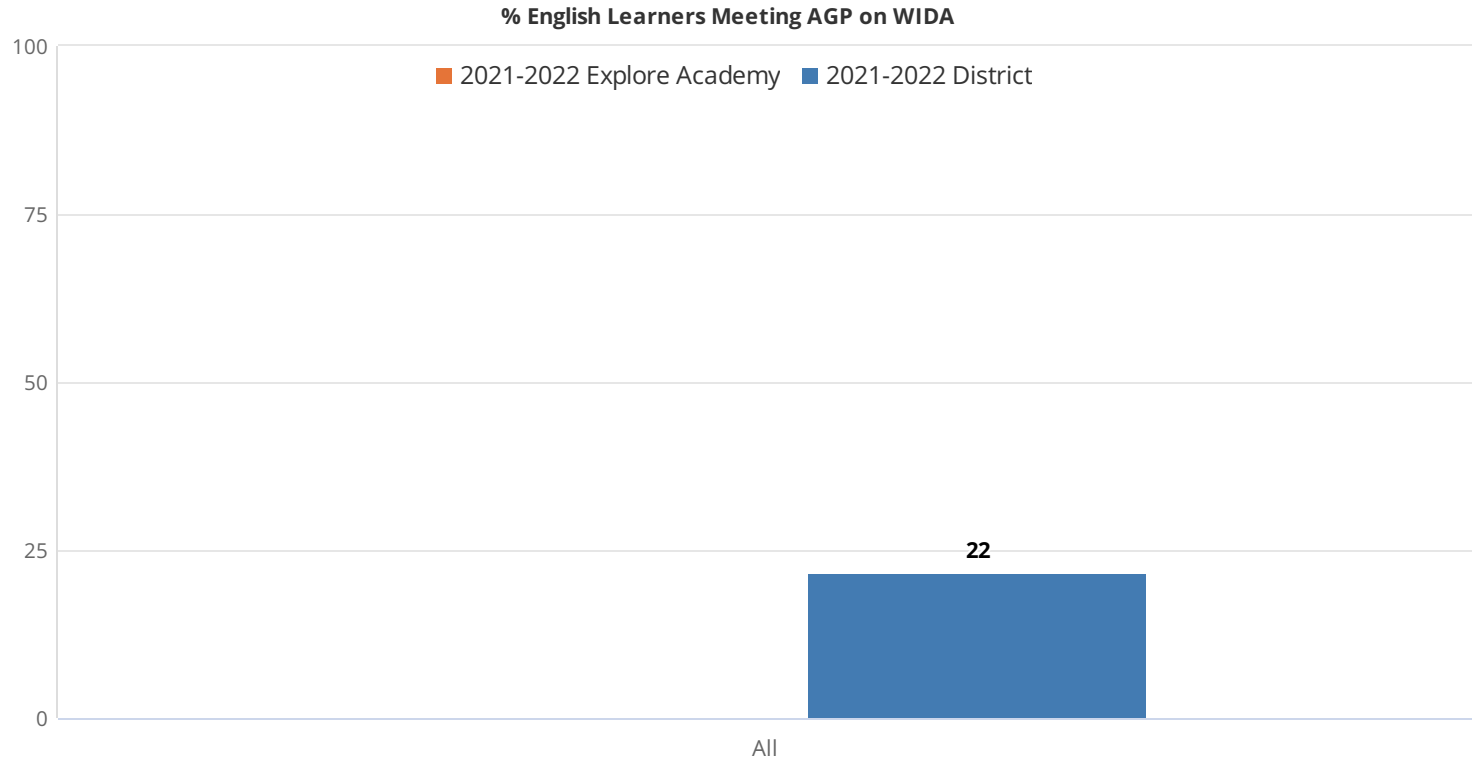
School Year 2021-2022 Nevada School Rating

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: NA/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	-	-	21.6			



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

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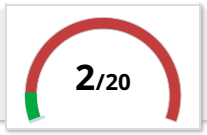
Explore Academy

School Year 2021-2022 Nevada School Rating



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 AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students 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.

			Math AGP Points Earned: 1/10		ELA AGP Points Earned: 1/10			
Groups	**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	6.3	23.5	5.7	38.0				
American Indian/Alaska Native	N/A	25.0	N/A	52.0				
Asian	-	38.5	-	51.3				
Black/African American	<5	16.6	<5	33.6				
Hispanic/Latino	9.5	20.3	7.1	35.8				
Pacific Islander	N/A	24.8	N/A	44.5				
Two or More Races	-	24.1	-	42.9				
White/Caucasian	7.6	28.8	-	40.2				
Special Education	<5	7.8	6.2	19.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	11.3	-	24.4				
Economically Disadvantaged	<5	19.7	<5	35.0				

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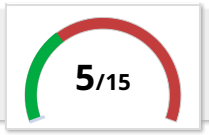
Explore Academy

School Year 2021-2022 Nevada School Rating



Student Engagement

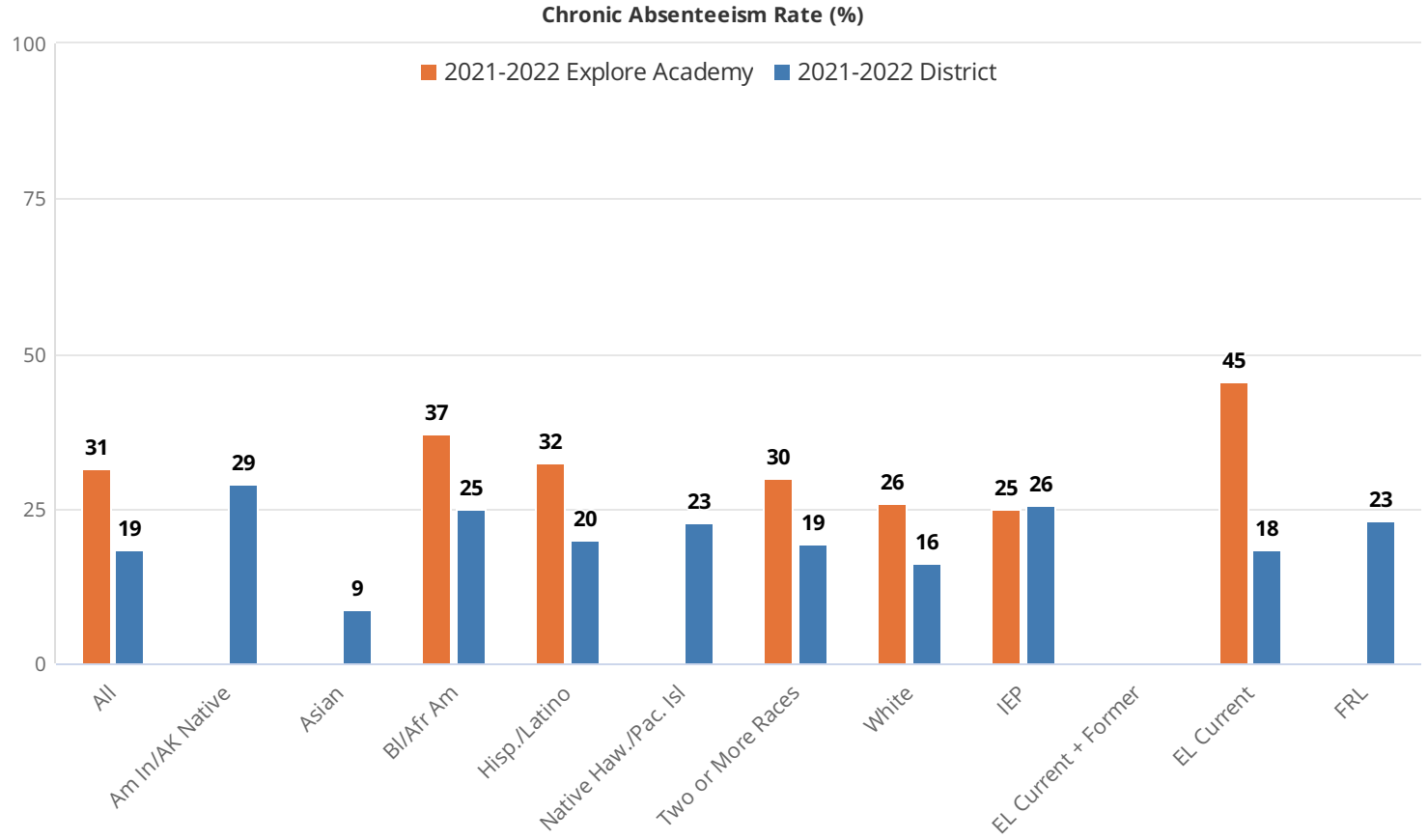
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. 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, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

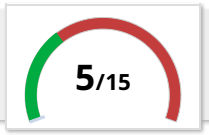
Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	31.4	18.5		
American Indian/Alaska Native	-	28.9		
Asian	-	8.7		
Black/African American	37.0	24.9		
Hispanic/Latino	32.4	19.9		
Pacific Islander	N/A	22.7		
Two or More Races	30.0	19.4		
White/Caucasian	26.0	16.1		
Special Education	25.0	25.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	45.4	18.3		
Economically Disadvantaged	N/A	23.1		

Reducing Chronic Absenteeism by 10% bonus points: NA



Explore Academy

School Year 2021-2022 Nevada School Rating



Student Engagement

Academic Learning Plans

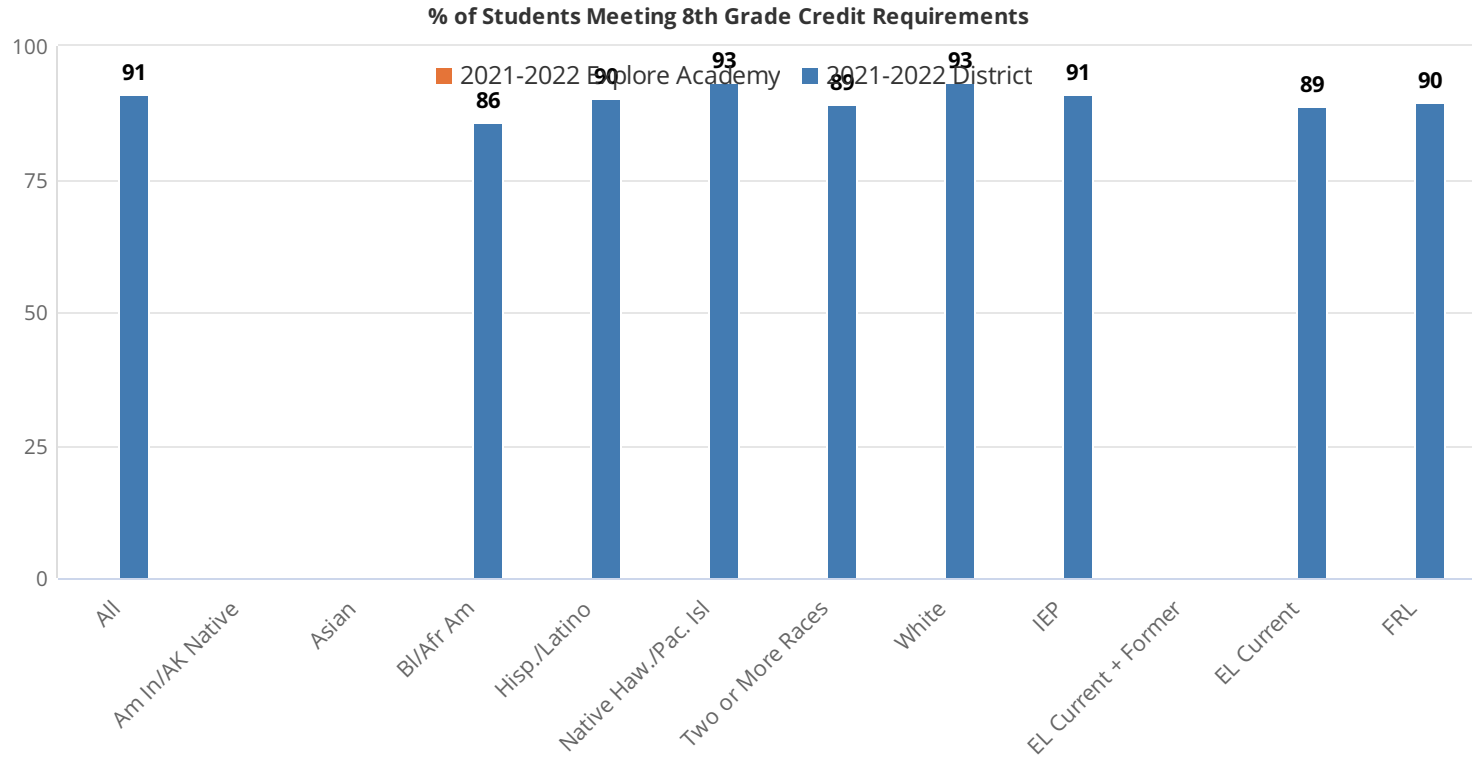
Academic Learning Plans Points Earned 2/2

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

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2022 % Credit Requirements Met	2022 % District	2021 % Credit Requirements Met	2021 % District
All Students	>95	91.1		
American Indian/Alaska Native	N/A	>95		
Asian	N/A	>95		
Black/African American	-	85.9		
Hispanic/Latino	-	90.3		
Pacific Islander	N/A	93.3		
Two or More Races	-	89.2		
White/Caucasian	-	93.3		
Special Education	-	91.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	88.7		
Economically Disadvantaged	-	89.5		



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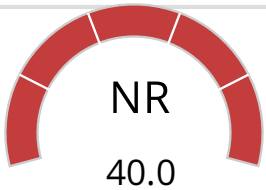
Explore Academy

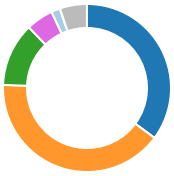
School Year 2021-2022 Nevada School Rating

School Level: High School
Grade Levels: 06-09
District: State Public Charter School Authority
School Address: 4660 North Rancho Las Vegas, NV 89130



40.0
Total Index Score

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



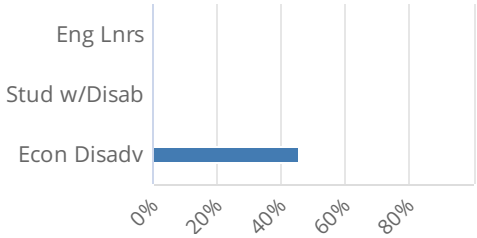
Student Race/Ethnicity

40.3%	White
12.2%	Bl/Afr Am
35.0%	Hisp/Latino
5.2%	Asian
1.7%	Am Ind/AK Nat
N/A%	Pac Isl
5.2%	Two or More

School Performance History

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

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 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.

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.

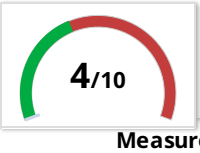
2021-2022 School Performance

Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	N/A	25.2
ELA Proficiency	N/A	54.3
Science Proficiency	-	31.6

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	14.1



Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	97.1	93.0
Chronic Absenteeism	28.3	17.9
Climate Survey Participation	>95	N/A

Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	N/A	86.8
5-Year	N/A	87.0

College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	N/A	71.5
Post-Secondary Preparation Completion	N/A	48.4
Advanced or CCR Diploma	N/A	47.6

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2020-2021.

Explore Academy

School Year 2021-2022 Nevada School Rating

Academic Achievement

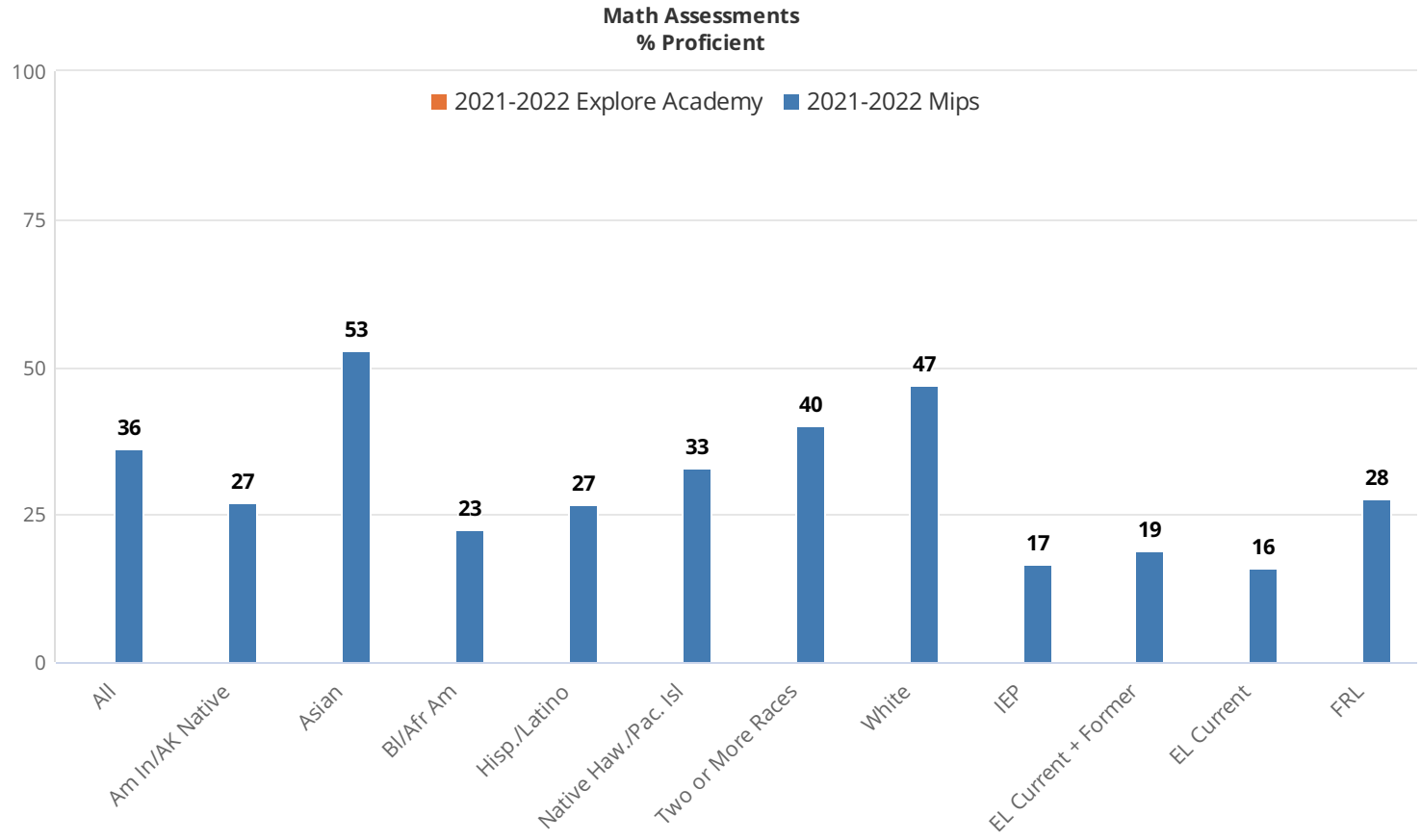
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate 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 ill be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: NA/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	N/A	25.2	36.19			
American Indian/Alaska Native	N/A	-	26.96			
Asian	N/A	55.1	52.76			
Black/African American	N/A	10.2	22.5			
Hispanic/Latino	N/A	14.2	26.78			
Pacific Islander	N/A	23.0	32.8			
Two or More Races	N/A	31.9	40.11			
White/Caucasian	N/A	33.8	47.04			
Special Education	N/A	6.6	16.76			
English Learners Current + Former	N/A	<5	18.8			
English Learners Current	N/A	<5	16.04			
Economically Disadvantaged	N/A	14.6	27.8			



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Explore Academy

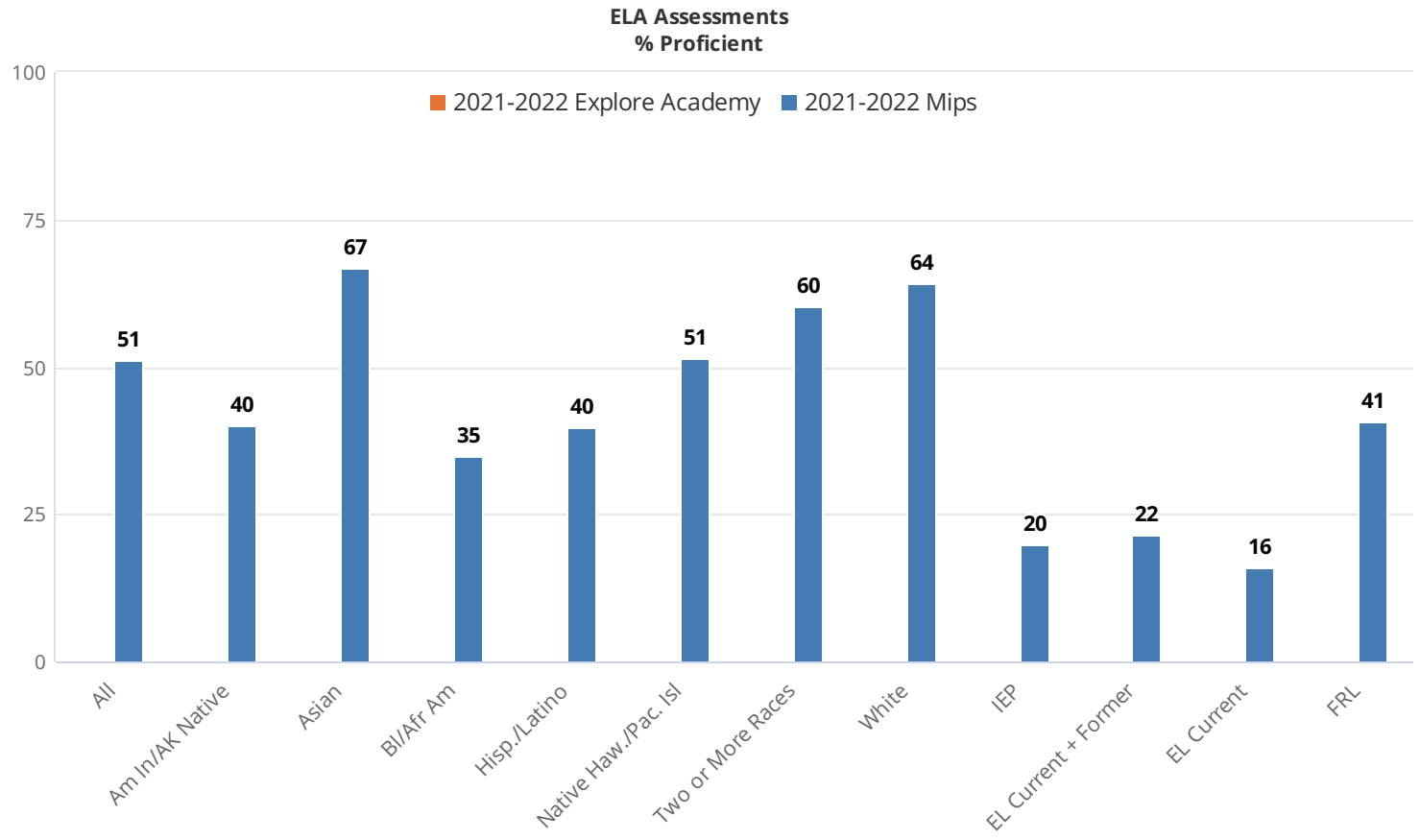
School Year 2021-2022 Nevada School Rating

Academic Achievement

ELA Proficient

ELA Proficient Points Earned: NA/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	N/A	54.3	51.11			
American Indian/Alaska Native	N/A	-	39.92			
Asian	N/A	78.7	66.85			
Black/African American	N/A	40.6	34.82			
Hispanic/Latino	N/A	42.3	39.67			
Pacific Islander	N/A	35.8	51.31			
Two or More Races	N/A	60.5	60.16			
White/Caucasian	N/A	65.7	64.14			
Special Education	N/A	16.5	19.92			
English Learners Current + Former	N/A	12.5	21.64			
English Learners Current	N/A	9.2	15.98			
Economically Disadvantaged	N/A	43.4	40.77			



Explore Academy

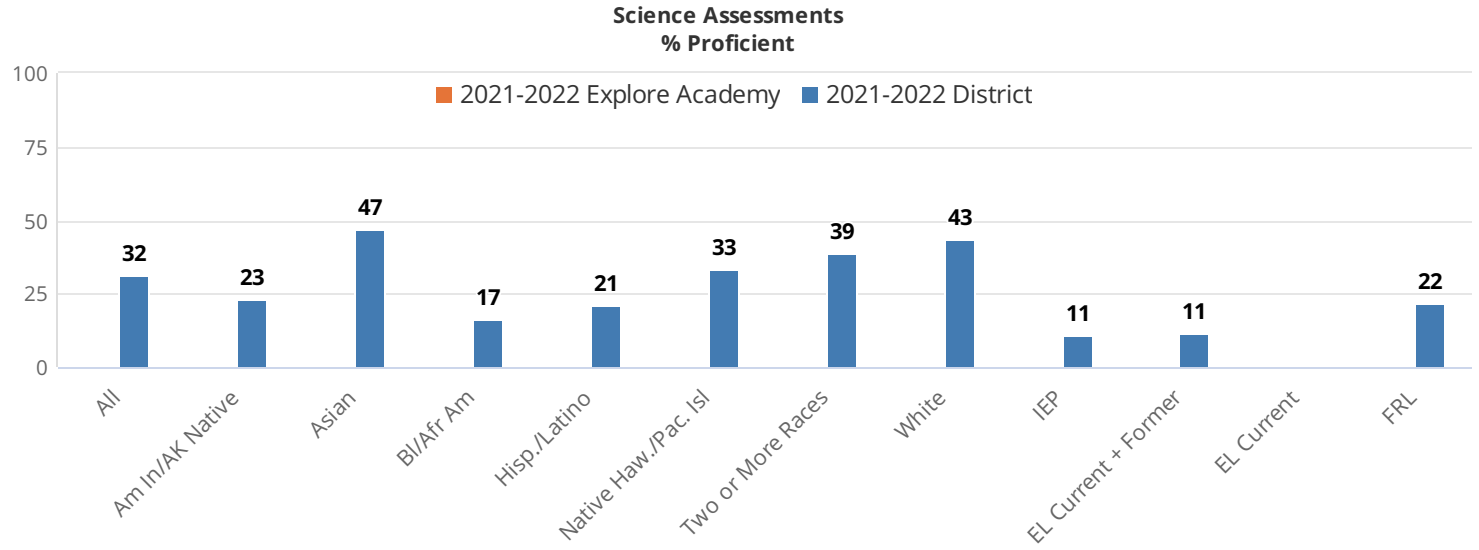
School Year 2021-2022 Nevada School Rating

Academic Achievement

Science Proficient

Science Proficient Points Earned: NA/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	-	31.6		
American Indian/Alaska Native	N/A	23.0		
Asian	-	46.9		
Black/African American	N/A	16.5		
Hispanic/Latino	-	21.0		
Pacific Islander	N/A	33.3		
Two or More Races	N/A	39.1		
White/Caucasian	-	43.2		
Special Education	N/A	10.8		
English Learners Current + Former	-	11.4		
English Learners Current	-	<5		
Economically Disadvantaged	-	22.1		



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: NA

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

Yellow indicates 95% participation requirement not met.

Explore Academy

School Year 2021-2022 Nevada School Rating

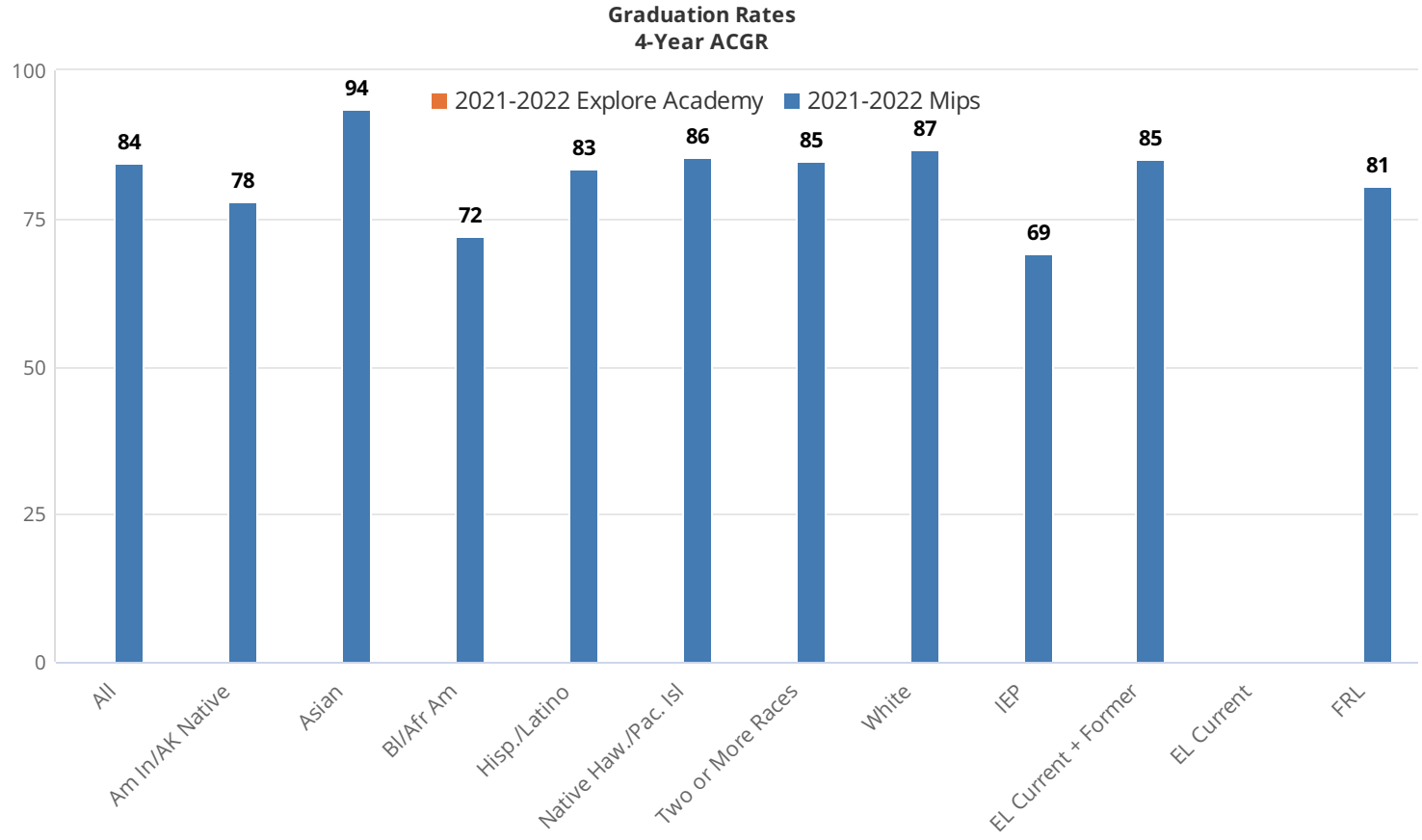
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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. Any student whoever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: NA/25

Groups	2021 % 4-Year ACGR	2021 % District	2021 % 4-Year ACGR MIP	2020 % 4-Year ACGR	2020 % District	2020 % 4-Year ACGR MIP
All Students	N/A	86.8	84.3			
American Indian/Alaska Native	N/A	93.7	77.9			
Asian	N/A	95.0	93.5			
Black/African American	N/A	79.7	71.9			
Hispanic/Latino	N/A	83.2	83.3			
Pacific Islander	N/A	86.1	85.5			
Two or More Races	N/A	87.8	84.7			
White/Caucasian	N/A	90.5	86.8			
Special Education	N/A	74.4	69.1			
English Learners Current + Former	N/A	N/A	85.1			
English Learners Current	N/A	73.3				
Economically Disadvantaged	N/A	81.2	80.6			



Explore Academy

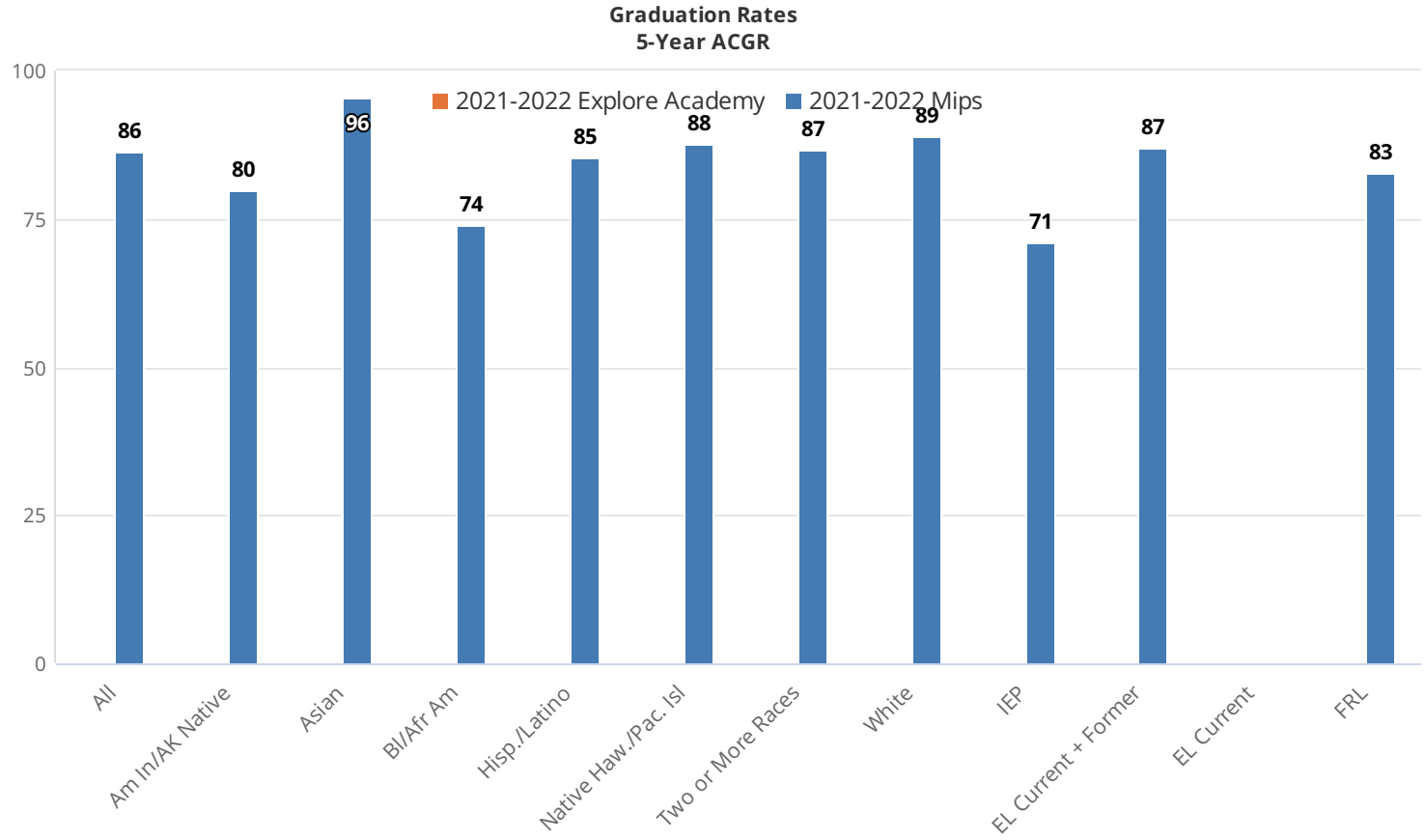
School Year 2021-2022 Nevada School Rating

Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: NA/5

Groups	2021 % 5-Year ACGR	2021 % District	2021 % 5-Year ACGR MIP	2020 % 5-Year ACGR	2020 % District	2020 % 5-Year ACGR MIP
All Students	N/A	87.0	86.3			
American Indian/Alaska Native	N/A	75.0	79.9			
Asian	N/A	94.5	95.5			
Black/African American	N/A	82.5	73.9			
Hispanic/Latino	N/A	82.9	85.3			
Pacific Islander	N/A	93.3	87.5			
Two or More Races	N/A	92.4	86.7			
White/Caucasian	N/A	89.1	88.8			
Special Education	N/A	76.9	71.1			
English Learners Current + Former	N/A	N/A	87.1			
English Learners Current	N/A	81.4				
Economically Disadvantaged	N/A	81.3	82.6			



'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.

Explore Academy

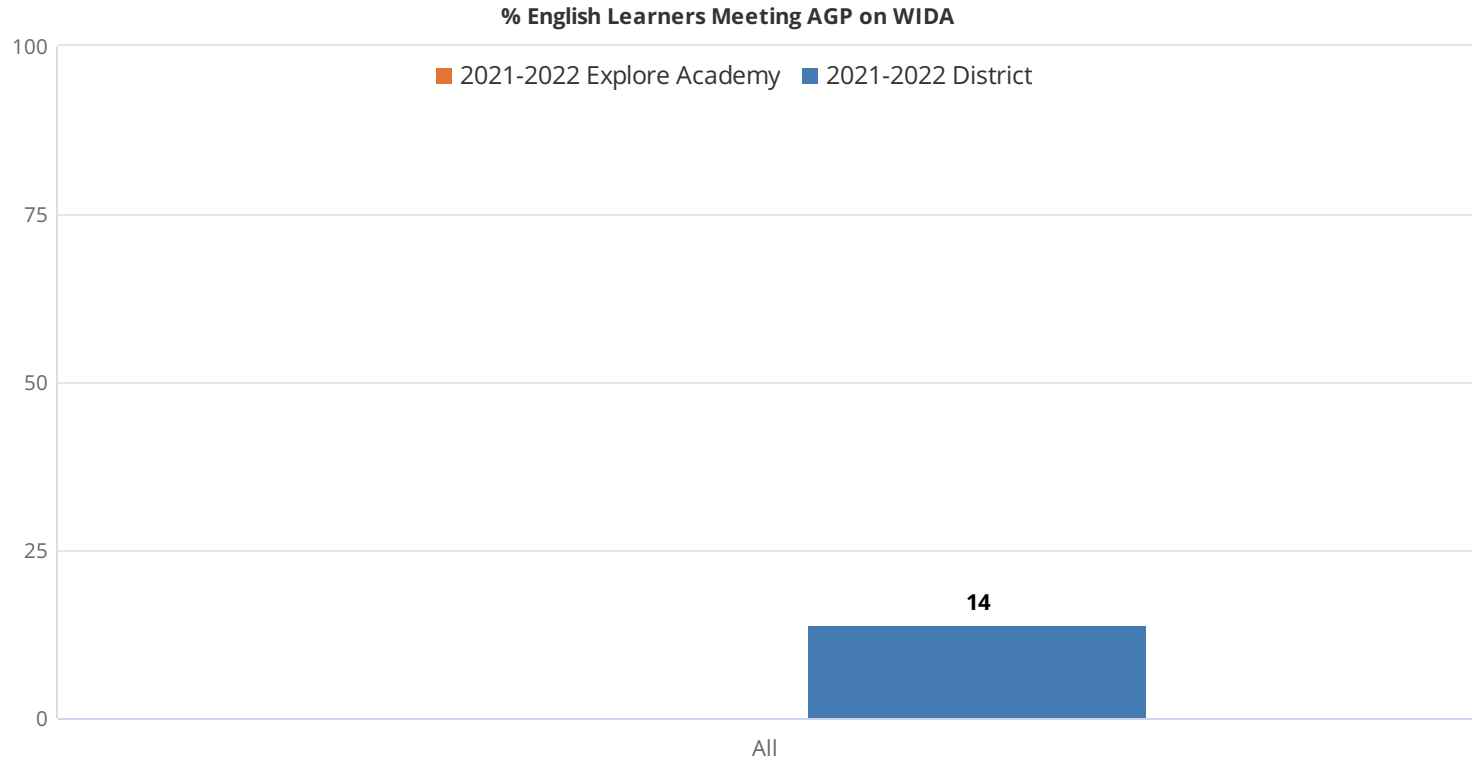
School Year 2021-2022 Nevada School Rating

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: NA/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	-	-	14.1			



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

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College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: NA/10

Groups	2022 % Participation	2022 % Participation District	2021 % Participation	2021 % Participation District
All Students	N/A	71.5		
American Indian/Alaska Native	N/A	64.7		
Asian	N/A	81.9		
Black/African American	N/A	57.9		
Hispanic/Latino	N/A	69.5		
Pacific Islander	N/A	77.1		
Two or More Races	N/A	73.9		
White/Caucasian	N/A	75.5		
Special Education	N/A	53.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	N/A	60.5		
Economically Disadvantaged	N/A	68.6		

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: NA/10

Groups	2022 % Completion	2022 % Completion District	2021 % Completion	2021 % Completion District
All Students	N/A	48.4		
American Indian/Alaska Native	N/A	58.8		
Asian	N/A	55.5		
Black/African American	N/A	33.9		
Hispanic/Latino	N/A	41.4		
Pacific Islander	N/A	42.8		
Two or More Races	N/A	58.2		
White/Caucasian	N/A	56.2		
Special Education	N/A	27.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	N/A	24.8		
Economically Disadvantaged	N/A	39.6		

Explore Academy

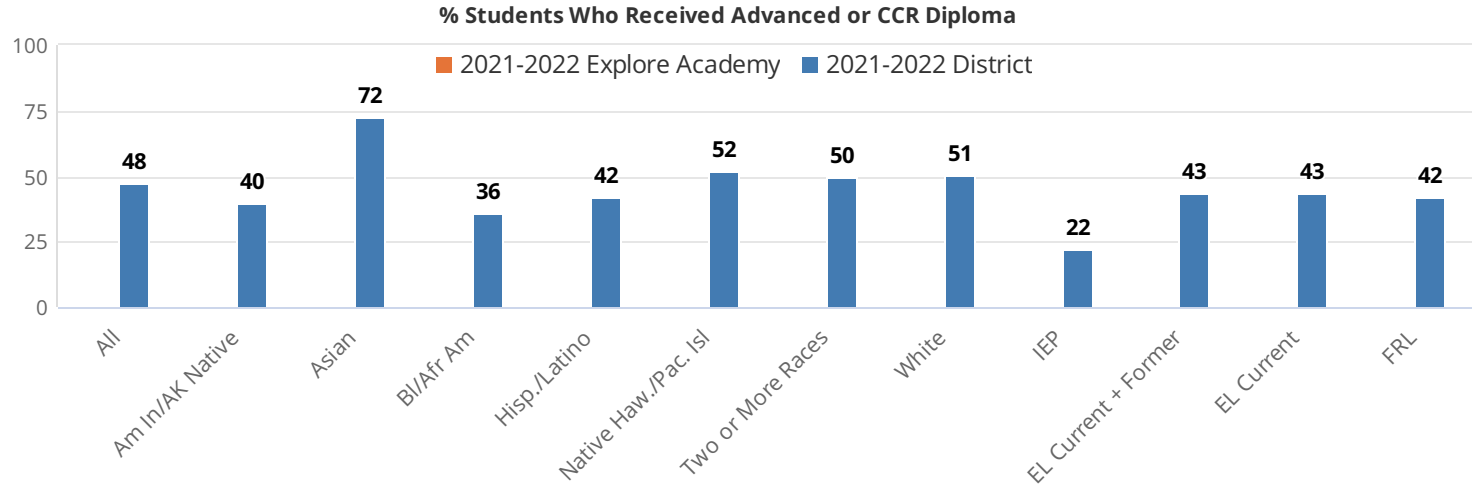
School Year 2021-2022 Nevada School Rating

College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: NA/5

Groups	2022 % Advanced or CCR Diploma	2022 % Advanced or CCR Diploma District	2021 % Advanced or CCR Diploma	2021 % Advanced or CCR Diploma District
All Students	N/A	47.6		
American Indian/Alaska Native	N/A	40.0		
Asian	N/A	72.3		
Black/African American	N/A	35.8		
Hispanic/Latino	N/A	41.8		
Pacific Islander	N/A	51.6		
Two or More Races	N/A	50.0		
White/Caucasian	N/A	50.5		
Special Education	N/A	21.8		
English Learners Current + Former	N/A	43.3		
English Learners Current	N/A	43.3		
Economically Disadvantaged	N/A	41.9		



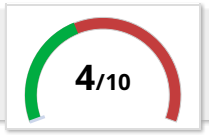
Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black/African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White/Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

Explore Academy

School Year 2021-2022 Nevada School Rating



Student Engagement

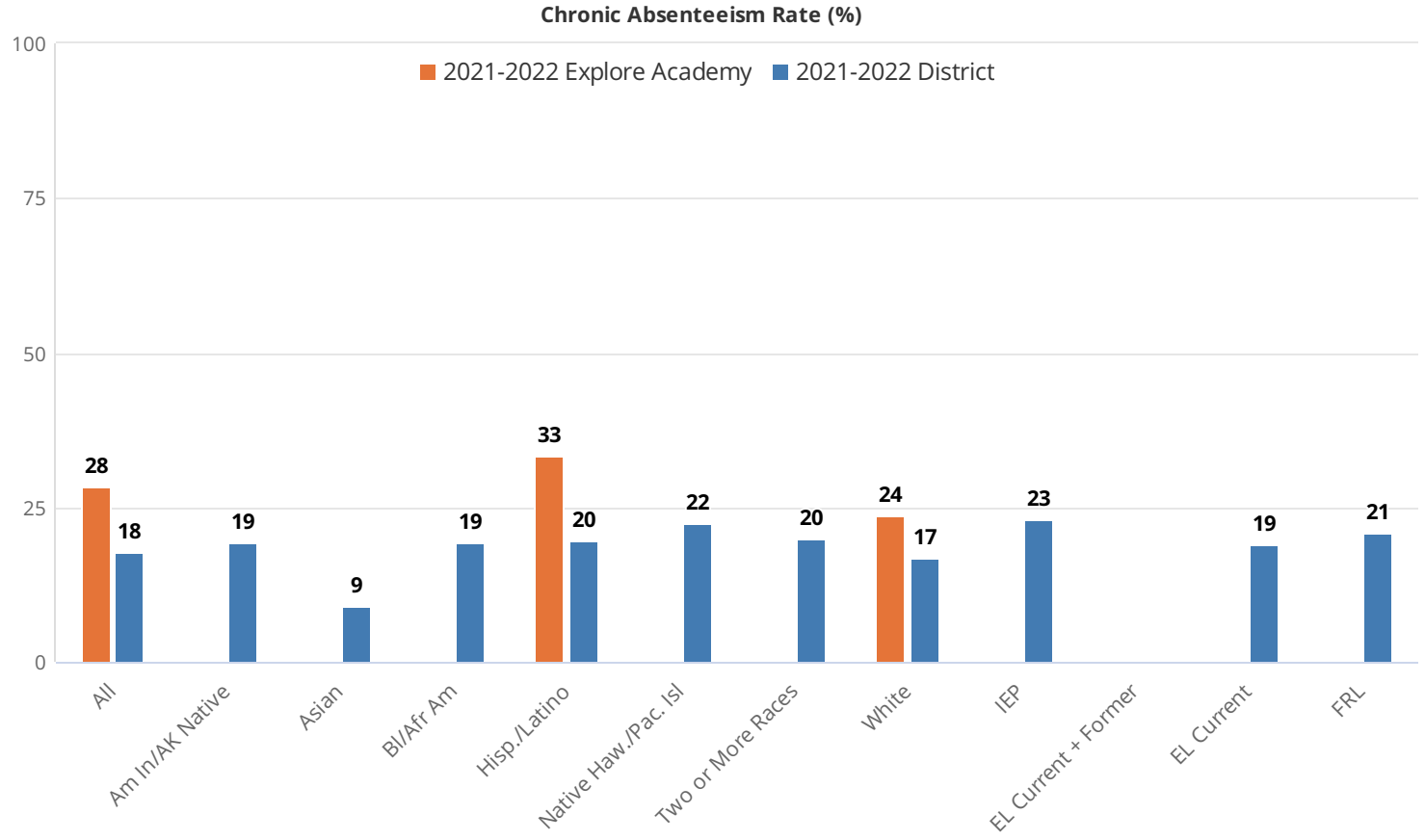
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic 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: 0/5

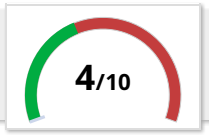
Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	28.3	17.9		
American Indian/Alaska Native	-	19.2		
Asian	-	9.0		
Black/African American	-	19.3		
Hispanic/Latino	33.3	19.5		
Pacific Islander	N/A	22.4		
Two or More Races	-	19.9		
White/Caucasian	23.8	16.8		
Special Education	-	23.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	19.0		
Economically Disadvantaged	N/A	21.0		

Reducing Chronic Absenteeism by 10% bonus points: NA



Explore Academy

School Year 2021-2022 Nevada School Rating

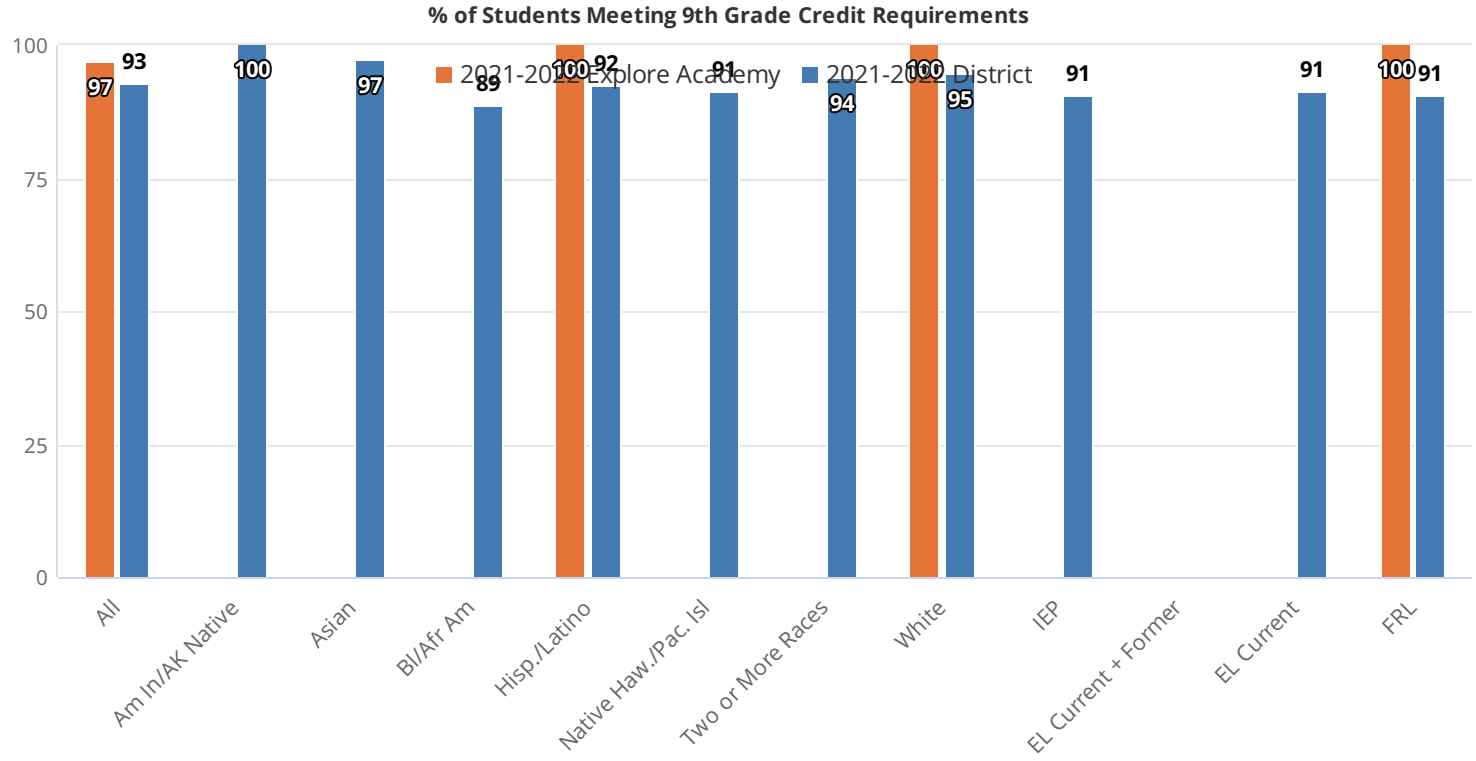


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 4/5

Groups	2022 % 9th Grade Credit Sufficiency	2022 % 9th Grade Credit Sufficiency District	2021 % 9th Grade Credit Sufficiency	2021 % 9th Grade Credit Sufficiency District
All Students	97.1	93.0		
American Indian/Alaska Native	N/A	100.0		
Asian	-	97.2		
Black/African American	-	88.7		
Hispanic/Latino	100.0	92.4		
Pacific Islander	N/A	91.4		
Two or More Races	-	93.8		
White/Caucasian	100.0	94.7		
Special Education	-	90.6		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	91.2		
Economically Disadvantaged	100.0	90.5		



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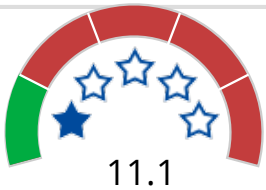
Explore Academy

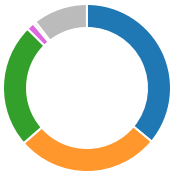
School Year 2022-2023 Nevada School Rating

School Level: Middle School
Grade Levels: 06-11
District: State Public Charter School Authority
School Address: 4660 North Rancho Las Vegas, NV 89130



11.1
Total Index Score

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



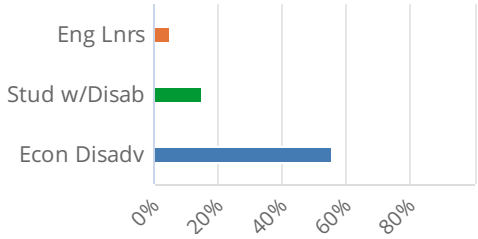
Student Race/Ethnicity

27.5%	White
23.8%	Bl/Afr Am
35.9%	Hisp/Latino
1.5%	Asian
0.5%	Am Ind/AK Nat
N/A%	Pac Isl
10.5%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	18.8 NR
2020-2021	N/A N/A

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 inventions.

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 29	★
At or above 29 but less than 50	★★
At or above 50 and less than 70	★★★
At or above 70 and less than 80	★★★★
At or above 80	★★★★★

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

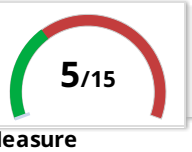
Academic Achievement Indicator

*Participation Penalty

Measure	School Rate	District Rate
Pooled Proficiency	12.5	45.7
Math Proficiency	6.9	38.5
ELA Proficiency	17.6	53.4
Science Proficiency	14.2	43.9

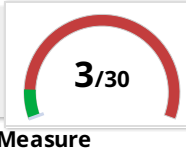
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	29.3



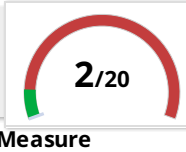
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	32.4	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.7
Climate Survey Participation	N/A	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	25.0	56.0
ELA MGP	19.0	56.0
	School Rate	**District Rate**
Met Math AGP Target	<5	40.4
Met ELA AGP Target	18.8	52.8



Closing Opportunity Gaps Indicator

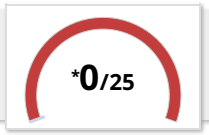
Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	<5	18.0
Prior Non-Proficient Met ELA AGP Target	<5	23.3

* Lost 2 points from Academic Achievement because 95% assessment participation was not met.

Climate Survey Participation is not a point-earning measure.

Explore Academy

School Year 2022-2023 Nevada School Rating



Academic Achievement

*Participation Penalty

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.

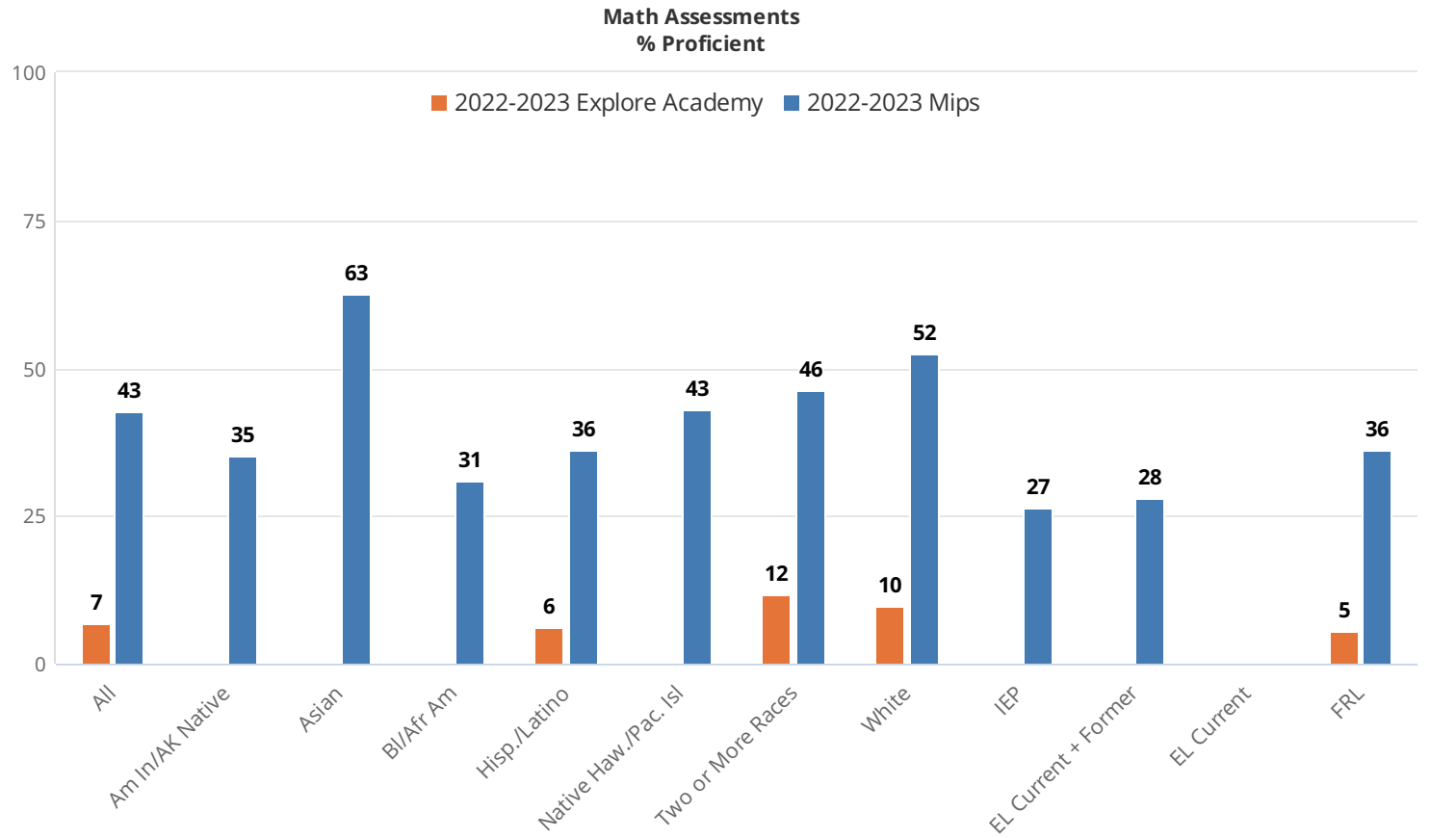
Pooled Proficiency

Pooled Proficiency Points Earned: 1/25

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	12.5	45.7	26.4	46.6

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	6.9	38.5	42.7	17.5	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	-	62.5	62.6	-	62.7	60.6
Black/African American	<5	19.4	31	<5	18.2	27.3
Hispanic/Latino	6.3	28.3	36.2	14.7	26.4	32.8
Pacific Islander	N/A	37.9	43.1	N/A	28.3	40.1
Two or More Races	11.7	44.5	46.4	-	41.8	43.6
White/Caucasian	9.7	51.4	52.3	26.3	48.1	49.8
Special Education	<5	11.5	26.5	<5	9.7	22.7
English Learners Current + Former	<5	21.5	28	5.8	20.1	24.2
English Learners Current	<5	6.5		-	7.6	
Economically Disadvantaged	5.4	24.9	36.1	10.3	23.9	32.7



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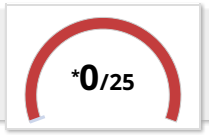
Explore Academy

School Year 2022-2023 Nevada School Rating

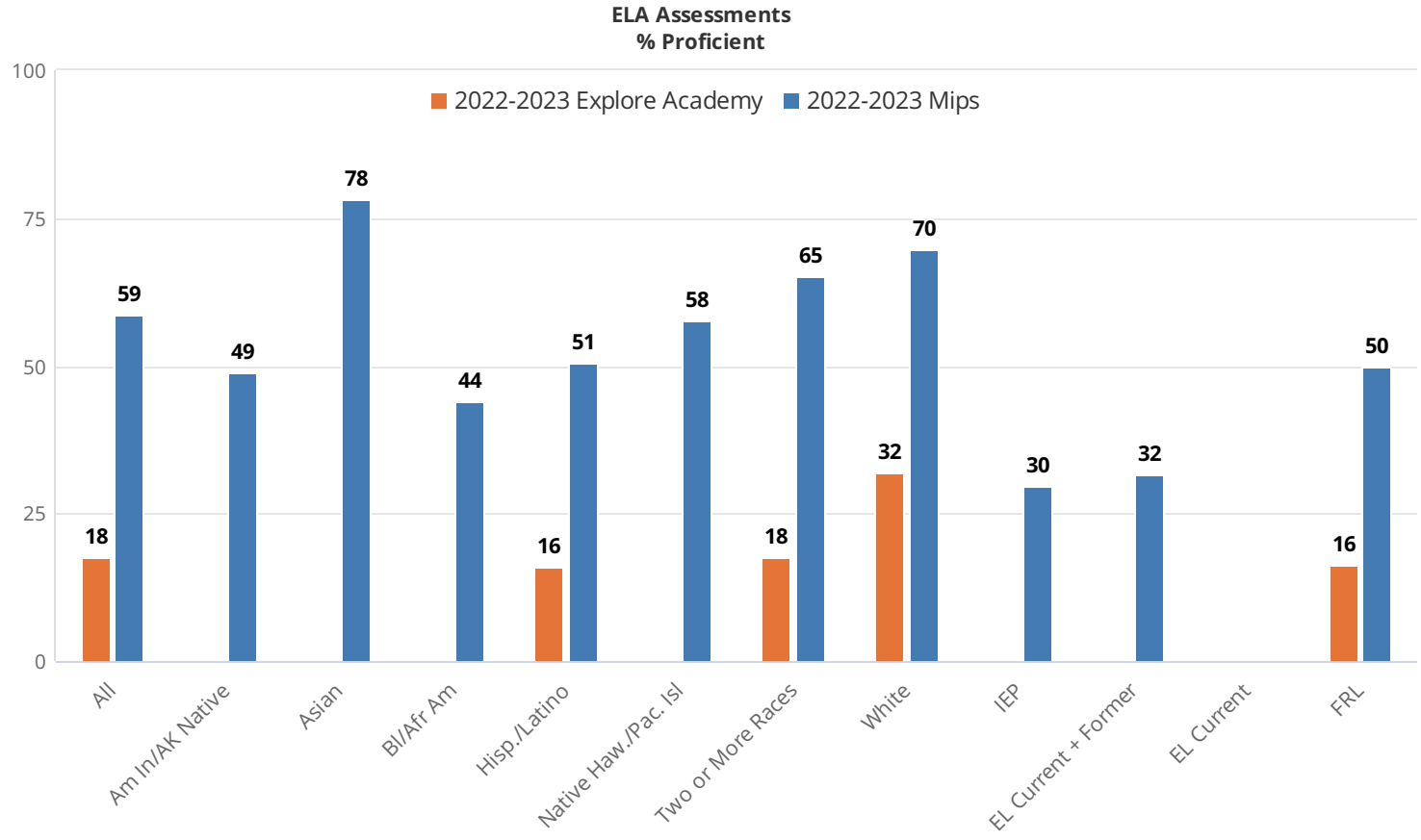


Academic Achievement

*Participation Penalty

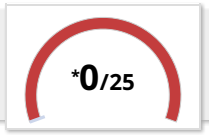
ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	17.6	53.4	58.6	35.0	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	-	74.7	78.2	-	79.0	77.1
Black/African American	<5	37.4	43.9	9.5	41.1	40.9
Hispanic/Latino	15.8	44.8	50.5	35.2	48.2	47.9
Pacific Islander	N/A	47.2	57.8	N/A	53.3	55.5
Two or More Races	17.6	60.0	65	-	64.6	63.2
White/Caucasian	31.8	64.0	69.6	40.6	67.2	68
Special Education	<5	17.4	29.6	<5	18.0	25.8
English Learners Current + Former	<5	34.0	31.7	17.6	38.8	28.1
English Learners Current	<5	12.0		-	16.7	
Economically Disadvantaged	16.4	40.8	49.8	24.7	45.9	47.1



Explore Academy

School Year 2022-2023 Nevada School Rating

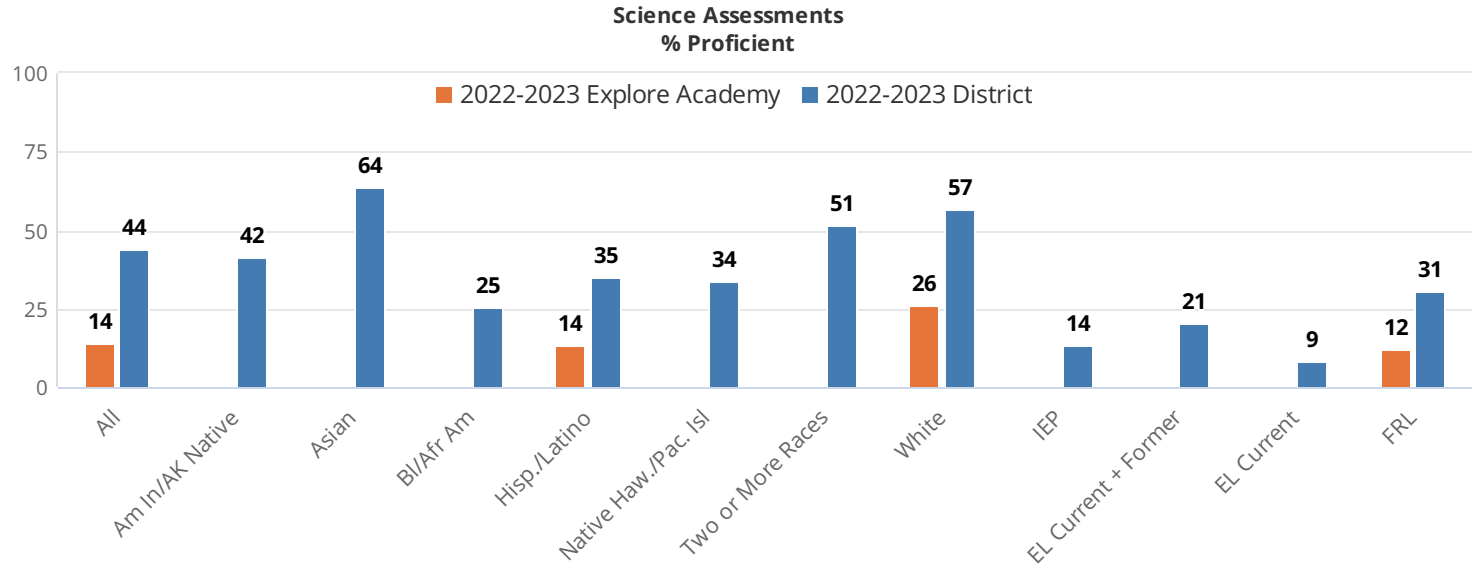


Academic Achievement

*Participation Penalty

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	14.2	43.9	28.0	44.9
American Indian/Alaska Native	-	41.6	N/A	52.6
Asian	-	63.5	-	63.9
Black/African American	-	25.3	-	28.3
Hispanic/Latino	13.6	34.8	-	33.7
Pacific Islander	N/A	33.7	N/A	40.5
Two or More Races	-	51.4	-	53.3
White/Caucasian	26.3	56.5	-	57.8
Special Education	-	13.6	-	12.0
English Learners Current + Former	<5	20.7	-	19.4
English Learners Current	-	8.5	-	6.9
Economically Disadvantaged	12.1	30.8	-	31.9



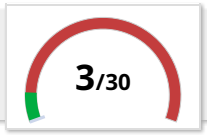
Participation on State Assessments

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: 2

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	>=95%	>=95%	91.7%	91.7%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	92.3%	92.3%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	>=95%	>=95%	-	-
White/Caucasian	90.9%	90.9%	85.1%	85.1%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	N/A	N/A
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	90.3%	90.3%



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: 1/10**

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	25.0	56.0	19.0	56.0	35.5	56.0	30.0	55.0
American Indian/Alaska Native	-	64.0	-	61.0	-	53.5	-	55.5
Asian	-	61.0	-	57.0	-	61.0	-	61.0
Black/African American	21.0	51.0	16.0	55.0	42.0	52.0	36.0	54.0
Hispanic/Latino	17.0	54.0	18.0	55.0	43.5	54.0	23.0	54.0
Pacific Islander	N/A	59.0	N/A	54.0	N/A	53.5	N/A	55.0
Two or More Races	23.0	59.0	10.0	58.0	-	57.0	-	55.0
White/Caucasian	35.0	58.0	31.0	56.0	24.0	57.0	25.5	56.0
Special Education	31.0	52.0	26.0	55.0	36.0	44.0	28.0	43.0
English Learners Current + Former	25.0	54.0	17.0	56.0	55.0	54.0	14.0	54.0
English Learners Current	38.0	53.0	17.5	53.0	-	50.0	-	51.0
Economically Disadvantaged	25.0	54.0	18.0	55.0	35.0	54.0	26.5	55.0

AGP Growth Data

Math AGP Points Earned: 0.5/5 **ELA AGP Points Earned: 0.5/5**

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	<5	40.4	18.8	52.8	12.1	40.8	31.8	60.4
American Indian/Alaska Native	-	38.8	-	50.0	-	37.5	-	64.2
Asian	-	62.5	-	72.6	-	63.7	-	77.2
Black/African American	<5	23.7	<5	39.6	<5	24.7	15.3	49.7
Hispanic/Latino	5.0	30.6	17.2	44.7	16.6	31.4	33.3	52.7
Pacific Islander	N/A	40.5	N/A	48.3	N/A	36.8	N/A	59.5
Two or More Races	<5	46.9	15.3	59.5	-	43.8	-	65.6
White/Caucasian	5.7	51.9	37.1	61.5	9.0	50.7	36.3	67.2
Special Education	<5	15.1	<5	22.3	<5	12.9	5.8	26.3
English Learners Current + Former	<5	24.3	<5	35.3	9.0	25.2	16.6	45.5
English Learners Current	<5	10.9	<5	16.2	-	12.6	-	28.2
Economically Disadvantaged	<5	28.1	18.8	41.9	10.3	29.9	20.0	51.8

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

'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.

Explore Academy

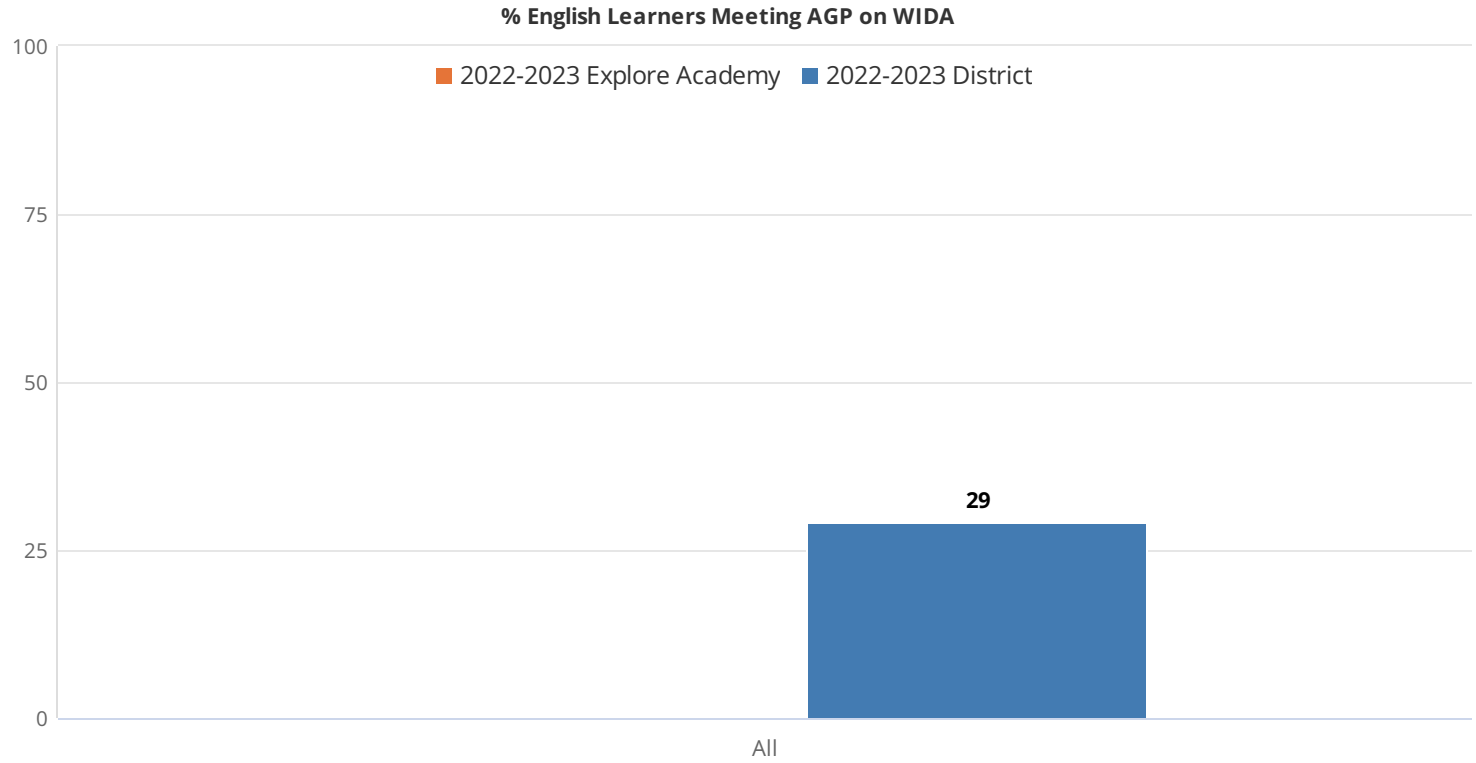
School Year 2022-2023 Nevada School Rating

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: NA/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	-	-	29.3	-	-	21.6



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

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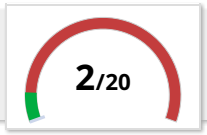
Explore Academy

School Year 2022-2023 Nevada School Rating



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 AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students 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.

			Math AGP Points Earned: 1/10			ELA AGP Points Earned: 1/10		
Groups	**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	<5	18.0	<5	23.3	6.3	23.5	5.7	38.0
American Indian/Alaska Native	-	18.9	-	23.3	N/A	25.0	N/A	52.0
Asian	-	26.3	-	36.0	-	38.5	-	51.3
Black/African American	<5	12.5	<5	20.2	<5	16.6	<5	33.6
Hispanic/Latino	<5	15.4	<5	21.4	9.5	20.3	7.1	35.8
Pacific Islander	N/A	20.5	N/A	20.4	N/A	24.8	N/A	44.5
Two or More Races	-	20.8	-	27.8	-	24.1	-	42.9
White/Caucasian	<5	23.6	17.6	26.3	7.6	28.8	-	40.2
Special Education	<5	8.5	<5	12.4	<5	7.8	6.2	19.6
English Learners Current + Former	<5	13.5	<5	18.6	N/A	N/A	N/A	N/A
English Learners Current	<5	8.9	-	12.7	-	11.3	-	24.4
Economically Disadvantaged	<5	14.2	5.4	20.9	<5	19.7	<5	35.0

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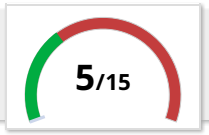
Explore Academy

School Year 2022-2023 Nevada School Rating



Student Engagement

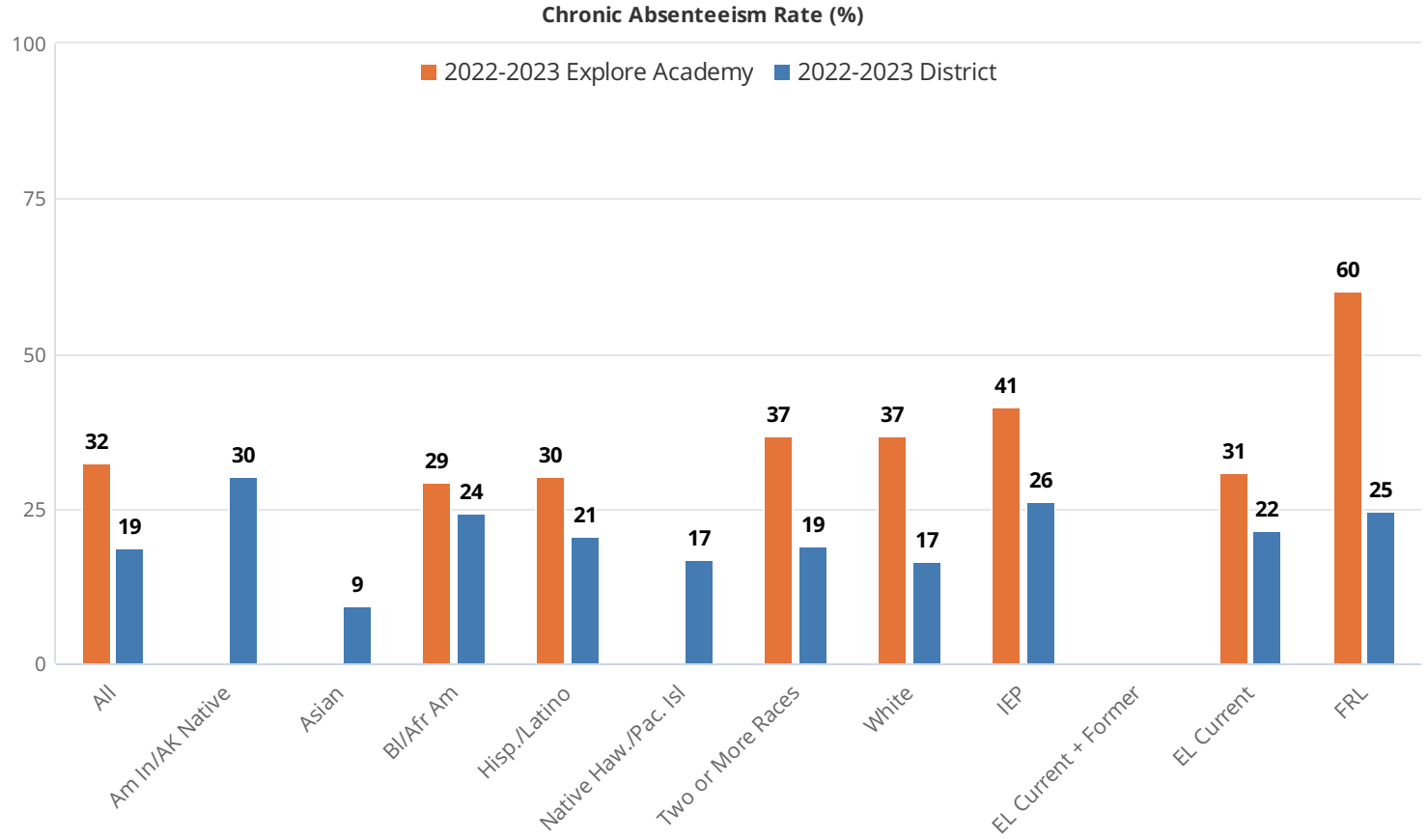
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. 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, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

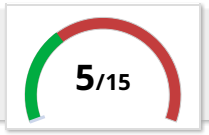
Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	32.4	18.8	31.4	18.5
American Indian/Alaska Native	N/A	30.1	-	28.9
Asian	-	9.3	-	8.7
Black/African American	29.2	24.2	37.0	24.9
Hispanic/Latino	30.1	20.6	32.4	19.9
Pacific Islander	N/A	16.7	N/A	22.7
Two or More Races	36.8	19.0	30.0	19.4
White/Caucasian	36.9	16.5	26.0	16.1
Special Education	41.3	26.3	25.0	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	30.7	21.6	45.4	18.3
Economically Disadvantaged	60.0	24.7	N/A	23.1

Reducing Chronic Absenteeism by 10% bonus points: NA



Explore Academy

School Year 2022-2023 Nevada School Rating



Student Engagement

Academic Learning Plans

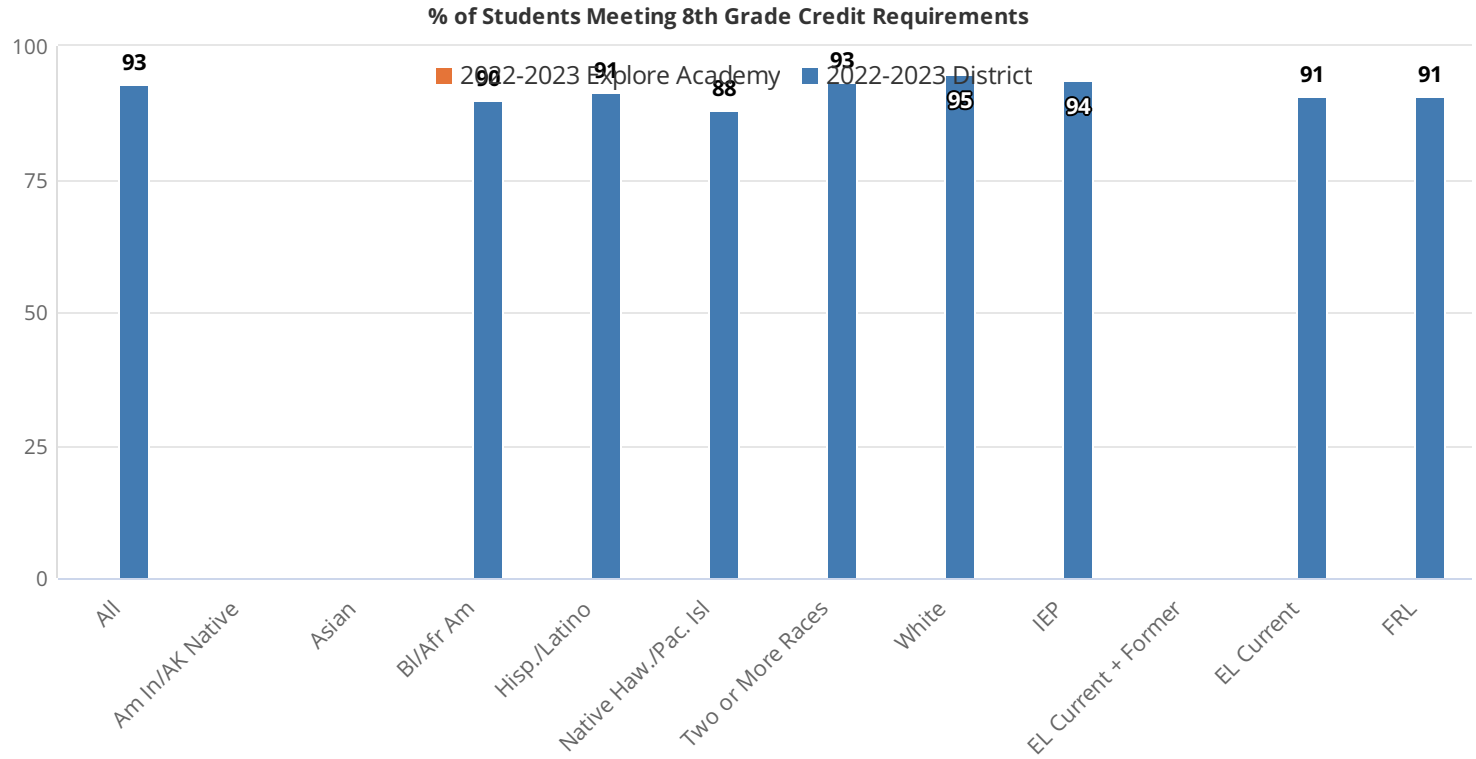
Academic Learning Plans Points Earned 2/2

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

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	>95	92.7	>95	91.1
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	N/A	>95
Black/African American	>95	89.9	-	85.9
Hispanic/Latino	>95	91.4	-	90.3
Pacific Islander	N/A	88.1	N/A	93.3
Two or More Races	-	93.1	-	89.2
White/Caucasian	>95	94.8	-	93.3
Special Education	-	93.7	-	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	90.5	-	88.7
Economically Disadvantaged	>95	90.5	-	89.5



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Explore Academy

2022-2023 School Designation Report

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.

MS CSI Cut Scores	**10.3**			
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	9.0			
Hispanic	12.2			
Pacific Islander	*			
Multi Race	*			
White	11.6			
SpEd	*			
English Learner	*			
Econ Disadv	13.7			

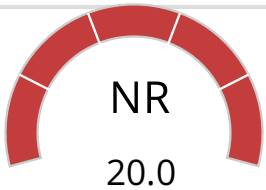
* = insufficient n-size (n < 25) to receive an NSPF index score.

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.

Explore Academy

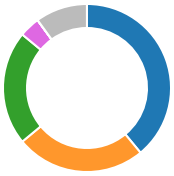
School Year 2022-2023 Nevada School Rating

School Level: High School
Grade Levels: 06-11
District: State Public Charter School Authority
School Address: 4660 North Rancho Las Vegas, NV 89130



20.0
Total Index Score

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



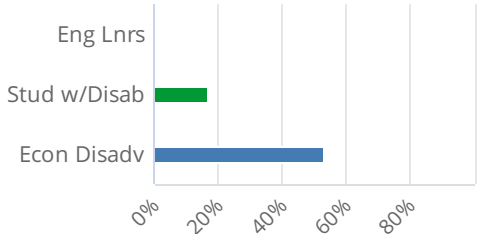
Student Race/Ethnicity

25.0%	White
22.0%	Bl/Afr Am
39.0%	Hisp/Latino
4.0%	Asian
N/A%	Am Ind/AK Nat
N/A%	Pac Isl
10.0%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	40.0 NR
2020-2021	N/A N/A

Additional Student Groups



What does my school rating mean?

In order for a high school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators and/or measures: Student Achievement, Graduation. For this school, the minimum requirement have not been met.

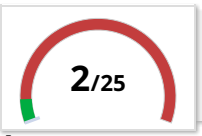
How are school star ratings determined?

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 70	★★★
At or above 70 and less than 82	★★★★
At or above 82	★★★★★

2022-2023 School Performance

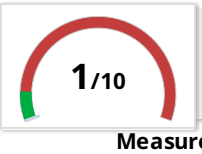


Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	-	25.7
ELA Proficiency	-	54.0
Science Proficiency	26.9	26.5

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	14.6



Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	65.8	92.9
Chronic Absenteeism	38.2	19.6
Climate Survey Participation	N/A	N/A

Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	N/A	86.0
5-Year	N/A	89.9

College and Career Readiness Indicator

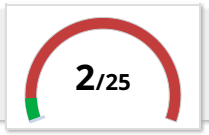
Measure	School Rate	District Rate
Post-Secondary Preparation Participation	N/A	76.1
Post-Secondary Preparation Completion	N/A	50.0
Advanced or CCR Diploma	N/A	53.5

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2021-2022.

Explore Academy

School Year 2022-2023 Nevada School Rating



Academic Achievement

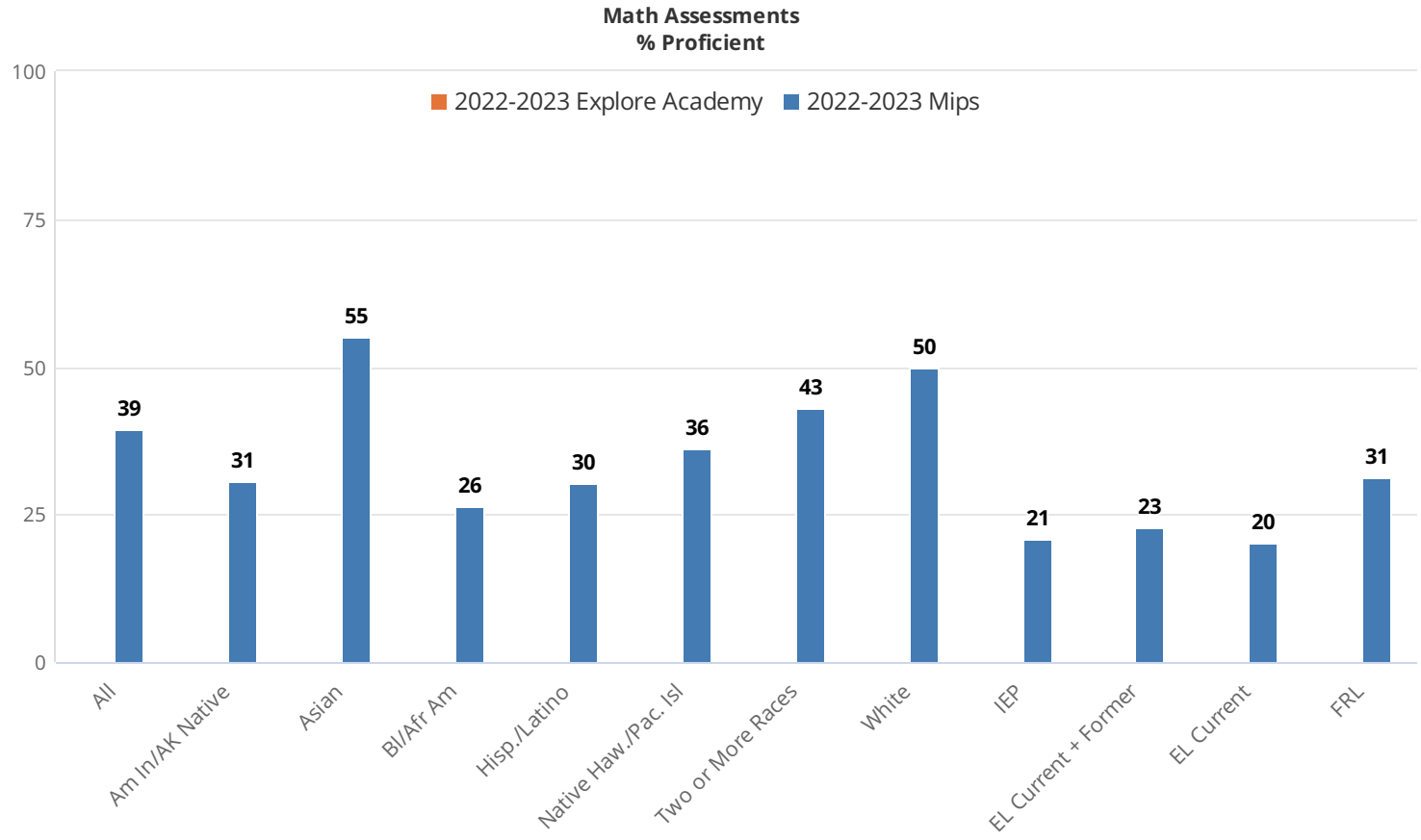
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate 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 ill be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: NA/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	-	25.7	39.38	N/A	25.2	36.19
American Indian/Alaska Native	N/A	20.0	30.62	N/A	-	26.96
Asian	-	50.2	55.12	N/A	55.1	52.76
Black/African American	-	11.0	26.37	N/A	10.2	22.5
Hispanic/Latino	-	16.0	30.44	N/A	14.2	26.78
Pacific Islander	N/A	28.0	36.16	N/A	23.0	32.8
Two or More Races	N/A	35.5	43.1	N/A	31.9	40.11
White/Caucasian	-	33.6	49.68	N/A	33.8	47.04
Special Education	-	6.2	20.93	N/A	6.6	16.76
English Learners Current + Former	-	<5	22.86	N/A	<5	18.8
English Learners Current	-	<5	20.23	N/A	<5	16.04
Economically Disadvantaged	-	14.5	31.41	N/A	14.6	27.8



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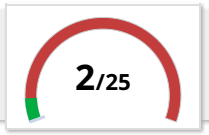
Explore Academy

School Year 2022-2023 Nevada School Rating

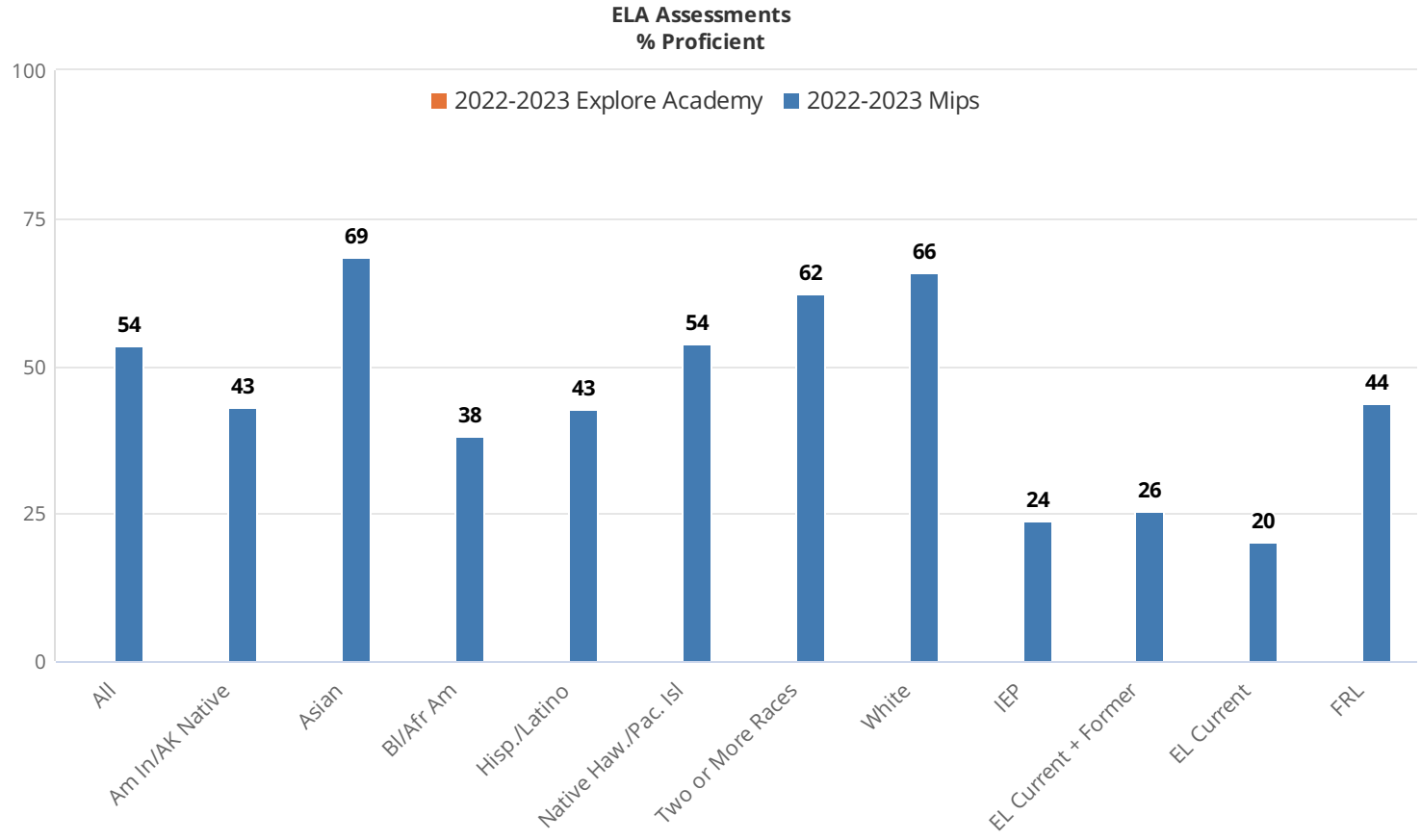


Academic Achievement

ELA Proficient

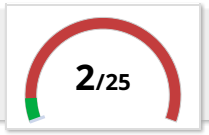
ELA Proficient Points Earned: NA/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	-	54.0	53.55	N/A	54.3	51.11
American Indian/Alaska Native	N/A	70.0	42.92	N/A	-	39.92
Asian	-	75.2	68.51	N/A	78.7	66.85
Black/African American	-	34.6	38.08	N/A	40.6	34.82
Hispanic/Latino	-	43.8	42.69	N/A	42.3	39.67
Pacific Islander	N/A	56.1	53.74	N/A	35.8	51.31
Two or More Races	N/A	65.5	62.16	N/A	60.5	60.16
White/Caucasian	-	64.6	65.93	N/A	65.7	64.14
Special Education	-	19.2	23.93	N/A	16.5	19.92
English Learners Current + Former	-	10.9	25.56	N/A	12.5	21.64
English Learners Current	-	6.0	20.18	N/A	9.2	15.98
Economically Disadvantaged	-	41.8	43.73	N/A	43.4	40.77



Explore Academy

School Year 2022-2023 Nevada School Rating

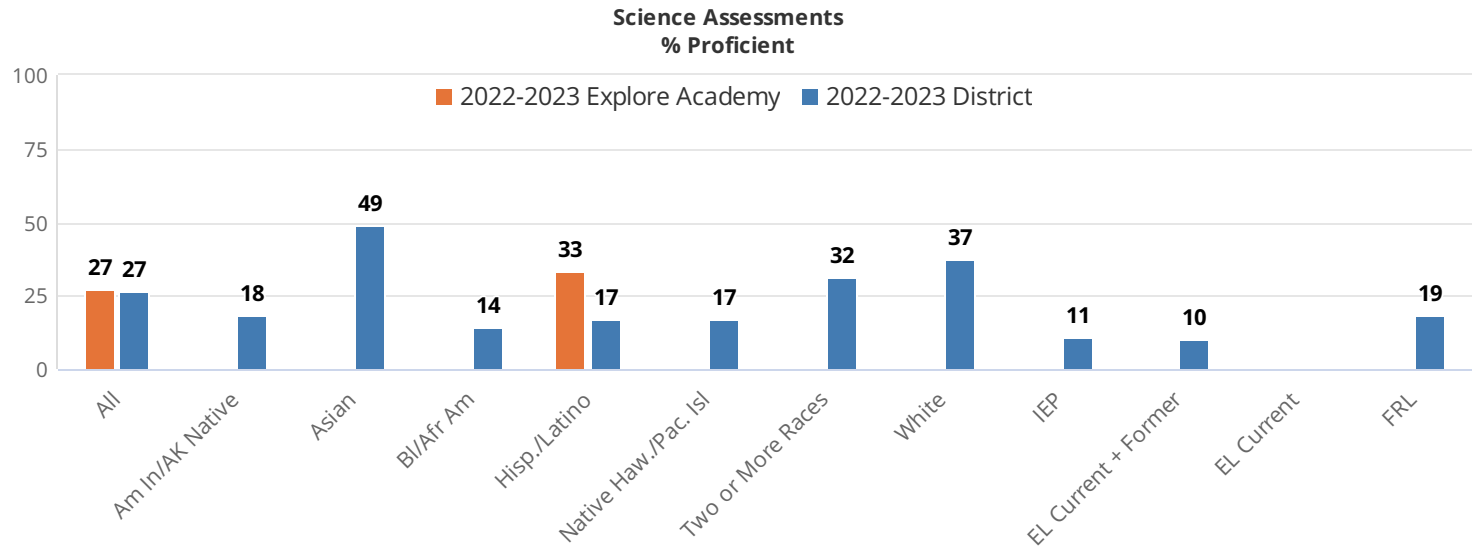


Academic Achievement

Science Proficient

Science Proficient Points Earned: 2/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	26.9	26.5	-	31.6
American Indian/Alaska Native	N/A	18.1	N/A	23.0
Asian	N/A	49.3	-	46.9
Black/African American	-	14.2	N/A	16.5
Hispanic/Latino	33.3	17.2	-	21.0
Pacific Islander	N/A	17.3	N/A	33.3
Two or More Races	-	31.6	N/A	39.1
White/Caucasian	-	37.3	-	43.2
Special Education	-	11.1	N/A	10.8
English Learners Current + Former	-	10.1	-	11.4
English Learners Current	-	<5	-	<5
Economically Disadvantaged	-	18.7	-	22.1



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

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

Yellow indicates 95% participation requirement not met.

Explore Academy

School Year 2022-2023 Nevada School Rating

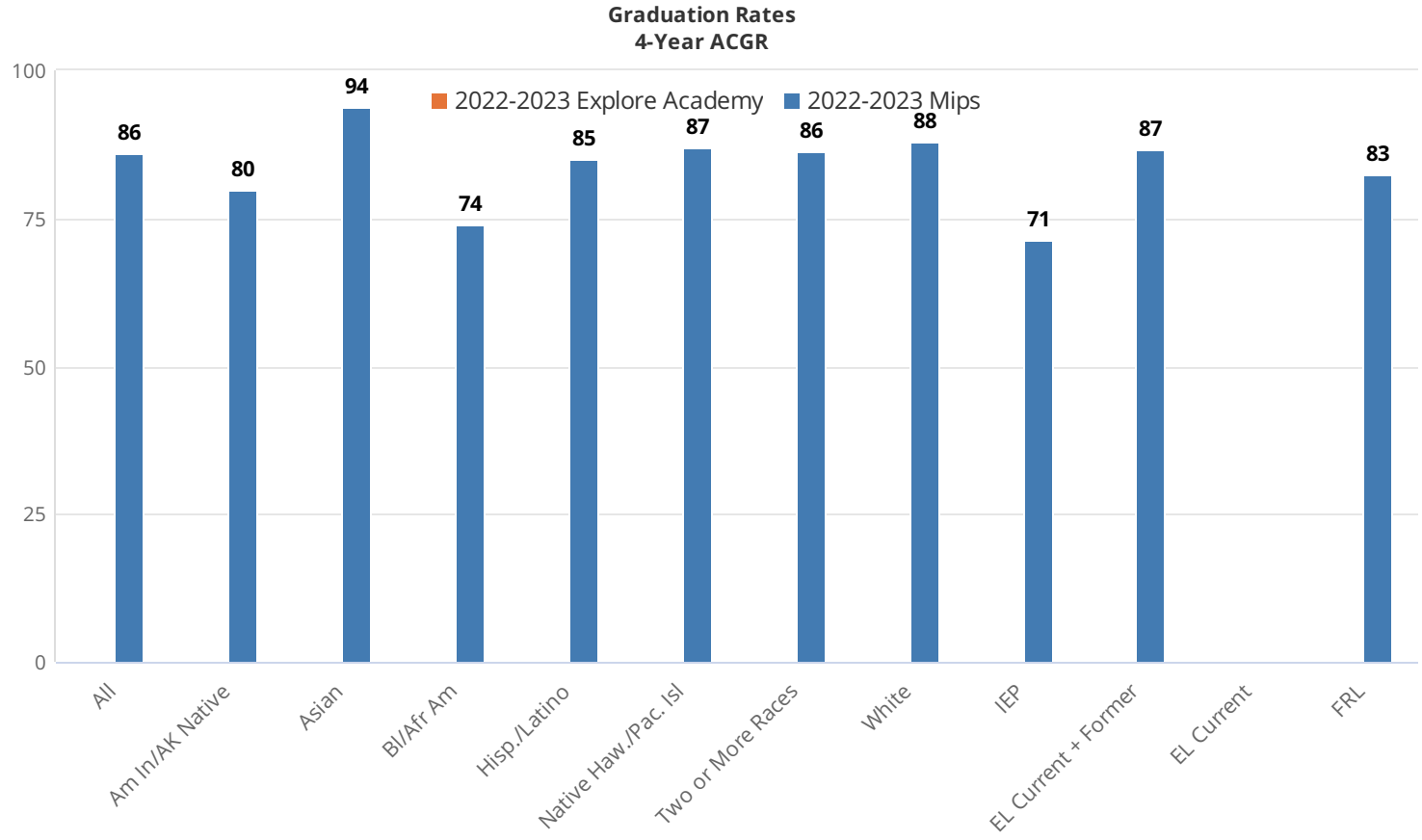
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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. Any student whoever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: NA/25

Groups	2022 % 4-Year ACGR	2022 % District	2022 % 4-Year ACGR MIP	2021 % 4-Year ACGR	2021 % District	2021 % 4-Year ACGR MIP
All Students	N/A	86.0	86	N/A	86.8	84.3
American Indian/Alaska Native	N/A	80.9	79.9	N/A	93.7	77.9
Asian	N/A	91.1	93.7	N/A	95.0	93.5
Black/African American	N/A	75.0	74	N/A	79.7	71.9
Hispanic/Latino	N/A	84.4	85.1	N/A	83.2	83.3
Pacific Islander	N/A	89.4	87.1	N/A	86.1	85.5
Two or More Races	N/A	82.4	86.4	N/A	87.8	84.7
White/Caucasian	N/A	90.9	88.1	N/A	90.5	86.8
Special Education	N/A	83.3	71.3	N/A	74.4	69.1
English Learners Current + Former	N/A	N/A	86.8	N/A	N/A	85.1
English Learners Current	N/A	86.6		N/A	73.3	
Economically Disadvantaged	N/A	80.9	82.5	N/A	81.2	80.6



Explore Academy

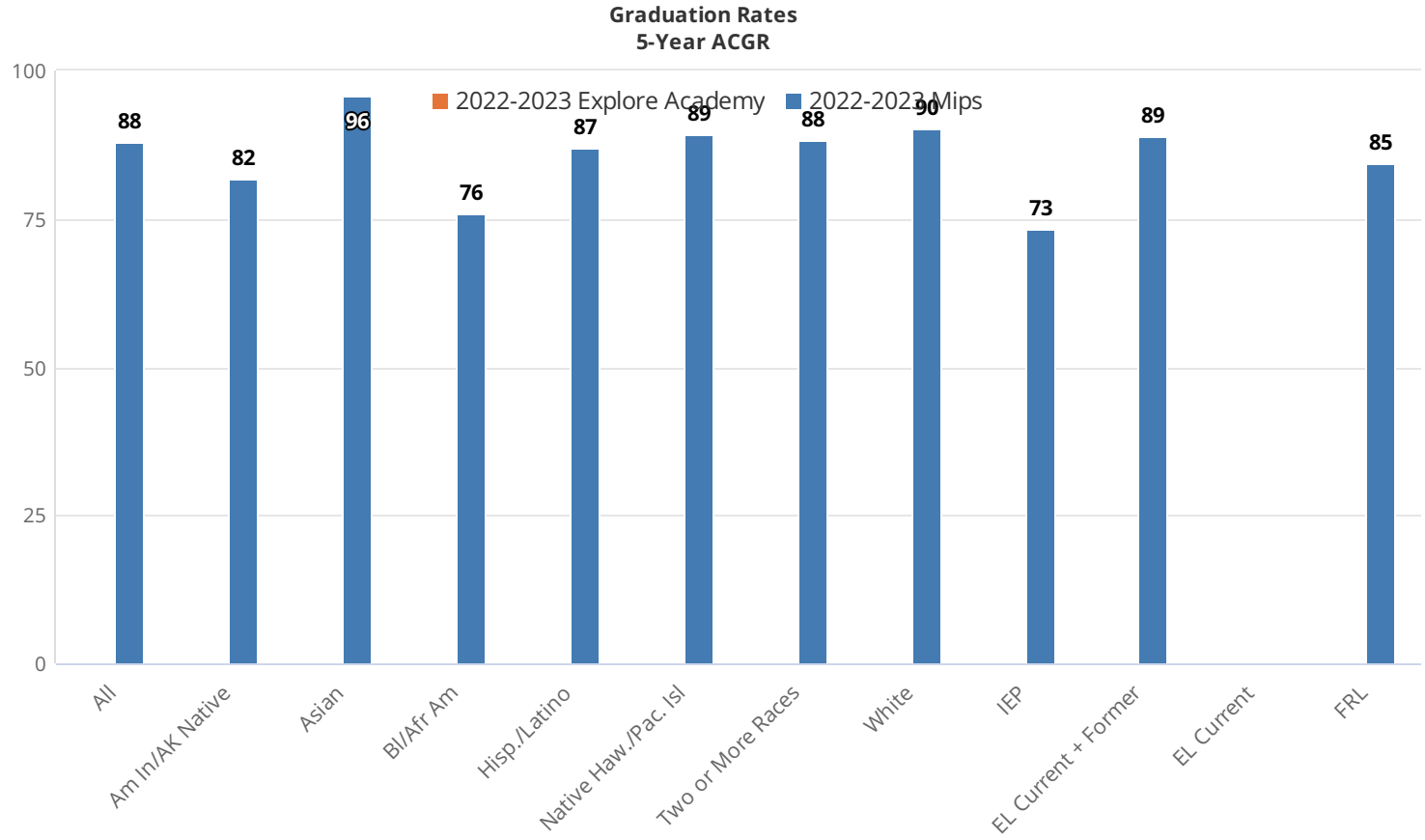
School Year 2022-2023 Nevada School Rating

Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: NA/5

Groups	2022 % 5-Year ACGR	2022 % District	2022 % 5-Year ACGR MIP	2021 % 5-Year ACGR	2021 % District	2021 % 5-Year ACGR MIP
All Students	N/A	89.9	88	N/A	87.0	86.3
American Indian/Alaska Native	N/A	93.7	81.9	N/A	75.0	79.9
Asian	N/A	>95	95.7	N/A	94.5	95.5
Black/African American	N/A	83.7	76	N/A	82.5	73.9
Hispanic/Latino	N/A	87.2	87.1	N/A	82.9	85.3
Pacific Islander	N/A	86.1	89.1	N/A	93.3	87.5
Two or More Races	N/A	88.6	88.4	N/A	92.4	86.7
White/Caucasian	N/A	92.9	90.1	N/A	89.1	88.8
Special Education	N/A	79.9	73.3	N/A	76.9	71.1
English Learners Current + Former	N/A	N/A	88.8	N/A	N/A	87.1
English Learners Current	N/A	79.4		N/A	81.4	
Economically Disadvantaged	N/A	85.4	84.5	N/A	81.3	82.6



'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.

Explore Academy

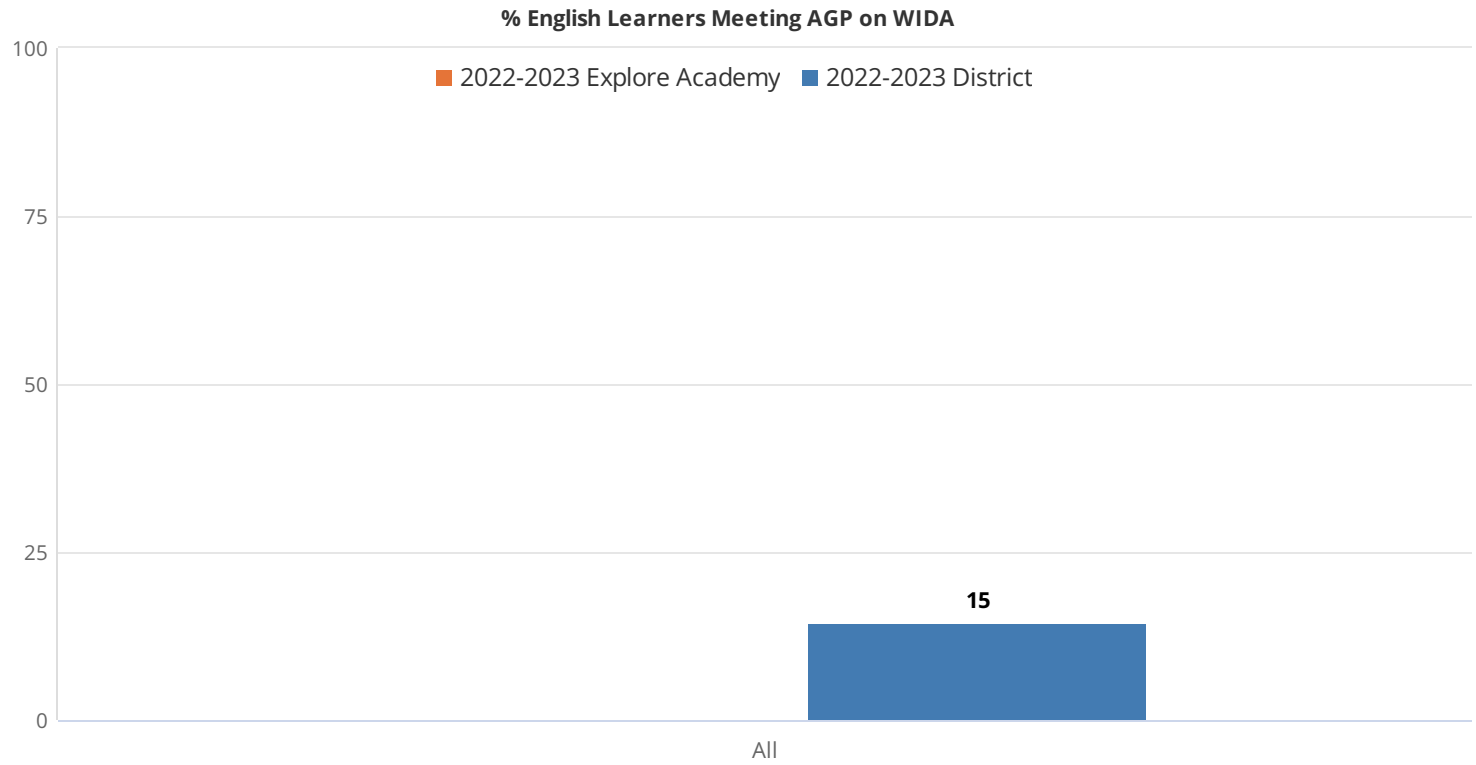
School Year 2022-2023 Nevada School Rating

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: NA/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	-	-	14.6	-	-	14.1



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

'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.

Explore Academy

School Year 2022-2023 Nevada School Rating

College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: NA/10

Groups	2023 % Participation	2023 % Participation District	2022 % Participation	2022 % Participation District
All Students	N/A	76.1	N/A	71.5
American Indian/Alaska Native	N/A	-	N/A	64.7
Asian	N/A	88.2	N/A	81.9
Black/African American	N/A	63.5	N/A	57.9
Hispanic/Latino	N/A	74.1	N/A	69.5
Pacific Islander	N/A	76.1	N/A	77.1
Two or More Races	N/A	75.0	N/A	73.9
White/Caucasian	N/A	81.5	N/A	75.5
Special Education	N/A	44.9	N/A	53.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	58.1	N/A	60.5
Economically Disadvantaged	N/A	70.2	N/A	68.6

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: NA/10

Groups	2023 % Completion	2023 % Completion District	2022 % Completion	2022 % Completion District
All Students	N/A	50.0	N/A	48.4
American Indian/Alaska Native	N/A	-	N/A	58.8
Asian	N/A	68.5	N/A	55.5
Black/African American	N/A	32.9	N/A	33.9
Hispanic/Latino	N/A	48.7	N/A	41.4
Pacific Islander	N/A	26.1	N/A	42.8
Two or More Races	N/A	50.5	N/A	58.2
White/Caucasian	N/A	55.8	N/A	56.2
Special Education	N/A	18.6	N/A	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	31.2	N/A	24.8
Economically Disadvantaged	N/A	40.5	N/A	39.6

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Explore Academy

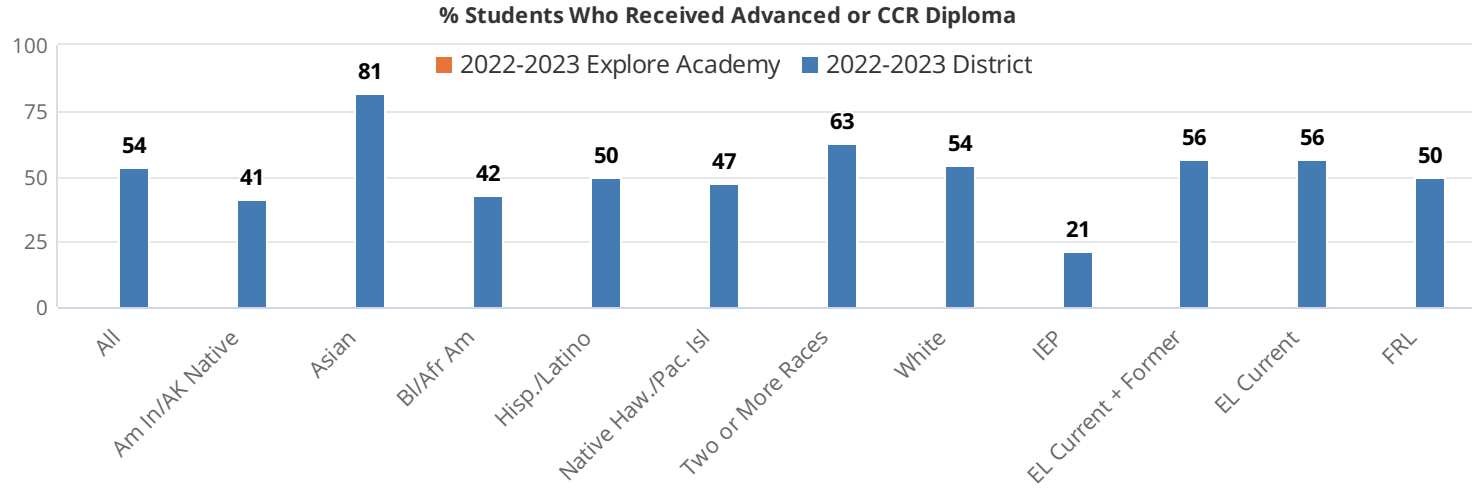
School Year 2022-2023 Nevada School Rating

College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: NA/5

Groups	2023 % Advanced or CCR Diploma	2023 % Advanced or CCR Diploma District	2022 % Advanced or CCR Diploma	2022 % Advanced or CCR Diploma District
All Students	N/A	53.5	N/A	47.6
American Indian/Alaska Native	N/A	41.1	N/A	40.0
Asian	N/A	81.3	N/A	72.3
Black/African American	N/A	42.4	N/A	35.8
Hispanic/Latino	N/A	49.5	N/A	41.8
Pacific Islander	N/A	47.0	N/A	51.6
Two or More Races	N/A	62.5	N/A	50.0
White/Caucasian	N/A	54.3	N/A	50.5
Special Education	N/A	21.3	N/A	21.8
English Learners Current + Former	N/A	56.4	N/A	43.3
English Learners Current	N/A	56.4	N/A	43.3
Economically Disadvantaged	N/A	49.8	N/A	41.9



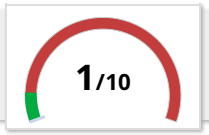
Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black/African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White/Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

Explore Academy

School Year 2022-2023 Nevada School Rating



Student Engagement

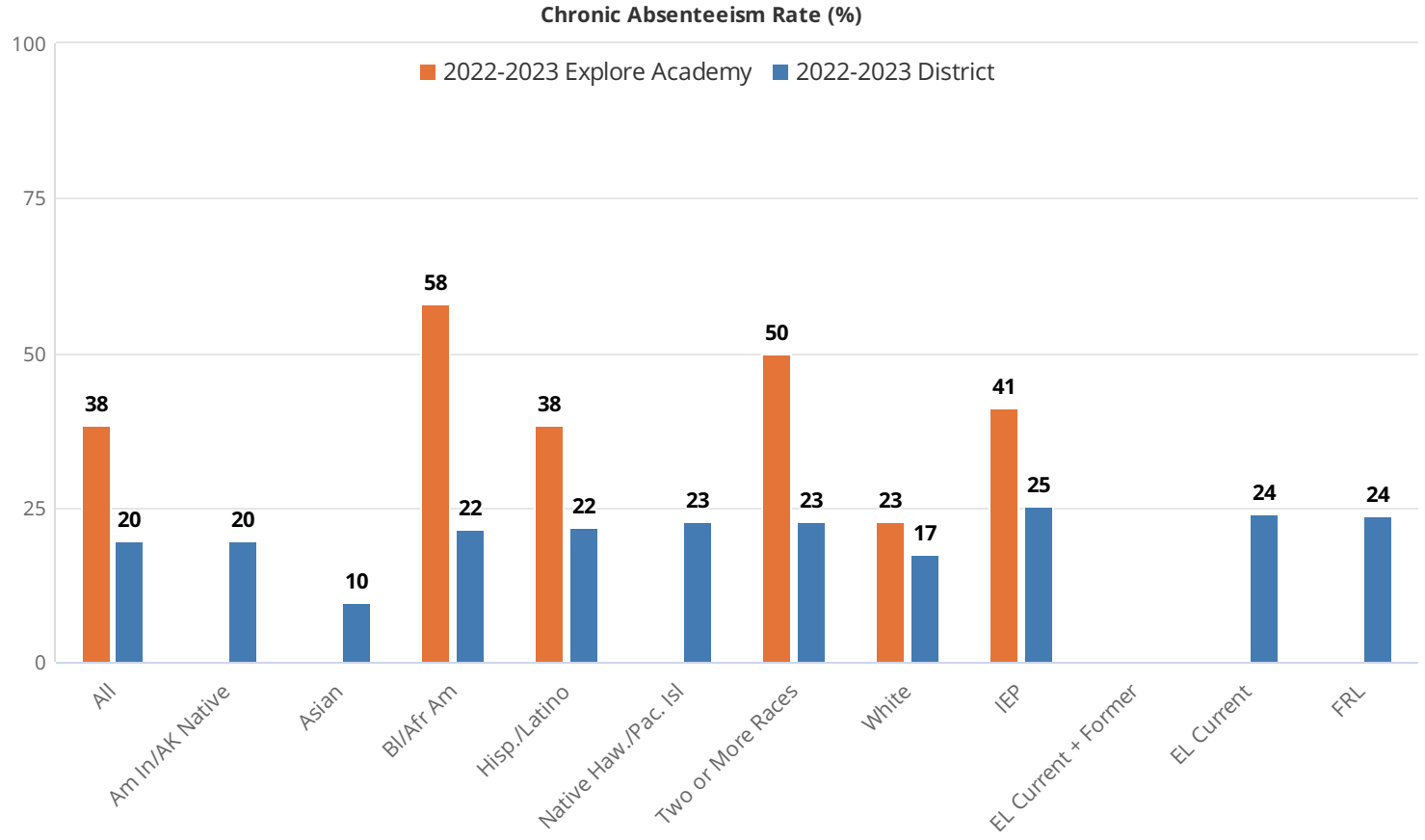
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic 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: 0/5

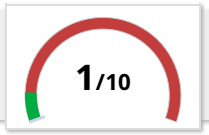
Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	38.2	19.6	28.3	17.9
American Indian/Alaska Native	N/A	19.5	-	19.2
Asian	-	9.7	-	9.0
Black/African American	57.8	21.5	-	19.3
Hispanic/Latino	38.2	21.9	33.3	19.5
Pacific Islander	N/A	22.7	N/A	22.4
Two or More Races	50.0	22.6	-	19.9
White/Caucasian	22.7	17.4	23.8	16.8
Special Education	41.1	25.1	-	23.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	24.1	-	19.0
Economically Disadvantaged	N/A	23.8	N/A	21.0

Reducing Chronic Absenteeism by 10% bonus points: NA



Explore Academy

School Year 2022-2023 Nevada School Rating

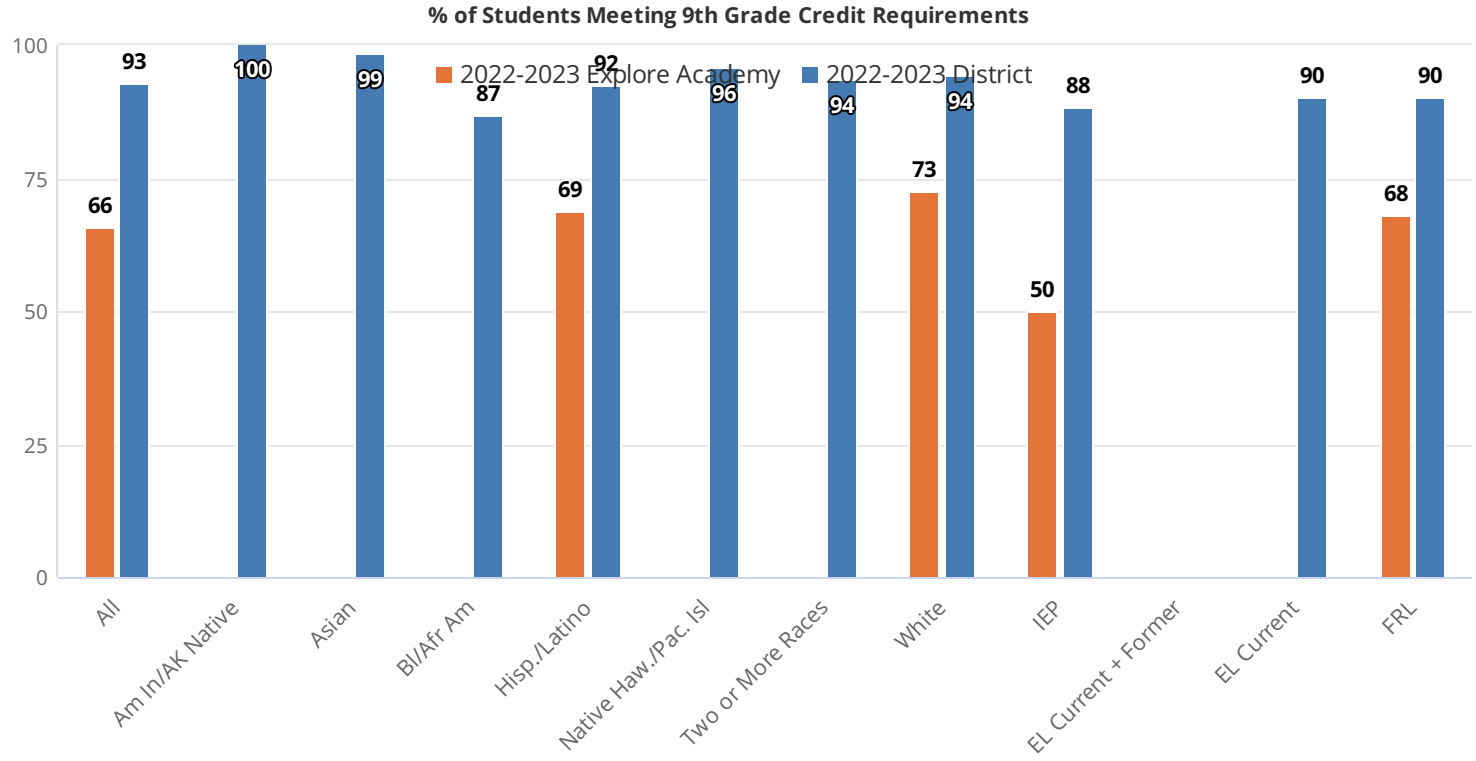


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 1/5

Groups	2023 % 9th Grade Credit Sufficiency	2023 % 9th Grade Credit Sufficiency District	2022 % 9th Grade Credit Sufficiency	2022 % 9th Grade Credit Sufficiency District
All Students	65.8	92.9	97.1	93.0
American Indian/Alaska Native	N/A	100.0	N/A	100.0
Asian	-	98.6	-	97.2
Black/African American	-	86.9	-	88.7
Hispanic/Latino	68.7	92.4	100.0	92.4
Pacific Islander	N/A	95.7	N/A	91.4
Two or More Races	-	93.6	-	93.8
White/Caucasian	72.7	94.4	100.0	94.7
Special Education	50.0	88.3	-	90.6
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	90.3	-	91.2
Economically Disadvantaged	68.1	90.2	100.0	90.5



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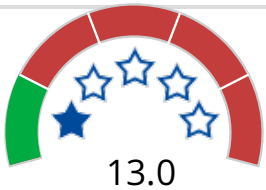
Explore Academy

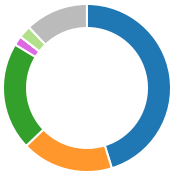
School Year 2023-2024 Nevada School Rating

School Level: Middle School
Grade Levels: 06-12
District: State Public Charter School Authority
School Address: 3551 N Ferrell St North Las Vegas, NV 89032



13.0
Total Index Score

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



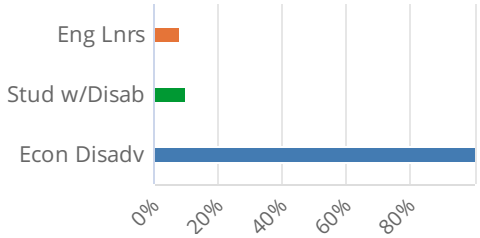
Student Race/Ethnicity

17.6%	White
20.7%	Bl/Afr Am
45.1%	Hisp/Latino
1.8%	Asian
N/A%	Am Ind/AK Nat
2.4%	Pac Isl
12.1%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2022-2023	11.1 ★
2021-2022	18.8 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 inventions.

How are school star ratings determined?

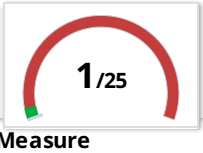
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 29	★
At or above 29 but less than 50	★★
At or above 50 and less than 70	★★★
At or above 70 and less than 80	★★★★
At or above 80	★★★★★

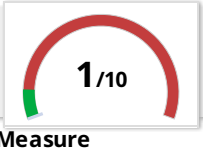
TSI/ATSI designation: This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.

2023-2024 School Performance



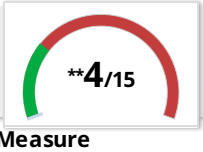
1/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	**12.8**	47.3
Math Proficiency	8.2	39.8
ELA Proficiency	15.4	54.2
Science Proficiency	17.8	48.8



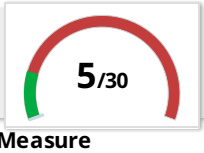
1/10 English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	<5	27.2



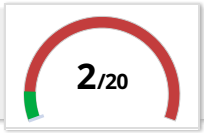
****4/15 Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	27.2	15.8
Academic Learning Plans	42.2	>95
8th Grade Credit Requirements	>95	92.6
Climate Survey Participation	89.0	N/A



5/30 Student Growth Indicator

Measure	School Median	District Median
Math MGP	27.0	57.0
ELA MGP	40.0	59.0
	School Rate	**District Rate**
Met Math AGP Target	7.4	40.5
Met ELA AGP Target	14.9	54.7



2/20 Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	<5	16.3
Prior Non-Proficient Met ELA AGP Target	7.3	26.0

** 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.

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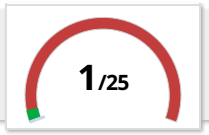
School Year 2023-2024 Nevada School Rating



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.

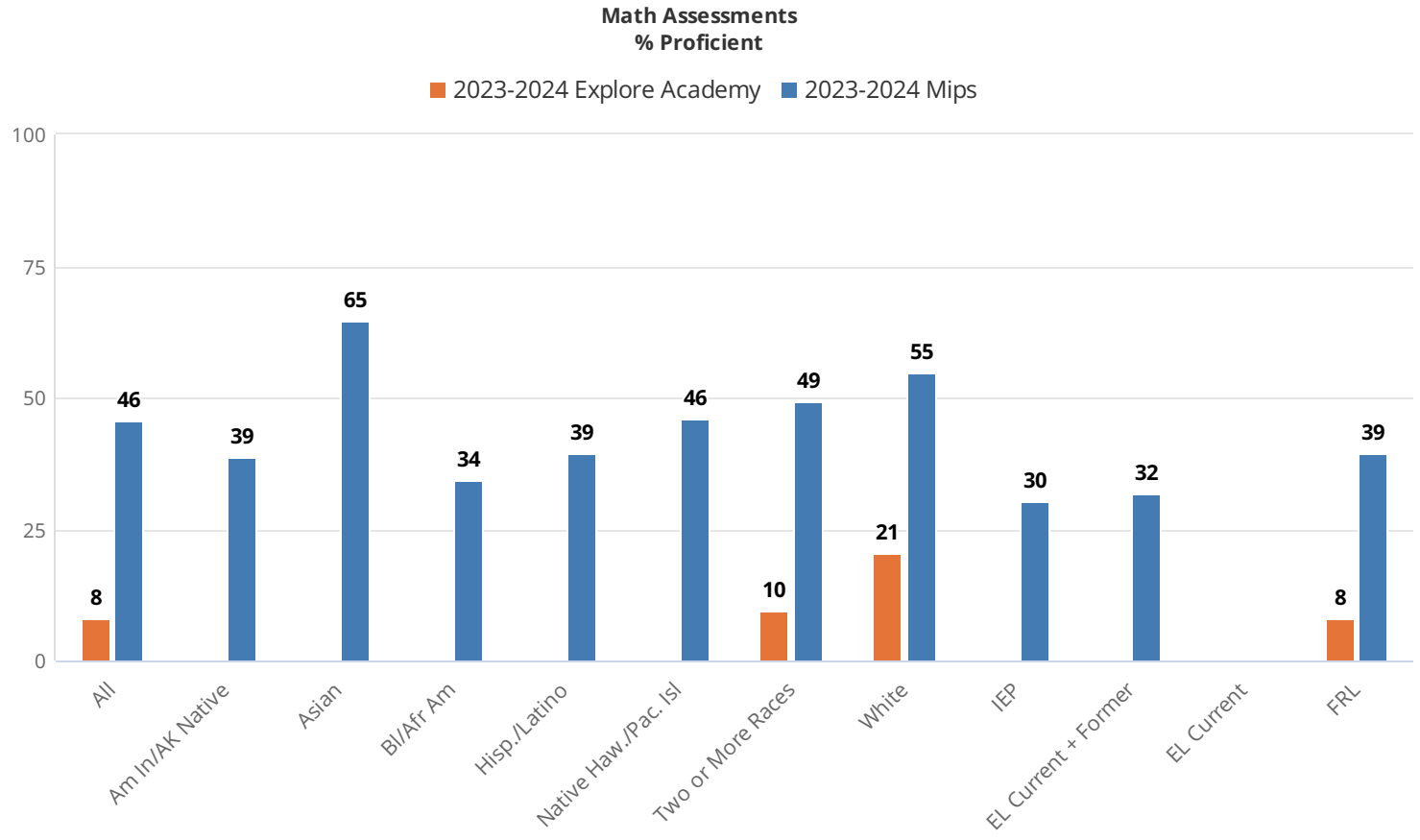
Pooled Proficiency

Pooled Proficiency Points Earned: 1/25

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	12.8	47.3	12.5	45.7

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	8.2	39.8	45.6	6.9	38.5	42.7
American Indian/Alaska Native	N/A	25.0	38.6	-	35.0	35.3
Asian	-	64.8	64.5	-	62.5	62.6
Black/African American	<5	21.6	34.4	<5	19.4	31
Hispanic/Latino	<5	28.7	39.4	6.3	28.3	36.2
Pacific Islander	-	35.1	45.9	N/A	37.9	43.1
Two or More Races	9.5	47.6	49.1	11.7	44.5	46.4
White/Caucasian	20.5	54.3	54.7	9.7	51.4	52.3
Special Education	<5	11.3	30.2	<5	11.5	26.5
English Learners Current + Former	<5	20.5	31.6	<5	21.5	28
English Learners Current	<5	6.2		<5	6.5	
Economically Disadvantaged	8.2	27.1	39.3	5.4	24.9	36.1



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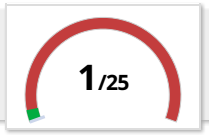
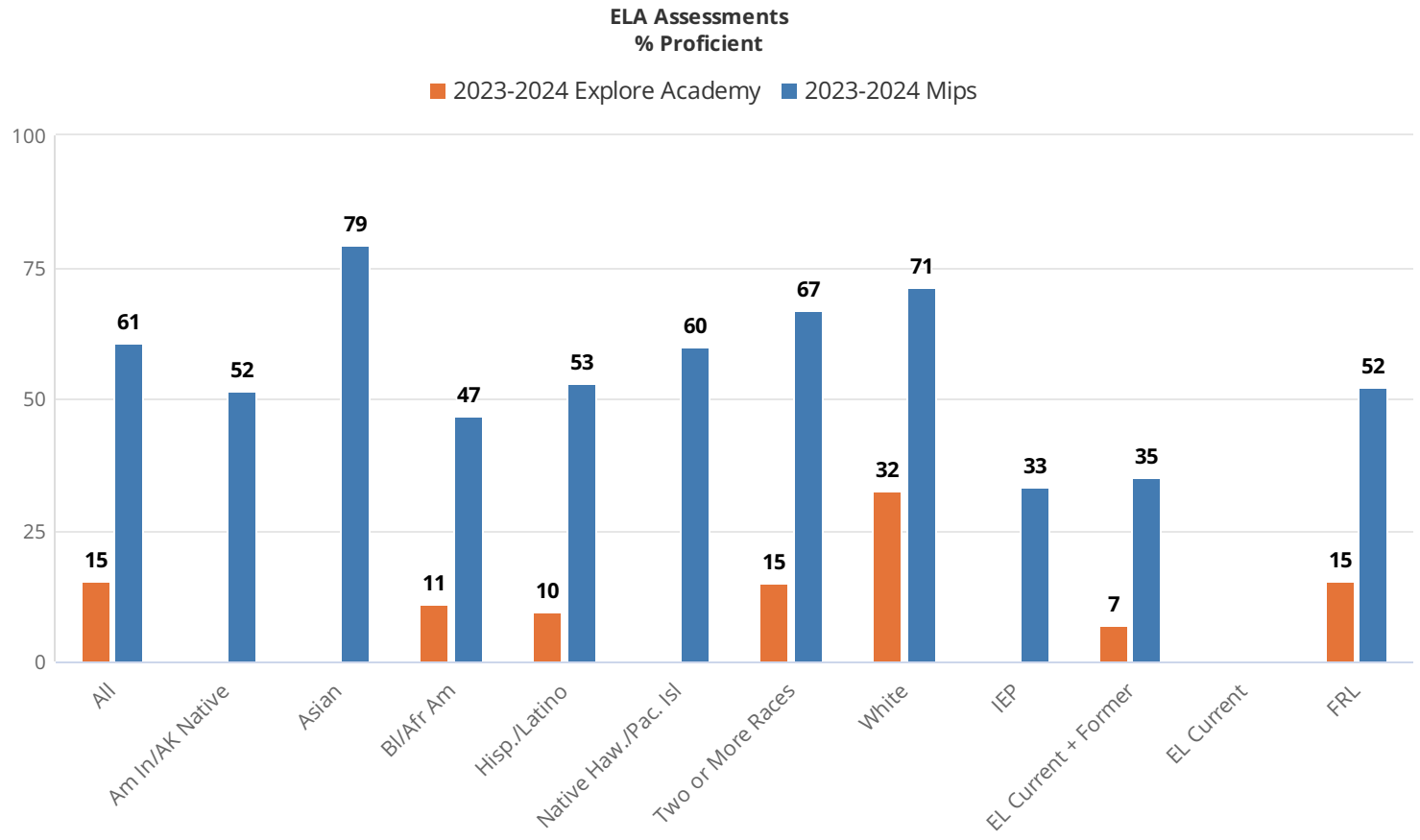
School Year 2023-2024 Nevada School Rating



Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	15.4	54.2	60.6	17.6	53.4	58.6
American Indian/Alaska Native	N/A	48.4	51.5	-	45.6	49
Asian	-	76.3	79.3	-	74.7	78.2
Black/African American	11.1	40.1	46.7	<5	37.4	43.9
Hispanic/Latino	9.6	44.9	53	15.8	44.8	50.5
Pacific Islander	-	45.9	59.9	N/A	47.2	57.8
Two or More Races	15.0	62.1	66.8	17.6	60.0	65
White/Caucasian	32.3	65.0	71.1	31.8	64.0	69.6
Special Education	<5	17.5	33.1	<5	17.4	29.6
English Learners Current + Former	7.1	32.1	35.1	<5	34.0	31.7
English Learners Current	<5	11.3		<5	12.0	
Economically Disadvantaged	15.4	42.5	52.3	16.4	40.8	49.8



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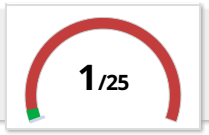
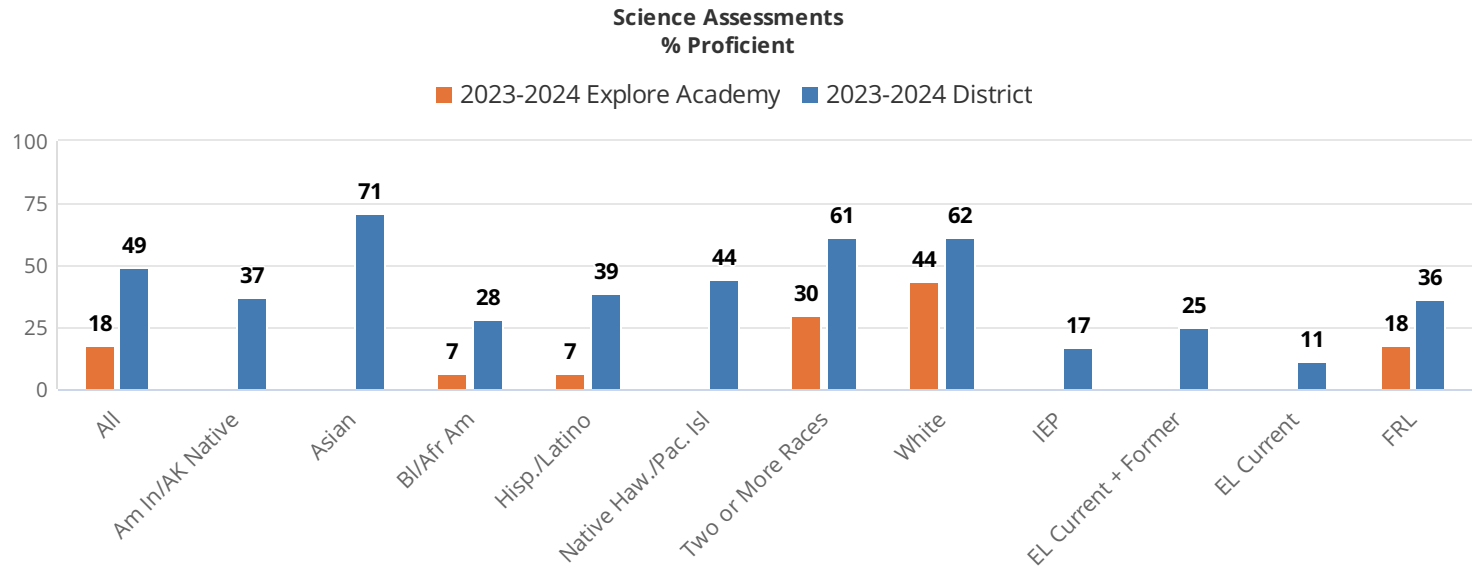
School Year 2023-2024 Nevada School Rating



Academic Achievement

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	17.8	48.8	14.2	43.9
American Indian/Alaska Native	N/A	36.8	-	41.6
Asian	-	71.3	-	63.5
Black/African American	6.6	27.9	-	25.3
Hispanic/Latino	6.8	38.9	13.6	34.8
Pacific Islander	-	44.1	N/A	33.7
Two or More Races	30.0	61.2	-	51.4
White/Caucasian	43.7	61.6	26.3	56.5
Special Education	<5	16.8	-	13.6
English Learners Current + Former	<5	24.6	<5	20.7
English Learners Current	-	11.4	-	8.5
Economically Disadvantaged	17.8	36.0	12.1	30.8



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	-	-	N/A	N/A
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	90.9%	90.9%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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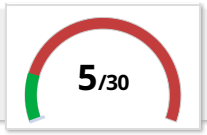
School Year 2023-2024 Nevada School Rating



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: 3/10**

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	27.0	57.0	40.0	59.0	25.0	56.0	19.0	56.0
American Indian/Alaska Native	N/A	61.0	N/A	61.0	-	64.0	-	61.0
Asian	-	63.0	-	63.5	-	61.0	-	57.0
Black/African American	28.5	52.0	43.0	57.0	21.0	51.0	16.0	55.0
Hispanic/Latino	24.0	57.0	35.0	59.0	17.0	54.0	18.0	55.0
Pacific Islander	-	59.5	-	55.0	N/A	59.0	N/A	54.0
Two or More Races	42.0	58.0	59.5	60.0	23.0	59.0	10.0	58.0
White/Caucasian	29.0	57.0	39.0	58.0	35.0	58.0	31.0	56.0
Special Education	30.0	53.0	49.0	56.0	31.0	52.0	26.0	55.0
English Learners Current + Former	37.0	56.0	38.0	58.0	25.0	54.0	17.0	56.0
English Learners Current	37.5	56.0	36.5	55.0	38.0	53.0	17.5	53.0
Economically Disadvantaged	27.0	56.0	40.0	58.0	25.0	54.0	18.0	55.0

AGP Growth Data

Math AGP Points Earned: 0.5/5 **ELA AGP Points Earned: 0.5/5**

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	7.4	40.5	14.9	54.7	<5	40.4	18.8	52.8
American Indian/Alaska Native	N/A	31.0	N/A	47.4	-	38.8	-	50.0
Asian	-	65.1	-	75.9	-	62.5	-	72.6
Black/African American	<5	24.1	16.6	42.6	<5	23.7	<5	39.6
Hispanic/Latino	<5	30.4	10.6	46.4	5.0	30.6	17.2	44.7
Pacific Islander	-	36.9	-	48.6	N/A	40.5	N/A	48.3
Two or More Races	5.0	46.6	15.0	61.9	<5	46.9	15.3	59.5
White/Caucasian	20.6	53.0	24.1	63.6	5.7	51.9	37.1	61.5
Special Education	<5	14.6	<5	22.8	<5	15.1	<5	22.3
English Learners Current + Former	<5	23.0	<5	35.8	<5	24.3	<5	35.3
English Learners Current	<5	10.1	<5	17.2	<5	10.9	<5	16.2
Economically Disadvantaged	7.4	29.5	14.9	44.8	<5	28.1	18.8	41.9

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

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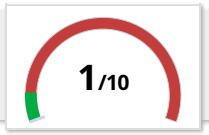
Explore Academy

School Year 2023-2024 Nevada School Rating

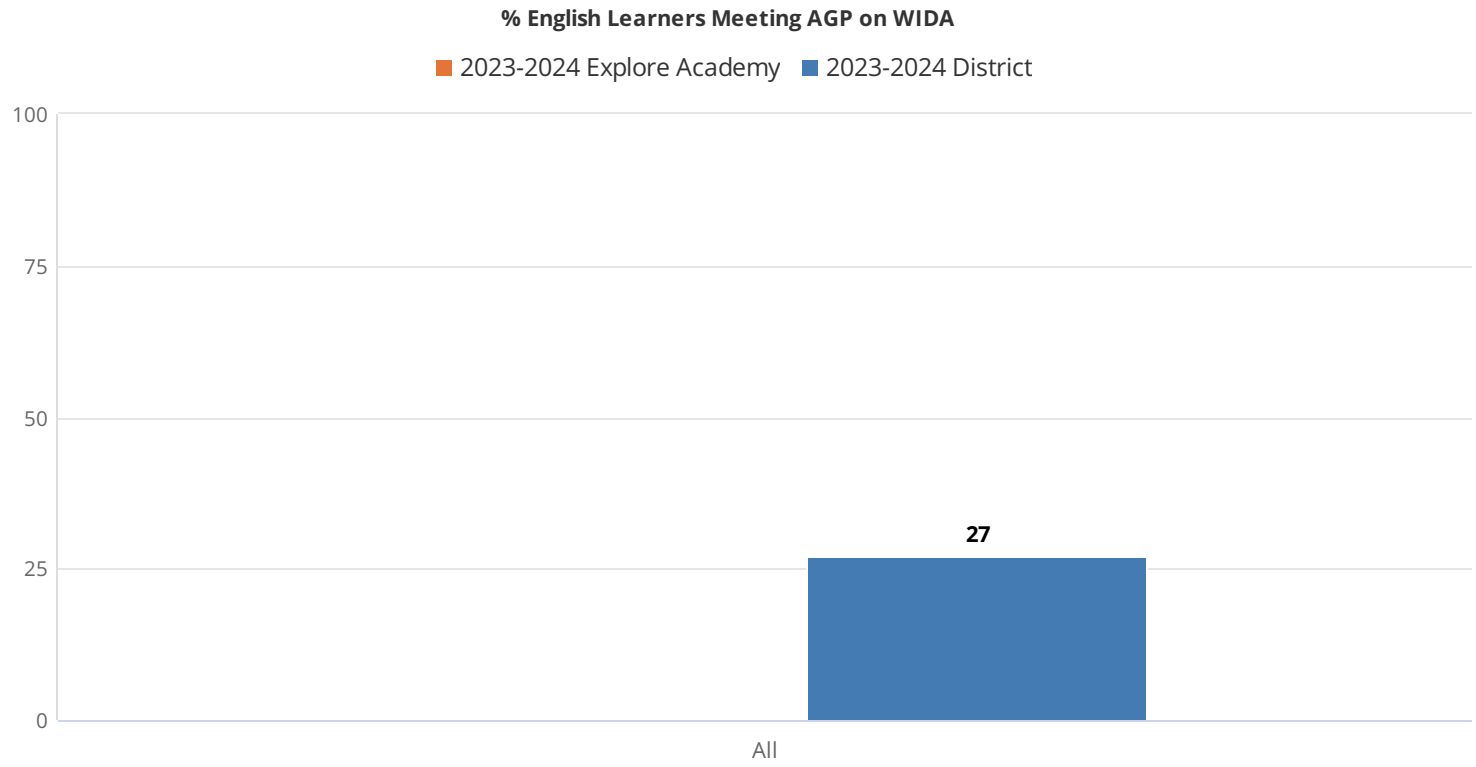


English Language

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

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	12	<5	27.2	-	-	29.3



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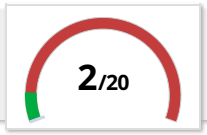

Closing Opportunity Gaps

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 AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students 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.

			Math AGP Points Earned: 1/10			ELA AGP Points Earned: 1/10		
Groups	**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	<5	16.3	7.3	26.0	<5	18.0	<5	23.3
American Indian/Alaska Native	N/A	14.6	N/A	26.4	-	18.9	-	23.3
Asian	-	29.2	-	37.1	-	26.3	-	36.0
Black/African American	<5	10.9	7.4	21.2	<5	12.5	<5	20.2
Hispanic/Latino	<5	13.5	6.8	23.6	<5	15.4	<5	21.4
Pacific Islander	-	12.0	-	25.8	N/A	20.5	N/A	20.4
Two or More Races	<5	19.7	<5	32.6	-	20.8	-	27.8
White/Caucasian	9.0	22.6	11.1	30.5	<5	23.6	17.6	26.3
Special Education	<5	7.3	<5	13.5	<5	8.5	<5	12.4
English Learners Current + Former	<5	11.4	<5	20.6	<5	13.5	<5	18.6
English Learners Current	<5	7.4	<5	13.9	<5	8.9	-	12.7
Economically Disadvantaged	<5	13.6	7.3	22.8	<5	14.2	5.4	20.9

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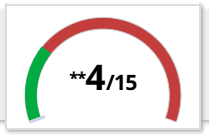
School Year 2023-2024 Nevada School Rating



Student Engagement

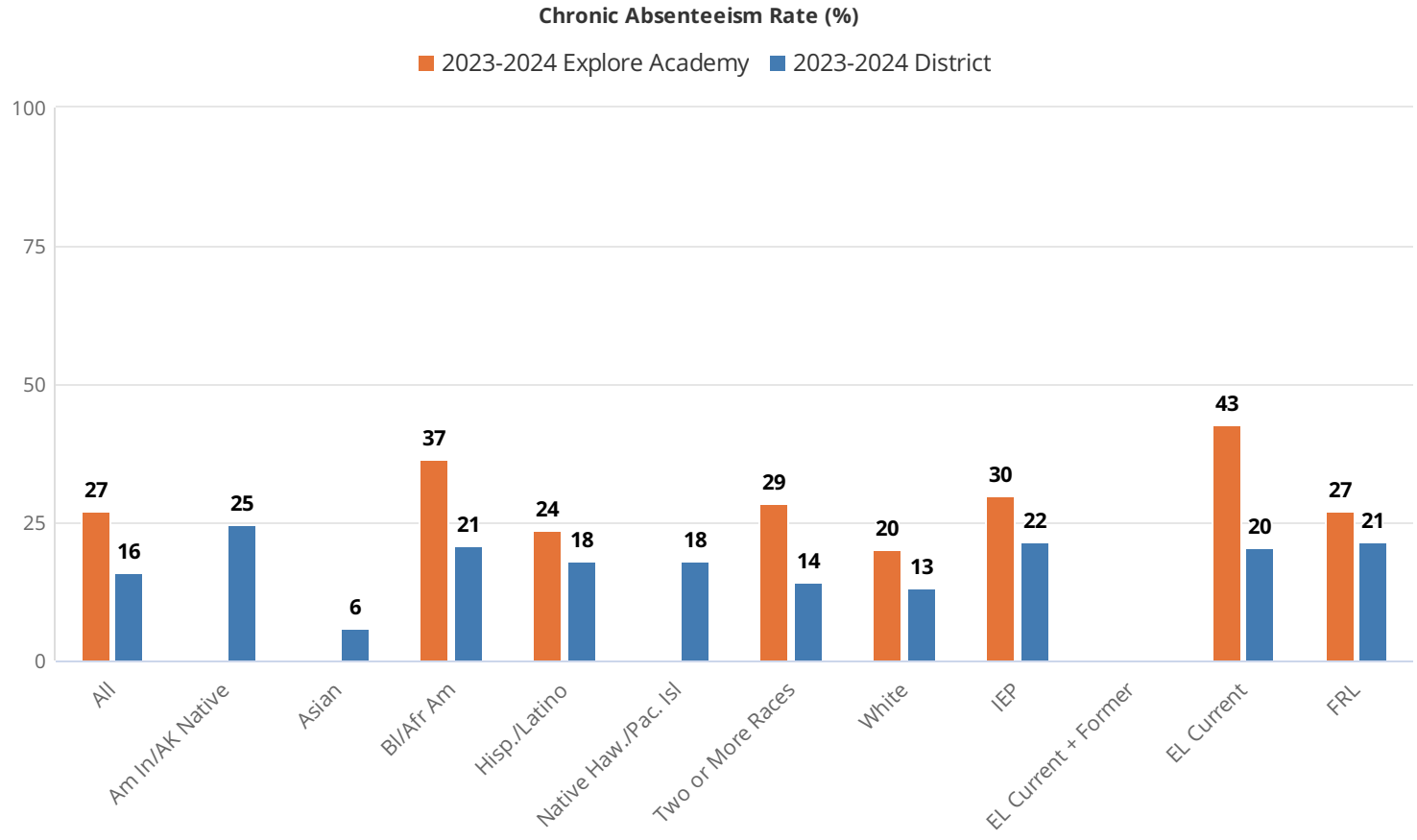
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. 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, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	27.2	15.8	32.4	18.8
American Indian/Alaska Native	N/A	24.5	N/A	30.1
Asian	-	6.0	-	9.3
Black/African American	36.6	21.0	29.2	24.2
Hispanic/Latino	23.7	18.2	30.1	20.6
Pacific Islander	-	18.2	N/A	16.7
Two or More Races	28.5	14.2	36.8	19.0
White/Caucasian	20.0	13.2	36.9	16.5
Special Education	30.0	21.7	41.3	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	42.8	20.4	30.7	21.6
Economically Disadvantaged	27.2	21.4	60.0	24.7

Reducing Chronic Absenteeism by 10% bonus points: 1



Explore Academy

School Year 2023-2024 Nevada School Rating

**4/15

Student Engagement

Academic Learning Plans

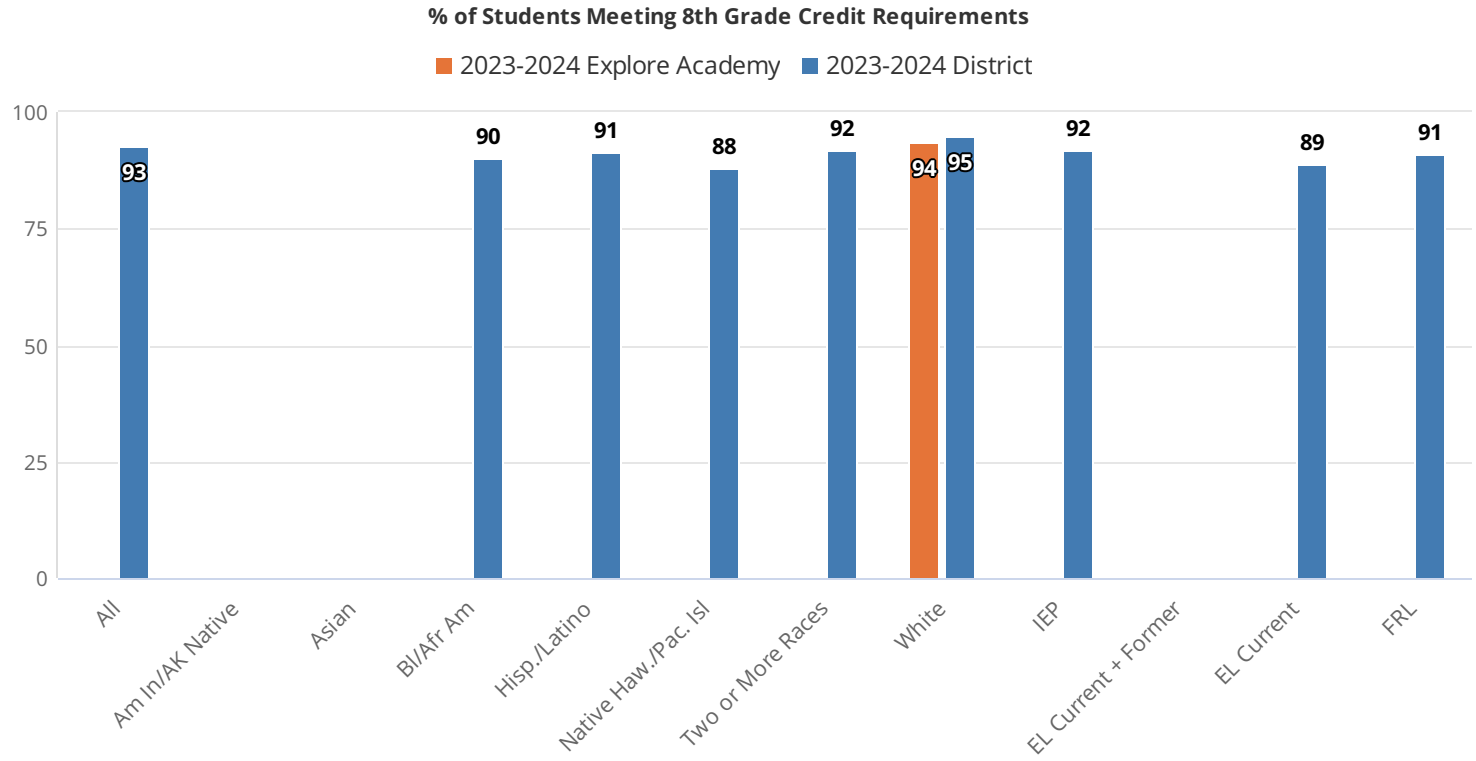
Academic Learning Plans Points Earned 0/2

Groups	2024 % Academic Learning Plans	2024 % District	2023 % Academic Learning Plans	2023 % District
All Students	42.2	>95	>95	>95
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	-	>95
Black/African American	50.0	>95	>95	>95
Hispanic/Latino	35.4	>95	>95	>95
Pacific Islander	-	>95	N/A	>95
Two or More Races	47.3	>95	>95	>95
White/Caucasian	51.7	>95	>95	>95
Special Education	65.0	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	64.2	>95	>95	>95
Economically Disadvantaged	42.2	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	>95	92.6	>95	92.7
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	-	>95
Black/African American	>95	90.2	>95	89.9
Hispanic/Latino	>95	91.4	>95	91.4
Pacific Islander	-	87.8	N/A	88.1
Two or More Races	>95	91.9	-	93.1
White/Caucasian	93.7	94.8	>95	94.8
Special Education	>95	91.9	-	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	88.7	-	90.5
Economically Disadvantaged	>95	91.2	>95	90.5



'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.

Explore Academy

2023-2024 School Designation Report

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.

MS CSI Cut Scores	10.3	12.1		
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	9.0	9.1		
Hispanic	12.2	11.6		
Pacific Islander	*	*		
Multi Race	*	*		
White	11.6	22.3		
SpEd	*	*		
English Learner	*	10.9		
Econ Disadv	13.7	12.2		

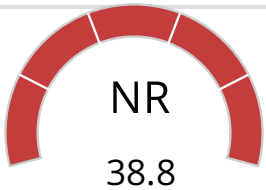
* = insufficient n-size (n < 25) to receive an NSPF index score.

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.

Explore Academy

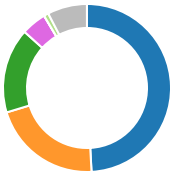
School Year 2023-2024 Nevada School Rating

School Level: High School
Grade Levels: 06-12
District: State Public Charter School Authority
School Address: 3551 N Ferrell St North Las Vegas, NV 89032



38.8
Total Index Score

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



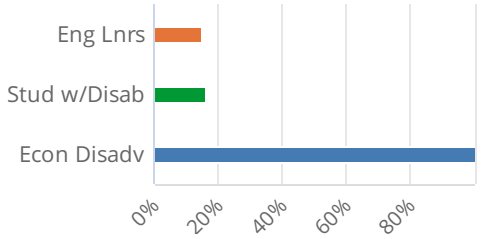
Student Race/Ethnicity

21.1%	White
16.3%	Bl/Afr Am
49.0%	Hisp/Latino
4.8%	Asian
N/A%	Am Ind/AK Nat
0.9%	Pac Isl
7.6%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2022-2023	20.0 NR
2021-2022	40.0 NR

Additional Student Groups



What does my school rating mean?

In order for a high school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators and/or measures: Student Achievement, Graduation. For this school, the minimum requirement have not been met.

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.

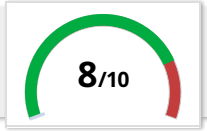
How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 70	★★★
At or above 70 and less than 82	★★★★
At or above 82	★★★★★

2023-2024 School Performance

Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	<4.7	24.1
ELA Proficiency	46.6	55.7
Science Proficiency	7.4	23.6



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	15.3	14.6

Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	86.4	93.8
Chronic Absenteeism	25.2	19.9
Climate Survey Participation	77.0	N/A

Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	N/A	83.8
5-Year	N/A	88.0

College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	-	75.1
Post-Secondary Preparation Completion	-	53.9
Advanced or CCR Diploma	N/A	54.3

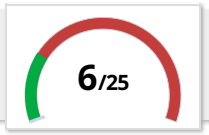
** Reduction in Chronic Absenteeism (CA): Received 0.5 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2022-2023.

Explore Academy

School Year 2023-2024 Nevada School Rating



Academic Achievement

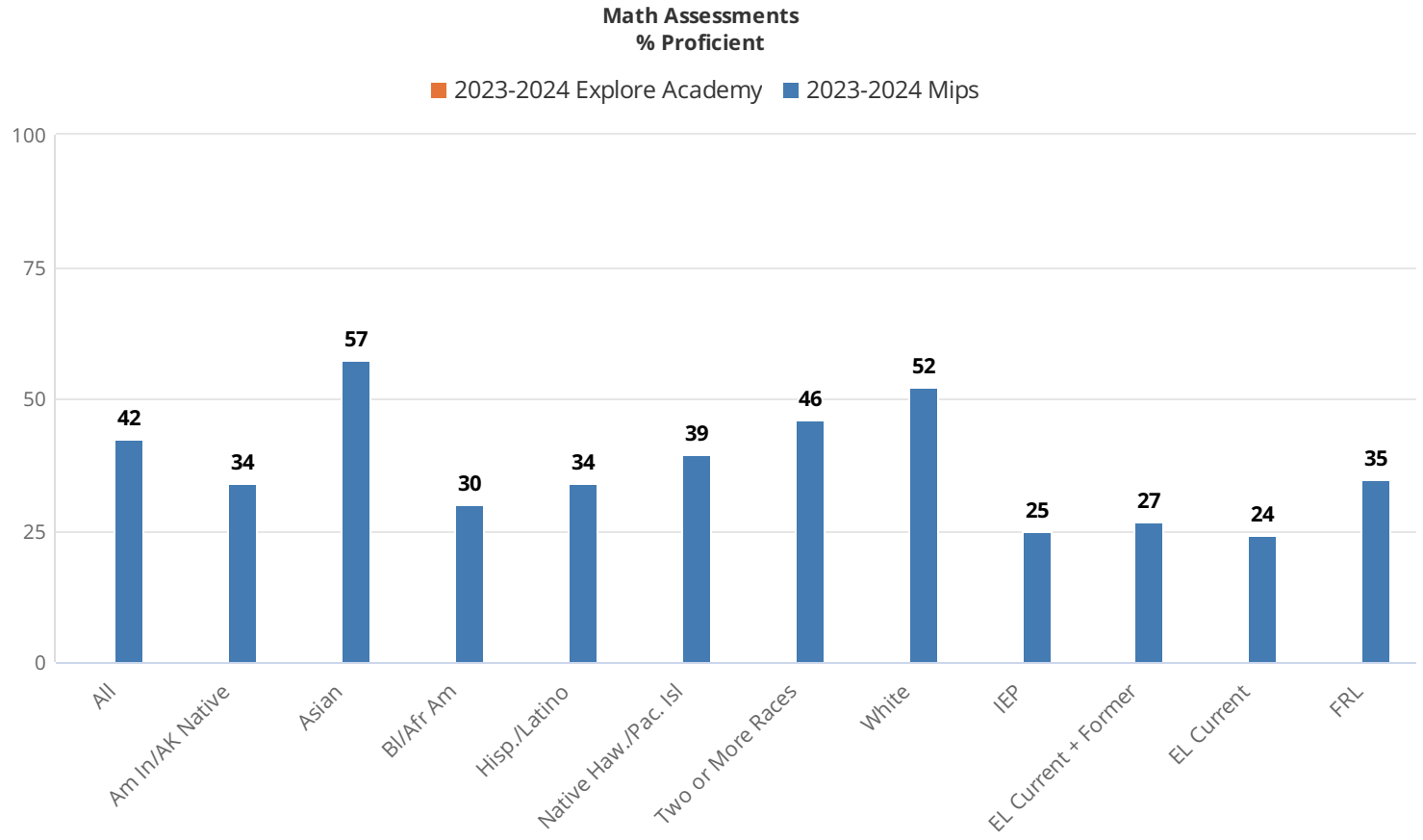
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate 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 ill be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 0.5/10

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	<4.7	24.1	42.41	-	25.7	39.38
American Indian/Alaska Native	N/A	5.8	34.09	N/A	20.0	30.62
Asian	-	46.8	57.36	-	50.2	55.12
Black/African American	-	9.9	30.05	-	11.0	26.37
Hispanic/Latino	-	15.4	33.92	-	16.0	30.44
Pacific Islander	N/A	15.0	39.35	N/A	28.0	36.16
Two or More Races	-	33.4	45.95	N/A	35.5	43.1
White/Caucasian	-	34.4	52.2	-	33.6	49.68
Special Education	-	7.1	24.88	-	6.2	20.93
English Learners Current + Former	-	6.6	26.71	-	<5	22.86
English Learners Current	-	6.1	24.22	-	<5	20.23
Economically Disadvantaged	<5	13.6	34.84	-	14.5	31.41



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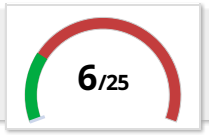
Explore Academy

School Year 2023-2024 Nevada School Rating



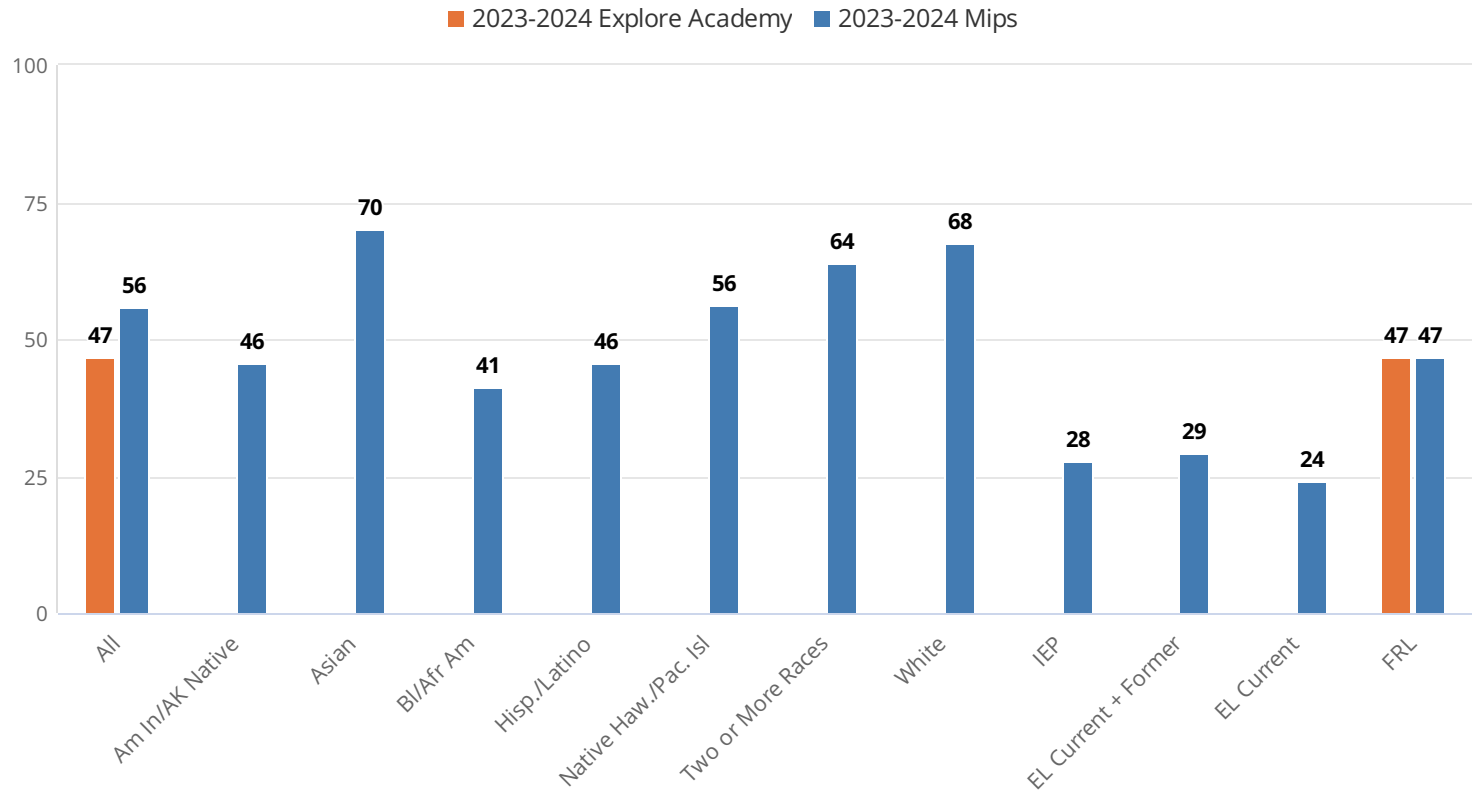
Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 5/10

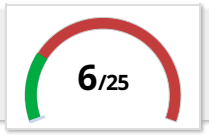
Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	46.6	55.7	55.88	-	54.0	53.55
American Indian/Alaska Native	N/A	41.1	45.78	N/A	70.0	42.92
Asian	-	77.9	70.08	-	75.2	68.51
Black/African American	-	38.8	41.18	-	34.6	38.08
Hispanic/Latino	-	47.8	45.55	-	43.8	42.69
Pacific Islander	N/A	50.9	56.06	N/A	56.1	53.74
Two or More Races	-	61.1	64.05	N/A	65.5	62.16
White/Caucasian	-	66.8	67.63	-	64.6	65.93
Special Education	-	18.1	27.73	-	19.2	23.93
English Learners Current + Former	-	28.2	29.28	-	10.9	25.56
English Learners Current	-	27.4	24.17	-	6.0	20.18
Economically Disadvantaged	46.6	43.5	46.55	-	41.8	43.73

ELA Assessments
% Proficient



Explore Academy

School Year 2023-2024 Nevada School Rating

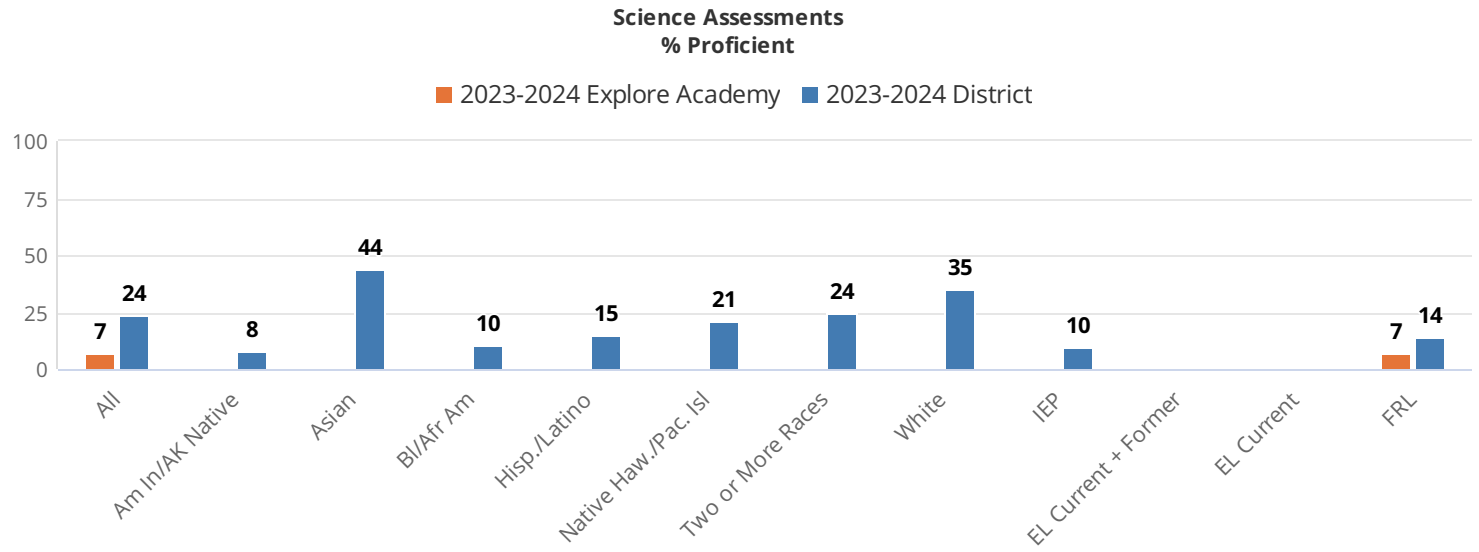


Academic Achievement

Science Proficient

Science Proficient Points Earned: 0.5/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	7.4	23.6	26.9	26.5
American Indian/Alaska Native	N/A	8.3	N/A	18.1
Asian	-	44.2	N/A	49.3
Black/African American	-	10.1	-	14.2
Hispanic/Latino	-	15.1	33.3	17.2
Pacific Islander	N/A	21.4	N/A	17.3
Two or More Races	-	24.4	-	31.6
White/Caucasian	-	35.0	-	37.3
Special Education	-	9.5	-	11.1
English Learners Current + Former	-	<5	-	10.1
English Learners Current	-	<5	-	<5
Economically Disadvantaged	7.4	14.4	-	18.7



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

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

Yellow indicates 95% participation requirement not met.

Explore Academy

School Year 2023-2024 Nevada School Rating

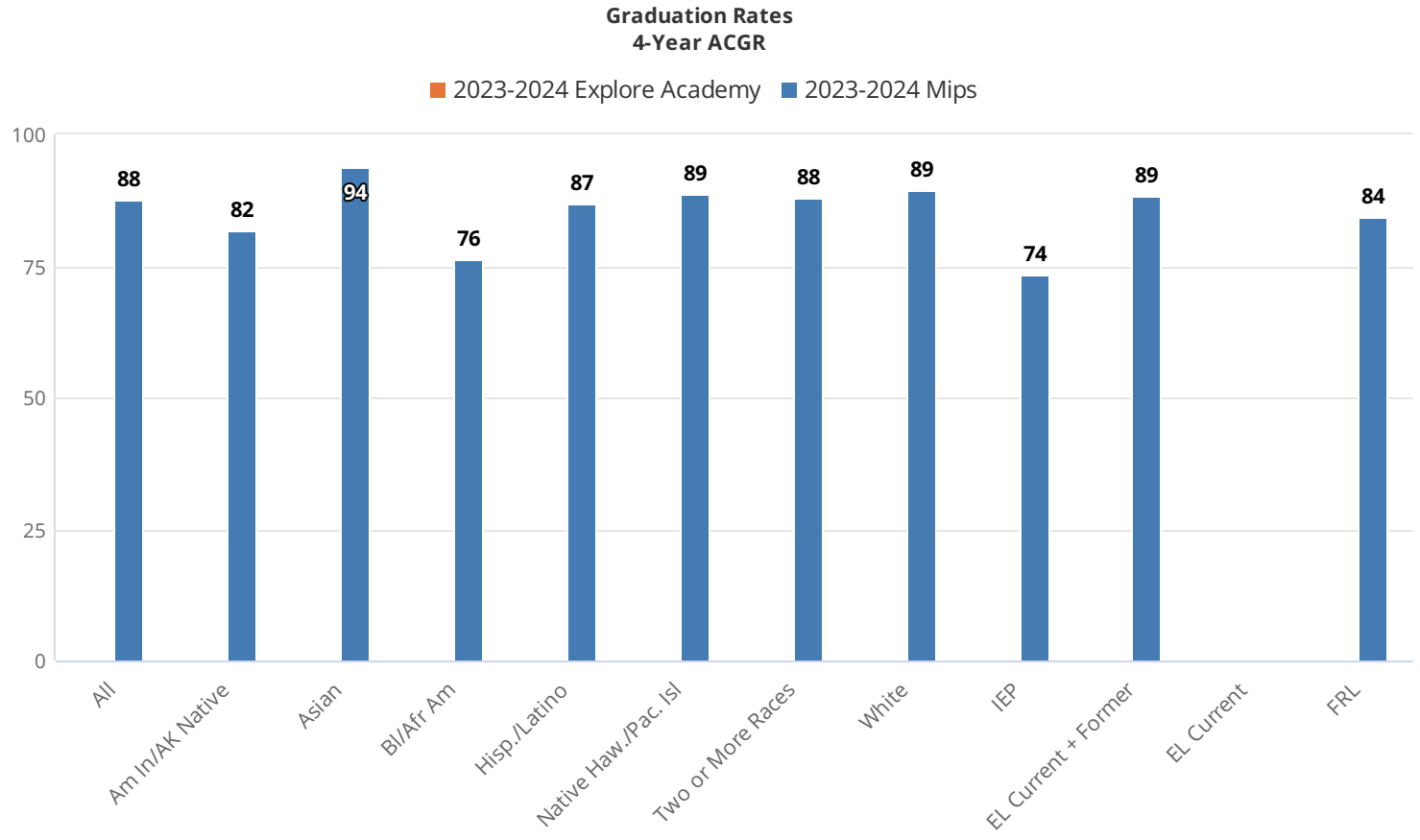
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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. Any student whoever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: NA/25

Groups	2023 % 4-Year ACGR	2023 % District	2023 % 4-Year ACGR MIP	2022 % 4-Year ACGR	2022 % District	2022 % 4-Year ACGR MIP
All Students	N/A	83.8	87.7	N/A	86.0	86
American Indian/Alaska Native	N/A	-	81.9	N/A	80.9	79.9
Asian	N/A	>95	93.9	N/A	91.1	93.7
Black/African American	N/A	70.4	76.1	N/A	75.0	74
Hispanic/Latino	N/A	81.4	86.9	N/A	84.4	85.1
Pacific Islander	N/A	68.6	88.7	N/A	89.4	87.1
Two or More Races	N/A	82.4	88.1	N/A	82.4	86.4
White/Caucasian	N/A	91.0	89.4	N/A	90.9	88.1
Special Education	N/A	69.1	73.5	N/A	83.3	71.3
English Learners Current + Former	N/A	N/A	88.5	N/A	N/A	86.8
English Learners Current	N/A	92.5		N/A	86.6	
Economically Disadvantaged	N/A	78.2	84.4	N/A	80.9	82.5



Explore Academy

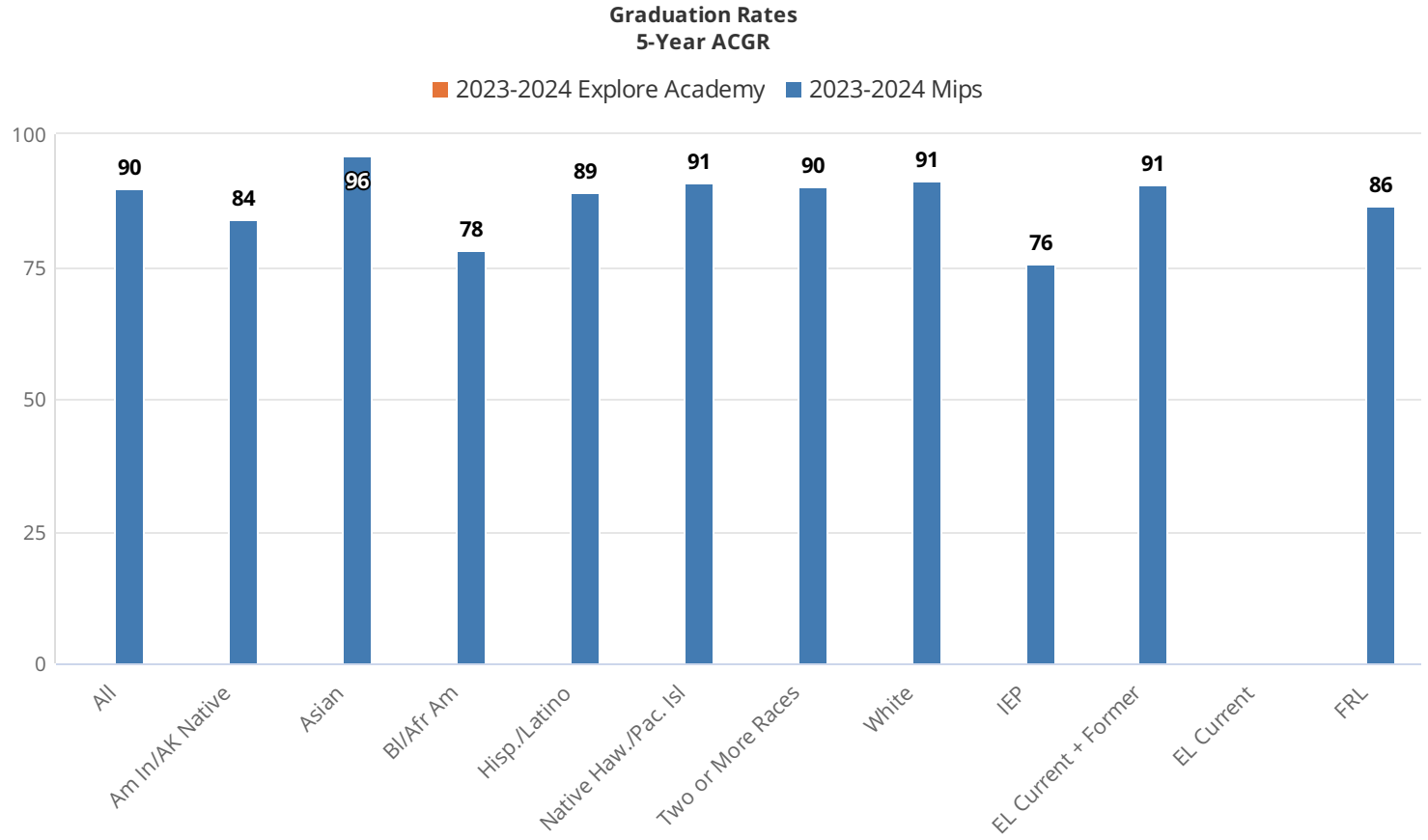
School Year 2023-2024 Nevada School Rating

Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: NA/5

Groups	2023 % 5-Year ACGR	2023 % District	2023 % 5-Year ACGR MIP	2022 % 5-Year ACGR	2022 % District	2022 % 5-Year ACGR MIP
All Students	N/A	88.0	89.7	N/A	89.9	88
American Indian/Alaska Native	N/A	77.2	83.9	N/A	93.7	81.9
Asian	N/A	92.5	95.9	N/A	>95	95.7
Black/African American	N/A	78.9	78.1	N/A	83.7	76
Hispanic/Latino	N/A	86.5	88.9	N/A	87.2	87.1
Pacific Islander	N/A	89.4	90.7	N/A	86.1	89.1
Two or More Races	N/A	86.0	90.1	N/A	88.6	88.4
White/Caucasian	N/A	92.3	91.4	N/A	92.9	90.1
Special Education	N/A	85.7	75.5	N/A	79.9	73.3
English Learners Current + Former	N/A	N/A	90.5	N/A	N/A	88.8
English Learners Current	N/A	93.1		N/A	79.4	
Economically Disadvantaged	N/A	83.3	86.4	N/A	85.4	84.5



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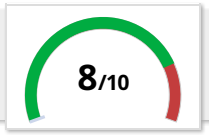
Explore Academy

School Year 2023-2024 Nevada School Rating

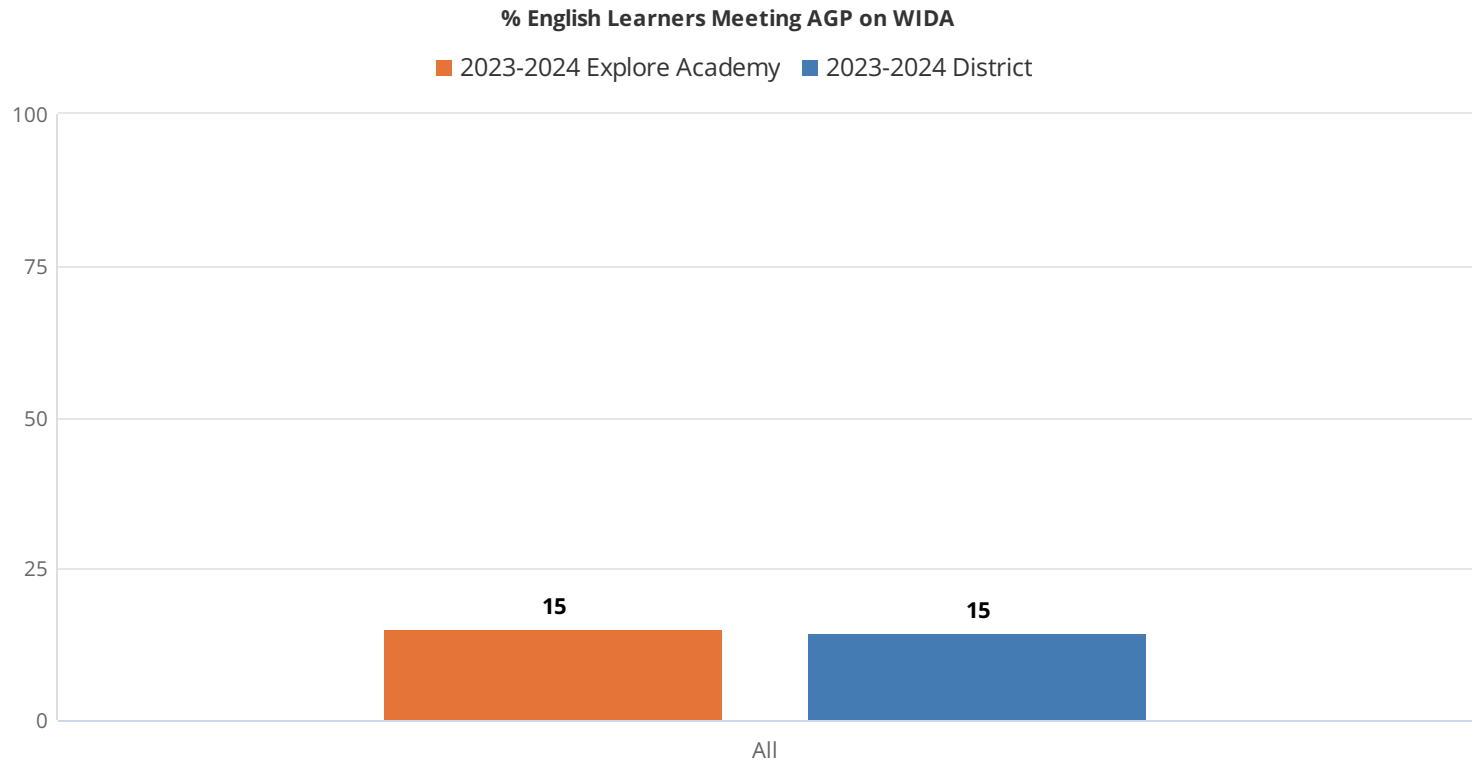


English Language

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: 8/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	13	15.3	14.6	-	-	14.6



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

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Explore Academy

School Year 2023-2024 Nevada School Rating

College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. 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.

Post-Secondary Preparation Participation

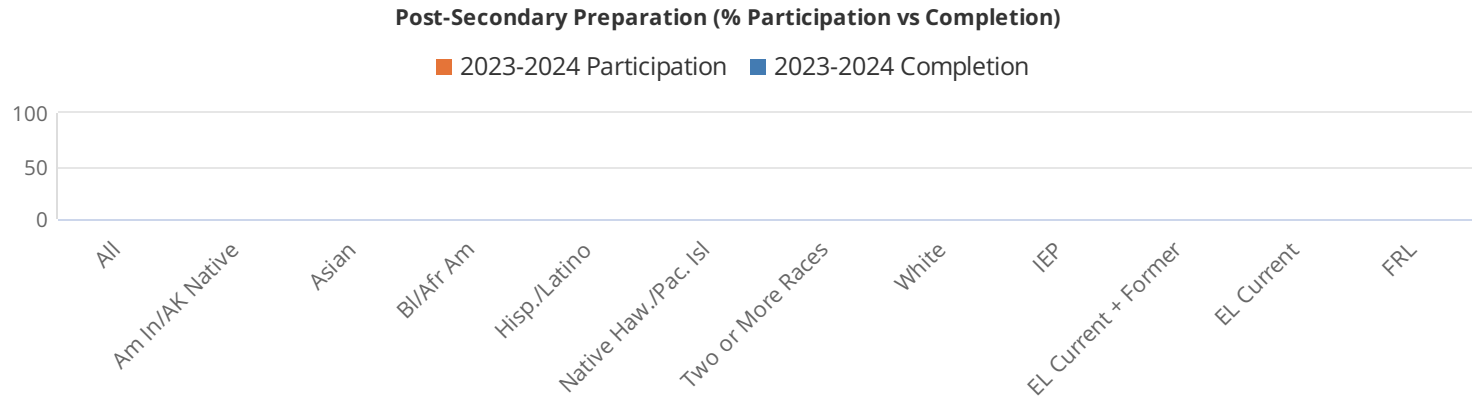
Post-Secondary Preparation Participation Points Earned: NA/10

Groups	2024 % Participation	2024 % Participation District	2023 % Participation	2023 % Participation District
All Students	-	75.1	N/A	76.1
American Indian/Alaska Native	N/A	92.3	N/A	-
Asian	N/A	86.4	N/A	88.2
Black/African American	N/A	58.2	N/A	63.5
Hispanic/Latino	-	70.9	N/A	74.1
Pacific Islander	N/A	76.3	N/A	76.1
Two or More Races	-	80.0	N/A	75.0
White/Caucasian	-	83.2	N/A	81.5
Special Education	N/A	50.8	N/A	44.9
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	65.2	N/A	58.1
Economically Disadvantaged	-	68.1	N/A	70.2

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: NA/10

Groups	2024 % Completion	2024 % Completion District	2023 % Completion	2023 % Completion District
All Students	-	53.9	N/A	50.0
American Indian/Alaska Native	N/A	61.5	N/A	-
Asian	N/A	72.8	N/A	68.5
Black/African American	N/A	36.6	N/A	32.9
Hispanic/Latino	-	47.8	N/A	48.7
Pacific Islander	N/A	41.8	N/A	26.1
Two or More Races	-	65.1	N/A	50.5
White/Caucasian	-	62.0	N/A	55.8
Special Education	N/A	25.7	N/A	18.6
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	38.8	N/A	31.2
Economically Disadvantaged	-	43.9	N/A	40.5



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Explore Academy

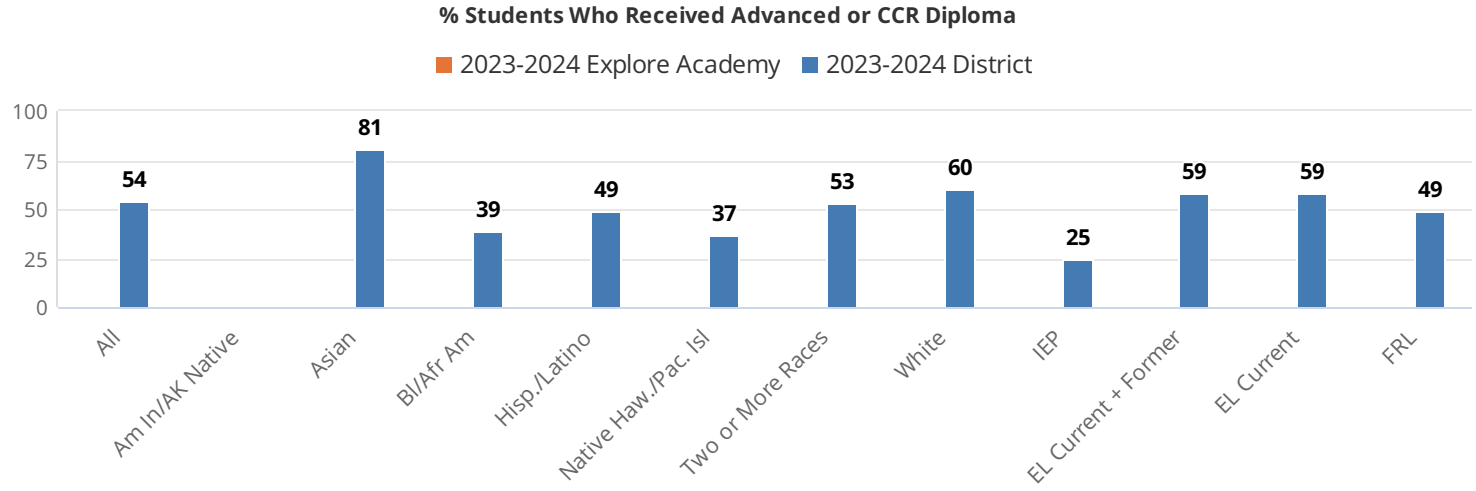
School Year 2023-2024 Nevada School Rating

College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: NA/5

Groups	2024 % Advanced or CCR Diploma	2024 % Advanced or CCR Diploma District	2023 % Advanced or CCR Diploma	2023 % Advanced or CCR Diploma District
All Students	N/A	54.3	N/A	53.5
American Indian/Alaska Native	N/A	-	N/A	41.1
Asian	N/A	81.0	N/A	81.3
Black/African American	N/A	38.8	N/A	42.4
Hispanic/Latino	N/A	48.8	N/A	49.5
Pacific Islander	N/A	37.1	N/A	47.0
Two or More Races	N/A	53.3	N/A	62.5
White/Caucasian	N/A	60.3	N/A	54.3
Special Education	N/A	24.7	N/A	21.3
English Learners Current + Former	N/A	58.6	N/A	56.4
English Learners Current	N/A	58.6	N/A	56.4
Economically Disadvantaged	N/A	49.3	N/A	49.8



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	-	-	-	-	-	-	-	-
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black/African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino	-	-	-	-	-	-	-	-
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	-	-	-	-	-	-	-	-
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	-	-	-	-	-	-	-	-

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

Explore Academy

School Year 2023-2024 Nevada School Rating

Student Engagement

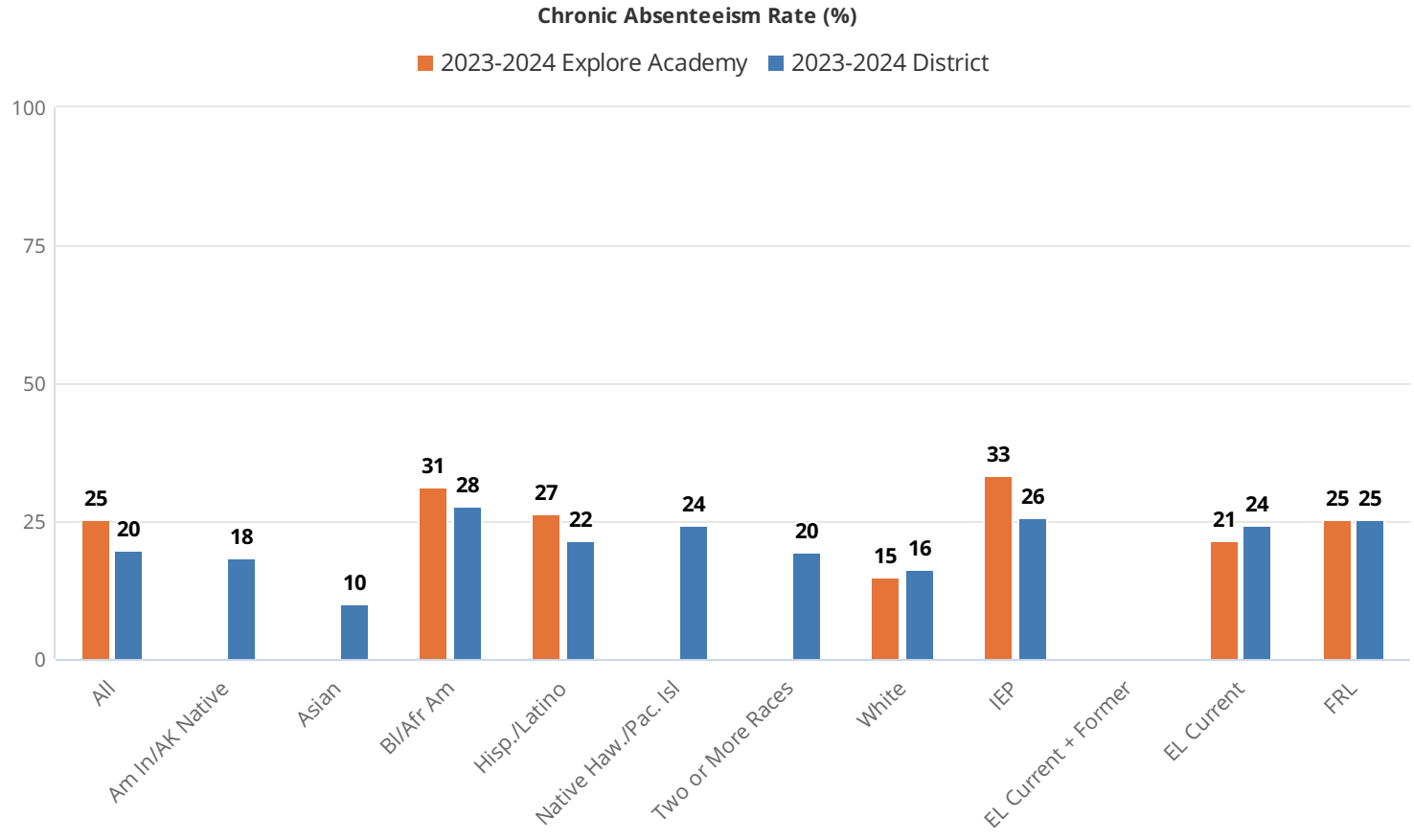
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic 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: 0/5

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	25.2	19.9	38.2	19.6
American Indian/Alaska Native	N/A	18.3	N/A	19.5
Asian	-	10.1	-	9.7
Black/African American	31.2	27.8	57.8	21.5
Hispanic/Latino	26.5	21.6	38.2	21.9
Pacific Islander	-	24.2	N/A	22.7
Two or More Races	-	19.6	50.0	22.6
White/Caucasian	15.0	16.2	22.7	17.4
Special Education	33.3	25.6	41.1	25.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	21.4	24.3	-	24.1
Economically Disadvantaged	25.2	25.2	N/A	23.8

Reducing Chronic Absenteeism by 10% bonus points: 0.5



Explore Academy

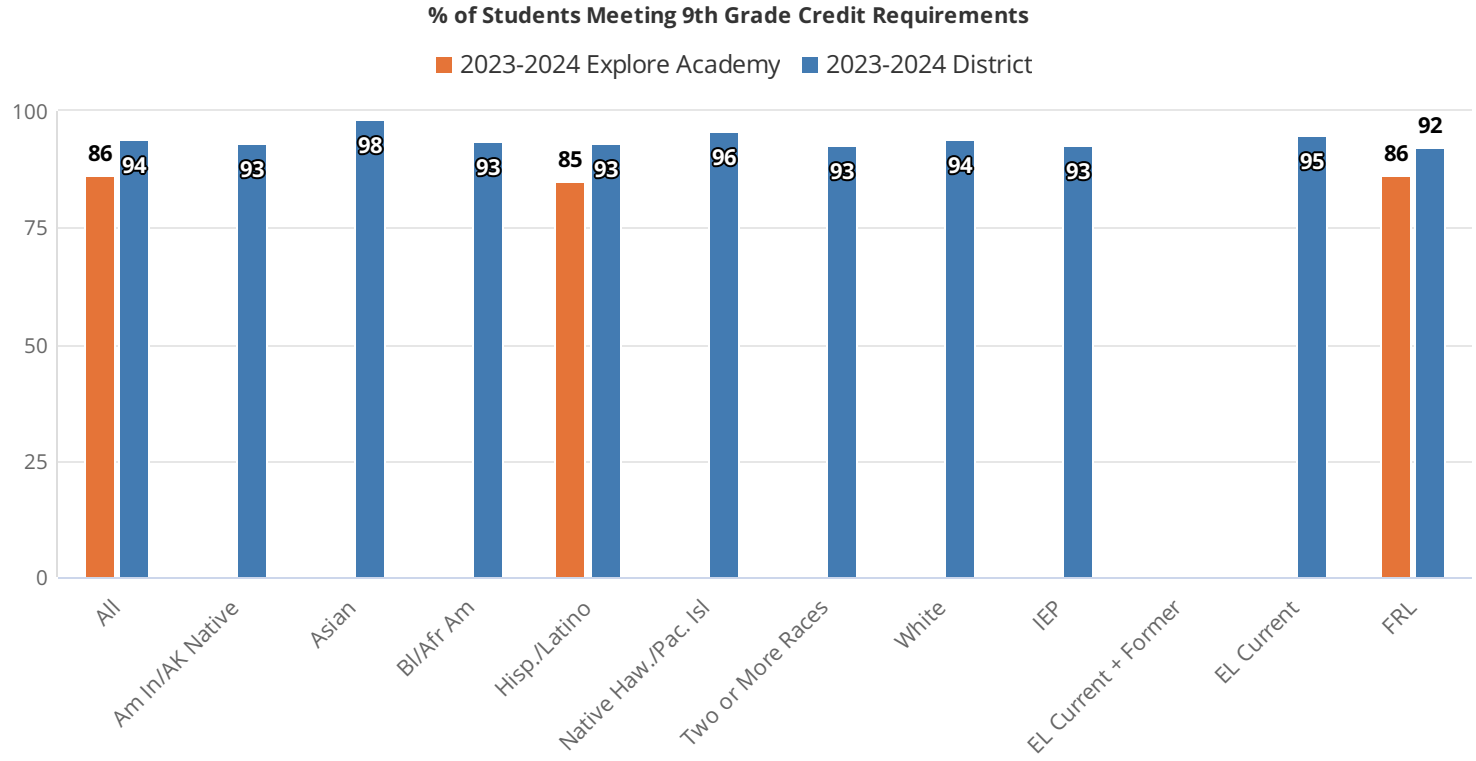
School Year 2023-2024 Nevada School Rating

Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 3/5

Groups	2024 % 9th Grade Credit Sufficiency	2024 % 9th Grade Credit Sufficiency District	2023 % 9th Grade Credit Sufficiency	2023 % 9th Grade Credit Sufficiency District
All Students	86.4	93.8	65.8	92.9
American Indian/Alaska Native	N/A	93.3	N/A	100.0
Asian	-	98.2	-	98.6
Black/African American	-	93.4	-	86.9
Hispanic/Latino	85.0	93.3	68.7	92.4
Pacific Islander	N/A	95.6	N/A	95.7
Two or More Races	-	92.7	-	93.6
White/Caucasian	-	93.9	72.7	94.4
Special Education	-	92.9	50.0	88.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	94.8	-	90.3
Economically Disadvantaged	86.4	92.4	68.1	90.2



'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.

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

Nevada State Public Charter School Authority

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.

Explore Academy MS

Address: 4660 N Rancho Dr, Las Vegas, NV 89130
Website: https://www.explore.academy/lvs
Oct. 1 2020 Enrollment: 116
2020-21 Grades Served: 6-8
2020-21 NSPF Rating: N/A
Comparison District: Clark
2020-21 Comparison School: Swainston JH MS

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

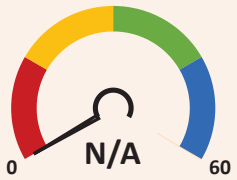
2019-20 Framework ratings were not calculated.

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.

SCHOOL PROGRESS INDICATOR (NO POINTS)

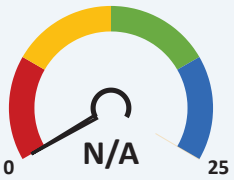
Charter school changes in Math/ELA non-proficiency.

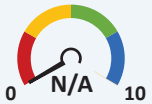
Non-Proficiency Rates (%)

2019-20	2020-21	
N/A	88	Lacks 2 years of Math data
N/A	62	Lacks 2 years of ELA data

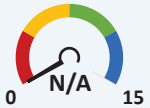
GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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 6-8 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥30 and <40	89.2	▼	✗
IEP	≥10 and <15	11.8	▲	✗
EL	<5	13	▼	✗

Nevada State Public Charter School Authority

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.

Explore Academy HS

Address: 4660 N Rancho Dr, Las Vegas, NV 89130
Website: https://www.explore.academy/lvs
Oct. 1 2020 Enrollment: 20
2020-21 Grades Served: 9
2020-21 NSPF Rating: N/A
Comparison District: Clark
2020-21 Comparison School: Cheyenne HS

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

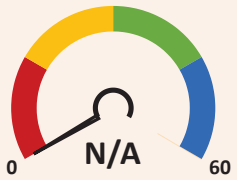
2019-20 Framework ratings were not calculated.

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.

SCHOOL PROGRESS INDICATOR (NO POINTS)

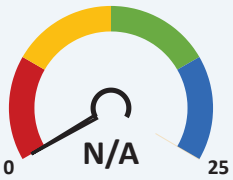
Charter school changes in Math/ELA non-proficiency.

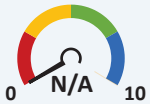
Non-Proficiency Rates (%)

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

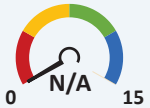
GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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 9-12 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥50 and <60	80.6	▼	✗
IEP	≥25 and <30	10.5	▲	✗
EL	<5	12.9	▼	✗

Nevada State Public Charter School Authority

2021-22 School Year: SPCSA Academic Performance Framework

2021-22 | Clear Filters

Explore Academy MS

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: 3551 N Ferrell St, N Las Vegas, NV 89032
Website: https://www.explore.academy/lvs
Validation Day Enrollment: 135
Grades Served: 6-8
NSPF Rating: N/A
Comparison District: Clark
Comparison School: Swainston JH MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

31.2
DOES NOT MEET STANDARD

PRIOR YEAR RATING
N/A
NOT CALCULATED

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

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

11.2/60

Sixty percent of the school's 2021-22 NSPF score (18.8) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency increased from 62% (prior year) to 65% (current year).
- Math non-proficiency decreased from 88% (prior year) to 82.5% (current year).

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

7/25

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 -25.9 between school (18.8 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

7/15

NSPF score difference of 7.8 between school (18.8 points) and comparison school (11 points).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

13/15

Indicator bonus points for: IEP EL.

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

3/5 School FRL rate of ≥40 to <50% compared to district Gr6-8 FRL rate of >95%.

5/5 School IEP rate of ≥15 to <20% compared to district Gr6-8 IEP rate of 11.9%.

3/5 School EL rate of ≥5 to <10% compared to district Gr6-8 EL rate of 13.6%.

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.

OVERALL SCORE/RATING TABLE

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

INDICATOR/MEASURE POINTS EARNED LEGEND

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

Nevada State Public Charter School Authority

2021-22 School Year: SPCSA Academic Performance Framework

2021-22 | Clear Filters

Explore Academy HS

How to Print

- Alpine Acad HS
- Amplus Durango ES
- Amplus Durango HS
- 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

SCHOOL INFORMATION

All information is for the 2021-22 school year.

Address: 3551 N Ferrell St, N Las Vegas, NV 89032
Website: https://www.explore.academy/lvs
Validation Day Enrollment: 57
Grades Served: 9-10
NSPF Rating: N/A
Comparison District: Clark
Comparison School: Cheyenne HS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

N/A
COULD NOT BE RATED

PRIOR YEAR RATING

N/A
NOT CALCULATED

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

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

N/A

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

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- Measure cannot be calculated. Two years of ELA data are unavailable.
- Measure cannot be calculated. Two years of Math data are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

N/A

Indicator cannot be calculated. Indicator measures are unavailable.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

N/A

Measure cannot be calculated. The school and/or comparison district NSPF score is unavailable.

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

N/A

Measure cannot be calculated. The school and/or comparison school NSPF score is unavailable.

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)

3/5 School FRL rate of ≥40 to <50% compared to district Gr9-12 FRL rate of >95%.

4/5 School IEP rate of ≥5 to <10% compared to district Gr9-12 IEP rate of 10.3%.

3/5 School EL rate of ≥5 to <10% compared to district Gr9-12 EL rate of 13.2%.

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.

OVERALL SCORE/RATING TABLE

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

INDICATOR/MEASURE POINTS EARNED LEGEND

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

Nevada State Public Charter School Authority

2022-23 School Year: SPCSA Academic Performance Framework

2022-23 | Clear Filters

Explore Academy MS

How to Print

- Alpine Acad HS
- Amplus Durango ES
- Amplus Durango HS
- 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

SCHOOL INFORMATION

All information is for the 2022-23 school year.

Address: 3551 N Ferrell St, N Las Vegas, NV 89032
Website: https://www.explore.academy/lvs
Validation Day Enrollment: 189
Grades Served: 6-8
NSPF Rating: 1
Comparison District: Clark
Comparison School: Swainston JH MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

18.6
BELOW STANDARD

PRIOR YEAR RATING
31.2
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).

6.6/60

Sixty percent of the school's 2022-23 NSPF score (11.1) 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 -29.4 between school (11.1 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15

NSPF score difference of -8.9 between school (11.1 points) and comparison school (20 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency increased from 65% (prior year) to 82.4% (current year).
- Math non-proficiency increased from 82.5% (prior year) to 93.1% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

12/15

0 bonus points in indicator.

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

4/5 School FRL rate of ≥50 to <60% compared to district Gr6-8 FRL rate of >95.0%.

5/5 School IEP rate of ≥15 to <20% compared to district Gr6-8 IEP rate of 12.6%.

3/5 School EL rate of ≥5 to <10% compared to district Gr6-8 EL rate of 13.8%.

OVERALL SCORE/RATING TABLE

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

INDICATOR/MEASURE POINTS EARNED LEGEND

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

Nevada State Public Charter School Authority

2022-23 School Year: SPCSA Academic Performance Framework

2022-23 | Clear Filters

- 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

Explore Academy HS

How to Print

SCHOOL INFORMATION
All information is for the 2022-23 school year.

Address: 3551 N Ferrell St, N Las Vegas, NV 89032
Website: https://www.explore.academy/lvs
Validation Day Enrollment: 100
Grades Served: 9-11
NSPF Rating: Not Rated
Comparison District: Clark
Comparison School: Cheyenne HS

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

N/A
COULD NOT BE RATED

PRIOR YEAR RATING
N/A
COULD NOT BE RATED

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

N/A — Indicator cannot be calculated. NSPF rating/score requirements not met.

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

- Measure cannot be calculated. Two years of ELA data are unavailable.
- Measure cannot be calculated. Two years of Math data are unavailable.

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

N/A — Indicator cannot be calculated. Indicator measures are unavailable.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)
N/A — Measure cannot be calculated. The school and/or comparison district NSPF score is unavailable.

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)
N/A — Measure cannot be calculated. The school and/or comparison school NSPF score is unavailable.

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)

- **3/5** — School FRL rate of ≥50 to <60% compared to district Gr9-12 FRL rate of >95.0%.
- **5/5** — School IEP rate of ≥15 to <20% compared to district Gr9-12 IEP rate of 10.4%.
- **3/5** — School EL rate of <5% compared to district Gr9-12 EL rate of 13.2%.

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.

OVERALL SCORE/RATING TABLE

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

INDICATOR/MEASURE POINTS EARNED LEGEND

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

Nevada State Public Charter School Authority

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

Equipo Academy MS

How to Print

SCHOOL INFORMATION
All information is for the 2023-24 school year.

Address: 4131 E Bonanza Rd, Las Vegas, NV, 89110
Website: http://equipoacademy.org/
Validation Day Enrollment: 411
Grades Served: 6-8
NSPF Rating: 3
Comparison District: Clark
Comparison School: Martin MS

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

68.7
MEETS STANDARD

PRIOR YEAR RATING
41.4
DOES NOT MEET STANDARD

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

32.7/60

Sixty percent of the school's 2023-24 NSPF score (54.5) earned in indicator.

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

- ELA non-proficiency increased from 70.4% (prior year) to 73% (current year).
- Math non-proficiency decreased from 89.4% (prior year) to 82.3% (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 13.9 between school (54.5 points) and comparison district (40.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 32.5 between school (54.5 points) and comparison school (22 points).

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

15/15

Indicator bonus points for: IEP 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 ≥95% compared to district Gr6-8 FRL rate of >95.0%.

3/5 School IEP rate of ≥5 to <10% compared to district Gr6-8 IEP rate of 13.2%.

5/5 School EL rate of ≥20 to <25% compared to district Gr6-8 EL rate of 14.8%.

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.

OVERALL SCORE/RATING TABLE

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

INDICATOR/MEASURE POINTS EARNED LEGEND

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

Nevada State Public Charter School Authority

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
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- 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

Explore Academy HS

How to Print

SCHOOL INFORMATION
All information is for the 2023-24 school year.

Address: 3551 N Ferrell St, N Las Vegas, NV 89032
Website: https://www.explore.academy/lvs
Validation Day Enrollment: 104
Grades Served: 9-12
NSPF Rating: Not Rated
Comparison District: Clark
Comparison School: Cheyenne HS

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

N/A
COULD NOT BE RATED

PRIOR YEAR RATING
N/A
COULD NOT BE RATED

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

N/A — Indicator cannot be calculated. NSPF rating/score requirements not met.

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

- Measure cannot be calculated. Two years of ELA data are unavailable.
- Measure cannot be calculated. Two years of Math data are unavailable.

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

N/A — Indicator cannot be calculated. Indicator measures are unavailable.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

N/A — Measure cannot be calculated. The school and/or comparison district NSPF score is unavailable.

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

N/A — Measure cannot be calculated. The school and/or comparison school NSPF score is unavailable.

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

15/15 — Indicator bonus points for: FRL 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 ≥95% compared to district Gr9-12 FRL rate of >95.0%.

5/5 — School IEP rate of ≥15 to <20% compared to district Gr9-12 IEP rate of 10.5%.

5/5 — School EL rate of ≥15 to <20% compared to district Gr9-12 EL rate of 13.5%.

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.

OVERALL SCORE/RATING TABLE

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

INDICATOR/MEASURE POINTS EARNED LEGEND

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

Appendix C: Academic Performance Framework Notices of Concern and Breach

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

December 18, 2023

Rachelle Luna
Explore Academy
3551 N Ferrell Street
North Las Vegas, NV 89032

Notice of Concern Due to Academic Underperformance

Dear Ms. Luna:

As you are aware, Explore Academy's middle school program received a 1-star rating under the Nevada Department of Education's Nevada School Performance Framework and a Below 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 November 3, 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 Explore 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 Explore 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 Explore Academy will join us by improving its academic performance, thereby increasing the number of high-quality SPCSA-sponsored charter schools.

Sincerely,

Melissa Mackedon
Executive Director, State Public Charter School Authority

cc: Ali Taylor, Principal, Explore 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
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(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

Abraham Gomez, Board President
Explore Academy
3551 N Ferrell St
N. Las Vegas, Nevada 89032

Notice of Breach Due to Academic Underperformance

Dear Abraham Gomez:

As you are aware, Explore Academy's middle 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 2023 – 2024 school year. As you are also aware, the State Public Charter School Authority voted at its November 15, 2024, board meeting to issue a Notice of Breach based on the foregoing academic underperformance.

This Notice of Breach serves as a reminder that the SPCSA's Performance Framework, which is incorporated into Explore 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 SPCSA's 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 Explore 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 2024 – 2025 school year. The school will also be scheduled for a site evaluation for the 2024 – 2025 school year. If one is not already scheduled, please expect SPSCA staff to reach out and coordinate an appropriate date in the spring.

Additionally, SPCSA staff has been monitoring 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 school has appropriately notified families of performance.

It is also critical to note that NRS 388A.300 requires the SPCSA to terminate the charter contract of a school who receives a 1-star rating three times within five consecutive years. Should the middle school level receive a 1-star rating within the next three years, the charter contract must be terminated for the elementary school (6-8).

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

Sincerely,

Melissa Mackedon
Executive Director, State Public Charter School Authority

cc: Ali Taylor, Principal, Explore 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
Explore Academy
Evaluation Date: 11/17/2020
Report Date: 12/22/2020

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

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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 11/17/2020 at Explore Academy. 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

Explore Academy is located in Las Vegas, Nevada in a facility at 4660 N. Rancho Drive. The school serves 136 students (as of the most recent Validation Day in October 2020). The mission of Explore is: "Explore Academy will provide each student with a personalized educational experience through the power of student choice, allowing each student to create a unique educational pathway in preparation for a college future."

ACADEMIC PERFORMANCE

Explore Academy
Nevada School Performance Framework
2019

Explore Academy serves 136 students in grades 6th- 9th grade. As Explore Academy opened in SY 20-21 no academic performance data can be displayed.

Explore Academy
Math and ELA Results
Nevada School Performance Framework
2019

N/A

SPCSA Academic Performance Framework
Geographic Comparison Report
N/A

SPCSA Academic Performance Framework
Diversity Comparison
N/A

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board[1]	2	30 minutes
Parents/Families	5	30 minutes
Students	3	30 minutes
School Leadership	1	30 minutes
Staff	5	30 minutes

Governing Board:

- The board said they meet monthly, and sometimes more, in the event action is needed. When asked about training for members, participants said that they have connected with other board members from other schools. The board members said they have experienced board members who have helped others on this board with regard to Open Meeting Law and other legal requirements. When board members were asked if there is a process in place to onboard and train new members, the board said they are still working on that process and would be interested in receiving resources to help develop that process. Board members spoke about the freedom of choice that is offered through Explore Academy that allows students to create and manage their own educational experience.

- When asked what types of information the board receives regarding the academic performance of the school, they said they receive updates from the school leader every other meeting. The information relates to testing results and social and emotional learning. Board members said specific data the board receives is focused on math, reading, writing and how that data lines up with the state. Board members said they received an in-depth presentation from the school leader in September. Board members were asked about the data in the presentation and if it was Nevada standards based. The board members said they would need to revisit the presentation as the contents were more high-level. Board members said they received percentages regarding the pass rate of students. A board member shared they thought it was a good idea for them to go back to the data being presented and ensure that the school is teaching to the standards that the students will be measured by. Board members indicated that they would be exploring that in more detail at future meetings.

- Board members were asked about the plan for evaluating the school leaders. Board members said they would like to connect with Justin Baiardo, founder, to better understand what the evaluation process will look like. The board said they had not flushed out the details of the evaluation yet. This is also something they plan to discuss at a future meeting. Board members were asked about their role in updating, and approving, policy and procedures. SPCSA staff had found that the school did not have a fully developed Special Education and English Language Learner policy and procedure manual and board members were asked if they were aware of that. Board members said they were aware that

[1] Two members of the 5-member board participated. Quorum was not met, and Open Meeting Law was not violated

the information contained in previous procedures was not in-depth enough and would be focusing on that in upcoming meetings. Another board member said the policy and procedures were a challenge for the school and this has been discussed with the school leader. They said they are in a process of bringing on new staff, such as a SPED coordinator, to help assist the school to ensure they are serving the rights of the students properly.

- The board was asked if they had consulted with the schools in New Mexico with regard to development and implementation of the policy and procedures. The board members said they had not consulted with New Mexico regarding this matter. Board members expressed appreciation to the SPCSA staff for bringing attention to this critical matter. A board member said this would be the first agenda item at their next meeting. Board members were then asked about the budget and finance of the school and what types of information they receive at meetings. Board members said they receive information regarding the budget and finances of the school at almost every meeting. Additionally, board members indicated that they review budget spreadsheets to see how enrollment aligns with the budget and ensure the school remains financially viable. The board members said they felt they were doing really well regarding budgeting at the school. The board members said that, while they are experiencing some growing pains, the school leader, along with staff, are putting in the work to keep getting better. The board remains engaged with the operation and performance of the school and will continue to do so.

Parents/Families:

- Parents were asked what they have liked about Explore in its first year of operation, and parents and families reported that they appreciated the small class sizes and they feel like the school focuses on learning. One parent said that their child had seen huge improvements in their grades, especially math, and that has been great. Another parent said they had come from a different charter school, and the "flavor" choices [2]Explore Academy offers has been important to their child. Parents were asked what wasn't working at Explore regarding the distance education and they spoke about the difficulties at the beginning of the year. But family members added that Explore Academy has been trying to engage students more as everyone becomes more accustomed to the virtual format. Another parent spoke about their ELL child, and how the remote learning actually helped their child. Explore found a program that translates for their child which has helped their child better understand the lessons. One parent said that their child has had a hard time in the virtual environment, but the school has done a lot to engage their child. The parent also said they are looking forward to going back to in-person instruction.

[2] Explore Knowledge Academy is a project-based school which means that the students learn through hands on, self-directed research. The Nevada Academic Content Standards guide the curriculum, bit it is the student's interests and curiosity that determine the method and the type of project the students create to show they have met the standards- this is referred to as "Flavors".

FOCUS GROUP SUMMARY continued

- Parents were asked if the school held any meetings before the year started to assist students and families with instruction in a virtual environment. Parents said the school has been communicating with them on developments with in-person versus virtual learning and the parents complemented the school leader on their communication with them throughout the pandemic. Parents said the school had communicated with them that they should have the cameras on during virtual lessons. Parents said the school has reached out to them if their child had not been following directions regarding their camera. Again, the parents voiced their appreciation with communication from the school that has allowed them to help at home with the distance learning. Parents were asked if they felt their children were learning at Explore in the virtual model. One parent said that their child is flourishing, and teachers have talked with them about how well their child is doing in school. Another parent said the school has been great with testing their children to see if they can move up in their lessons which has motivated their children to continue to excel. Another parent said they are home while their children are in school and they have seen the engagement the teachers are having with the children. They said their other child is attending a different school virtually and that school has not been nearly as engaged with their child as Explore has been.

- Parents were then asked about the type of testing that is occurring at Explore and what their understanding of the measures of learning are via those tests. A parent said that teachers are testing the students which guide the students on the next course they will take. Teachers send out progress reports to keep parents informed on the progress their children are making. If a child is not making the proper progress, they meet with the teacher for additional assistance. A parent also spoke positively about the office hours teachers provide to students. Parents said that sometimes office hours are just between one student and the teacher and other times there is more than one student present. One parent complimented a math teacher for the help that is being given during their office hours. Another parent said they have used the virtual environment to pop in and see what is going on and they haven't been told they are not allowed to do that. The parent went on to say that they saw teachers trying to include every child in the lessons.

- Parents were asked if there was anything that they felt the school could improve upon. Parents said the school has been very responsive to both theirs and their children's needs and couldn't think of anything that needed to be improved at the school.

Students:

- Students were asked if there was anything they liked about the distance learning through COVID-19. One student said they have enjoyed being able to communicate with their teachers and it has been easier virtually. Students were then asked what they don't like about the online learning environment and responded by saying there were a lot of challenges. One student said they do not like the online school at all, but they do it so they can keep their grades up. The online environment has caused some students to feel depressed because they haven't been able to interact with their classmates at school. Students were asked if they still feel like they are learning and they responded that they were still learning. One student spoke about learning about the World Wars in their history class. Another student said they appreciate having their parents and siblings at home because they can learn other things that their siblings are learning. A third student said they feel like they have been learning and the school has helped with their grades. Students shared that attending the school has taught them about nobility and enthusiasm, and that the school encourages students to show enthusiasm through "Shout Out Forms."

FOCUS GROUP SUMMARY continued

- Students were asked what motivates them to come to school every day and they responded that they enjoy learning new things. One student said the classes feel different than what other schools are offering. A student said they really like the clubs including the sign language club, a movie critics club, and a music club where you can learn how to create music. Students also mentioned leadership, the Rubik's cube club, and the medical mystery clubs as options they have enjoyed. Students said they filled out forms at the beginning of the year about things that interested them and that was one way they chose the clubs to participate in. Another student said they really liked learning about history and said that they are motivated to have good grades, so they participate in their Mixed Martial Arts (MMA) club.

- Students were then asked about their feeling of belonging at the school and the respect they receive. Students said they feel respected because they don't get questions about their appearance. They feel like they have their own privacy, and no one messes with [them] about the way you look. Another student said they like that students don't make fun of one another. One student said they hadn't really gotten to know their classmates because they haven't met in person yet, indicating that they are sort of going through the motions to get the grades they need.

- Students were asked if they have any suggestions for the school to improve their learning experiences. Students said they would like to see some additional club offerings. They would like to see students given the opportunity to think of different clubs to have at the school. Another student said they would like to see an ROTC program at the school, which would help bring more meaning to some of the students and would give students a chance to see if they might like joining the military. One student said they would like to see the learning be made more fun. They would like to see some new techniques that may bring more enjoyment to lessons. Finally, students were asked to share anything else that may have been on their mind regarding the school. One student said they really like having the assemblies that include all of the students at the school. They also said they really like the movie nights the school has offered. The student also said that their classes have unique topics like the *Simpsons*, *Star Trek*, and other topics that they have really enjoyed.

Leadership:

- The leadership team was asked in what ways teachers at the school ensure that students are engaged and challenged. The leader said engagement with students has fallen off recently. At the beginning of the year, parents were very happy with the options that were being provided by Explore. The leader said things started to shift when they were told the school could not enforce a "camera on" rule. The school has taken steps to explain to students that having the cameras on will ultimately help them in their learning and engagement with teachers and classmates. The leader discussed looking at the teacher's standards documents to ensure teachers are addressing the standards they should be addressing. The leader also said she relies on assistance from the Explore network team to help check the rigorousness of the curriculum.

FOCUS GROUP SUMMARY continued

- The leader was asked about Explore's alignment to the Nevada Academic Content Standards and whether someone in the Explore network cross referenced the standards from New Mexico with the Nevada standards. The leader said the network and school did cross reference to ensure the standards were aligned and they made a few minor adjustments prior to the start of the year. The leader was asked about how teachers foster learning. The leader shared the school focuses on student-led learning to help engage the students and foster a full understanding of the materials they are learning.

- The leader was asked how teachers provide clear, timely, feedback to students. The leaders said the feedback to students is still a process, that Explore staff continues to improve that feedback, and that the ultimate goal is for students to be able to fully explain and take ownership of the content they are learning. According to the school leader, Explore Academy would like students to fully grasp the standards and be able to describe those standards back to the teacher. The leader said they also signed up for the Achievement Network[3]which will help inform how the leader will support the teachers.

- The leader was also asked how data was used to drive instruction. The leader said data collection has been made more difficult due to the ongoing pandemic, but the school is monitoring student attendance. By also looking at attendance by teacher to see if there are trends, the school can help teachers ensure students attend class. The school also collects data on social and emotional learning, both schoolwide by the leader and at the classroom level by the teachers. There are both monthly grade level Professional Learning Communities (PLCs), and biweekly content PLCs. The leader was asked how the teachers use this data to inform their instruction. The leader said this has also been rough because the staff is so small. The leader said the school hopes this process will become better as the school expands in the coming years. The school leader shared that a priority is to make the data accessible to teachers without overwhelming them while also continuing to help teachers use the data to inform instruction. The school leader stated that there is a strong desire to help teachers understand what the data means. Additionally, the school leader shared that some of the teachers are new to this type of data-driven instruction and they have been working with new teachers to bring them along. Finally, the leader said they have a few math teachers who independently decided to tutor each other's students and that idea came out of the PLCs.

[3] Achievement Network or A-Net is a nonprofit dedicated to an integrated system of tools and training to help schools and districts boost student learning using successful practices of educators around the country.

FOCUS GROUP SUMMARY continued

Staff:

- Staff was asked what they thought their biggest barriers have been with distance education. One staff member said that one of the biggest issues has been students not having their cameras on. Staff added that at the beginning of the year there were technical issues, but as the year has gone along, more students have just stopped responding to requests to have their cameras on during virtual instruction. Another staff member said differentiation has been difficult in the virtual environment when you are working with students remotely. A third staff member said instruction is really difficult when you can't see the students. Teachers are unable to read cues like body language to see if students are really understanding the materials being taught. Staff was asked about their understanding of the camera requirements and how they have been implemented at the school. Staff said that some of the issues have come down to some students not being forthright with their parents and others having legitimate issues with their cameras. Staff spoke about the difficulties of ascertaining whether there is a real technology issue or if the student just doesn't want to be on the camera. It has been frustrating for the teaching staff because it makes it difficult to teach. Recently, the school has included camera operation as a part of the progress report to show parents when a student has, or does not have, their camera on during lessons. Teachers said they spend a lot of the instructional time reminding students to keep their cameras on which takes away from the lessons they are trying to teach.

- Staff was then asked about the instructional model at Explore Academy and their understanding of how it is implemented. Staff said that one of their favorite aspects of the model is the "flavors." Teachers can go and find what needs to be taught and implement techniques they think will be best. Teachers said they love the freedom of the model, but sometimes can feel rushed when trying to teach the subjects. One staff member said that overall, they have liked the online format, while another teacher said the online environment is very difficult. Teachers said that they provide math instruction but working with the flavor model has been difficult with regard to teaching the fundamentals of math. Teachers also said that since students are so far behind on math, they are just teaching thee basics and they haven't been able to use their flavors. The teachers said they have had to pull out entire lessons because they had to go back and teach standards again. The staff was asked about the standards and whether they had concerns with students being able to do the fundamentals of the standards. One staff member said they are designing their assessments based on the content they are teaching, stating that they are using a backwards planning model to help map out what the curriculum will look like. Another staff said they, too, use a backwards planning model to be able to focus on the essential skills of the lessons they are teaching. Staff said that 22 instructional days isn't always enough time to complete the implementation of the curriculum. In addition, there are lost days for midterms and other assessments, is not a lot of time which can be difficult for staff.

- Staff was asked about the training they received for the current model. Staff said they all have a department chair that is in New Mexico, and that despite the distance, they are able to communicate with their department chairs and get assistance when needed. The department chairs assist teachers with their backwards planning and how to map out the semester so teachers are able to meet their standards.

- Finally, staff was asked if there was anything else they would like to explain about the school. They spoke about how great the leadership has been with staff. Staff indicated that while there are challenges with the student population they serve, they said it is no fault of Explore. Staff shared that they know it is a new school and they are all learning together and operating, as a distance education model has had its difficulties. Despite these challenges, staff praised leadership, stating that they have been there with support the whole time, always mindful of their wellbeing.

CLASSROOM OBSERVATION TOTALS

A total of 13 observations were conducted for approximately 20 minutes on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 Creating an Environment of Respect and Rapport	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: 1	Total: 10	Total: 2	Total:	Total:
  Establishing a Culture for Learning	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	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: 2	Total: 10	Total:	Total:	Total: 1
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 Managing Classroom Procedures	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 1	Total: 10	Total: 2	Total:	Total:
  Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 4	Total: 6	Total: 3	Total:	Total

II. CLASSROOM INSTRUCTION					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real- life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating 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: 10	Total:	Total:	Total:
Area 6	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
A Using Questioning and Discussion Techniques	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total:	Total: 9	Total:	Total: 1	Total: 3
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total	Total: 11	Total:	Total: 1	Total: 1

II. CLASSROOM INSTRUCTION (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total:	Total: 11	Total: 2	Total:	Total:
B	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: 2	Total: 9	Total: 2	Total:	Total:

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A Using Formative Assessment in Instruction	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:	Total: 13	Total:	Total:	Total:
B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not 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:	Total: 13	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 # 1

☒ Lessons are designed to encourage student curiosity and learning beyond classroom time: 3
☒ The explanation of the content is imaginative: 1

Evidence of questioning and discussion techniques: Area # 2

☒ Questions are planned ahead of time and tied to learning target(s): 1
☒ Teacher questions are open ended: 3
☒ Teacher allows time for students to answer — 3 seconds or more: 3
☒ Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 3 (chat-restate)
☒ Teacher purposefully signals to entire group of students to wait/think before volunteering a response: 2
☒ Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 3

Evidence of engaging students in learning area: Area # 3

☒ Active learning is taking place (rather than just listening or viewing): 3
☒ Students are using reasoning and critical thinking: 3
☐ The lesson is rigorous and includes cognitively complex tasks:
☒ Students engage in several types of activities during the lesson including:
☒ Speaking ☒ Writing ☒ Reading ☒ Listening ☒ Discussing ☐ Creating ☒ Problem Solving
☐ Cooperative groups:
☒ Student-led classroom: 1
☒ Technology is integrated into learning/outcomes: 5
☒ Project-based learning: 1

Evidence of Formative Assessment During Instruction: Area # 4

☒ Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 2
☒ Students incorporate the feedback by revising their work: 3
☒ Students receive frequent and meaningful feedback regarding their work: 3
☒ A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 2

Other:

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	Explore Academy is a newly opened school. School leaders and staff make a point of upholding the mission statement. The school's academic plan allows for the NVACS to be taught and classes conducted in a seminar-style of teaching with students making choices based on individualized student interest. The levels of achievement towards the NVACS are routinely measured.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	Staff and school leaders are evaluated on a yearly basis.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	The school leaders and school board are working to update and detail the policy and procedure manual for this area.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	The school leaders and school board are working to update and detail the policy and procedure manual for this area.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	Explore Academy schools and its Board serve in the best interest of all students. The Board ensures that teachers, staff, parents/guardians, and other stakeholders interested in an investment of education in Nevada have an opportunity to improve the learning of students within the state.
3b	The school holds management accountable.	School Presentation	All school leaders are evaluated on a yearly basis.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	Explore Academy has implemented culturally responsive practices and works to protect the rights of all students.
5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	The school has an Emergency Response Plan as well as a COVID-19 Mitigation plan in place.

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. The teaching staff at Explore Academy has many caring teachers. SPCSA staff noticed that the teaching staff uses kind words such as please and thank you whenever possible. Student's names were used often. Teaching staff expressed excitement to the students and used open ended questions. It was clear that the staff is reaching out and trying to develop relationships with students despite the inherent challenges of distance learning for a brick-and-mortar school.

2. There appear to be some highly experienced and qualified teachers at Explore Academy, and there was evidence of some best practices taking place at the school. These included teachers using good teaching techniques such as re-stating what students say and maintaining positivity. In some cases, the teachers appeared to have in-depth knowledge of the teaching content.

3. School staff and family members spoke highly of the unique cultivation to an active-learning environment. Classes average about 16 students per teacher and instruction is conducted in seminar-style with two-way discourse between teachers and students, which eliminates the teacher as the sole source of information. Every seminar at Explore Academy is offered to students through multiple versions or "flavors". It is through this diversity that students come to possess the freedom to choose their version of each class which interests them most. Teachers create themed instruction based on their passions, and students to choose which flavors in which they're most interested, every student's combination of choices becomes unique and independently driven. This approach to instruction and learning is highly appreciated and the autonomy and choice this provides learners is exclusive to Explore Academy.

4. The family and student focus groups were highly positive in their remarks about Explore Academy. Parents are happy with the leaders, teachers, communications, and school policies. The students are thankful for the wide range of clubs which have been provided, even during this time of virtual learning. Students described the school as providing choice and respect and said they felt able to be themselves and don't face judgements at the school.

5. The support of the Department Heads in New Mexico network is a strength. The network helped teachers get off to a good start and provided them resources and examples of backwards planning. Each instructional teacher has been paired with a Department Head from the network who is there to answer questions, provide reassurance, and work as teammates to overcome obstacles.

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. Due to the current learning environment and to the newly opened school, there are some instances of the content or lessons plans with the "flavors", which may pose challenges. The primary challenge is that, according to instructional staff, there may not always be time to get all of the content taught before it is time to move on. One example given was within the content area of Math and Social Studies. Some instructors are realizing that they are not able to cover the curriculum in full and are concerned about this situation.

2. As indicated in focus groups and within the school presentation, this campus must develop and implement a more cohesive plan to meet the needs of students with special needs.

3. It is imperative that the school team work to motivate and empower each other to implement additional best practices in teaching in both the virtual setting and the in-person learning setting. This will require students, teachers, and family members to have a more data based understanding of the mastery of a Nevada Academic Content Standard as it relates to student learning and Nevada State expectations.

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.

The SPCSA strongly encourages Explore Academy to implement the following five recommendations within a short time frame of no later than (60 days (April 5, 2021). Each recommendation is highly important to the ongoing success of the school. The SPCSA will conduct a check for completion of all recommended items after April 5, 2021.

1. SPCSA staff strongly recommends that the Explore Academy School Board work closely with the Explore school leader to develop and vet well-defined and detailed and comprehensive procedures and policies for Special Education and Second Language Learning. Special education presents one of the major challenges facing school leaders. Schools must provide students with disabilities appropriate access to the general curriculum and effective instructional support. . Student progress must be monitored closely and demonstrated through participation in assessment efforts. Research suggests that the principal's role is pivotal in the special education process; The Individuals with Disabilities Education Act (IDEA) (USDOE, 1997) specified that students with disabilities must have access to the general education curriculum and participate in assessments. No Child Left Behind (NCLB) (USDOE, 2002), a sweeping reform of the Elementary and Secondary Education Act (ESEA) creates additional provisions to ensure that no children—especially those with the greatest learning needs—are neglected in standards-driven learning environments. NCLB redefines the federal role in K-12 education with the goal of closing the achievement gap between disadvantaged and minority students and their peers.

2. The Explore Academy School Board is strongly encouraged to provide for formal training of each board member in critical areas including open meeting law (quorum, electronic communications). In addition, it is crucial that each board member understand their role in school governance, finance, human resources and student learning. Because the attributes of a highly effective governance team are highly important for newly elected and first term members, the SPCSA recommends a written training and implementation plan of action for current and future members of the board.

3. Because school boards are charged with governing education by overseeing the implementation of state and federal mandates and ensuring academic excellence for all students, it is important to establish clarity in regard to the role of school board members and the school leader/superintendent. It is imperative that a well-designed performance evaluation tool for the school leader is implemented. The evaluation should include formal guidelines to provide both guidance and standards throughout the superintendent/school leader performance school year and evaluation process. School goals should drive the evaluation of the leader. Other benefits include the goal setting and monitoring of improvements in areas such as communication, school improvement, budgeting, planning, and board relations.

4. One of Explore Academy's strengths is their unique seminar approach to instruction which creates and cultivates an active-learning environment. Another strength is the availability of department heads and curriculum experts from New Mexico, who have been successful in the backward planning and implementation of the versions of classes, also known as "flavors". The SPCSA celebrates this approach and at the same time recommends that the newly opened Nevada School stay in constant communication with their counterpart in New Mexico with an on-going and elevated target to make sure all Nevada Academic Content Standards are both taught and learned as measured by reliable and valid measures of student achievement. This may require the school to work to fine-tune a way to implement baseline and mid-year testing, such as interim tests, common

formative assessments, daily formative assessments, and diagnostic assessments so as to create a more data-driven environment. A strong and robust plan to create a testing environment for diagnostic testing will provide essential information to the staff about current levels of student achievement and provide feedback regarding the measure of learning up to a certain point in the year. It is critical that teachers know the impact of their instruction in terms of their ability to recognize if and when a student has mastered a standard and when they have not.

5. To better meet the needs of all students, the SPCSA recommends the school leader develop a robust plan based on the detailed policy and procedure in item 1 of this report. These policies and procedures must be implemented within the next 60 days (April 5, 2021). Using the newly detail oriented Special Education procedures, implement these by providing clear expectations for all teaching staff, and administrators at the school. Include professional development where needed which may include discipline of students in Special Education, IEP Components, and guidelines for working with paraprofessionals, aides, or assistant teachers. States/schools must establish standards and test every student's progress using tests designed for the standards. Progress must be measured for all. This should likely include the collaborative efforts of the school leader, school board, and CMO as well as review with legal counsel to ensure all requirements are met. Studies of effective schools have identified five instructional leadership priorities of effective principals: (a) defining and communicating the school's educational mission, (b) managing curriculum and instruction, (c) supporting and supervising teaching, (d) monitoring student progress, and (e) promoting a learning climate (Bateman & Bateman, 2001; Blasé, J. J., 1987; Blasé, J. J., Blasé, J., Anderson, & Dungan, 1995; Blasé, J., & Kirby, 1992).

   These priorities keep effective administrators focused on student learning and professional development. As a result, effective leaders are familiar with current research, find necessary resources, make well- reasoned judgments regarding students' programs, mentor new teachers, provide professional opportunities for all staff members, and evaluate teacher performance.

DEFICIENCIES

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

RESPONSE TO SITE EVALUATION REPORT

EXPLORE ACADEMY - LAS VEGAS

EXPLORE ACADEMY - LAS VEGAS

Explore Academy - Las Vegas (EA-LVS) has received the draft report for its 2020-2021 site evaluation. The following response pertains to the recommendations listed on pages 24-25 of the draft document provided to the school's administrative team.

1. *SPCSA staff strongly recommends that the Explore Academy School Board develop and vet well-defined procedures and policies for Special Education and Second Language Learning*

This should likely include the collaborative efforts of the school leader, school board, and CMO as well as review with legal counsel to ensure all requirements are met.

EA-LVS has worked with its legal counsel to review its handbooks for both special education and English language learners. The completed documents are scheduled to be approved by the Board during their February meeting. The handbooks are also scheduled to be reviewed in their entirety by staff who work with those populations as well as the entire administrative team by February 12, 2021. This will be followed by a staff training in March or April using the Board-approved handbooks.

2. *The Explore Academy School Board is strongly encouraged to provide for formal training of each board member in critical areas including open meeting law (quorum, electronic communications). In addition, it is crucial that each board member understand their role in school governance, finance, human resources and student learning. Because the attributes of a highly effective governance team are highly important for newly elected and first term members, the SPCSA recommends a written training and implementation plan of action for current and future members of the board.*

   The school is arranging Board training this year in several areas to assist the Board in its governance duties. This includes OML, procedures, annual school leader evaluation, public notices, etc. EA-LVS has worked with its legal counsel to ensure that the Board and school are updating procedures to comply with all federal and state rules and regulations. The administrative team has compiled a handbook to assist the Board and school leadership with the governance duties and responsibilities.

3. *Because school boards are charged with governing education by overseeing the implementation of state and federal mandates and ensuring academic excellence for*

   all students, it is important to establish clarity in regard to the role of school board members and the school leader/superintendent. It is imperative that a well-designed performance evaluation tool for the school leader is implemented. The evaluation should include formal guidelines to provide both guidance and standards throughout the superintendent/school leader performance school year and evaluation process. School goals should drive the evaluation of the leader. Other benefits include the goal setting and monitoring of improvements in areas such as communication, school improvement, budgeting, planning, and board relations.

   The school board understands its role in governing the charter school, including the importance of hiring a strong school leader and holding that leader accountable. To ensure the same, the board will be provided with a comprehensive school leader evaluation reports each term. These reports include goals for improvement and areas of strength as well as performance in relation to school goals and school performance data. At the completion of the academic year, the board will evaluate the school leader's performance based on the reports from each term as well as their own interaction with and observation of the school leader. This evaluation will be outlined in a report and will be shared with and reviewed by the Board and school leader.

   4. One of Explore Academy's strengths is their unique seminar approach to instruction which creates and cultivates an active-learning environment. Another strength is the availability of department heads and curriculum experts from New Mexico, who have been successful in the backward planning and implementation of the versions of classes, also known as "flavors". The SPCSA celebrates this approach and at the same time recommends that the newly opened Nevada School stay in constant communication with their counterpart in New Mexico with an on-going and elevated target to make sure all

Nevada Academic Content Standards are both taught and learned as measured by reliable and valid measures of student achievement. This may require the school to work to fine-tune a way to implement baseline and mid-year testing, such as interim tests, common formative assessments, daily formative assessments, and diagnostic assessments so as to create a more
data-driven environment. A strong and robust plan to create a testing environment for diagnostic testing will provide essential information to the staff about current levels of student achievement and provide feedback regarding the measure of learning up to a certain point in the year. It is critical that teachers know the impact of their instruction in terms of their ability to recognize if and when a student has mastered a standard and when they have not.

The Nevada content standards and student proficiency and performance are the driving force behind the entire curriculum in all grade levels and content areas. The

seminars are designed based solely on the standards that are assigned to each specific seminar. The flavor component of the model is the vehicle that carries the NV academic standards and rigorous class content. The academic systems embedded into the model are reliant on comprehensive data collection and reporting mechanisms, all of which having been carefully designed and customized to the school and its enrolled students. This includes standard-aligned metrics such as exit exams and annual state tests, formative classroom assessments, weekly progress checks for every student, placement tests to assist with proper class level placement (particularly in math), and academic referrals. The metrics are examined every month and the school staff use the reports from each term to drive the improvement efforts and initiatives as they move forward. This is similar to the way classroom teachers use formative assessment data daily to course correct and customize instruction daily to meet the needs of the students and their unique academic needs. The entire model, while focused on choice and individualization, is driven by and dependent on data to function.
One component, the exit exam, is vital in assessing student proficiency and progress related to the content standards and skills. These exams, which are peer-reviewed and designed using Bloom's Taxonomy for varied levels of questioning, are tied directly to the academic standards assigned to each seminar. This first year has been focused on training teachers and students in the school systems and characteristics of successful assessments and grading practices. The school relies very heavily on formative, individual student feedback, and it takes teachers time to adjust to the paradigm shift away from cumulative grades and relying on the average of dozens of standards over the course of a semester.
As the teachers are more experienced with the demands of more authentic assessment in class, they will move to the common exit exams starting in the fall. This means that all flavors of a given class (such as the MTH 110 flavors 111, 112, and 113) assess students using the exact same common assessment for part 1 of the exit exam (called the Core Assessment). This is designed using Bloom's levels 1-4 to assess comprehension and basic proficiency in *every* standard required for the seminar, individually. Each teacher then assesses students using a Flavor Assessment which is designed using Bloom's levels 3-6 and incorporates the class flavor while assessing proficiency in each of the seminar's assigned standards. These exams are submitted to the content team as well as to the Explore Learning team for review and approval, ensuring that the level of rigor is high and that teachers, regardless of flavor, are assessing students fairly using valid and reliable assessments tied directly to the NV content standards.

5. To better meet the needs of all students, the SPCSA recommends the school develop a robust plan and policy to follow with regard to Special Education students. Using

the newly detail oriented Special Education procedures, implement these by providing clear expectations for all teaching staff, and administrators at the school. Include professional development where needed which may include discipline of students in Special Education, IEP Components, and guidelines for working with paraprofessionals, aides, or assistant teachers.

The school has systems in place in regard to special education procedures and policies, including the handbook mentioned in recommendation 1. Additionally, the administrative team developed a shared calendar to track all special education events including IEPs, services, and conferences. The special education teacher has worked to keep all IEPs current and record progress toward goals in the school system and Infinite Campus. Ms. Larsen has worked tirelessly to find stable ancillary service providers and ensure that all service hours are being met, even when several providers have proven to be unreliable or not able to meet the needs of EA-LVS students. Currently, the special education teacher and Ms. Larsen are reviewing the comprehensive handbook in depth in order to better understand the various aspects of the special education process and requirements. The administrative team will work together this spring to make resources materials related to special education procedures such as timelines, graphic organizers, and checklists. This will also assist as we expand the student body over the next few school years.

Plan to collect evidence as of April 5th, 2021 per SPCSA

The SPCSA strongly encourages Explore Academy to implement the following five recommendations within a short time frame of no later than (60 days (April 5, 2021). Each recommendation is highly important to the ongoing success of the school. The SPCSA will conduct a check for completion of all recommended items after April 5, 2021.

1. Send a full copy of the completed handbooks for both special education and English Language Learners. Indicate that the Explore Academy board has approved these handbooks.
   Provide a copy of the agenda and signed attendance of staff at the training to take place in March or April

2. Provide the name of the training, date, time for the board trainings including the agendas for the following items:
   - Open Meeting Law
   - Annual school leader Evaluation documents
   - Use of public notices
   - Updating of procedures to comply with all federal and state rules and regulations
   - Copy of the handbook you have created to assist the Board and school leadership with the governance duties and responsibilities

3. Provide an outline of the comprehensive school leader evaluation reports you will receive each term
4. Provide an outline which shows how the following indicators are currently implemented at the school (The metrics are examined every month and the school staff use the reports from each term to drive the improvement efforts forward.)
   (standard-aligned metrics such as exit exams and annual state tests, formative classroom assessments, weekly, progress checks for every student, placement tests to assist with proper class level placement (particularly in math), and academic referrals. improvement efforts and initiatives as they move forward.

5. Provide a copy of the tracking shared calendar you use to track all special education events including IEPs, services, and conferences.
   Provide the outcome of MS. Larson reviewing the comprehensive handbook in depth and additional resources materials checklists that the school will assist with.

Nevada State Public Charter School Authority

Site Evaluation Report: Explore Academy
Evaluation Date: 2/10/2022
Report Date: 4/14/2022

State Public Charter School Authority
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A: Nevada State Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on February 10, 2022 at Explore Academy. 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. A Site Evaluation differentiation process has been implemented for schools operating without a star rating due to a limited number of years in operation. This evaluation was done for the purposes of conducting follow-up to previously issued strong recommendations made during the school's first year of operation which was the 2020-2021 school year. Additional, non-routine site evaluations may be scheduled should there be insufficient evidence to fully determine a new charter is on track to academic success.

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 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

Explore Academy is in Las Vegas, Nevada in a facility at 4660 North Rancho. The school serves 192 students (as of the most recent Validation Day) in 6th through 10th grade. The mission of name of school is: "Explore Academy will provide each student with a personalized educational experience through the power of student choice, allowing each student to create a unique educational pathway in preparation for a college future."

ACADEMIC PERFORMANCE

Nevada School Performance Framework
2019

The school opened during the 20-21 School Year and NSPF data is not available. Explore Academy serves 192 students in grades six through ten.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	4	30 minutes
Students	5	30 minutes
School Leadership	1	30 minutes
Staff	7	30 minutes

Governing Board[1]:

1. Board members reported they meet monthly. One member said, "We receive a report from the principal quarterly. We get attendance data handouts, testing data handouts, a lot of handouts with data about the school. If there are areas of concern, we ask for corrective action." The board was asked about board training and explained they were expecting to attend a board training in August 2021, but this did not happen due to COVID. Board members report they have completed trainings on special needs, compliance and ethics.

2. The board members explained their view on the uniqueness of the school. One person commented, "One of the important parts of the educational model, is the ability for students to take ownership of their learning. They are responsible for every aspect of their learning and controlling their learning path from the time they reach us to the time they graduate." Members of the group said they are kept up to date with academics at the school as the leadership team shares the testing outcomes and attends the board meeting to provide an overview of the academic status of the school. Members said they have been monitoring academic outcomes, especially in math and English language arts (ELA). Focus group members commented students were excited to return to campus post-COVID, but said the excitement waned once students had been back to in-person learning for a time. The group explained learning both from home and virtually has had a big influence on students' academic growth. Board members said there has been a positive stride at the school in terms of the campus seeming to be healthy in terms of students wanting to come to school. One board member commented, "From where student academic outcomes are now, the student body is in a corrective stage at this time."

3. The board was asked how they see the current state of academics at Explore Academy. One member said, "Up until recently there have been concerns in math and reading. From what we could gather from the data, being at home due to COVID impacted the way Flavors [the curriculum] was delivered. At first, students were excited and engaged and that dipped. We are now in the corrective stage." Another member shared, "We have made huge strides in engagement and school cultures. We have our issues, but our academics are high and moving forward." Board members shared that despite the issues with academics, there are some funding issues due to under-enrollment.

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

One board member commented, “There are now more substitute teachers at the school and increased enrollment would be helpful.” Another board member added, “The primary focus is to help the school grow in terms of enrollment. Having a new person join the board and working on increased enrollment is very important.” Board members mentioned enrollment and funding as two areas they would like to focus attention and seek opportunities for improvement. “I wish we had 300 – 400 students enrolled. We would like to see greater enrollment.” Another board member shared, “We have been under-enrolled for the two years Explore has been opened.” Board members are aware staff have had to be reduced due to low enrollment.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

1. Some of the family members said they chose Explore because they knew a person who worked at the school. Several families liked the Flavors portion of the educational plan. According to families, the Flavors curricula program is a part of an educational framework based on choice that is intended to promote student growth and responsibility. Students are provided a series of seminars and are given the choice between two Flavors for each seminar based on student interest. Family members said their children really like coming to this school. One parent mentioned her son goes back and forth on wanting to attend school and changing his mind on whether to stay or transfer to another school. This is concerning to the parent. Another parent said they saw an advertisement for the school and investigated, and as this family discovered more about the school, they determined they liked the way the classes were laid out. The theme of the classes really sold the concept to the prospective high school student. Another parent said her daughter liked the way the curriculum was designed, and the family enrolled their daughter because she wanted to attend.

2. Parents said Explore Academy is different than other public school options because Explore offers a highly personalized environment for learning. Families shared that the curriculum is engaging because the students pick their topic to learn about. Family members said they feel welcome at the school, and they think this is because the teachers and staff know family members by first name. According to families participating in the focus group, the smaller population of the school creates smaller class sizes, contributing to more focused, individualized instruction. One parent said they like the small community and the small class sizes. Family members said they can express their concerns to the school leaders and teachers and resolutions are found, but not always in a timely manner. One parent said she would like to have a list of teacher emails in case she needs to ask a question of a teacher. Another parent shared the teacher will fully explain and help the students to understand the materials and this individualized support is greatly appreciated.

3. Parents shared at times they have questions regarding the quality of teachers at Explore. For example, a parent explained that she wondered in some cases, if the teacher even liked young people. Another parent commented that she is aware of a time when the teacher explained information incorrectly. She said the subject matter presented was in error. Another parent said that an English teacher was apologizing to the class repeatedly for teaching the novel, *Of Mice and Men*. A parent said, “When my son feels he is brighter than the teacher, this is not a good situation.” When parents were asked if they feel their children are sufficiently challenged, parents said no. They went on the explain that the school does not offer honors classes, or intensive classes that are demanding. One parent said her daughter is engaged but not challenged. The parent does not see her daughter extending herself and her son has expressed distress that he is not learning anything. One parent questioned if the math content for a 10th grader is at the appropriate level because it seems like a repeat from the prior school year. A few of the parents are considering leaving Explore because they want their children to be challenged. Family members like the Flavors concept and the staff but question if they should move their child to another school.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Students explained they receive 'Front Loading" the day before new learning takes place. According to students, the practice of front loading consists of notes to begin to generally get some background on the main topics to follow. Sometimes a quiz on the new information is given which allows students to determine what they already know and realize what they will need to learn. Students said they usually get a study guide to help them get ready for a test. "We receive notes, a handout, a baseline quiz, and then we get study guides before a major test." Students explained they know they have learned a concept if they are able to help other students understand the content. Students said if a person doesn't understand what they are learning there are opportunities for assistance. Focus group participants shared that there are two flex period during the school day; one is at lunch and the other is for completing homework. During the flex periods, teachers and students are available to help. Tutoring is offered for one hour after school on Thursdays. One student stated, "There is also group study after school. I can also text my teacher and they will help me. I can also get more practice questions from my teacher. The teacher will offer tutoring after school. In some cases, and if you need help or don't understand you can ask the teacher, or you can join after school groups for learning. Another thing is that teachers will give you more practice questions, and the teachers will review the material again."

2. Students shared, "We have two flex periods built into our schedule each day. One of these is used to eat, and the other to finish assignments." Students said during flex periods, they get help from each other, the teacher, and or use the extra time as a free period. One student commented, "It is like a recess time." Students said they feel respected by their teachers. One student commented, "If you need help, you can get it and the teacher is there to protect you and make you feel safe. They use preferred names and pronouns."

3. The school provides a walking tour of the campus for new students. This is provided by a current student, and the new student is shown where his/her classes are located, which helps get to know another student at the school right from day one. Students in the focus group stated that if you are having a serious problem, there is a Safe Place Form, that can be used to talk to an adult, or the principal about what is troubling them. Focus group participants specifically noted that the science teacher is also a trusted individual if there is a problem. Students said they take a survey on each teacher after each term, and they complete the school climate form. Students like that Explore lets them go outside to decompress and get rid of the excess energy. Students shared that they like the shorter seminar terms that Flavors offers. Students being able to enroll in new Flavors they feel is helpful because it is like a new year, a new beginning. One student said, "After every term we take a test and then move on to new learning." Finally, students indicated that the clubs are very different from other schools, and this is a very accepting of each other with little bullying and issues among students. One student commented, "I like that the school is inclusive."

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

1. The school leader reported that all curriculum is presented through Flavors, a real-world lens or application for content. Leadership said, "This school is run on college and career readiness based on choice theory. Students choose their own curricular pathways, build their own schedule, and monitor their own credit analysis." Additionally, the school leader noted that classes follow a seminar model that strives for student-led discussions with small class sizes. Sixth and seventh grade complete four quarters of Flavors each year and must pass each term with a 70%. Seventh and eighth grade completes six quarters of instruction and must score 80% to pass each term. Explore updates grades on a weekly basis, highlighting the growth on four or five standards that were the focus for that week. At the end of the quarters, students are assessed. The school leader went on to say that if students fail, they retake the class and students may have to repeat classes to show mastery. When asked how students know their purpose for learning, leadership said, " We focus on how you will use the topic for learning in the real world. Objectives are listed in Google classroom for the selected Flavor. At the flagship school in New Mexico, students can point to the standard and objective and say this is how I am learning and meeting the standard and objective. Explore Academy in Las Vegas is still refining and developing this."

2. The school leader went explained that teachers create the assessments and assess the cumulative Flavors end of term exam. Leadership explained that students can re-take an assessment, a failed mid-term or final, or the student can show different ways of understanding to pass. "If students cannot write in an exemplary manner, they can have a conversation with the teacher. It is up to the teacher to evaluate the student's mastery of the content knowledge." It was not specified how many opportunities students had to re-take an exam. For student achievement school leadership said, "The overall school goal is to have 80% of all students passing."

3. The school leader said that Explore Academy uses a digital, cloud-based spreadsheet to track the delivery of special education services and collect feedback on progress toward goals. At the start of each new term, the special education director sends out a list of each students' accommodations to their teachers. Teachers are then responsible for implementing and documenting accommodations in a tracker, which the special education teacher supervises. According to the school leader, the special education director distributes and collects both forms. Student supports are built into the school day, with all students receiving ongoing monitoring and intervention as needed through their flex period." The school leader informed SPCSA staff that Explore Academy uses its proprietary standards matrix to align assessments to learning targets for each seminar, and that teachers align curriculum to the Nevada Academic Content Standards (NVACS) with the outcome in mind and then backwards plan for one of the quarterly units. The standards matrix is used for math and ELA common core assessments. Teachers receive training on providing high-quality feedback to students, building assessments, and responding to data. The principal said that teachers build formative and summative assessments as part of their curriculum development. "Teachers have autonomy in their classroom. Teachers don't feel micromanaged." Because teachers create curriculum, the school leader explained that Explore utilizes high differentiation and specialized supports. The school leader further explained that diagnostic assessments from the personalized learning system IXL (an adaptive subscription program that allows students to practice their ELA and math skills, based on their precise level) are used in math and special education. All English language learning (EL) students can use speech to text if they choose. Rosetta Stone is available as well for student use. World- Class Instructional Design and Assessment (WIDA) and the Smarter Balanced assessment systems are used yearly to assess student needs.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

1. Staff explained how the Flavors Model works. A faculty member shared, "Flavors change every 22 days for high school and every 44 days for our sixth and seventh graders. Another staff member said, "Once a Flavor is created, the seminar stays with the school and any teacher can use catalogued Flavors at another time. We can get Flavors from New Mexico, or we can modify a Flavor using the guidelines." An instructor provided the example of being interested in anime, so they created a class on Japanese. One person said, "Teachers can teach however they want as long as we use the standard. One person said, "I enjoy putting new things out there. I like trying things to see if they work. People are willing to help each other, and we think of the kids first. We all know each other, and our leader creates a positive environment, and we appreciate it."

2. Members of the staff explained how they track student progress and measures of achievement. One staff member remarked, "We test on the standards and offer alternative assessments which allows the student to show their understanding of a subject in an alternative way. We do our best to promote student achievement and re-teach if students are not getting a concept. Another teacher said, "We use the state standard to create the test and then we create the curriculum to teach the concept. For example, I created a Zombie apocalypse Flavor to model exponential growth and decay. Students were to learn about exponential growth and how and when decay occurs." The teacher went on to describe the course, noting that Kuta software creates the test, and if a student fails, they can re-take the test multiple times before the next unit starts.

3. Staff were asked how they adjust instruction to meet the needs of students with special needs (SPED) and EL learners. Staff said they have a coordinator for EL students who works with the school's special education coordinator. A staff member reported, "We use Rosetta Stone and we have sheltered instruction for our EL students." Another staff member added, "Students can verbally explain, or write in their native language. Most of the EL students at this school are at intermediate levels according to focus group participants, who also noted that they have not administered assessments to see if students are ready to leave supports. For students with an Individualized Education Plan (IEP), the special education instructor said, "I make sure the accommodations are in place in their classes; make sure they understand the assignment from their mainstream classroom. There are extra supports for any student at Explore who is struggling or who may want extra assistance. Tutoring, extra time, flex periods, and office hours for every teacher are offered as extra support opportunities."

CLASSROOM OBSERVATION TOTALS

A total of 20 classrooms were observed for approximately 15 minutes each on the day of the evaluation.

I. Classroom Environment

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 Creating an Environment of Respect and Rapport	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: 0	**Total:** 4	**Total:** 16	**Total:** 0	**Total:** 0
Establishing a Culture for Learning	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	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: 0	**Total:** 4	**Total:** 16	**Total:** 0	**Total:** 0
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Areas 3 & 4 **Managing Classroom Procedures**	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 0	**Total:** 0	**Total:** 14	**Total:** 6	**Total:** 0
Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 0	**Total:** 18	**Total:** 2	**Total:** 0	**Total:** 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 5 **Purpose and Explanation of Content, Lesson, Unit or Classroom Activity**	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating 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 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: 0	**Total:** 5	**Total:** 6	**Total:** 9	**Total:** 0
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 6 **A** **Using Questioning and Discussion Techniques**	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total: 0	**Total:** 4	**Total:** 6	**Total:** 4	**Total:** 6
B	Students assume responsibility for the participation of most students in the discussion.	Teacher assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total: 0	**Total:** 3	**Total:** 10	**Total:** 3	**Total:** 4

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 **A** **Engaging Students in Learning**	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 0	**Total:** 5	**Total:** 12	**Total:** 3	**Total:** 0
B	Students make contributions to the representation of content.	There are appropriate activities, 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: 0	**Total:** 5	**Total:** 12	**Total:** 3	**Total:** 0
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 8 **A**	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 0	**Total:** 3	**Total:** 14	**Total:** 3	**Total:** 0
Using Formative Assessment in Instruction **B**	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not 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: 0	**Total:** 0	**Total:** 3	**Total:** 17	**Total:** 0

Additional information about the classroom observations shared here when applicable.

1. In Spanish class, the instructions for the activity and the student responses were in English. Students used Pear Deck, an interactive presentation tool used to engage students in individual and social learning. Students worked with a partner as well as whole group and responded verbally in English.
2. In one middle school math class, two students were working out a problem on the white board and verbally sharing their problem solving with the class. Class participants raised their hands and shared input. The teacher then led instruction using academic vocabulary to solve for the variable. The teacher scaffolded concepts by referring to prior knowledge of concepts that students worked on a few weeks ago.
3. In one high school English class of 22 students, seven students had not completed rough drafts that were due on January 27. They were asked to complete the rough draft during class time. Two other students immediately asked to leave, and the teacher dismissed them. It was unclear why they needed to leave. The remaining 15 students who had completed the rough draft were asked to conduct peer reviews. It was unclear if students had been taught how to peer review or which part of peer review the students were tasked to complete.
4. Five of the 20 observed instances concluded instruction 10 or more minutes before the end of class which represents a substantial loss of instructional time. In four classes, it was observed the teachers sat at their desks during instructional time.
5. In one high school classroom, the teacher used a video clip to make connections to current world events regarding prices and food availability in remote geographical areas. It was unclear if this was a math class, a geography class, or a social science class.
6. In one high school classroom, students worked on their laptops to research and write about people from the civil war. Students were asked to write five sentences on the information they learned.
7. The SPCSA team did not observe instances of teachers providing clear, descriptive learning about a given learning goal or target in 17 out of 20 observed occasions.
8. Within area 8a of the Classroom Observation Totals Rubric, 14 classes were rated basic as only some of the students appeared aware of the learning goal or target during this instructional timeframe. SPSCA team members observed several classrooms using technology. This technology such as Khan Academy, news clips, Pear Deck was used for long periods of instructional time.
9. Google Classrooms were utilized and several students in each of the classes were on their personal devices and on screens that were dissimilar to that of the instructor.

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 outline any questions or potential concerns.

Measure	Description	Evidence Collected
1a	The school implements material terms of the education program. Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area. The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.	Teachers receive professional development on creation of Flavors and assessments. Teachers use the Standards by Content, Grade, and Seminar to create assessments and plan content for students. Teachers work in grade level teams to ensure assessments are aligned. Over the course of the year, the curricula materials from Flavors are offered according to need. Students choose between Flavors and build their own schedules. Classes follow a seminar model that strives for student-led discussions with small class sizes. Student supports are built into the school day, with all students receiving ongoing monitoring and intervention as needed through their flex period.
1b	The school complies with applicable education requirements. Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements.	Explore Academy aligns assessments to learning targets for each seminar. Teachers receive training on providing high-quality feedback to students, building assessments, and responding to data. Diagnostic assessments from IXL are used in math and special education. Teachers build formative and summative assessments as part of their curriculum development. Explore Academy participates in WIDA and Smarter Balance testing.

1c	The school protects the rights of students with disabilities. Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student. A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.	At the start of each new term, the special education director sends out a list of each students' accommodations to their teachers. Teachers are then responsible for implementing and documenting accommodations in a tracker, which the Special Education teacher supervises. Explore Academy uses a digital, cloud-based spreadsheet to track the delivery of services and collect feedback on progress toward goals. The special education director distributes and collects these forms.
1d	The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologie3s to provide EL students with meaningful access to content. A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing) A description of how EL student progress within the four domains is monitored.	EL students receive specialized support through their flex period. Teachers work to cultivate relationships and culturally responsive curriculum through differentiation, intervention (supported by PLCs), digital tools (translation and speech-to-text/read-aloud software) and language acquisition with Rosetta Stone. In the regular classroom, students regularly participate in classroom discussions, activities, and assessments that support language acquisition by EL students. All students have access to reading and writing tools that support language acquisition, including Rosetta Stone, Snap & Read, and Cowriter, and the school reports that. ELD students receive specialized support through their flex period, working in a smaller group toward language acquisition goals.

Measure	Description	Evidence Collected
3a	The school complies with governance requirements. Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.	The school holds governing board meetings every two months. The board posts agendas and public notices as required. The school board follows policies and procedures related to open meeting law. The school maintains a policy on conflict of interest.
4a	The school protects the rights of all students. Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline-(discipline hearings, suspension and expulsion policies and practices, protects student information.	Explore Academy collects applications from interested families via lottery application from December 15 - March 30th. After this period, the process moves to a lottery or to an open enrollment dependent on the total number of applications and available seats. The lottery is held on March 31st annually. Students will be enrolled in the order of their randomly drawn lottery number. Explore Academy follows guidelines for priority enrollment outlined in NRS 388A.453 and 388A.456. Regarding discipline, Explore Academy utilizes a point system for the reporting offenses and the levying of consequences. Students who are assessed points keep their points for the duration of a semester (four academic terms). At the beginning of term five (the beginning of the spring semester), student point totals are erased, except for Level III and Level IV offenses. At the beginning of the following school year, all disciplinary points are erased from a student's record. In addition to the point system, Explore Academy Las Vegas uses a restorative approach to discipline to help students learn and recover from behavior incidents. The school's point system identifies students who continue to demonstrate continual non-compliance with the school's rules and as such, disciplinary consequences escalate as point totals accumulate. As point values increase, it becomes clear that a student is focused on areas other than education and compliance. Upon reaching ten points, a student may be expelled from Explore Academy.

5b	The school complies with health and safety requirements. Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.	The school has a crisis response plan that is reviewed by staff and families annually. The school has a nurse on staff to oversee the appropriate storage and distribution of medication. Food service is managed by experienced staff.

Measures of Progress from Previous Site Evaluations The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation	
School staff ability to address previous recommendations	1. The school has addressed and has developed and vetted well-defined procedures and policies for Special Education and Second Language Learners. 2. The school has addressed the need to provide formal training of each board member in open meeting law (quorum, electronic communications). SPCSA staff will recommend a written training and implementation plan of action for current and future members of the board in the recommendation section of this report. 3. The school has addressed the requirement of developing and implementing an evaluation for the school leader. 4. Although the school has created an on-going and elevated target to make sure all Nevada Academic Content Standards are both taught and learned; the second part of the recommendation regarding more reliable and valid assessment of those standards has not been fully met. This will be addressed as a Strong Recommendation in this report. 5. The school has addressed the requirement to use the newly detail oriented Special Education procedures and implement written procedures by providing clear expectations for all teaching staff administrators. at the school.
Evidence the school can provide to support the implementation of previous recommendations.	1. Evidence for meeting the need to develop and vet well defined policy and procedures in the areas of Special Education and ELL has been reviewed and recorded in 2021. 2. Evidence for meeting the board training has already been reviewed and recorded in 2021. 3. Evidence for creating a school leader evaluation has been reviewed and recorded. 4. Evidence for the school to make sure academic content standards are taught and learned has been reviewed and recorded in 2021. However-the site evaluation on February 10, 2022 also indicates that there appears to be no school-wide standards-based assessments. Explore does have teacher created assessments in place based on standards. The school reports that they have diagnostic IXL for math and Special Education only. 5. Although evidence of implementation of Special Education and ELL procedures and policy appear to exist, the SPCSA team will address the need for continued and on-going monitoring of these policies and procedures as the school becomes more seasoned at instances involving such procedure and policy. The school is currently in year two of operation.

The reasons school will require additional time to fully address the recommended items.	There is no need for extra time to fully address previous recommended items with the following exceptions: 1. To ensure the school is on track to meet performance goals, it is increasingly important the school create a more data-driven environment. A strong and robust plan to create a testing environment for diagnostic testing will provide essential information to the staff about current levels of student achievement and provide feedback regarding the measure of learning up to a certain point in the year. Although teacher created assessments exist, this is not the same as an outside assessment created by a third-party. It is critical that teachers know the impact of their instruction in terms of their ability to recognize when a student has mastered a standard and when they have not. But it is even more critical that the school understand where each student in grades sixth through tenth grade, achievement in terms of their peers and in terms of meeting or exceeding every Nevada Content standard. This is not in place. (See Strong Recommendation number one on page 21.) 2. Create a board training plan as mentioned above. (See Recommendation number one on page 21). 3. More time is needed to make sure to monitor all special education implementation as the school moves forward into year three of operations. (See Recommendation number 2 on page 21.)

SITE EVALUATION FINDINGS

STRENGTHS

A summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance.

1. One of Explore Academy's strengths is their unique educational model which offers a seminar approach to instruction. The strength of this model was a topic within the staff, student, board, and family focus groups. In several cases, families and students made the choice to attend Explore Academy because the educational model offers choice to students and encourages students to take responsibility for their learning.

2. Explore is a school with 192 enrolled students ranging in grades six through ten. This small school and small class size is a strength and is appreciated by families, students, and teachers. The smaller class size provides students more opportunities to participate and has created a community of learners. One example of this is the walking tour offered to new students by existing students.

3. Students at Explore Academy reported that they feel safe at school. SPCSA staff observed a morning house meeting where the principal provided a social-emotional learning lesson (SEL) to the students on how to positively express feelings. The lesson set the tone for the day. SPCSA staff observed positive behaviors from most students.

4. The Explore leader and staff have built in time called flex periods, where students can engage individually, with peers, or with teachers to work on areas of the educational day which take additional time, small group, or practice to achieve expectations. In addition, tutoring is offered after school on an as needed basis.

CHALLENGES

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

1. A very serious challenge at Explore is low levels of (1) feedback to students, (2) student engagement, (3) students knowing the purpose for the learning, (4) student discussion and questioning techniques, and (5) students knowing a learning target. All of these were findings of the SPCSA evaluation team through classroom observations. Low levels of evidence of the above criteria were found to be at basic and unsatisfactory levels on the day of the evaluation as noted previously within this report.

2. There were some members of the board believing they had not attended an April training, while the Principal stated that the training had taken place. Keeping record of these trainings is a challenge at the school. The SPCSA recommends that the school establish a document training calendar to overcome this challenge.

3. A more data-based classroom and school-wide assessment model is needed. It is critical that teachers know the impact of their instruction in terms of their ability to recognize when a student has mastered a standard and when they have not. It is even more critical that the school understand where each student in grades sixth through tenth grade, achievement in terms of their peers and in terms of meeting or exceeding every Nevada Content standard. This creates some challenges in terms of performance monitoring.

4. Leadership reports that parental involvement has been a challenge. While Explore Academy has a Parent Teacher Organization (PTO) and supports the school by planning a school dance and after school events, more parental involvement would be helpful..

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.

1. The board is encouraged to create a list of trainings which includes the type of training, who should attend and a timeline for a given calendar year. Although the Explore Academy Board has been trained in several areas regarding school governance, SPCSA staff recommends that a written training plan be used to remain up to date with trainings. This may support the board in future years as new members join and formal training of Charter School governance is helpful. The plan might serve as a reminder to current board members who are encouraged to review school governance responsibilities from time to time. A list of trainings will also help Explore Academy maintain compliance with new legislative requirements on school governance.

2. Because additional time may be needed to experience the variety of circumstances to which the Special Education and ELL policy and procedures may need to be referenced, it is recommended that these newly established handbooks and procedures be closely monitored. Although there was evidence of implementation of Special Education and ELL policy and procedures taking place, the SPCSA team realizes that these will need to be monitored and updated as laws change and experience with such operations becomes more common. As the school leadership and staff become more seasoned involving these instances, the procedures and policies must also fit the needs of the school, students, staff, while adhering to legal requirements. The opportunity to use the policy and procedures will increase as the student population increases and as the school begins year three of operation.

3. SPCSA staff recommend Explore Academy board and leaders develop a robust plan to increase student applications, acceptance, and enrollment. The school may wish to highlight Explore's highly individualized approach to student learning. The school-wide increased enrollment plan may include exploring marketing opportunities, community outreach, on-site tours of the school facilities, and virtual presentations of school offerings. Explore Academy is encouraged to work with a group of parents and families to include student success stories as an avenue to increase communication with feeder schools and prospective students. Finally, based on information shared during focus groups, Explore Academy is highly encouraged to sit down with students and families to understand challenges to maintain high levels of student retention.

STRONG RECOMMENDATIONS

1. It is strongly recommended that Explore Academy implement a method to assess student progress and measures of achievement which contain both reliability and validity. The school has reported that each seminar assessment at the school is designed by either the current teacher or taken from a group of ready-made content from a similar school. The school leader and staff have explained that teachers use the standards to create assessments. Although teachers work to ensure assessments are aligned, teacher created tests do not consistently offer a measure of the academic standard and may not be an accurate measure. It is increasingly important the school create a more data-driven environment. Benefits to implementing a school-wide interim or benchmark test include:

- Allowing leaders, teachers, students, staff, board members and family members a way to review school-wide data within subjects and determine how a student is progressing compared to their grade-level peers within a much broader peer group and over several years of time.
- Data driven adaptations to instruction and curriculum can be made to better meet student needs. Changes to content for increased challenge and better designed interventions or extensions can be planned before, during, or after instruction.
- Determining students' strength and weaknesses and providing feedback to students for motivational and metacognitive reasons.
- Illuminate strengths and weaknesses of individuals or groups of students, using a bank of items aligned with the state curriculum and evaluate student learning on the concepts taught to date and make changes to the curriculum as needed by students.

2. Within the Classroom Instructional area on the rubric on pages 10 and 11 of this report, there were several instances of basic and unsatisfactory ratings. In addition, the comments regarding classroom observations on page 12 of this report are noted. It is strongly recommended that Explore Academy reexamine Classroom Tier 1 Instruction to drive continuous improvement. This might include:

   - Shared learning targets (Area 5A and 8A) Comments from pg. 12 #3,5,8,9
     Consider having teachers share their learning goals for students' learning, both by telling or writing the goals and by giving assignments and activities that embody them. Consider checking for students' understanding of learning targets by using strategies that help assess students' comprehension of the degree to which they have mastered a learning goal. Teachers may use this information to affirm understanding of a target, and to clarify misconceptions during lessons.

   - Shared criteria for student success (Area 5A and 8A) Comments from pg. 12 #3,5,8,9
     Consider ways to help students to envision the learning target more clearly. This might include showing students some good examples and having them discuss why they were good examples. Using rubrics with specific descriptions could help with this and would be a good default strategy if no examples are available.

   - Increased feedback from the teacher to the students (Area 8B) Comments from pg. 12 #7, #4.
     Consider ways to provide students more descriptive and corrective feedback to meet their needs during individual and group learning. This may consist of more evaluative or improvement-oriented feedback. It may also consist of a planned time for peer feedback to obtain ideas and suggestions.

- Increased levels of strategic teacher questioning (Area 6A and 6B).
  Consider methods to increase the number of teachers knowing and using discussion to drive instruction. By building in time for students to discuss concepts with the teacher whole group, small group, and paired up in most of the lessons, the engagement and learning levels will most likely rise. Here are 10 learning structures for questioning and discussion that you may want to consider.

  - Fishbowl or Socratic Circles
  - Save the Last Word for Me
  - Philosophical Chairs
  - Pinwheel Discussion
  - Concentric Circles
  - Snowball Discussion
  - Talk Moves
  - Kagan Structure: Rally Robin
  - Kagan Structure: Timed Pair Share
  - Kagan Structure: Numbered Heads Together

DEFICIENCIES

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

Nevada State Public Charter School Authority

Site Evaluation Report: **Explore Academy**
Evaluation Date: 10/4/2022
Initial Draft Report Date: 12/28/2022

State Public Charter School Authority
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1749 North Stewart Street Suite 40
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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 10/4/2022 at Explore Academy. 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. Explore Academy is in year three of its charter contract and has strong recommendations which meets the 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

Explore Academy is located in North Las Vegas, Nevada in a facility at 3551 N Ferrell St. North Las Vegas, NV 89032. The school serves 192 students (as of the most recent Validation Day) in 6th through 11th grade. The mission of name of school is: "Explore Academy will provide each student with a personalized educational experience through the power of student choice, allowing each student to create a unique educational pathway in preparation for a college future."[1]

[1] Because the Explore 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

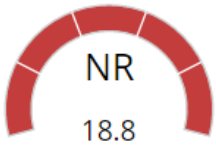
This information is provided to assist in understanding the data sets impacted by the pandemic.

Middle School

Explore Academy

School Year 2021-2022 Nevada School Rating

School Level: Middle School
Grade Levels: 06-09
District: State Public Charter School Authority
School Address: 4660 North Rancho Las Vegas, NV 89130



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

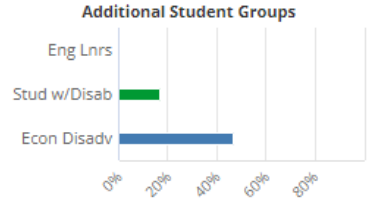
Student Race/Ethnicity

38.5%	White
22.2%	Bl/Afr Am
27.4%	Hisp/Latino
3.7%	Asian
0.7%	Am Ind/AK Nat
0.0%	Pac Isl
7.4%	Two or More

School Performance History

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

Additional Student Groups

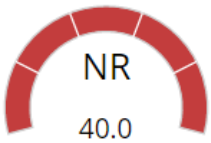


High School

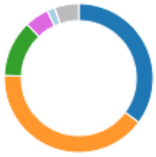
Explore Academy

School Year 2021-2022 Nevada School Rating

School Level: High School
Grade Levels: 06-09
District: State Public Charter School Authority
School Address: 4660 North Rancho Las Vegas, NV 89130



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



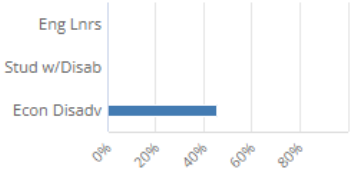
Student Race/Ethnicity

40.3%	White
12.2%	Bl/Afr Am
35.0%	Hisp/Latino
5.2%	Asian
1.7%	Am Ind/AK Nat
0.0%	Pac Isl
5.2%	Two or More

School Performance History

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

Additional Student Groups



Math and ELA Results
Nevada School Performance Framework
2022

Proficiency Rates

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	17.5	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	-	62.7	60.6			
Black/African American	<5	18.2	27.3			
Hispanic/Latino	14.7	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	-	41.8	43.6			
White/Caucasian	26.3	48.1	49.8			
Special Education	<5	9.7	22.7			
English Learners Current + Former	5.8	20.1	24.2			
English Learners Current	-	7.6				
Economically Disadvantaged	10.3	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	35.0	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	-	79.0	77.1			
Black/African American	9.5	41.1	40.9			
Hispanic/Latino	35.2	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	-	64.6	63.2			
White/Caucasian	40.6	67.2	68			
Special Education	<5	18.0	25.8			
English Learners Current + Former	17.6	38.8	28.1			
English Learners Current	-	16.7				
Economically Disadvantaged	24.7	45.9	47.1			

High School

Math Proficient **Math Proficient Points Earned: NA/10**

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	N/A	25.2	36.19			
American Indian/Alaska Native	N/A	-	26.96			
Asian	N/A	55.1	52.76			
Black/African American	N/A	10.2	22.5			
Hispanic/Latino	N/A	14.2	26.78			
Pacific Islander	N/A	23.0	32.8			
Two or More Races	N/A	31.9	40.11			
White/Caucasian	N/A	33.8	47.04			
Special Education	N/A	6.6	16.76			
English Learners Current + Former	N/A	<5	18.8			
English Learners Current	N/A	<5	16.04			
Economically Disadvantaged	N/A	14.6	27.8			

ELA Proficient **ELA Proficient Points Earned: NA/10**

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	N/A	54.3	51.11			
American Indian/Alaska Native	N/A	-	39.92			
Asian	N/A	78.7	66.85			
Black/African American	N/A	40.6	34.82			
Hispanic/Latino	N/A	42.3	39.67			
Pacific Islander	N/A	35.8	51.31			
Two or More Races	N/A	60.5	60.16			
White/Caucasian	N/A	65.7	64.14			
Special Education	N/A	16.5	19.92			
English Learners Current + Former	N/A	12.5	21.64			
English Learners Current	N/A	9.2	15.98			
Economically Disadvantaged	N/A	43.4	40.77			

SPCSA Academic Performance Framework

The school opened during the 20-21 School Year and NSPF data is not available. Explore Academy serves 192 students in grades six through ten. Because the Explore site evaluation occurred before the enrollment count for 2022 – 2023 was finalized, this information may be dated at the time this report is released.

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FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

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

Governing Board[2]:

- Two members of the Explore Academy governing board attended the focus group. One board member said that she was unable to attend the board training offered by the SPCSA. Another member attended the training and said the content was related to learning about the role of a charter school board member. Board members reported they have a way to record future board trainings using an excel spreadsheet to track the date, topic, and attendees. The board was successful in evaluating the school leader in May of 2022. Members said they have not evaluated the CMO but are currently working to have this completed during this school year.

- When asked about the board's understanding of academic achievement, one board member commented, "There was a quarterly report and the school leader has informed us we are on a trajectory of progress. We are not yet aware of the newest information." Another board member communicated, "The understanding surrounding the academic achievement of the school is that it is outperforming surrounding schools. Due to covid there are no star ratings, but the network provides regular updates as available regarding performance." Board members shared, "The CMO[3] is working in tandem with the board to provide social- emotional supports as well as teacher training and development"

- When asked about the types of backgrounds and expertise of board members, the focus group said they just voted for a new member who is an attorney. The board members explained that other members have expertise with the Education Alliance, small business ownership, and a third is the chairman for a non-profit. One board member said there are five board members and some open seats, and that the board is seeking new additions. Currently, there are no subcommittees however the board is working toward this. The board said they are implementing social emotional learning supports as well as teacher training and development to help improve student learning. Regarding the previous strong recommendation to implement a method to assess student progress and measures of achievement which contain both reliability and validity, the board communicated, "We understand this is an important tool but also recognize the financial constraints the school is under and are working to implement interim testing".

[2] Two members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated.
[3] CMO is the Charter Management Organization

FOCUS GROUP SUMMARIES

Parents/Families:

- Families were asked about their awareness of their child's academic progress at Explore Academy. One family member said they know their student took an important test last spring, but they didn't know the name of the test, the results, or how to find information about the examination. One family member stated, "A whole week was blocked out for testing last year, but we didn't get any results from the school. My other kids attend a different charter school, and we got information from that school about the testing results." In terms of school year student achievement progress, parents reported that the "Parent Portal" has improved from last year but is still a work in progress. One family member explained, "At times, there is a lapse between information posted across multiple platforms and this can be confusing if a person doesn't understand this." Several family members agreed that it is difficult for first- year parents to understand the grading system and how grades are tied to an individual learning standard. A more experienced parent commented, "It is much easier to see the breakdown of learning and the alignment to standards if a person looks at each "flavor"[4]. Each flavor is focused on one standard and then each new flavor builds upon the standards."

- Overall family members believe that their students are challenged at Explore Academy. One parent said the flavors model requires students to be responsible. Another added, "The challenge is for the students to be proactive by preparing for class, asking for help, and planning study time for completion." Family members described the classes as interactive and creative. One family member provided an example of students learning about a historical figure and being in the "hot seat" in order to answer questions about that historical person. The hot seat in this case is referring to a student having the challenge of knowing a topic so well that they are able to answer random questions from classmates. Parents shared that they like the choices available to their students in terms of choosing which seminar/flavors topic they will proceed to learn about several times per year. In terms of non-academic activities, one parent explained, "There are clubs on Fridays and students participate in those. In addition, students participate in after- school activities such as the Fall Dance and Trunk or Treat."

- Parents appreciated that teachers know each student by name and personally support students both academically and emotionally. One parent said, "Teachers will reach out and say, "'I see you're not yourself today and then take time to talk with the student'". Family members commented about positive improvements this school year. One person said, "We are moving in the right direction and communication has improved. [The school leader] is 100 % accessible. The Family Compass[5] has improved from last year. It is more informative about future events." Family members shared suggestions for further improvement. Some family members were concerned about the struggle that new families and students face in knowing about academic and social school events. Parents shared that the Parent Teacher Organization is trying to find ways to better communicate with the school community about future events. One parent said, "The events are the same as last year, but new parents may not know." A few family members suggested that Explore Academy create and offer a new parent orientation.

[4] Students are offered themed versions of each class from which to choose as they complete their required credits. These themes are referred to as "flavors".
[5] The published family newsletter for Explore Academy located on the school website.

FOCUS GROUP SUMMARY continued

Students:

- Students said they enjoy having several opportunities to work with other students. One student said, "In English class we read the material and then work together with other students to find the voice[6] in the text. We gather in student pairs and small groups to learn in almost all of our classes in High School." When students were asked about their understanding of progress in mastering each of the Nevada Academic Content Standards, students said that the standards are listed in Google Classroom[7] and Infinite Campus[8]. Students spoke about some of the recent learning. One student shared, "I am excited to be learning about linear equations, and equations for speed and time in science. Another student added, "I like learning how much force it would take to stop the earth from moving." Students said they learn grammar & parts of speech, and one class is currently reading "The Tell-Tale Heart" by Edgar Allen Poe. One student said, "I have special needs and I am able to show by understanding by drawing it. I couldn't do that at my previous school."

- Students said that they appreciate their teachers and the school leader. One student commented, "Teachers are here for us, they are kind and make it very comfortable to speak with them about personal concerns." Students said that they felt they could approach teachers if they are confused or behind in their academic work. One student said, "I ask teachers for help during the flex periods or during lunchtime. We ask for permission to go meet with teachers beforehand."

- Students were asked about how they feel socially and physically at Explore Academy. One student said, "I feel safe but sometimes it is difficult. This year there are several new students and they must learn about the culture here at Explore." Another student said, "The school handles problems quickly, but students are still learning." Students said that many of the newer people are learning how to act in school and how to be serious about their education. One student commented, "Sometimes new students act silly and don't seem to be here to get an education." Students reported that they are not to use their cell phones in the classroom and can keep them in their backpacks. Students reported that there has been some graffiti and vandalism to the new building. Overall, students feel socially, emotionally, and physically safe.

School Leadership:

- The school leader was asked about the status of obtaining standards- based interim assessments as written in the most recent site evaluation report as a Strong Recommendation. The school leader commented, "We are investigating options for interim assessments, but the cost is prohibitive." The school leader explained that the school has addressed feedback from the previous site evaluation by training teachers to create high-quality assessments, providing more engaging instruction with timely feedback and sharing learning targets in the classroom. The school leader commented, "Teachers have standards posted in each classroom and our school goal is for students to talk 50% of the time while in classrooms." The school leader explained that there are two types of tests/measures at Explore. The first type is a test of Proprietary Standards which are standards based on common core assessments coming from Nevada, Michigan, and New Mexico.

[6] Voice refers to the stylistic mix of vocabulary, tone, point of view and syntax that makes words flow in a particular way.
[7] Google Classroom is a free web based tool used to streamline assignments, boost collaboration, and foster communication.
[8] Infinite Campus is a web-based K-12 student information system with real-time access to administration, instruction, communication, curriculum, reporting and more.

FOCUS GROUP SUMMARY continued

These tests require higher levels of thinking according to Blooms Taxonomy[9] are based on each individual state's set of state standards. The other type of test at Explore is teacher's own set of created formative and summative assessments as part of their curriculum development of the flavor of the class. The school leader said, "Our teachers work in PLC[10] by content with three teachers per group. Educators use the proprietary standards matrix to align learning targets for each flavor/seminar." The school uses diagnostic assessments such as IXL[11] in math and for Special Education support.

- The school leader explained that families are kept up to date regarding the academic progress of their students as grades are updated weekly in Infinite Campus. The school leader said, "The grade is the level of mastery for the content during a given week so parents can see how well students understood. Over the year, Infinite Campus grades display the standard and the grades aligned to that standard. A credit analysis shows the classes and the mastery of that content." Explore Academy has academic referrals for students who arrive to class academically unprepared. An email is sent to parents letting parents know their child has not done their academic frontloading. PLC's meet bi-weekly with a focus this year on improved learning outcomes. Teams use a PLC learning agenda created by an outside academic support vendor, Achievement Network or ANet[12]

- Continued challenges and changes contributing to school improvement were shared by the school leader. According to the school leader, Explore Academy is making strides in becoming current with their PERS obligations. There is a plan in place and a considerable payment was made this past summer. Another challenge reported is the status of teachers still talking more than students, or overly relying on direct instruction. There have been high numbers of student misbehaviors as the school year began and new students were enrolled. Several steps toward progress were communicated. For example, the school leader meets with an individual from Explore Learning Network who has extensive background in school leadership. In addition, the school leader meets with a group of principals from across states to collaborate and brainstorm ideas with one another. While August 10th was both the first day of school and the first day in a brand- new building, staff focused on social emotional and problem-solving skills with students and continued their work to implement the Ron Clark house system.[13] Expectations for the beginning of the school year have been set by the school leader. She wants to see students leading the discussion within all classrooms at least fifty percent of the time.
- She expects to be able to see the learning standard posted within each classroom and to be able to observe the connection between the classroom activity/learning and the posted standard.

[9] Blooms Taxonomy is a framework consisting of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.
[10] PLC is known as Professional Learning Community, which is focuses on what students learn, how educators collaborate and what results are produced.
[11] IXL is an online learning program which provides personalized learning for students K-12 in a variety of topics including math and English language arts.
[12] ANet is a non-profit organization dedicated to educational equity with the purpose of helping boost student learning.
[13] The Ron Clark features eight houses within a school. This house system is known around the world and offers an exciting way to create positive powerful school climate with an emphasis on promoting a sense of belonging for all.

Staff:

- Staff members said that several trainings took place over the summer. Some of the topics included backwards planning, the new grading model, Infinite Campus, improved implementation of themes/flavors, conducting grade level meetings, student engagement and ways to increase student ownership in learning. Teaching staff shared that they have implemented an improved backwards planning of the Explore "flavors"[14] as a result of this training. Teachers shared ways they check for learning progress as it relates to eventual mastery of a standard. One person said, "I ask students to provide feedback for each other and this creates student ownership. When students can reflect and explain how the learning is meaningful to their life then they can vocalize mastery of the learning."

- Teachers were asked how they create and conduct classroom assessments which are aligned to each standard. One teacher said, "The standards are considered a "core assessment" which is skill based. The flavor assessment is life skills based." An example was provided. The math teacher designed a math flavor around cooking and how math is used in cooking. The assessment was students had to create their own cooking show including the logo, a signature drink, and a recipe. Students were assessed on these items. The "core assessment" or standards- based assessment was related to using money and purchasing items. Students use their planner and review the standards during the front loading. Students are asked to put the standards in their own words.

- Staff said that families know the status of their children's understanding of the standards. This is done in several ways. One teacher explained that she sends out home communication letters to families that include the standard and ideas they can use at home. The teacher calls these "grow-life" questions. Other teachers reported using Google Classroom and Class Dojo to communicate. Families receive messages, directions, and explanations about projects, standards, criteria, and rubrics. Students can and families can look and see what they are missing as well as what assignments are coming up. Family members can view the number of participation and enthusiasm points within the system.

- The staff noted some changes from this school year to the last. Several staff said that there has been a significant change in the culture of the school. The staff reported a feeling of pride and ownership of the new building. One staff member commented, "Students are taking care of the facilities and seem to be calmer in the hallways." Staff said they have implemented new behavioral expectations this school year. One teacher remarked, "We seem to have fewer behavioral issues and it is interesting to watch the new students come into the school. It is encouraging to see students select the flavors and realize that teachers care about them."

[14] Flavors are different themes offered by Explore and chosen by the student. Based on the choice model theory of education, Explore Academy is focused on turning each student into an active learner who will become increasingly responsible for his/her education. Specific themes for the seminar flavors and their strategies are developed by the creativity of the school's teachers.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 20 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. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	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. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	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. 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.	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. 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.	This criterion was not observed or rated.
	Total: 2	**Total:** 15	**Total:** 2	**Total:** 0	**Total:** 1
Establishing a Culture for Learning	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: 1	**Total:** 15	**Total:** 1	**Total:** 1	**Total:** 2

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: 3	**Total:** 12	**Total:** 1	**Total:** 1	**Total:** 3
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: 2	**Total:** 14	**Total:** 4	**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: 3	**Total:** 13	**Total:** 1	**Total:** 1	**Total:** 2
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: 3	**Total:** 13	**Total:** 1	**Total:** 1	**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: 2	**Total:** 15	**Total:** 2	**Total:** 0	**Total:** 1
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: 3	**Total:** 12	**Total:** 1	**Total:** 0	**Total:** 4

Additional information about the classroom observations shared here when applicable

In one English language arts classroom, students listened to the teacher read a passage. Students used white boards and their small groups to indicate the voice of the passage based on the pronouns used (first person, third person, third person omniscient).

In this middle school Spanish class, students used a computer in front of them as well as a display in the front of the classroom to complete a worksheet on Spanish Nouns and Articles. The teacher had two screens, and she couldn't see what answers the students are completing. She called on different students to say the answer out loud. She followed this up with what does, Las, Unas, unos or las mean? Students volunteered their answers.

In this middle school classroom, a group of five students were presenting information about global warming. There are two teachers in the room. One of the teachers (who is the instructional coach) asks questions of the group. Then students ask questions. There are high levels of instructional engagement and intellectual engagement.

In one flex classroom, students worked independently on assignments. The instructor assisted when asked. Several students were off task, chatting with their neighbor(s), playing games on their laptops, or doodling. One group of students were standing and pushing each other, pulling backpacks, being rough and inappropriate ten minutes before class ended. Loss of learning time was evident during flex time.

In this Special Education classroom, which is a pull-out resource room, students had just finished playing a game but had transitioned to IXL program and individually.

Teacher began the lesson by having the slide: Frontloading 9 "Literal Equations," and asked for a volunteer to share their understanding of a literal equation. The teacher asked, "Did anyone notice that we are still using the same equation, but there are no numbers?" He also related the concept of equations to what some students are learning in science.

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 is implementing the educational program as evidenced by student choice of seminar/flavor. The Nevada Academic Content standards are taught alongside the flavors. Students were learning in small groups.
Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements. Ex: Board policies and oversight of Education Service Provider	According to those within the Board Focus group, Board there is at least one board member who has missed out on a board training. Board members shared that they have evaluating the school leader. The board is currently working to evaluate their CMO.
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 personnel files were seen locked and stored in a secure location.

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 one cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.

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	As stated within the most recent site evaluation report for Explore which took place on February 10, 2022. The board is encouraged to create a list of trainings which includes the type of training, who should attend and a timeline for a given calendar year. Although the Explore Academy Board has been trained in several areas regarding school governance, SPCSA staff recommends that a written training plan be used to remain up to date with trainings. Because additional time may be needed to experience the variety of circumstances to which the Special Education and ELL policy and procedures may need to be referenced, it is recommended that these newly established handbooks and procedures be closely monitored. SPCSA staff recommend Explore Academy board and leaders develop a robust plan to increase student applications, acceptance, and enrollment. Strong Recommendations: It is strongly recommended that Explore Academy implement a method to assess student progress and measures of achievement which contain both reliability and validity. It is strongly recommended that Explore Academy reexamine Classroom Tier 1 Instruction to drive continuous improvement. This might include: Shared learning targets, learning targets, feedback to students, and strategic teacher questioning.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	According to the Explore school leader, "The SPCSA recommendations from the SPCSA regarding classroom instruction and assessment have been woven into professional development since the spring of last year. Our school has seen growth in these areas. They will remain a focus for the school until mastery."
SPCSA staff assessment based upon findings during site evaluation	The SPCSA staff recognize that Explore Academy is working to address the recommendations from the previous site evaluation. There is progress in several areas. See the recommendation and strong recommendation areas on pages 22-24 for a detailed breakdown of findings.

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.

- A continued strength at Explore Academy is the unique educational program. The Explore Learning model is based on choice that is intended to promote student growth and responsibility while providing an individualized educational path for each student. The school's academic year is split into smaller learning modules, called seminars, which vary in length depending on the grade level. Each seminar focuses on a specific set of standards, allowing students to focus their studies across a shorter period of time. Families commented on the model, "The seminar/flavors model requires students to be responsible and they are challenged to be pro-active by preparing for class, asking for help, and planning time to study." Family members described the classes as interactive and creative. Students like the unique model as well. One student commented, "I like learning how much force it would take to stop the earth from moving." The school schedule is designed to provide additional opportunities for students to obtain academic support. Flex periods are scheduled into each student's school day to allow time for students to prepare for their classes. Students are expected to arrive for each class prepared for the lesson at hand. Students and staff are available to assist other students with their work and provide academic guidance as needed during the flex period.

- A more positive and improved culture has been developed at Explore Academy. One major influence on the culture appears to be the new, well-designed school building. The staff and students reported that they look forward to coming to the new school and said the surroundings are pleasant. The physical features of the campus such as large windows, lighting, space, furnishings, and equipment, were reported to make the staff and students feel valued. During the staff focus group, several staff said that there is a significant change in the culture of the school. The staff reported a feeling of pride and ownership of the new building. One staff member commented, "Students are taking care of the facilities and seem to be calmer in the hallways." In addition to the new building, staff said they have implemented new behavioral expectations this school year. As reported by the school leader, "While August 10th was both the first day of school and the first day in a brand-new building, staff focused on social emotional and problem-solving skills with students and continued their work to implement the Ron Clark house system."

- Explore Academy is clearly working toward ensuring that students from historically underserved groups are represented. Over 40% of the student population in the middle and high schools are considered economically disadvantaged. Almost 20% of students in the middle school are students with disabilities. In addition, the student race and ethnicity percentages as displayed on page four of this report indicate large percentages of Hispanic, Black, and White students. In addition, it is noted that the teaching staff is racially diverse as well.

- The levels of distinguished and proficient ratings in classroom environment and instructional methods under the SPCSA site evaluation rubric have improved. As compared with the classroom observational data from the site evaluation conducted during the previous 2021-2022 school year, the number of indicators on the site evaluation rubric (pg. 12) in the Basic and Unsatisfactory columns have shifted to the Proficient category. While these observations took place over one day and within twenty classrooms, this is still a measure of improvement. It is important to note that there were still some cases of unsatisfactory and basic, but the overall number was fewer when compared to prior site evaluations. Despite this progress, it is important to note that the school's index score for the previous school year recorded per the Nevada School Performance Framework as 18.8/100 possible for the middle school and 40/100 possible for the high school. Thus, while clear improvement in the areas of shared learning targets, feedback, and teacher questioning has taken place under the SPCSA evaluation rubric has occurred, there is significantly more work to do so that NSPF scores improve.

- The Explore Academy school leader is receiving support from the CMO which includes one -on- one principal consulting. The school leader continues to participate in collaborative meetings with other Explore school leaders from various states. The evaluation team believes this is a strength as school leaders usually benefit from leader coaching and collaboration with others in unique roles.

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.

- Explore's NSPF index scores of 18.8 Middle School and 40.0 High School are challenges which are being addressed by the school. It is important to consider that the school is new and opened during the COVID pandemic.

- The school has reported that finding new teachers during this time is difficult. About 50% of the current teaching staff are teaching with a substitute teaching license.

- Parent engagement is a challenge. In one recent instance just 29 people clicked on the parent communication flyer which is available on the website.

- School enrollment numbers are lower than what is desired. This in turn affects per- pupil funding and is considered an important challenge to the school. When revenues are lower than anticipated, it can be exceedingly difficult to implement the proposed program and any necessary adjustments (such as interim assessments).

- The Governing Board has communicated that they have not evaluated their CMO. This is a challenge as the CMO is employed by the governing board. It is important that an evaluation of effectiveness is completed on a yearly basis.

- Both the School leader and members of the governing board require training in the area of the Nevada School Performance Framework so that they are better able to understand school-wide data as it relates and compares to other schools in the state, charter, and zip code.

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.

- Within the Classroom Instructional area on the rubric on pages 13-15 of this report, there has been a significant improvement in the number of basic and unsatisfactory ratings from the previous site evaluation. Although improvement is noted, additional time is needed to both arrive at sustainability and to arrive with academic changes reflected in state testing measures. It is recommended that the school continue to work on the Tier One instructional. Consider a continued emphasis in the following areas as you work toward sustainability of improved strategies.

    - Shared learning targets (Area 5A and 8A) Comments from pg. 12 #3,5,8,9
      Consider having teachers share their learning goals for students' learning, both by telling or writing the goals and by giving assignments and activities that embody them. Consider checking for students' understanding of learning targets by using strategies that help assess students' comprehension of the degree to which they have mastered a learning goal. Teachers may use this information to affirm understanding of a target, and to clarify misconceptions during lessons.

    - Shared criteria for student success (Area 5A and 8A) Comments from pg. 12 #3,5,8,9
      Consider ways to help students to envision the learning target more clearly. This might include showing students some good examples and having them discuss why they were good examples. Using rubrics with specific descriptions could help with this and would be a good default strategy if no examples are available.

    - Increased feedback from the teacher to the students (Area 8B) Comments from pg. 12 #7, #4
      Consider ways to provide students with more descriptive and corrective feedback to meet their needs during individual and group learning. This may consist of more evaluative or improvement-oriented feedback. It may also consist of a planned time for peer feedback to obtain ideas and suggestions.

    - Increased levels of strategic teacher questioning (Area 6A and 6B)
      Consider methods to increase the number of teachers with expertise in using high level classroom discussion and questioning techniques building in time for students to discuss concepts with the teacher whole group, small group, and paired up in most of the lessons, the engagement and learning levels will most likely rise. Here are 10 learning structures for questioning and discussion that you may want to consider.

    - Fishbowl or Socratic Circles
    - Save the Last Word for Me
    - Philosophical Chairs
    - Pinwheel Discussion
    - Concentric Circles
    - Snowball Discussion
    - Talk Moves
    - Kagan Structure: Rally Robin
    - Kagan Structure: Timed Pair Share

- The SPCSA recommends that the school leader commit to attending SPCSA trainings on the topic of NSPF measures and the Nevada Report Card. The SPCSA has this training available to view on a recorded session. The SPCSA would be happy to assist with this recommendation. A link to the Nevada School Performance Framework Manual is provided below. A link to a September 2022 training on this topic is included below.

  https://www.youtube.com/watch?v=F_Cyz9lMo4c&feature=youtu.be

  http://nevadareportcard.nv.gov/DI/MoreDownload?filename=Nevada%20School%20Performance%20Framework%20Manual%202021-22%20School%20Year.pdf

- Continue to work on family relationships and seek out methods to improve overall levels of parent engagement. The State of Nevada Parent Involvement & Community Engagement actively promotes and supports the participation and engagement of families and communities in a child's education. The office, created by Assembly Bill 224 of the 2011 Legislative Session assists schools with incorporating effective family engagement practices and strategies. To receive updates on recently released family engagement tools, resources, articles, and upcoming events and webinars you can subtribe to Nevada's monthly Family Engagement Newsletter.

  https://doe.nv.gov/Family_Engagement/
  https://doe.nv.gov/Family_Engagement/School_Resources/

- It is recommended that the Explore Academy governing board commit to evaluating their CMO and to learning more about their role in monitoring charter school academic performance. The National Charter School Resource Center may be a good resource to use. The web site offers areas of focus, resources, and FAQS as they relate to governing boards across the country. The link is provided below.

  https://charterschoolcenter.ed.gov/

STRONG RECOMMENDATIONS

Strong recommendations identified during this site evaluation are listed here.

- It is strongly recommended that Explore Academy implement a method to assess student progress and measures of achievement which contain both reliability and validity. The school has reported that each seminar assessment at the school is designed by either the current teacher or taken from a group of ready-made content from a similar school. The school leader and staff have explained that teachers use the standards to create assessments. Although teachers work to ensure assessments are aligned, teacher created tests do not consistently offer a measure of the academic standard and may not be an accurate measure. It is increasingly important the school create a more data-driven environment, especially given the current NSPF index scores for the 2021 – 2022 school year. Without significant improvement, the school may be subject to SPCSA interventions.

- SPCSA staff note that Explore Academy is delinquent in PERS payments despite multiple conversations with SPCSA staff over the past several years. As a public school, Explore Academy is required to make timely payments to PERS to remain in compliance with SPCSA and state requirements. SPCSA staff has requested a timeline for becoming current with PERS obligations for the current year, and school leadership indicated that Explore will be current by February 1,

2023. SPCSA strongly recommends Explore meet this deadline to avoid SPCSA intervention under the Organizational Performance Framework.

DEFICIENCIES

There are no deficiencies identified for Explore Academy during this site evaluation.

Explore Academy Las Vegas School Response to SPCSA Site Eval Report Draft 1/11/2023

- On January 5 and 6, 2023 we implemented the SBAC interim assessment blocks with grades 6-8. Staff are still working to complete makeup testing due to illness and other absences. The school team, with support from CMO staff, baseline data will be analyzed and trends and patterns discussed. This data will be shared and further analyzed in relationship to the CIP at the winter status check in late January 2023. We will also be reflecting on the efficacy of the test administration in preparation for the 2023 summative assessment, ACT, and the spring SBAC interim (tentative scheduled for the first week of May, 2023).

- Teachers have received over 12 hours of professional development focused on shared learning targets and shared criteria for student success. Professional development has focused on standards-based grading using Bloom's Taxonomy and the creation of standards-based common formative assessments (core assessments). Core assessments are reviewed for rigor by the Director of Secondary Instruction and benchmarked against standards-based items. Teachers provide lower- and higher-level assignments and grade those each week to provide timely feedback to students on their progress toward mastery. Teachers also have been trained in four, year-long strategy teams to increase their proficiency in creative and interactive teaching methods, including increased levels of strategic questioning and highly engaging project-based flavor assessments.

Nevada State Public Charter School Authority

Site Evaluation Report: **Explore Academy**
Evaluation Date: December 5, 2023

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

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https://doe.nv.gov/accountability/nspf/

B: SPCSA Academic Framework

https://charterschools.nv.gov/Performance_Reports/2020-2021_Academic_Reports/

C: SPCSA Organizational Framework

https://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 12/5/23 at Explore Academy. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

Members of the SPCSA staff will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately following the classroom rubric readings. Using information gathered from 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

Explore Academy is located in North Las Vegas, Nevada in a facility at 3551 Ferrell St. The school serves 269 students (as of the most recent Validation Day) in 6 - 12th grade. The mission of Explore Academy is: "Explore Academy will provide each student with a personalized educational experience through the power of student choice, allowing each student to create a unique educational pathway in preparation for a college future." The school's vision statement is: "Explore Academy is a college preparatory school which will serve grades 6 to 12."

ACADEMIC PERFORMANCE

Nevada School Performance Framework
2023

Middle School

Explore Academy

School Year 2022-2023 Nevada School Rating

School Level: Middle School
Grade Levels: 06-11
District: State Public Charter School Authority
School Address: 4660 North Rancho Las Vegas, NV 89130

11.1
Total Index Score

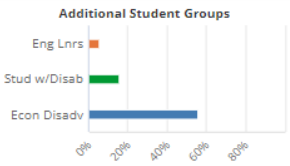
School Type: *SPCSA*
School Designation: *Additional TSI*
95% Assessment Participation: *Penalty*

Student Race/Ethnicity

27.5%	White
23.8%	Bl/Afr Am
35.9%	Hisp/Latino
1.5%	Asian
0.5%	Am Ind/AK Nat
0.0%	Pac Isl
10.5%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	18.8 NR
2020-2021	N/A N/A

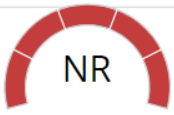


High School

Explore Academy

School Year 2022-2023 Nevada School Rating

School Level: High School
Grade Levels: 06-11
District: State Public Charter School Authority
School Address: 4660 North Rancho Las Vegas, NV 89130



20.0
Total Index Score

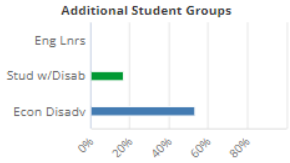
School Type: *SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*

Student Race/Ethnicity

25.0%	White
22.0%	Bl/Afr Am
39.0%	Hisp/Latino
4.0%	Asian
0.0%	Am Ind/AK Nat
0.0%	Pac Isl
10.0%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	40.0 NR
2020-2021	N/A N/A



Math and ELA Results
Nevada School Performance Framework
2023

Proficiency Rates

Middle School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	6.9	38.5	42.7	17.5	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	-	62.5	62.6	-	62.7	60.6
Black/African American	<5	19.4	31	<5	18.2	27.3
Hispanic/Latino	6.3	28.3	36.2	14.7	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	11.7	44.5	46.4	-	41.8	43.6
White/Caucasian	9.7	51.4	52.3	26.3	48.1	49.8
Special Education	<5	11.5	26.5	<5	9.7	22.7
English Learners Current + Former	<5	21.5	28	5.8	20.1	24.2
English Learners Current	<5	6.5		-	7.6	
Economically Disadvantaged	5.4	24.9	36.1	10.3	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	17.6	53.4	58.6	35.0	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	-	74.7	78.2	-	79.0	77.1
Black/African American	<5	37.4	43.9	9.5	41.1	40.9
Hispanic/Latino	15.8	44.8	50.5	35.2	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	17.6	60.0	65	-	64.6	63.2
White/Caucasian	31.8	64.0	69.6	40.6	67.2	68
Special Education	<5	17.4	29.6	<5	18.0	25.8
English Learners Current + Former	<5	34.0	31.7	17.6	38.8	28.1
English Learners Current	<5	12.0		-	16.7	
Economically Disadvantaged	16.4	40.8	49.8	24.7	45.9	47.1

High School

Math Proficient **Math Proficient Points Earned: NA/10**

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	-	25.7	39.38	N/A	25.2	36.19
American Indian/Alaska Native	-	20.0	30.62	N/A	-	26.96
Asian	-	50.2	55.12	N/A	55.1	52.76
Black/African American	-	11.0	26.37	N/A	10.2	22.5
Hispanic/Latino	-	16.0	30.44	N/A	14.2	26.78
Pacific Islander	-	28.0	36.16	N/A	23.0	32.8
Two or More Races	-	35.5	43.1	N/A	31.9	40.11
White/Caucasian	-	33.6	49.68	N/A	33.8	47.04
Special Education	-	6.2	20.93	N/A	6.6	16.76
English Learners Current + Former	-	<5	22.86	N/A	<5	18.8
English Learners Current	-	<5	20.23	N/A	<5	16.04
Economically Disadvantaged	-	14.5	31.41	N/A	14.6	27.8

ELA Proficient **ELA Proficient Points Earned: NA/10**

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	-	54.0	53.55	N/A	54.3	51.11
American Indian/Alaska Native	-	70.0	42.92	N/A	-	39.92
Asian	-	75.2	68.51	N/A	78.7	66.85
Black/African American	-	34.6	38.08	N/A	40.6	34.82
Hispanic/Latino	-	43.8	42.69	N/A	42.3	39.67
Pacific Islander	-	56.1	53.74	N/A	35.8	51.31
Two or More Races	-	65.5	62.16	N/A	60.5	60.16
White/Caucasian	-	64.6	65.93	N/A	65.7	64.14
Special Education	-	19.2	23.93	N/A	16.5	19.92
English Learners Current + Former	-	10.9	25.56	N/A	12.5	21.64
English Learners Current	-	6.0	20.18	N/A	9.2	15.98
Economically Disadvantaged	-	41.8	43.73	N/A	43.4	40.77

SPCSA Academic Performance Framework
Geographic Comparison Report

Middle School

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 -29.4 between school (11.1 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15

NSPF score difference of -8.9 between school (11.1 points) and comparison school (20 points).

High School

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

N/A

Indicator cannot be calculated. Indicator measures are unavailable.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

N/A

Measure cannot be calculated. The school and/or comparison district NSPF score is unavailable.

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

N/A

Measure cannot be calculated. The school and/or comparison school NSPF score is unavailable.

SPCSA Academic Performance Framework
Diversity Comparison Results

Middle School

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

12/15

0 bonus points in indicator.

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

4/5

School FRL rate of ≥50 to <60% compared to district Gr6-8 FRL rate of >95.0%.

5/5

School IEP rate of ≥15 to <20% compared to district Gr6-8 IEP rate of 12.6%.

3/5

School EL rate of ≥5 to <10% compared to district Gr6-8 EL rate of 13.8%.

High School

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)

3/5

School FRL rate of ≥50 to <60% compared to district Gr9-12 FRL rate of >95.0%.

5/5

School IEP rate of ≥15 to <20% compared to district Gr9-12 IEP rate of 10.4%.

3/5

School EL rate of <5% compared to district Gr9-12 EL rate of 13.2%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	45 minutes
Parents/Families	5	45 minutes
Students	10	45 minutes
School Leadership	2	45 minutes
Staff	5	45 minutes

Governing Board[1]:

- Members of the governing board indicated there are six members that include representatives from the areas of education, finance, law, non-profit organizations, and parents of students enrolled at Explore Academy. Board meetings are held on the third Wednesday of every month. Agendas, public notices, minutes, and meeting materials are available on the school's website. Policies and procedures related to open meeting laws are followed. Governing board members are up to date on state required training, including open meeting law. The governing board reported receiving extensive reports to review at monthly board meetings, including financial reports and data on student academic standing. Board members expressed their desire to receive monthly meeting materials in greater advance due to their individual professional obligations. One board member said, "As a board we are committed to the school and its mission and receiving materials a few days before the monthly meeting doesn't provide us enough time to really delve into the information and formulate questions or a response. Obtaining items at least two weeks before a meeting would be wonderful."

- Governing board members were asked to speak about the status of the financial audit and amended budget. Participants in the focus group were forthright saying, "The process has been challenging. The board has been concerned about the audit process and meeting audit standards. We believe we are on track based on the information provided to the board." The delinquent PERS obligation has been followed very closely by the board and the board is confident to have PERS current by January 2024. Board members shared they have offered their professional acumen and time to the school to support the school's efforts but have not felt leadership and network personnel have asked for assistance from board members.

- Board members said the governing board is very aware of the decrease in student enrollment, and the impact enrollment has on funding, as well as the 1-star NSPF rating. One board member said, "We discuss enrollment monthly. There is a program in place for ongoing continuous enrollment. We have discussed and continue to have conversations about what the school is doing to reach out to the community. The school hosts weekly tours of the school, is active in the community, and is developing a marketing plan." Board members indicated they have a thorough understanding of the curricula and its alignment to the state standards. One board member said, "We have been paying close attention to the data that is run routinely. We know where students are and where they are expected to be academically. We are aware of the math and ELA scores and the school's plans to improve its academic standing." Board members shared that as a board, a large concern has been the safety of

[1] Two members of Explore Academy member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARY continued

students and school personnel this year. “We want everyone to be safe so academics can be the center of focus.” Another board member said, “With the change in school leadership this year, we wanted to ensure leadership could gain traction and complete things at the school responsively. There is a lot for the leader to carry on her shoulders. The day-to-day operations are heavy and giving time to establish oneself and gather metrics is important.” The governing board has plans to review the first half of the 2023-2024 year in January and establish greater oversight if needed.

- Members of the governing board focus group provided a status update on prior site evaluation recommendations to evaluate Explore Academy’s Charter Management Organization (CMO). One board member said, “We have three options or solutions for an evaluation tool that we are examining. We have not read through each of these thoroughly as of yet. We discussed evaluating the CMO a few meetings ago, but not recently. It is in process.” Members of the governing board indicated they would like to meet with both network personnel and the school leader to establish which metric is the best fit for the evaluation. A board member stated, “We have informally evaluated the CMO, as we receive information monthly regarding operations, but have yet to finalize a formal evaluation”.

Parents/Families:

- Some parents in the family focus group indicated Explore Academy communicates with families weekly. One parent said, “We receive emails weekly about our child’s academic progress. We receive information from both leadership as well as information from the teachers. The school lets us know whether our child is on track to pass a class or not.” Another parent shared their child Individualized Education Plan (IEP), and she receives information about behavior, and whether or not their student is focused or on task in the weekly report.

- While some parents reported regular weekly communication that is helpful, other members of the focus group said emails are inconsistent. One parent said, “Sometimes I receive emails and then some weeks I do not.” A second parent said, “I don’t hear from teachers unless I reach out.” A third parent indicated, “the commentary in the software programs seems to be pre-written statements that teachers can select from a drop-down menu, rather than individuated notes on my child’s progress. For example, I often receive notes that say, ‘outlook is mixed’. What does that even mean? That is not a true progress report. Where are the specifics or the individual information that I can use at home to help my child?” Several parents agreed, with a parent stating, “I received one notification stating my child was expected to pass and then the very next communication said my child has not passed. This is frustrating and doesn’t give me the information I need to help my child at home.” Other parents said the school will communicate information stating their child is passing the core but not passing the Flavor[2] and this is confusing. Parents of students in high school indicated contradictory information regarding updated credit analysis is problematic. Some parents said an updated credit analysis has not occurred since July, while others said they received an updated progress report in October.

[2] Flavors are a part of an educational framework based on choice that is intended to promote student growth and responsibility. Students are provided a series of seminars and are given the choice between two Flavors for each seminar based on student interest. Teachers create different versions or themes (Flavors) of each seminar that differentiate the way in which the seminar can be offered to students. It is from this diversity that students can choose the manner in which they are educated. Specific themes for the seminar flavors, and their prominent strategies, are developed through the creativity of the school’s teachers.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Parents expressed a desire to have a class in how to navigate Infinite Campus[3] and Google Classroom[4]. Both of these software platforms are used school-wide to record student academic progress. One parent said "I want to know in Infinite Campus exactly which assignment my child has missed or received a poor grade in. Detailed notes would really help." Another parent said, "emails are great, but emails do not always come through and if an email is missed, then information is missed." A quick verbal interaction would be really helpful." Other parents in the family focus group said it is also challenging to know what information is older and what information is newer in Infinite Campus and Google Classroom. A parent explained, "Once Flavors change, notes still stay in my child's record. Those notes do not go away, and notes do not sunset inside the platform automatically. The teacher needs to archive the class, parents cannot do this on their end." Several parents said, "Google classroom is problematic in that once an assignment is submitted, we cannot see the assignment to help my child see where they made mistakes or where they need help." Another parent articulated, "The software programs are time consuming and create anxiety and frustration.

- The site evaluation team asked families if they receive weekly phone calls home. Leadership and staff indicated a school-wide emphasis on communication during the 2023-2024 year. This includes weekly telephone conversations with families about students' progress behaviorally and academically. Family members in the focus group said they were unaware of this initiative, and they have not been receiving weekly telephone communications from school personnel.

Students:

- Students said they are motivated to come to school and enjoy learning. One student said he is motivated to come to school because he wants to gain a reputation for putting in effort to do the work. A second student said, "If I am absent, I miss things and I can't catch up. I miss out on opportunities to complete class activities I am interested in. I miss my friends. I want to be here to learn."

- Students were candid about circumstances that prevented them from attending school. A few students said the way some teachers treat the students prevents them from wanting to be in school. One student shared, "Some teachers act like they dislike kids or hate being here. Every question is an annoyance or somehow bothers them. That outlook doesn't make me want to be here." A second student followed up with the comment, "What prevents me from coming to school is the idea that nobody cares about me." Several students said they rely on others for school transportation. "If I cannot come to school, it's because I don't have a way to get here," a third student said. Another student shared he is responsible for younger siblings and if they are ill, he stays home and cares for them.

- Students were asked how teachers provided feedback on assignments or projects. Students indicated some teachers write only a few words or verbally provide quick feedback, such as 'good job,' or you need to spend a little more time on your assignment,' but nothing specific. Students said there are some teachers who give "really good, detailed feedback" either written or verbal.

[3] Infinite Campus is a web-based program providing families the ability to view academic information for their children.
[3] Google Classroom is a free blended learning platform developed by Google for educational institutions that aims to simply crating, distributing, and grading assignments.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

- Leadership is aware of the 40% enrollment reduction from the 22-23 school year to the 23-24 year. The principal said, "We are enrolling students all the time. We have seen increases in our English learner (EL) and students with special needs (SPED) populations this year. We have also seen an increase in our high mobility, transient population. As a Title I school that serves economically disadvantaged students, we concentrate our focus on the needs of these populations." To ameliorate the fiscal loss that accompanies a reduction in enrollment, leadership indicated strategizing where monies can be saved and purchasing only necessities. For example, the school leader teaches two math periods a day rather than hiring a part-time math instructor which would add to the retirement, insurance and salary payments. The school leader said, "We want to be financially sustainable and consider what talents are readily available without impacting our bottom line."

- Leadership provided ways in which Explore Academy has increased family engagement by focusing on the culture of communication from school personnel. Leadership said, "We send out regular emails outlining upcoming events and school activities. I try to provide instant responsiveness to feedback from families. I am seeing an increase in community event participation and an increase in family participation. Families have been donating their time and supplies in larger ways this year. I am on the phone with families every day. We started an athletic program and tutoring opportunities based on feedback from families and students." Leadership said families receive weekly progress reports, as well as telephone calls, sharing positive information about their child. "A credit analysis is completed every term so students are aware of their progress and know where they need to be in selecting their next term classes," leadership stated.

- Leadership discussed how proficiency data is monitored at the leadership level. Students complete CERT[5] three times throughout the year. CERT data "shows students and teachers where students are strong in their development and where students need to develop." Students practice and track growth in math and reading in alternating 15-minute targeted IXL[6] sessions Monday through Thursday. "Students reading content one day and math the next. Faculty have participated in professional development (PD) to understand how to review data and use learning assessments to spiral and scaffold instruction." Leadership said, "Standardized core assessments from term one to term three have seen an increase of 18.4% in math scores and a 30% growth in sixth grade from the beginning of the year." Varying levels of rigor throughout classes have been strengthened to be more horizontally and vertically consistent.

- Leadership shared, "PD occurs every Friday where we meet as an entire faculty and talk about data and specialized populations. Our emergent language learners (EL) are supported through sheltered instruction" (SIOP)[7]. The principal said she discusses WIDA scores intently and in-depth at the weekly meetings as Explore Academy has many students on the cusp of testing out of EL services. "We are intentional in providing EL supports and testing students. We have a front-loading process in which we build vocabulary up front and reinforce that vocabulary through targeted instruction."

[5] CERT is an online assessment tool aligned with Career and College Readiness Standards and ACT content areas of math, English, reading and science. Data is organized using language familiar to students and parents.
[6] IXL is a personalized learning platform with a comprehensive k-12 curriculum, individualized guidance, and real-time analytics.
[7] The *Sheltered Instruction Observation Protocol® (SIOP®)* is a framework for planning and delivering instruction in content areas such as science, history, and mathematics to English language learners. The goal of *SIOP®* is to help teachers integrate academic language development into their lessons, allowing students to learn and practice English as it is used in the context of academic textbooks, discussions, and lectures.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

- Faculty focus group participants indicated a school-wide focus on communication for the 2023-2024 academic year. Faculty reported behavioral and academic expectations were clear for both students and faculty at the beginning of the year. "These have been examined and revisited as needed." In describing the ways in which communication between school personnel and families has grown one teacher said, "Explore Academy uses weekly progress reports that discuss where students are struggling and excelling. We as teachers can input commentary such as 'behavior is affecting grades, or attendance is affecting grade.' We can also input accommodations that we have made for our students." Another teacher indicated the weekly progress reports have assisted students in keeping track of assignments submitted. "Sometimes a student will let me know they submitted an assignment but upon looking at the computer together, we can discover what happened. Usually, the student submitted an assignment but forgot to attach the document." Faculty also reported introducing themselves to families at the beginning of the year and including contact information, and class content. A third teacher said, "We are encouraged to telephone home and make two positive phone calls per week." Faculty said some parents prefer to communicate through emails rather than on the telephone. Explore Academy utilizes Google Classroom and Infinite Campus to record student's academic progress. The Flex classroom period teaches students how to log into and use the software platforms.

- Faculty stated they participate in weekly PD. One teacher said, "Leadership is very data driven. Data is shared with the faculty, and we are encouraged to use the data and adjust our content so students can do better academically." Explore Academy uses IXL[8] to pinpoint student strengths and areas in need of attention. We also look at our interim testing data and hold friendly competitions amongst the students to see who can make the most gains. Students with large academic gains celebrated in a quarterly school-wide assembly. The faculty said leadership is very invested in not only student academic growth but also in teachers' professional growth. One teacher said, "Leadership's commitment makes us want to do better and work harder. Our school leader jumps into the classroom and teaches herself. We are not talked down to, we have a dialogue. There is empathetic listening, and we are encouraged to think outside of the box and think about results."

- Faculty reported using various strategies to foster academic talk in the classroom. Scaffolding techniques, sentence stems, individual white boards, small groups, and individual class roles were some of the strategies described. Teachers also shared that curricular instructional goals are aligned to the Common Core[9] and Nevada state standards. One teacher explained, "if the focus is on analysis, all of the activities are tailored to that particular goal." Another teacher said, "I use a lot of high visibility strategies from the theorist, John Hattie. For example, if there is an engagement question as a prompt, I can circulate and watch students' progress and engage them with more questioning or ask them to include a visual with their prose writing. This allows a lot more one-on-one interaction time between me and my students."

[8] IXL is a personalized learning platform with a comprehensive k-12 curriculum, individualized guidance, and real-time analytics.
[9] The Common Core is a set of academic standards for what every student is expected to learn in each grade level, from kindergarten through high school.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Faculty shared staff culture being more positive during the 2023-2024 academic year than during the previous 2022-2023 school year. One teacher said, “We have new staff members this year that have contributed to us being a more cohesive team. This is our second year in this building, and we now have a sense of building ownership. We are no longer teaching in the lunchroom. The new staff hires have been so helpful in making us feel more of a team. The new hires have a more professional attitude than in previous years.” Another teacher stated, “The new staff align with the expectations and mission of the school.”

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 12 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. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	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. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	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. 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.	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. 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.	This criterion was not observed or rated.
	Total: 2	**Total:** 9	**Total:** 0	**Total:** 1	**Total:** 0
Establishing a Culture for Learning	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: 2	**Total:** 8	**Total:** 0	**Total:** 1	**Total:** 1

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: 1	**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: 2	**Total:** 9	**Total:** 1	**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: 1	**Total:** 7	**Total:** 0	**Total:** 1	**Total:** 3
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: 1	**Total:** 9	**Total:** 1	**Total:** 0	**Total:** 1

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: 2	**Total:** 8	**Total:** 2	**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: 1	**Total:** 9	**Total:** 1	**Total:** 0	**Total:** 1

Additional information about the classroom observations shared here when applicable

1. In one high school classroom, students individually completed end of term projects on their laptops. The teacher circulated the room intermittently answering student questions and checking on student progress. The teacher also consulted with students at his/her desk, as well as wrote individual feedback to student's work through the instructor's computer.
2. Students participated in small groups explaining mathematical concepts and steps in completing inverse operations for solving equations. Students were engaged in the learning, respectful of their peers, and used academic language when speaking in their small groups.
3. In one classroom, the instructor encouraged students to provide examples from their lived experience in using household appliances and machines to introduce how the industrial revolution created machinery to assist everyday work.
4. One yoga class had one teacher and 15 students. There was music, dimmed lights, mats and students listened to the teacher’s directions for various yoga poses. The teacher provided many types of feedback and students were fully engaged.
5. In one middle school class, students were partially engaged in the learning. A few students used profanity toward their peers, were off task, and attempted to disrupt the learning environment. There were 17 students in the class and one teacher. The teacher approached some students individually in attempt to redirect behavior.
6. One middle school English language Arts class based its flavor on "Scary and Weird Stories." There were 22 students and one teacher. Students worked independently on their laptops, (some of which are provided by the school, and some are purchased by the student's family) to write several short stories. Students talked between themselves but were highly engaged in the writing assignment.
7. One middle school math class had 23 students, all of whom were engaged in solving algebraic expressions. Students used white boards to solve. The teacher walked around the room providing clear feedback to students. Students showed their work on their white boards. The teacher asked for student volunteers to go up to the board and solve the equation for all. The teacher asked students to check their work against the student volunteer working on the board. The teacher narrated the solved equation on the board and provided multiple forms of positive and meaningful feedback to the student’s work.

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.	As presented during the leadership presentation, Explore Academy implements the material terms of the education program. Curricular materials align to Nevada Content Standards (NVACS). Classroom observations indicated students have instructional supports.
Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	Explore Academy leadership reports timely notice of Governing Board Meetings. Each board meeting contains an agenda item for public comment for stakeholders to ask questions, provide comments or concerns pertaining to Explore Academy. Meeting agendas and minutes are publicly accessible a via the school's website. Per the governing board and leadership focus group sessions, the Explore Academy governing board follows governing board policies. Board composition is aligned with Nevada state requirements.
Indicator 4: Students and Employees	**Measure 4a:** Student records under lock and key/stored appropriately	Student and faculty records are stored under lock and key in a secure room designated just for records.

	Measure 4d: Personnel files are under lock and key/stored appropriately	
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, an active food service permit, and an elevator permit. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.

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.	

Prior recommendations by SPCSA staff	• Continue to work on Tier One instruction:
	  ○ Shared learning targets
	  ○ Shared criteria for student success
	  ○ Increase feedback from the teacher to the students
	  ○ Increase levels of strategic teacher questioning
	
	• Leadership commits to attending SPCSA trainings on the topic of NSPF measures and the Nevada Report Card.
	
	• Continue to work on family relationships and seek out methods to improve overall levels of parent engagement.
	
	• Explore Academy's governing board commits to evaluating their CMO and to learning more about their role in monitoring charter school academic performance.
	
	Strong Recommendations
	• Implement a method to assess student progress and measures of achievement which contain both reliability and validity.
	
	• Rectify delinquent PERS payments by February 1, 2023, to avoid SPCSA intervention under the Organizational Performance Framework.

School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	Tier One Instruction • Teacher strategy of the term • Professional development in learning targets; scaffolding strategies • Data analysis • Faculty Professional Development • January 2023 implemented the SBAC interim assessment blocks with grades six through eight. Family engagement • Weekly communication • Family forums • Weekly progress reports • Positive points of contact Evaluate CMO incomplete, on monthly governing board agenda Strong Recommendations • Interim assessments in place: CERT, IXL, Standardized Core Assessments

	• PERS: Financial plan in place to clear delinquent accounts.
SPCSA staff assessment based upon findings during site evaluation	Explore Academy leadership believes the following recommendations from the 2022- 2023 site evaluation have been addressed and/or are ongoing: ✓ Tier One instruction ✓ Regularly attending SPCSA trainings on the topic of NSPF measures and the Nevada Report Card ✓ Family engagement ✓ Measures of Progress Evaluation of the CMO is a continual discussion on the governing board agenda. PERS: Financial plan in place to clear delinquent accounts. Plan to complete by January 2024. SPCSA staff agrees with the information provided here. Clearing the delinquent PERS account and a plan to evaluate the CMO was strongly emphasized during the site evaluation.

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.

- **Ongoing leadership feedback and teacher capacity-building**
  Staff and family focus group participants reported strong support from leadership and the CMO representation on campus. CMO members present at site evaluation and focus group participants appreciated that the school leader willingly participates in cleaning the school and teaching classes. "She doesn't ask anyone to do something she isn't willing to do herself." Staff, parents, and the representative from the CMO said the school leader attentively listens to concerns and implements suggestions with thoughtful consideration. The school leader has been successful in creating a school environment where students feel safe, supported, engaged, and accepted.

- **Cultivating a culture of communication**
  Leadership routinely strategizes ways to build and model a clear and transparent culture of communication amongst school stakeholders. The family, student, and staff focus groups provided anecdotes of consistently improving school communication. The staff and family focus groups spoke highly of the support they receive from leadership and one another in building and maintaining school culture. SPCSA staff observed civility and manners between adults and students modeled in the classrooms and the common areas. SPCSA staff observed teachers and students displaying positive interactions within classrooms and in common areas. The SPCSA site evaluation team observed comfortable classroom communication between students and the teacher, and students to their peers. Classroom teachers have cultivated trust with their students. Students felt comfortable asking peers and teachers for academic support. Several positive and useful teacher responses to student questions, learning engagement, and teacher dedication to student learning were observed.

- **Diverse student population**
  Explore Academy has a diverse student population that aligns with the spirit of the SPSCA Academic and Demographic Needs Assessment. The SPCSA is committed to "equitable access to diverse, innovative, and high-quality public schools for every Nevada student" as indicated in the mission statement. Within the 2019-2024 SPCSA Strategic Plan, one of the goals is to increase the diversity of students served by SPCSA Schools, students learning English as a new language, recipients of free and reduced lunch, and students with an Individualized Education Plan. Validation day information indicates 100% of currently enrolled students at Explore Academy qualify for free or reduced-price lunch (FRL). This is above the SPSCA's 51% FRL average. Explore Academy's English learner population is 29%, compared to the SPCSA's ten percent. Twelve-point six percent of Explore Academy's students receive special education services.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS Continued

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.

- SPCSA staff appreciate school leadership sharing there is work to do at Explore Academy. The 2023-2024 academic year of the school has presented opportunities for new school leadership to reflect and create systems of support to increase academic standing. Explore Academy was rated one star on the 2022 -2023 NSPF. Leadership indicated an action plan has been created to address the 1-star rating and improve.

- Explore leadership reported challenges in recruiting quality certified talent. Once personnel are hired, onboarding midyear is challenging given the responsibilities of daily operations and the time and attention critical to orienting new school personnel.

- Lower than anticipated enrollment has challenged the school during the 2023-2024 academic year. Lower than anticipated enrollment and students unenrolling at Explore Academy has impacted state received monies for in-pupil funding and consequently impacted resource support. Explore Academy has continuous enrollment during the 2023-2024 year. As a consequence of continuous enrollment, onboarding new students to the Flavors model and academic structure of Explore Academy can be intricate.

- The Governing Board for Explore Academy is challenged to responsively complete state documentation in a timely manner. SPCSA personnel and leadership indicated challenges with the governing board completing tasks such as submitting legally required items by the state of Nevada and creating an evaluation tool for the CMO. The Governing Board are not in compliance with board member disclosure forms, and not all board members have completed the fingerprinting/background checks. One board member has been on the board since Sep 2022, and forms have not been completed. Two of the five governing board members have completed and submitted legally required forms.

- School leadership acknowledged chronic absenteeism is an ongoing challenge. Attendance information from the most recent data indicates chronic absenteeism of 38.2%.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS Continued

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.

- **Chronic Absenteeism**
  SPCSA staff recommend Explore Academy continue strategizing ways in which to address chronic absenteeism. Chronic absenteeism rate levels are an important opportunity for improvement. Chronic absenteeism predicts low academic success and eventually is a predictor of students who may drop out of school (Sugrue, Zuel, & Laliberte, 2016). The 38.2% absenteeism rate has a direct effect on the NSPF index score for a school. The Nevada State Point Attribution Table (PAT) for chronic absenteeism rates has been provided below. The school index ratings (displayed on page four of this report) could have been up to ten points higher if absenteeism rates were improved.

Chronic Absenteeism Point Attribution Table

Rate	Points	Rate	Points	Rate	Points
<5	10	≥ 11 and < 12	6.5	≥18 and <19	3
≥ 5 and <6	9.5	≥ 12 and < 13	6	≥ 19 and < 20	2.5
≥ 6 and <7	9	≥ 13 and < 14	5.5	≥ 20 and < 21	2
≥ 7 and <8	8.5	≥ 14 and < 15	5	≥ 21 and < 22	1.5
≥ 8 and <9	8	≥ 15 and < 16	4.5	≥ 22 and < 23	1
≥ 9 and <10	7.5	≥ 16 and < 17	4	≥ 23 and < 24	0.5
≥ 10 and <11	7	≥ 17 and < 18	3.5	≥ 24	

School personnel may want to access SPCSA's Canvas repository containing updated information on Nevada state attendance laws, specifically Nevada Legislature Bill SB 249 to be excluded from chronic absenteeism calculations in the NSPF. Appropriate use of the MDP codes may lower a school's chronic absenteeism rate. The SPCSA's Canvas repository also contains information on Best Practices within the SPCSA charter school portfolio. One of these best practices is information on formalizing a school-wide chronic absenteeism plan. Continue efforts to increase attendance and educate families on the "direct correlation between good attendance and student achievement" (Dekalb, 1999).

- **Increase enrollment**
  Explore Academy has lower than anticipated enrollment during the 2023-2024 academic year. Small class sizes and student absences can correlate adversely to overall reports Explore Academy's lower enrollment can impact testing data and a smaller "n" size for overall data reporting. SPCSA staff recommend Explore Academy pursue solutions to address lower than anticipated enrollment. SPCSA staff encourages Explore Academy leadership to develop a school-wide plan to increase student applications, acceptance, and enrollment to optimize the new building and bolster low enrollment. Taking an asset-based approach to enrollment can optimize governing board support and expertise. Explore Academy should consider highlighting its unique mission and vision in their marketing materials.

SITE EVALUATION FINDINGS Continued

- **Formalize a communication plan**
  SPCSA staff recommend Explore Academy formalize a communication plan between school stakeholders, leadership, families, students, and faculty. School leaders, family members, students, and staff report that the school has undergone significant strides in cultivating communication for the 2023-2024 academic year. However, continued focused efforts in this area are recommended. Developing healthy relationships amongst stakeholders and providing frequent means of information with stakeholders undergirds agency and trust and establishes a sense of stability. The leadership team may want to read *Better Conversations* by Jim Knight (2016) as a communication plan is developed. Techniques for developing conversation partners, building connections through listening, finding common ground, and reframing emotion are provided in the text. Each chapter of the text contains bibliographical suggestions for further reading. For example, Knight lists several resources for leadership communicators including the powerful *Seven Thousand Ways to Listen* (Nepo 2013) and Goldsmith's *What got You Here Won't Get You There* (2007). Examples to consider for inclusion in the communication plan with each of the stakeholders are delineated below:

    a) families:
    Placing a suggestion box at the front of the school is a good first step to indicate a desire to develop a rapport with families and their thoughts. Leadership and faculty should strive to have personal conversations with families as they pick-up and drop-off their children. Impromptu conversations about the weather, sports, local events, etc. help parents see school personnel as approachable. School personnel could also randomly select five to ten families to telephone weekly and ask a short series of survey questions about the school, school personnel, media dissemination, etc. Another consideration is to invite parents to lunch with leadership and exchange ideas. Leadership may want to create a volunteer calendar in which parents can sign up and volunteer for various school activities that can include anything from assisting with reading to students to helping with lunchroom, tutoring, or classroom assistance (replacing bulletin board decorations, filing, making copies, organizing classroom space). Promoting parental participation in school committees and monthly meetings with families to discuss school policies and
    procedures are other ideas that leadership may want to consider. Hosting a parent university in which parents can practice accessing and navigating the various software platforms that house their child's data can build bridges between school personnel and families.

    b) faculty
    Developing common language for terms such as engagement, discourse, and empathetic listening provides a foundational means to building trust. Leadership may want to conduct a SWOT[10] analysis amongst faculty to encourage faculty voice, build agency, and buy-in. Teachers are last to have a voice in over 150,000 surveys when asked "at work do my opinions count?" (Lopez 2013). People are rarely motivated when they do not feel they have agency in an organization. Leadership could have a working lunch with faculty. The topics could be places to build empathetic listening and connecting with day-to-day concerns. Having a school-wide book study beginning with *Better Conversations* (Knight 2016) and completing the exercises at the end

[10] A SWOT analysis is a method for identifying and analyzing internal Strengths and Weaknesses and external Opportunities and Threats that shape institutional operations and in developing strategic goals.

of each chapter may be a productive start. *The People Code* (Hartman 2007) or De Bono's six thinking hats exercise are also powerful tools to use in capacity building.

c) Students
The formalized communication plan can detail strategic ways in which students can practice the use of academic language inside and outside the classroom. Staff and leadership shared there is a school-wide effort to celebrate student growth each quarter. The low student- to- teacher ratio at Explore Academy can empower educators to provide steady, high-quality formative and summative feedback to students in a timely manner. For example, asking students to "explain their thinking" using academic language while explaining concepts to their peers reinforces academic knowledge. Other examples of providing feedback include checking for understanding, individual student conferences, encouraging students to help each other, and making a comfortable space in which students can ask questions. This level of individual instruction and student feedback can strengthen students conceptual understanding. While Explore Academy is continually striving for greater and more helpful feedback, there is room to grow substantially in this area. SPCSA staff can connect Explore Academy leadership with other charter schools within the SPCSA portfolio that have identified strong instructional practices for academic growth as a strength if Explore Academy would like assistance.

- Governing Board responsiveness
  It is important the Governing Board demonstrate it can meet deadlines consistently. The Governing Board are not in compliance with the board member disclosure forms. Not all board members have completed fingerprinting/background checks. One board member has been on the board since Sep 2022, and forms have not been completed. The board should have consistent, well attended meetings, providing strong oversight of the CMO and school. If communications break down, it is the board's responsibility to oversee operations as the board is ultimately responsible for the charter. Board members should work together to delegate and complete operationally important responsibilities. The Governing Board should strive to appear well prepared and timely with internal and external communications.

STRONG RECOMMENDATIONS

- Evaluation of the CMO. This has been referenced in several previous site evaluations. The October 2022 site evaluation report stated:

  > It is recommended that the Explore Academy governing board commit to evaluating their CMO and to learning more about their role in monitoring charter school academic performance. The National Charter School Resource Center may be a good resource to use. The website offers areas of focus, resources, and FAQS as they relate to governing boards across the country. https://charterschoolcenter.ed.gov/

SITE EVALUATION FINDINGS Continued

While governing board members shared they are in-process of completing a metric for evaluating the CMO, the board has not evaluated the CMO despite numerous recommendations from the site evaluation team.

DEFICIENCIES

- Academic Performance

Explore Academy received a Notice of Concern for academic performance during the 2022-2023 school year. The site evaluation team has recommended Explore Academy implement a method to assess student progress and measures of achievement and improve academic growth for four site evaluation cycles: 2020-2021, 2021-2022, 2022-2023, and 2023-2024. Previous strong recommendations regarding academic performance were listed in the October 2022 and February 2022 site evaluation reports for the 2022-2023 and 2022-2023 years respectively. In the February 2022 site evaluation report the site evaluation team wrote:

> The school has reported that each seminar assessment at the school is designed by either the current teacher or taken from a group of ready-made content from a similar school. The school leader and staff have explained that teachers use the standards to create assessments. Although teachers work to ensure assessments are aligned, teacher created tests do not consistently offer a measure of the academic standard and may not be an accurate measure. It is increasingly important that the school create a more data-driven environment.

The site evaluation team also listed benefits of implementing a school-wide interim/benchmark metric as well as underscored the importance of school stakeholders understanding how to read and implement student academic data to make informed curricular decisions. A similar recommendation was made in the November 2020 site evaluation report:

> Work to fine-tune a way to implement baseline and mid-year testing, such as interim tests, common formative assessments, daily formative assessments, and diagnostic assessments so as to create a more data-driven environment. A strong and robust plan to create a testing environment for diagnostic testing will provide essential information to the staff about current levels of student achievement and provide feedback regarding the measure of learning up to a certain point in the year. It is critical that teachers know the impact of their instruction in terms of their ability to recognize if and when a student has mastered a standard and when they have not.

While Explore Academy has implemented stronger use of student data according to leadership, the 2023 NSPF Star ratings report a one-star rating for Explore Academy with 11% proficiency. Continued monitoring of student needs for specific academic skills and interventions is critical at this time. Explore Academy should continue focusing on building and monitoring student academic gains by collaborating across grade bands and vertical alignment of instructional student outcomes. Continuing to educate teachers and families on current student performance data will benefit

SITE EVALUATION FINDINGS Continued

teachers' ability to read and utilize the data when making curricular and instructional decisions. Concentrated PD on creating differentiating learning targets, tiered questioning, student centered discussion techniques, and intentional instructional approaches that engage all students will assist in bolstering student academic growth. Consider educating families with an ongoing 'Parent University' on how to access and read student academic data so families can support their children from home.

- Delinquent PERS account
  Explore Academy is delinquent in PERS payments despite multiple conversations with SPCSA staff over the past several years. As a public school, Explore Academy is required to make timely payments to PERS to remain in compliance with SPCSA and state requirements. SPCSA staff requested a timeline for becoming current with PERS obligations and school leadership indicated that Explore would be current by February 1, 2023. That has not occurred, and Explore Academy is delinquent at the time of the site evaluation. Explore Academy governing board members and leadership report being current by January 2024. SPCSA emphasizes Explore meet this deadline to avoid SPCSA intervention under the Organizational Performance Framework.

Nevada State Public Charter School Authority

Explore Academy

Site Evaluation Report: February 19, 2025

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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 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 conduct 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.

School safety

School safety is consistently implemented at Explore Academy. To gain access to the office of the school, visitors must be granted access by front entrance personnel through locked doors. Office staff identify who is seeking admittance and their purpose for being on school grounds. Visitors gain access using this highly secure procedure.

Diverse representation

Explore was observed to have an ethnically diverse student population, an ethnically diverse faculty and staff, and an ethnically diverse leadership team. SPCSA staff recognize having diverse faculty and leadership members mirror the student population and the neighborhood in which the school resides as a strength.

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.

NSPF rating

Academic proficiency is a challenge at Explore Academy Middle School. The index score, as measured within the NSPF[1] for middle school is 13 out of 100 possible points. This places the middle grades at a one-star rating. For English language arts (ELA) the proficiency rate is 15.4 percent, and the math proficiency is 8.2 percent.

Chronic absenteeism

School leadership acknowledged chronic absenteeism is an ongoing challenge at Explore Academy. Currently the levels indicate chronic absenteeism at 37 percent for middle school grades six through eight. Chronic absenteeism is linked as a condition to poor academic achievement and is defined in the state of Nevada as a student missing at least 10 percent of days in school per year for any reason, including excused and unexcused absences.

Instability of staffing

There has been a pattern of teachers leaving their teaching positions at Explore Academy, both during the school year and between one year and the next. This causes inconsistency of classroom routines and procedures, as well as school rules for the students. Further, there appear to be issues and concerns with teachers knowing when a student has accommodation for an IEP[2]. This was noted in the family focus group. It has been difficult for some members of the staff to develop and maintain strong student-to-teacher relationships and build classroom trust due to the high levels of staff turnover. Building trust and rapport is further compounded by classes changing every 22 days with the Flavor Instructional Model. The Explore Academy utilizes a seminar approach to instruction, which is intended to offer students multiple versions, or "flavors," which run for one month in length and two months for 6th and 7th grades.

Lack of remediation plan

A serious issue regarding the lack of a system to remediate for incoming students who may fall several grade levels behind their peers has been noted. The school has begun using the IXL[3] program to provide some support. Teaching staff report that the program is not implemented across all classrooms. In addition, the staff did not report using any type of testing data to create small groups of students or to implement Tier-1 or Tier -2 instruction.

[1] NEPF was designed in 2011 and passed by Nevada's legislators. It was created by the Teachers and Leaders Council (TLC) as a statewide performance evaluation system for teachers and building level administrators. During the subsequent legislative sessions of 2013,2025,2017,2019, and 2021, NRS (Nevada Revised Statues) have changed AB222. The overall goals of the framework are to foster student learning, improve instructional practices, and engage stakeholders in the continuous improvement and monitoring of a professional growth system.

[2] Individualized Education Plan (IEP) is a plan that outlines the specialized instruction and support services a child with a disability will receive in school

[3] IXL is an interactive online learning providing practice problems, and up to date tracking on student progress

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.

Create strong Tier-2 and Tier-3 instruction within the school framework

Due to a serious issue with a lack of a system to remediate for incoming students, the SPCSA recommends the school leaders create a more robust system within the school to address those students who fall several grade levels behind their peers. Although the school has begun using a program (IXL) to provide some support, the implementation is not strong enough to support each student falling below grade level, or those requiring support with literacy skills such as learning to read.

Professional learning on using data

SPCSA recommends school leaders provide in-depth training on using data to inform instruction. In addition, the proper use of data may help the school to better understand and implement much stronger levels of Tier-1, 2, and 3 instruction at the school.

Site Evaluation Findings: Strong Recommendations

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

There are no strong recommendations for Explore Academy during this site evaluation cycle.

Site Evaluation Findings: Deficiencies

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

Two deficiencies have been identified for Explore Academy. One is a continuation from the previous site evaluation, issued during the 2023-2024 school year for low levels of academic school performance. The second deficiency is for high levels of chronic absenteeism.

Explore Academy deficiency for low level of academic school performance

Context	Per the Charter School Contract between the State Public Charter School Authority and Explore Academy dated on July 1, 2020, pursuant to NRS 388A.255 the considerations of the legislature in enacting legislation to authorize charter schools is to serve the best interests of all pupils, including pupils who may be at risk; and a procedure by which the positive results achieved by charter schools may be replicated and the negative results may be identified and eliminated. Consistent with any oversight practices set out in the Charter School Performance Framework, the Authority shall follow a progressive system of notification and calls for corrective action on the part of the Charter School. (7.5.1) The Charter School Contract between the State Public Charter School authority and Explore Academy executed on July 1, 2020: Part 3: Education Program Element: Curriculum: the charter school shall have control over and responsibility for delivery of the educational program and for attainment of the performance standards as set forth in the charter school performance framework.
Condition	According to the contract Explore Academy has committed to first, provide a sound education program for students to attain the Nevada Performance standards and second, per the school's mission, "Explore Academy will provide each student with a personalized educational experience through the power of student choice, allowing each student to create a unique educational pathway in preparation for a college future." The current levels of student learning and achievement in the middle grades at Explore Academy fall well below expectations. Explore Academy earned an index score of 13 for middle grades for the 2023-24 school year, which is the equivalent of a one-star rating. For English language arts (ELA) the proficiency rate is 15.4 percent and the math proficiency is 8.2 percent.

	Several of the students attending Explore Academy are not provided with the opportunity to learn to their at their greatest potential and are not having their student achievement maximized as observed during the site evaluation and reflected in the one-star rating. High quality instruction is not present in several of the classrooms. Tier-1 instruction is not providing acceptable levels of academic achievement.
Causes	Explore Academy students are not offered a robust Tier-1 instructional program. There are extensive gaps in student learning and overall achievement levels. Tier-1, Tier-2 and Tier-3 instruction must be improved. School leaders and staff are strongly encouraged to improve academic achievement. As teachers become more effective, students become more actively engaged, and they both become intentional learners[4]. The following elements are usually present in high quality instructional classrooms: • Consistent communication of learning objectives • Teachers familiar with the curriculum • A clear understanding of what and why students are learning a concept • Students' actively engaged in their own learning • Students explaining their thinking • Strategic teacher questioning • Students displaying self-efficacy • Formative assessments
Effect	Explore Academy earned a one-star NSPF rating for the 2023-24 school year. The academic deficiency issued during the 2023-2024 school year remains in place for the 2024-2025 school year, making this the second consecutive year of a SPCSA issued Deficiency.
Deficiency Finding	The expectation is that Explore Academy will provide a sound educational program for students to maximize student achievement. According to the Policy Achievement Level Descriptors within the Nevada School Performance Framework technical guide, a three-star school identifies an adequate school that has met the state's performance standards. Explore Academy middle school has been identified as a one-star school at middle school level for the 2023-24 academic year**.** Explore Academy has not met Nevada state's standard of performance and urgently needs to address areas that are significantly below standard. Students and subgroups are inconsistent in achieving performance standards. The school must submit an improvement plan that specifically identifies tailored supports to subgroups and indicators that are below standard. The school is subject to state inventions.

[4] Moss & Brookhart, 2019

	Monitoring students' needs for specific academic skills and interventions is critical. As the Explore Academy governing board and leadership team consider ways to immediately increase student academic skills and growth gains, the governing board and leadership may want to emphasize the following areas which are usually present in high performing classrooms: • **Tier-1 instruction**: Build and monitor student academic gains by collaborating across grade bands and vertical alignment of instructional student outcomes. Educating teachers on current student performance data will benefit teachers' ability to read and utilize the data when making curricular and instructional decisions. Implementing high-quality, standards-based, differentiated lessons with meaningful text-dependent student discourse opportunities is usually essential to the goal of increasing quality Tier-1 instruction. • **Lesson plans***:* Lessons should contain scripted scaffolded questions. Include: ◦ *Quantifiable objectives:* Measurable objectives provide clarity to the students. Quantifiable objectives assist both the teacher and the students with concrete deliverables and evaluate student mastery. ◦ *Closure activities*: Closure activities reinforce learning, refer back to the objective and the standard, and assess what students have learned. Students describe how, why, or what they learned at the end of each lesson. ◦ *Pacing*: Well-organized lessons with time frames that address rigor and urgency, keep the teacher and the students on task, and enables the teacher to ensure s/he is always referring to the planned objective, standard, differentiation, and assessment. ◦ Teachers **make visible the learning objectives** and go over them at the beginning and end of each lesson with the students. Objectives are referenced and emphasized throughout instruction. This keeps both the students, and the teachers focused on the task. This assists students internalize lesson goals and objectives, promoting stronger engagement. • **Time management**: Teach bell-to-bell to optimize learning time. • **Efficient classroom procedures**: Streamlining classroom procedural tasks for entering the classroom, getting ready to work, turning in paperwork, transitioning from one activity to another, obtaining materials, and clearing materials should be routine and expeditious to unencumber the learning. Some resources to consider in this area include: ◦ *Classroom management for middle and high school teachers* (Emmer and Evertson, 2021) ◦ *The first days of school: how to be an effective teacher* (Wong, 2018)

	Managing diverse classrooms (Rothstein-Fisch & Trumbull, 2008) ○ Professional development on questioning techniques, student centered discussion techniques, and intentional instructional approaches that engage all students to assist in bolstering student academic growth. A deficiency is considered highly serious and in urgent need of immediate attention. Once issued, school leaders are asked to complete a Site Evaluation Response Plan within four (4) weeks of the school board and the school leader receiving the site evaluation report. The school may request an extension in writing if needed. The site evaluation team will review the Response Plan, meet with School leadership, and provide feedback to the school. Both the site evaluation team and the school leadership will agree upon the plan of action including the documented steps and accompanying timeline.

Explore Academy deficiency for chronic absenteeism

Context	Per the Charter School Contract between the State Public Charter School Authority and Explore Academy beginning on July 1, 2020, pursuant to NRS 388A.255: 2.5.2 The Charter School shall adopt and adhere to a Truancy and Absence Policy pursuant to NAC 388A.160(5). 3.1.2 In determining whether the Charter School complies with the essential terms of the educational program, the Authority will use the Charter Application (initial or as amended) as the basis to assess fidelity. 3.3.1 The Charter School shall be subject to and comply with all requirements related to the state assessment and accountability system for public schools. 3.3.2 Nothing in this section prohibits the Charter School or the Authority from assessing student learning outside of and in addition to the state's testing program.
Condition	According to contract negotiated on July 1, 2020, pursuant to NRS 388A.255: Explore Academy committed to first, provide a sound education program for students to attain the Nevada Performance standards and second, per the school's mission, "Provide each student with a personalized educational experience through the power of student choice, allowing each student to create a unique educational pathway in preparation for a college future." Currently the levels indicate chronic absenteeism for 37 percent for middle school grades 6-8 at Explore Academy. Chronic absenteeism is linked as a condition to poor academic achievement and is defined as a student missing at least 10 percent of days in school per year for any reason, including excused and unexcused absences.

<table>
<tr><td>Causes</td><td>Attendance information from the most recent data indicates chronic absenteeism is 27.2 percent according to the Nevada Department of Education school year 2023-2024 Nevada School Rating report for Explore Academy Middle School. The absenteeism rate has a direct effect on the NSPF index scores. The Nevada State Point Attribution Table (PAT) for chronic absenteeism rates has been provided:
<table>
<tr><th>Rate</th><th>Points</th><th>Rate</th><th>Points</th><th>Rate</th><th>Points</th></tr>
<tr><td><5</td><td>10</td><td>≥ 11 and < 12</td><td>6.5</td><td>≥18 and <19</td><td>3</td></tr>
<tr><td>≥ 5 and <6</td><td>9.5</td><td>≥ 12 and < 13</td><td>6</td><td>≥ 19 and < 20</td><td>2.5</td></tr>
<tr><td>≥ 6 and <7</td><td>9</td><td>≥ 13 and < 14</td><td>5.5</td><td>≥ 20 and < 21</td><td>2</td></tr>
<tr><td>≥ 7 and <8</td><td>8.5</td><td>≥ 14 and < 15</td><td>5</td><td>≥ 21 and < 22</td><td>1.5</td></tr>
<tr><td>≥ 8 and <9</td><td>8</td><td>≥ 15 and < 16</td><td>4.5</td><td>≥ 22 and < 23</td><td>1</td></tr>
<tr><td>≥ 9 and <10</td><td>7.5</td><td>≥ 16 and < 17</td><td>4</td><td>≥ 23 and < 24</td><td>0.5</td></tr>
<tr><td>≥ 10 and <11</td><td>7</td><td>≥ 17 and < 18</td><td>3.5</td><td>≥ 24</td><td></td></tr>
</table></td></tr>
<tr><td>Effect</td><td>Chronic absenteeism impacts learning, academic performance, social development, and the overall educational progress of a student. Students who are chronically absent often fall behind in coursework, struggle to grasp concepts, and have trouble keeping up with their peers due to missed instruction time. Chronic absenteeism rate levels are an important opportunity for improvement. Chronic absenteeism predicts low academic success and eventually is a predictor of students who may drop out of school[5]. There is a “direct correlation between good attendance and student achievement”[6].

Chronic absenteeism is a strong indicator of potential academic failure and increased risk of dropping out of school. Missing school regularly can disrupt a student's social connections with classmates and contribute to feelings of isolation or disengagement[7].</td></tr>
<tr><td>Deficiency Finding</td><td>The expectation is that Explore Academy will immediately create and implement a chronic absenteeism plan to improve chronic absentee rates at the middle school level. A critical plan may want to consider best practices in partnership with leadership and Explore’s Governing Board. A deficiency is considered highly serious and in urgent need of immediate attention. Once issued, school leaders are asked to complete a Site Evaluation Response Plan within four (4) weeks of the</td></tr>
</table>

[5] Sugrue, Zuel, & Laliberte, 2016
[6] Dekalb, 1999
[7] McKenzie, 2022

	school board and the school leader receiving the site evaluation report. The school may request an extension in writing if needed. The site evaluation team will review the Response Plan, meet with School leadership, and provide feedback to the school. Both the site evaluation team and the school leadership will agree upon the plan of action including the documented steps and accompanying timeline.

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[8]	2
Family Members, Parents, and Guardians	4
Faculty and Staff	9
School Leadership	2
Students	9

[8] Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the Explore Academy board participated in the focus group. Board members confirmed that there are currently four seats filled, and the board meets monthly. Board members indicated they are looking for three new members to complete the group. The board members said they are looking for an educator to add to the group.

Board members were asked to share some of the positive events taking place. One person said, “In my time on the board, which has been six months, we have been able to build our board. I’m from this area, and work in education. I believe our process has been transformative. We have been involved in uplifting the community and the city in this short time.” Another member of the board added, “I’m learning how to conduct board meetings, and I have made great progress in that area. Our board consists of shared stakeholders.”

As a parent of a child attending Explore, one board member shared her views. “When my son hit middle school, he did not have a good experience. When he enrolled at Explore, he felt safe, and the communication was excellent. I think Explore has a unique way of teaching our students. I feel it is more captivating to all students and breaks down the learning in a more interesting way.” Board members shared they value the small school setting, high levels of individualized attention, with the teachers knowing the students. One board member said, “The teachers will work with the parents and have more ability to engage with students and families. It is much safter than other schools.”

When board members were asked to describe their understanding of academics at Explore, both members of the board commented. One person said, “We must get past this one-star status, and I think we are making progress.” Another person remarked, “I am familiar with the academic achievement levels at the school. When our principal is short staffed in classrooms, things fall through the cracks. I hope we improve, and I believe we can take the next step to no longer be a one-star.”

Board members shared their vision for the future of Explore Academy. One person said, “I’d like to see a higher level of retention for our teachers. We need them to stay here. That alone will help the school, drastically.” Another person remarked, “I would add the legislative session started, hoping some positive changes for teacher pay take place. Retaining quality teachers and having our community grow is vital to our success. We must realize that we don’t all learn the same. Covid affected our students.”

Board members were asked if they or the previous group on the board conducted an evaluation of the CMO[9]. One board member said, “The previous board did conduct an evaluation, and the current board has plans to evaluate the CMO this school year.” Board members said they do conduct evaluations of the school leader on a regular basis.

[9] Charter Management Organization (CMO) is a non-profit educational organization that operates a charter school in the United States. CMO’s may write the charter application, file for grants, or shop for vendors.

Focus Group Summary: Family Members, Parents, and Guardians

Four family members participated in the focus group. Families spoke about their understanding of the learning taking place for their young person. One parent said, “I feel my child is learning. He comes home and is very talkative. He tells me what he has learned. It seems like the school’s model, ‘Flavors’ provides a big topic idea and then students build their knowledge around that topic.” Another parent added, “I like that students must come home and do homework. The fact that my child is assigned homework makes me happy.” A different parent said, “My son is learning. He is a special needs child, and I can see a big difference in how he was before this school to how he is now. I call a meeting, and I get notification emails and phone calls about my son.”

Parents spoke about the positive aspects of their child attending Explore Academy. One person shared, “I enjoy this atmosphere and the more personable feeling. If something is not working, the staff try to fix it or talk through issues.” One parent confided that her child has a 504[10] plan and the school has supported this child. The parent said, “My child had anxiety when she first came to this school. Now she comes home from school, and she knows she has a goal to work toward.” Families said the educational experience at Explore Academy is very positive. Parents explained that if students get overwhelmed, they are always welcome to go to the school office and talk to someone. One parent commented, “The people in the front office know everyone. As a parent I feel very comfortable and welcome calling and coming into the school.” Parents said they appreciate that they are informed about testing results. Families said they receive e-mails and log into Infinite Campus[11]. One parent said the teachers send a weekly update which may include items for a student to practice or work on to achieve a higher academic level.

When families were asked to share suggestions to improve the school, several ideas were offered. A parent in the group suggested, “I would like to see students challenged more academically and I would like to see more stability with teachers.” Another person said, “I’ve noticed that IEPs are not read or followed with the teachers who are new to the school.” Family members suggested students be allowed additional time outside, and the school should provide a basketball hoop and a garden. One family member suggested the school obtain a sign with the school’s name clearly visible. Another family member said she would like to see students allowed to re-take a test if they didn’t do well the first time.

Parents said they like the school offering events such as a Valentines Day dance, Hispanic Heritage activities, and the Fall Festival. Parents reiterated that they love the family environment and safety measures at school. One person said, “My child is safe and not traumatized, he is happy!”

[10] 504 plan is a written document developed for students with disabilities that support students and remove barriers to learning.
[11] Infinite Campus is an online portal providing students, families, and teachers access to student information such as grades and attendance records

Focus Group Summary: Faculty and Staff

Nine members of the staff met to discuss Explore Academy. Staff were asked to describe how they know students are learning. One teacher commented, " I ask them, and I can see it in their work and enthusiasm. When they will come up to me in the hallway and tell me they are learning." Another teacher said, "I'll pose a question to see if the students already know something about the topic." One educator said, "I provide students with an exit ticket each day and can tell how each student is learning. If one or more students are struggling, I'll call those students to see me one on one so that I can clarify the student's understanding of the topic."

Teachers were asked to explain how they use student data to inform their instructional practices. A teacher explained, "When I see an assignment has been submitted quickly, I ask the student to look and review the questions." Another teacher said, "I listen to the student's conversations about the learning topic." A third teacher commented, " I do a lot of checking for understanding and gathering information on student's understanding in their classes. I have a lot of students expected to write in my class and I go back and compare writing samples from earlier in the school year to see how students are progressing."

When asked about how staff feel things might improve, staff mentioned that behavioral routines and processes need to be unified because they differed from one classroom to another. One person remarked, "There's been instability in staffing in middle school. The staff turnover has been difficult on everyone."

Teachers spoke candidly about the Explore/Flavors educational model. One teacher said, "There is an issue with the Explore model. Our student population in Las Vegas is transient. With the current Explore/Flavors model, I don't have to do anything for several weeks and many teachers here just hand out projects to students. There is no accountability for students during this initial time frame." Another educator said, "The model assumes all students know basic information about the topic/ flavor and the truth is our students do not. There is no time allowed in our academic calendar to pause and remediate. The Explore/Flavors model allows teachers 22 days in middle school or 44 days in high school to begin and end a unit. It is unrealistic." A third teacher added, "The one thing that can counteract the discrepancies or need for remediation is the IXL program. However, the decision to utilize this tool is left up to the teacher, so there really is no system in place." A fourth educator said, "There are a few major issues here. At times eighth graders take freshman level classes yet they don't have the maturity to be in that class. If a student fails a flavor, they are still moved up to the next level even though this is the opposite of what is written in the school's handbook." A fifth teacher added, "We have a wide range of academic achievement levels yet no remediation plan. This has taken place now year after year and the school does not stop and remediate." A sixth teacher commented, " I think with the lack of staffing and the way the courses are offered it is counterproductive to students." Teachers were highly concerned that the model is harmful to students and added that they are not made aware of accommodations for students with an IEP. They said there were probably many students who qualify for special education yet remain unidentified.

Focus Group Summary: School Leadership

Two leaders participated in the focus group on the day of the evaluation. Leaders shared information about some of the challenges they have been experiencing during this school year. One challenge has been the resignation of three teachers since winter break. Another issue is that most of those teaching at Explore have substitute licenses only. Leaders shared that they are having difficulty finding services for specialized positions such as occupational therapist and a licensed school counselor. According to school leaders, enrollment numbers are still below where they had planned. The school had hoped to set enrollment at 420 students and are currently well below that number. One leader said, "We are planning on submitting an amendment to the SPCSA board and request a reduction in enrollment." When asked about the overall status of student achievement, school leaders said they have concerns. One leader remarked, "Our NSPF scores are not where they need to be. We are not sugar coating it. At this time, we are focusing on ACT[12] preparation, and we know that every junior in the school participated in ACT boot camp. We believe it will help build test-taking stamina for students."

Leaders were asked to update SPCSA staff about the current deficiency in academic performance. One leader said, "We revamped our curriculum map to ensure all competencies are completed prior to the State summative test. We provide test-taking skills classes and guide our students with test taking skills such as learning how to read a test." School leaders confirmed that the educational model, "Flavors" is still in place with 22-day courses, credit analysis, and students completing work within the time frames. One leader said, "We teach students how to read their credit analysis so they can plan and advocate for themselves. Our core assessments are traditional tests and are aligned to the NVACS[13]." Leaders explained that the history and science classes at the school now have a writing component within the assessments to help students focus on the skill of writing. Leaders said students in middle school are taking more core curriculum classes. The school leader said they are looking at student IXL scores, and having students focus more on traditional classes such as ELA, math, science, social studies until they can show their competencies and move forward with the Flavors model.

The school leader was asked about the audit that was due to the SPCSA and is now late. The leader said, "We are aware. It is unacceptable that our back-office provider said it would be completed on time. From my understanding, Axiom is our back-office provider, and they talk to our auditor. I am out of the discussion loop yet what we are doing what we can." School officials said they have put the topic of audit discussion on every board agenda since November 2024. According to the school leader, the CMO representative said she has contacted the auditor several times and they seem to have put them on the back burner.

Some of the previous challenges have been resolved, according to school leaders. The delinquent PERS[14] is up to date.

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[12] ACT is a standardized test used for college admissions in the United States. English, math, reading and science skills are assessed

[13] NVACS are the Nevada Academic Content Standards as set forth by the Nevada Department of Education

[14] PERS is the Public Employees Retirement System

An evaluation of the CMO took place before the prior board disbanded. A new board has been created. There are five new board members. The school leader reports this group is more engaged and has completed all the training required. In addition, the school leader reported that there are now regular board meetings with quorum being met at the meetings.

Focus Group Summary: Students

Nine students participated in the focus group. Students spoke about what they have recently learned while in attendance. Topics included Shakespeare, graphic novels, trigonometry, algebra, fossils, and about abolitionists. Students said they appreciate the opportunity to improve their skills at presenting. and presentation skills. One student remarked, “I am in sixth grade and learning eighth grade math. I’m doing well and this surprises me.” Another student said, “I’m getting better at completing assigned work prior to deadlines.”

Students were asked if they have noticed any increase in the amount of writing they are required to complete. Students indicated they were unaware of this change. They did say they were asked to summarize, make claims, cite evidence, and quote a text but were not told why these skills are expected. Students said they didn’t really compare their writing from earlier in the semester or talk with their teachers about ways to improve their writing.

Students were asked to explain what happens during the advisory period. Students commented they usually sit and do nothing during advisory. One student said, “We stand and say the pledge of allegiance and then listen to school announcements. Afterwards we sit and wait for the time to be over in advisory.”

Students described relationships at the school with the adults. A student explained, “I feel like I could talk to my teacher. I only have one I could talk to.” Other students said some teachers know them well, others reported some teachers make things worse if they know the students are having a bad day. Students said they feel physically and emotionally safe for the most part.

Some of the students spoke about their favorite thing about school. One student said, “We have free time in class after we finish an assignment.” Another student commented, “I can go on YouTube or listen to music. We have more hands-on projects and group work than at other schools.” Students said they like to pick their groups and appreciate being with friends. One student remarked, “I like the teachers here and I go help teachers.”

Students were asked if they have suggestions for improvement at the school. Students said they would like teachers to explain directions and content more clearly. One student said, “I would like to know what we are learning and why we are learning it. Some teachers do this, and others do not.” One student said, “in math our teacher will connect our learning to real life. In anatomy we learn about if we break a bone, how it will affect different bones.”

Classroom Environment and Instruction Observation Rubric

A total of 11 middle school 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: 0	**TOTAL: 6**	**TOTAL: 4**	**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: 0	**TOTAL: 4**	**TOTAL: 6**	**TOTAL: 0**	**TOTAL: 1**

Classroom Environment and Instruction Observation Rubric

A total of 11 middle school 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 explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 0	**TOTAL: 5**	**TOTAL: 3**	**TOTAL: 2**	**TOTAL: 1**
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 0	**TOTAL: 2**	**TOTAL: 3**	**TOTAL: 2**	**TOTAL: 4**

Classroom Environment and Instruction Observation Rubric

A total of 11 middle school 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: 0	**TOTAL: 3**	**TOTAL: 6**	**TOTAL: 2**	**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: 0	**TOTAL: 2**	**TOTAL: 2**	**TOTAL: 3**	**TOTAL: 4**

Classroom Observations and Additional Comments

Students completed a worksheet on different stippling techniques using a pencil to demonstrate Pointillism. The worksheet illustrated and guided students through different ways to use shading, patterns, and other stippling techniques to show how stippling has been used by different artists.

During advisory period, students sat and talked to each other or worked individually on their computers. The instructor did not engage with any individual students. Several students got up and went to the restroom at the same time; they were gone for a lengthy amount of time. The instructor put on a movie after a while. There was no advising or discussion of skills, guidance, assistance, social-emotional learning or focus on schooling taking place at all.

There were twenty students and one teacher in one high school class. The teacher explained that students are to make notecards on an animal of their choice. One student played a video game while the teacher explained the directions. The teacher went and spoke to the student about his animal later. Students were working independently at table groups and there were low levels of learning.

Students followed along as the teacher provided direct instruction on how to write an equation to determine a trigonomic function for the inverse of a right triangle on paper and on a right triangle. The teacher walked the students through two examples, stopping and allowing students to answer how to complete the next step orally for the class. Then she allowed the students to work independently on their own.

In one middle school math class, the teacher projected math problems onto the white board and asked students to complete the problems on their own, then asked for student volunteers to show how they completed the problem for the class explaining their thinking. Students were eager to share and talk about what they did to solve the problem.

Students sat passively waiting for class to start for over five minutes in a middle school class. The teacher never stated what the students would be learning or why. Some students did not have their laptop to follow along. Students were called upon to read the text. Most could not read the text and stumbled over most of the words. Students did not take notes. The teacher stopped and talked about what the students read but never explained what the students should be learning or why.

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
Delinquent PERS account (Deficiency)	School reported PERS has been brought current.	SPCSA team agrees with the school. This has been met and is no longer in place.
Academic Performance (Deficiency)	School reported academic performance continues to be a challenge.	SPCSA finds the academic levels of performance are unsatisfactory and the **deficiency remains.**
Governing board commit to evaluating their CMO. (Strong Recommendation)	School reported that the governing board has evaluated the CMO.	SPCSA team agrees with the school. This has been met and is no longer in place.
Governing Board responsiveness (Recommendation)	School reported they have created a new governing board.	SPCSA team agrees with the school. This has been met.
Formalize a communication plan (Recommendation)	School reported that a communication plan has been designed and implemented.	SPCSA team agrees with the school. This has been met.
Increase enrollment (Recommendation)	School reported they are still working on increasing enrollment.	SPCSA team finds the school must continue to work on increasing enrollment. This has not been met.
Lower chronic absenteeism (Recommendation)	School reported chronic absenteeism is still very high.	SPCSA finds the current levels of chronic absenteeism are unacceptable and this has not been met. This is a new deficiency.

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

Nevada State Public Charter School Authority

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.

Explore Academy

Address: 4660 N. Rancho Blvd , Las Vegas, NV 89130
Website: https://www.explore.academy/lvs
Enrollment: 136
Grades Served: 6-9

2020-21	2019-20
Meets the Standard	**#N/A**

1. CURRENT RATIO **Falls Far Below 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 **#N/A** 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.

School

- Alpine Academy
- Amplus
- Beacon Academy
- Civica Academy
- 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 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 Academy
- Oasis Academy
- Pinecrest Academy
- Pinecrest Academy of Northern Nevada
- Quest Academy
- Signature Preparatory
- Silver Sands Montessori School
- Somerset Academy of Las Vegas

Nevada State Public Charter School Authority

2021-22 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.

Explore Academy

Address: 4660 N Rancho Blvd, Las Vegas, NV 89130
Website: https://www.explore.academy/lvs
Enrollment: 192
Grades Served: 6-11

2021-22	2020-21
Notice of Concern	Meets the Standard

1. CURRENT RATIO	2. UNRESTRICTED DAYS CASH ON HAND	3. ENROLLMENT FORECAST ACCURACY	4. DEBT DEFAULT
Falls Far Below Standard	**Falls Far Below Standard**	**Not Rated**	**Meets Standard**
Is the school's Current Ratio at least 1.1?	Is the school's UDCOH at least 60 days or 30 days with a positive trend?	Is the school's Enrollment Variance 95% or greater?	Is the school in default of loan covenants or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN	6. DEBT TO ASSET RATIO	7. CASH FLOW	8. DEBT OR LEASE SERVICE COVERAGE RATIO
Does Not Meet Standard	**Falls Far Below Standard**	**Does Not Meet Standard**	**Does Not Meet Standard**
Is the school's current year and three year aggregate Total Margin positive?	Is the school's Debt to Asset Ratio less than 0.90?	Is the school's most recent year and three year aggregate cash flow positive?	Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

* Enrollment Forecast Accuracy ratings were not reported for the 2021-22 school year.

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

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.

Explore Academy

Address: 4660 N Rancho Blvd, Las Vegas, NV 89130
Website: https://www.explore.academy/lvs
Enrollment: 269
Grades Served: 6-11

2022-23	2021-22
Notice of Breach	Notice of Concern

1. CURRENT RATIO	2. UNRESTRICTED DAYS CASH ON HAND	3. ENROLLMENT FORECAST ACCURACY	4. DEBT DEFAULT
Falls Far Below Standard	**Falls Far Below Standard**	**Meets Standard**	**Meets Standard**
Is the school's Current Ratio at least 1.1?	Is the school's UDCOH at least 60 days or 30 days with a positive trend?	Is the school's Enrollment Variance 95% or greater?	Is the school in default of loan covenants or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN	6. DEBT TO ASSET RATIO	7. CASH FLOW	8. DEBT OR LEASE SERVICE COVERAGE RATIO
Falls Far Below Standard	**Falls Far Below Standard**	**Falls Far Below Standard**	**Does Not Meet Standard**
Is the school's current year and three year aggregate Total Margin positive?	Is the school's Debt to Asset Ratio less than 0.90?	Is the school's most recent year and three year aggregate cash flow positive?	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 State Public Charter School Authority

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.

Explore Academy

Address: 3551 N Ferrell St, N. Las Vegas, NV 89032
Website: https://www.explore.academy/lvs
Enrollment: 356
Grades Served: 6-12

2023-24	2022-23
Notice of Breach	Notice of Breach

1. CURRENT RATIO	2. UNRESTRICTED DAYS CASH ON HAND	3. ENROLLMENT FORECAST ACCURACY	4. DEBT DEFAULT
Falls Far Below Standard	**Falls Far Below Standard**	**Meets Standard**	**Meets Standard**
Is the school's Current Ratio at least 1.1?	Is the school's UDCOH at least 60 days or 30 days with a positive trend?	Is the school's Enrollment Variance 95% or greater?	Is the school in default of loan covenants or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN	6. DEBT TO ASSET RATIO	7. CASH FLOW	8. DEBT OR LEASE SERVICE COVERAGE RATIO
Does Not Meet Standard	**Falls Far Below Standard**	**Meets Standard**	**Meets Standard**
Is the school's current year and three year aggregate Total Margin positive?	Is the school's Debt to Asset Ratio less than 0.90?	Is the school's most recent year and three year aggregate cash flow positive?	Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

Appendix F: SPCSA Financial Performance Framework Notices of Concern and Breach

Joe Lombardo
Governor

STATE OF NEVADA

Rebecca Feiden
Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687-9174 · Fax (775) 684-8020

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

Via Electronic Mail

June 30, 2023

Explore Academy
Board Chair Mr. Coe
School Leader Ms. Larsen
3551 N. Ferrell Street
N Las Vegas, NV 89032

Re: Final FY22 Financial Performance Ratings and Notice of Concern

Dear Mr. Coe and Ms. Larsen:

As you know, preliminary Financial Performance Framework results were provided to you on May 25th, 2023. These results were formally adopted by the State Public Charter School Authority (SPCSA) on June 23, 2023, thus finalizing your school's Financial Performance Framework ratings for the 2021-22 school year.

A copy of these results can be found attached to this letter.

Please note that the SPCSA also issued a Notice of Concern to Explore under the Financial Performance Framework and directed Explore to develop a financial performance improvement plan in collaboration with SPCSA staff. A written report on progress to date in implementing this plan is to be submitted to SPCSA staff no later than July 14th, 2023.

This Notice of Concern serves as a reminder that the Charter School Performance Framework, which is incorporated into Explore'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 protecting charter school autonomy. Under the Charter School Performance Framework, a Notice of Concern represents Level 1 in the Authority's Intervention process. While we expect that the school will be able to remedy these issues without further action by the Authority, please note that Level 2 in the process is a Notice of Breach, and that a State Public Charter School Authority-sponsored public charter school entering Level 3 of the Authority's Intervention process may result in Charter School Contract termination proceedings being initiated under NRS 388A.330.

We suggest a follow-up conversation in the coming weeks to discuss the current financial state of your school, the ramifications this action has on expansion efforts as well as next steps to meet the July 14, 2023, deadline. SPCSA staff can be available as early as July 5, 2023.

Please confirm receipt of this email and provide 2-3 dates and times that may work for this initial conversation.

We appreciate your continuing efforts to help Nevada's students achieve greater academic and all-around performance, putting them in a better position for success in future endeavors.

Sincerely,

Michael Gawthrop-Hutchins

Management Analyst III, Financial & Organizational Performance Frameworks

Attachment 1: Financial Performance Framework Rating, SYE22

cc: Rebecca Feiden, Executive Director, State Public Charter School Authority
Mike Dang, Manager, Financial & Organizational Performance Frameworks State Public Charter School Authority
Ryan Herrick, General Counsel, State Public Charter School Authority
Tonia Holmes-Sutton, Chair, State Public Charter School Authority
Mark Modrcin, Director of Authorizing, State Public Charter School Authority
Danny Peltier, Management Analyst III, State Public Charter School Authority
Molly Burkhardt, Management Analyst II, State Public Charter School Authority

Joe Lombardo
Governor

STATE OF NEVADA

Melissa Mackedon
Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY

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(775) 687-9174 · Fax (775) 684-8020

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

Via Electronic Mail

July 8, 2024

Explore Academy
Board Chair Ms. Rachelle Luna
3551 N Ferrell St
North Las Vegas, NV 89032

Re: Final FY23 Financial Performance Ratings and Notice of Breach

Dear Ms. Luna:

As you know, preliminary Financial Performance Framework results were provided to you on June 4, 2024. These results were formally adopted by the State Public Charter School Authority (SPCSA) on June 21, 2024, thus finalizing your school's Financial Performance Framework ratings for the 2022-23 school year.

A copy of these results can be found below.

Current Ratio	Falls Far Below Standard
Unrestricted Days Cash On Hand	Fall Far Below Standard
Enrollment Variance	Meets Standard
Debt Default	Meets Standard
Total Margin	Falls Far Below Standard
Debt To Asset Ratio	Falls Far Below Standard
Cash Flow	Falls Far Below Standard
Debt/Lease Service Coverage Ratio	Does Not Meet Standard

Please note that the SPCSA also determined to issue a Notice of Breach for Explore Academy under the Financial Performance Framework and directed Explore Academy to update their financial performance improvement plan in collaboration with SPCSA staff. Additionally, the SPCSA imposed additional reporting requirements for Explore Academy, including submission of monthly financial statements and regular meetings with staff to determine what progress is being made by the school.

This Notice of Breach serves as a reminder that the Charter School Performance Framework, which is incorporated into Explore 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 protecting charter school autonomy. Under the Charter School Performance Framework, a Notice of Concern represents Level 1 in the Authority's Intervention process. The next higher level of intervention by the SPCSA is a Level 2 Notice of Breach level. If a State Public Charter School Authority-sponsored public charter school enters Level 3 of the Authority's Intervention process it may result in Charter School Contract termination proceedings being initiated under NRS 388A.330.

Explore Academy's financial performance improvement plan must contain the following:

- A narrative that explains how and why the school is in its current financial position AND what steps the school plans to take to meet standards on the framework metrics.
- A financial forecast for the next five years or the remainder of your charter contract, whichever is greater. The forecast should include reasonable enrollment projections and indicate when the school anticipates meeting standards on the framework metrics.
- 12-month cash flow statement, including enrollment based on the spring 2023 enrollment cycle, revenue, expenses, and resulting operating cash flow.

The financial performance improvement plan is to be submitted to the SPCSA staff via Epicenter no later than August 16, 2024. In addition, Explore Academy will be required to submit monthly financial statements to the SPCSA via Epicenter beginning September 1, 2024. SPCSA staff will review the school's financial performance improvement plan and monthly financial statements and reach out to the school directly to discuss any ongoing concerns.

We appreciate your continuing efforts to help Nevada's students achieve greater academic and all-around performance, putting them in a better position for success in future endeavors.

Sincerely,

M. Mackedon

Melissa Mackedon
Executive Director, State Public Charter School Authority

cc: Ali Taylor, Principal, Explore Academy
Tonia Holmes-Sutton, Chair, State Public Charter School Authority
Katie Broughton, Director of Authorizing, State Public Charter School Authority
Mike Dang, Manager of Financial Performance, State Public Charter School Authority

Joe Lombardo
Governor

STATE OF NEVADA

Melissa Mackedon
Executive Director

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(775) 687-9174 · Fax (775) 684-8020

500 East Warm Springs, Suite 116
Las Vegas, Nevada 89119-4344
(702) 486-8895 · Fax (702) 486-5543

Via Electronic Mail

May 2, 2025

Explore Academy
Board President Abraham Gomez
3551 N Ferrell Street
North Las Vegas, NV 89032

RE: FY 2024 Notice of Breach

Dear Mr. Gomez:

On April 18, 2025 the SPCSA Board voted to issue to Explore Academy a *Notice of Breach* under the Financial Performance Framework (FPF), based on the financial performance ratings resulting from its FY 2024 audited financial statements. Accordingly, Explore Academy is required to develop a Financial Improvement Plan (FIP), to be submitted via Epicenter no later than May 30, 2025. Upon receipt, SPCSA staff will review Explore Academy's FIP and reach out directly to discuss any further or more detailed concerns.

Explore Academy's FIP shall serve as a roadmap to fully and timely remediate the concerns identified by the annual FPF rating process, and shall contain the following:

1. **A HOLISTIC PLAN NARRATIVE** identifying root cause(s) *why* Explore Academy's audited financial performance yielded the sub-standard results cited in the *Notice of Breach* determination, and specifically *how* it will address said causes (including *what* steps will be taken, *when*, and by *whom*) to remediate cited concerns and return to full compliance with FPF standards by a realistic, school-specified date;

2. **12-MONTH CASH FLOW STATEMENT (PROJECTED)** including revenue, expenses, and resultant operating cash flow, exclusive of non-cash items (e.g., depreciation). Inputs and assumptions used in projected cash flow statement shall be consistent with those used in submitted budget projections, with any discrepancies identified and reconciled *prior* to submission; any justifiable updates to such inputs and/or assumptions may be made by submitting updated budget projections with monthly cash flow submission, as necessary. Projected revenue and expenses shall be conservatively based on:
    A. *Actual per pupil funding amounts* established by the most recent Governor-approved biennial state K12 education funding bill (e.g., SB 503 (2023)); and

B. *Certified Q3 FY 2025 Average Daily Enrollment (ADE)* counts, broken out by grade level and school site (to be included with FIP);

3. **MONTHLY FINANCIAL STATEMENTS (ACTUAL)** including cash flow statement, income statement, and balance sheet (or their equivalent). Monthly financials shall:
   A. Include all ACTUAL (not projected) financial transactions occurring within each calendar month
   B. Comply fully with the Nevada Department of Education Chart of Accounts (COA), found at: https://doe.nv.gov/offices/student-investment-division
   C. Be submitted via Epicenter no later than the first business day of the second month following the end of the respective reporting month (e.g., July monthly statement is due by September 1 ("30 + 1")).

The FPF establishes financial performance standards as indicators of a charter school's financial health and sustainability. Compliance with the FPF is required as a condition of continued operation as an SPCSA-sponsored charter school. Failure to sufficiently uphold FPF standards results in a recommendation to the SPCSA Board that a school be subject to the additional scrutiny of the FPF intervention ladder.

Please note that a *Notice of Concern* typically represents the initial action step on the FPF intervention ladder. Worsening financial performance and sustainability ratings may result in escalation to a *Notice of Breach*. Continued severe financial performance and sustainability concerns may escalate further to a *Notice of Intent to Revoke* a school's operating contract, per the termination criteria defined in NRS 388A.330.

A *Notice of Breach* is intended to communicate clear expectations, fact-based oversight, and timely feedback to charter school leaders, while simultaneously protecting charter school autonomy. Such notices should serve to sharply focus Explore Academy's attention and efforts to address the financial performance and sustainability concerns identified in the annual FPF ratings in a timely and sustained manner, to prevent the need for further action by the SPCSA, and thus justify the public's continued confidence in funding public charter schools.

We appreciate your continuing efforts to help Nevada's students achieve greater academic and all-around success, thus improving their opportunity to experience lives of sufficiency, meaning, and richness, and to constructively contribute to our shared success as human society.

Sincerely,

M. Mackedon

Melissa Mackedon
Executive Director, State Public Charter School Authority

cc: Ali Taylor, Principal, Explore Academy
Tonia Holmes-Sutton, Chair, State Public Charter School Authority
Katie Broughton, Director of Authorizing, State Public Charter School Authority
Nate Hanson, Financial Performance Manager, State Public Charter School Authority

Appendix G: 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.

Explore Academy

Address: 4660 N. Rancho Blvd , Las Vegas, NV 89130
Website: https://www.explore.academy/lvs
Enrollment: 136
Grades Served: 6-9

2020-21	2019-20
100.00 Meets Standard	N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD

1. EDUCATION PROGRAM	2. FINANCIAL MANAGEMENT	3. GOVERNANCE & REPORTING	4. STUDENTS & EMPLOYEES	5. SCHOOL ENVIRONMENT
20 out of 20	**20 out of 20**	**20 out of 20**	**20 out of 20**	**20 out of 20**
The Education Program section assesses the school's adherence to the material terms of its proposed education program.	While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizatonal Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.	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.	In this section, the SPCSA mesaures charter school compliance with a variaty of laws related to students and employees.	This section addresses the school's facility, transportation, food service, and health services, among other things.

Nevada State Public Charter School Authority

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 Nevad..
- Pinecrest Academy of North..
- Quest Academy
- Signature Preparatory
- Silver Sands Montessori

Explore Academy

Address: 4660 N Rancho Blvd, Las Vegas, NV 89130
Website: https://www.explore.academy/lvs
Enrollment: 192
Grades Served: 6-11

2021-22	2020-21
93.70 Meets Standards	Meets Standard

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD

EDUCATION PROGRAM	FINANCIAL MANAGEMENT	GOVERNANCE & REPORTING	STUDENTS & EMPLOYEES	SCHOOL ENVIRONMENT
20 out of 20	**17 out of 20**	**20 out of 20**	**17 out of 20**	**20 out of 20**
This section addresses the school's adherence to the material terms of its proposed education program.	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.	This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.	This section addresses the school's compliance with a variety of laws related to students and employees.	This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.

Nevada State Public Charter School Authority

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...

Explore Academy

Address: 3551 N Ferrell St, N. Las Vegas, NV 89032
Website: https://www.explore.academy/lvs
Enrollment: 269
Grades Served: 6-11

2022-23	2021-22
Meets Standards 85.00	Meets Standard

SCORING TABLE

≥80	<80
MEETS STANDARD	BELOW STANDARD

EDUCATION PROGRAM	FINANCIAL MANAGEMENT	GOVERNANCE & REPORTING	STUDENTS & EMPLOYEES	SCHOOL ENVIRONMENT
20 out of 20	**15 out of 20**	**15 out of 20**	**15 out of 20**	**20 out of 20**
This section addresses the school's adherence to the material terms of its proposed education program.	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.	This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.	This section addresses the school's compliance with a variety of laws related to students and employees.	This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.

Nevada State Public Charter School Authority

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...

Explore Academy

Address: 3551 N Ferrell St, North Las Vegas, NV 89032
Website: https://www.explore.academy/lvs
Enrollment: 269
Grades Served: 6-12

2023-24	2022-23
Meets Standard	Meets Standards
90.70	

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD

EDUCATION PROGRAM	FINANCIAL MANAGEMENT	GOVERNANCE & REPORTING	STUDENTS & EMPLOYEES	SCHOOL ENVIRONMENT
20 out of 20	**15 out of 20**	**19 out of 20**	**17 out of 20**	**20 out of 20**
This section addresses the school's adherence to the material terms of its proposed education program.	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.	This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.	This section addresses the school's compliance with a variety of laws related to students and employees.	This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.