STATE PUBLIC CHARTER SCHOOL AUTHORITY

2025 Renewal Performance Report for
Freedom Classical Academy

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

Issued June 26, 2025

CHARTER SCHOOL RENEWAL REPORT CONTENTS

1. **School Overview**

a. Address:
   i. 777 E Ann Rd, North Las Vegas, NV 89031

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

	2024–25	2025–26
Grade Levels	K – 8	K – 8
Enrollment Cap	1100	1100

c. Governing Board Members[1]
   i. Chair – Lance Bohne
   ii. Vice Chair – Julene Ballard
   iii. Treasurer – Shannon Hiller
   iv. Secretary – Nakia Bremmer
   v. Member – Joel Danielson

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. 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. 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]

---

[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).

2023–24 NSPF Index Score / Star Rating	Elementary: 26.5 / 1-star Middle: 77.5 / 4-star
2023–24 SPCSA Academic Performance Framework Score / Rating	Elementary: 33.9 / Does Not Meet Standard Middle: 81.5 / Exceeds Standard
Four-Year Graduation Rate	N/A
CSI, TSI, or ATSI Identification	Elementary: None Middle: None

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

Year	Findings & Framework Results
2023–24	Meets the Standard

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

Year	Findings & Framework Results
2023–24	Meets Standard

g. Enrollment History

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

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

Grade	2023-24	2024-25
K	99	99
1	120	114
2	124	122
3	120	121
4	124	122
5	126	125
6	118	126
7	120	123
8	113	122
Total	1064	1074

---

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

Enrollment Rates by Population:

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2023-24	1064	7.5	13.1	17.9	50.9	0.3	7.9	2.0	9.9	51.1	10.5
2024-25	1074	8.2	13.8	16.1	51.3	0.5	8.2	1.5	15.3	52.4	11.1

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 Freedom Classical Academy:

a. Academic
   Freedom Classical Academy is currently under an Academic Notice of Breach for academic underperformance of the elementary school.
   - The Academic Notice of Breach for the elementary school was issued by the Authority Board on October 4, 2019, as elevated from an Academic Notice of Concern initially issued on September 28, 2018.

b. Financial
   The Authority Board has not issued any Financial Notices to Freedom Classical Academy during the current charter term.

c. Organizational
   The Authority Board has not issued any Organizational Notices to Freedom Classical Academy during the current charter term.

d. Site Evaluations
   SPCSA staff identified a deficiency for low academic performance in the elementary grades at the site evaluation on April 10, 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 Appendix C.

3. **Summary of Overall Performance**

Regarding academic performance, Freedom Classical Academy currently offers instruction at the elementary and middle school levels, grades K-8, at one campus. As demonstrated by Nevada School Performance Framework and SPCSA Academic Framework ratings over the current charter contract term, academic performance has been mixed across grade spans. The elementary school did not meet state and SPCSA academic standards, while the middle school met state and exceeded SPCSA academic standards. Due to academic underperformance, the elementary school is currently under an Academic Notice of Breach. 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 Freedom Classical Academy to be strong. The school has earned a Meets the Standard rating on all of the SPCSA Financial Performance Framework rating cycles throughout the current charter term. Copies of the Financial Performance Framework reports are included as Appendix E.

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

Finally, SPCSA staff has conducted two site evaluations of Freedom Classical Academy during the current charter term. SPCSA staff found several strengths during these evaluations, including a highly engaged leadership team and governing board, student engagement, and evidence of teacher passion and quality lesson planning. The most recent site evaluation from 2024–25 identified a deficiency for low academic achievement at the elementary school. See Appendix D for more details on the Freedom Classical Academy site evaluations.

4. <u>Requirements for the Renewal Application – NRS 388A.285 (1)(c)</u>

Applicants for renewal will receive an application template to populate and submit to Authority staff between October 1 – October 15, 2025[5]. This template will be provided to schools no later than July 31, 2025.

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

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

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

---

[5] NRS 388A.285 (3)

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

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

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

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

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

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

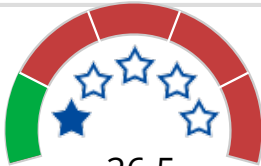| NSPF Star Rating	NSPF Star Rating Descriptor	NSPF Score Range
1 Star	A school not meeting state academic standards.	Elementary and high: <27 Middle: <29
2 Stars	A school partially meeting state academic standards.	Elementary and high: ≥27 to <50 Middle: ≥29 to <50
3 Stars	An adequate school meeting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

Freedom Classical Academy K-8

School Level: Elementary School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 777 E. Ann Rd
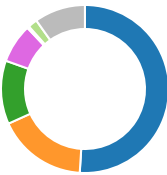North Las Vegas, NV 89031

26.5
Total Index Score

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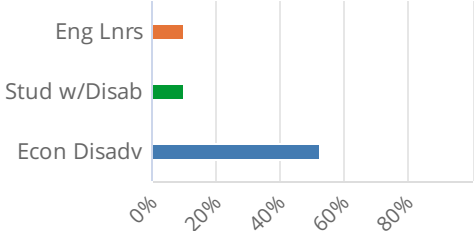School Designation: *No Designation*
95% Assessment Participation: *Met*

Student Race/Ethnicity

%	Group
17.2%	White
12.2%	Bl/Afr Am
50.9%	Hisp/Latino
7.5%	Asian
0.4%	Am Ind/AK Nat
1.8%	Pac Isl
9.8%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2022-2023	34.0 ★★
2021-2022	35.0 NR

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

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 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

2023-2024 School Performance

Academic Achievement Indicator — 5/25

Measure	School Rate	District Rate
Pooled Proficiency	**32.2**	48.3
Math Proficiency	36.8	51.2
ELA Proficiency	36.2	54.6
Science Proficiency	7.2	21.2
Read-by-Grade-3 Proficiency	29.3	51.2

Growth Indicator — 10.5/35

Measure	School Median	District Median
Math MGP	43.0	52.0
ELA MGP	47.0	54.0

Measure	School Rate	District Rate
Met Math AGP Target	28.7	44.4
Met ELA AGP Target	39.4	54.0

English Language Proficiency Indicator — 2/10

Measure	School Rate	District Rate
Met EL AGP Target	33.9	48.4

Closing Opportunity Gaps Indicator — 3/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	12.3	22.5
Prior Non-Proficient Met ELA AGP Target	27.8	36.5

Climate Survey Participation is not a point-earning measure.

Student Engagement Indicator — 6/10

Measure	School Rate	District Rate
Chronic Absenteeism	12.1	20.7
Climate Survey Participation	81.0	N/A

Freedom Classical Academy K-8

Academic Achievement

5/25

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

Pooled Proficiency Points Earned: 3/20

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	32.2	48.3	36.4	50.0

Math Proficient

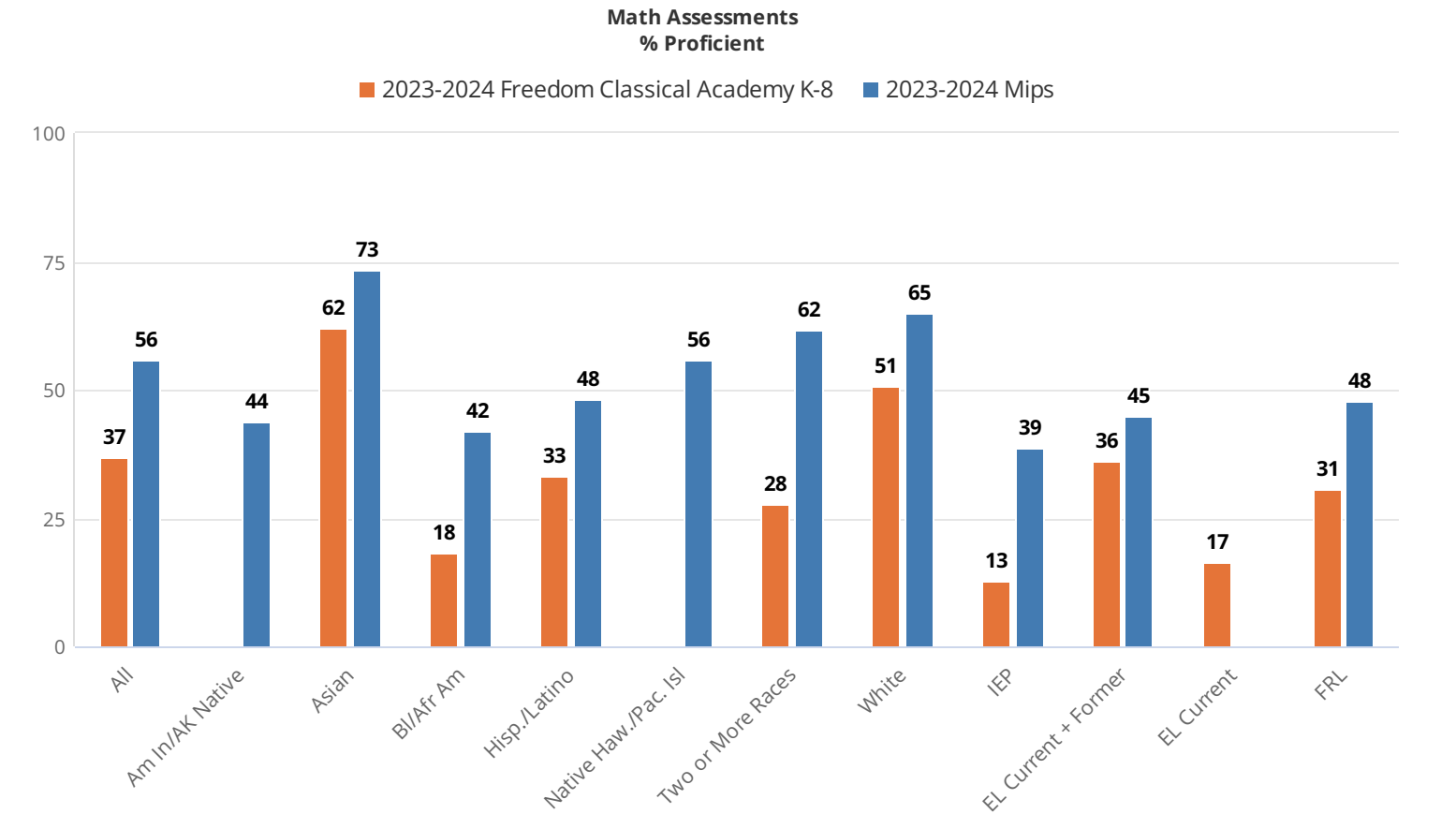| Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	36.8	51.2	55.8	40.1	52.0	53.5
American Indian/Alaska Native	-	40.7	43.7	-	35.7	40.7
Asian	62.0	74.8	73.3	53.3	74.5	71.9
Black/African American	18.1	31.7	42	14.6	31.4	38.9
Hispanic/Latino	33.1	41.7	48.2	31.8	42.2	45.5
Pacific Islander	-	45.9	55.7	-	49.0	53.4
Two or More Races	27.7	57.2	61.6	50.0	57.8	59.6
White/Caucasian	50.6	62.7	65.1	61.9	63.7	63.3
Special Education	12.8	26.9	38.8	12.1	29.1	35.5
English Learners Current + Former	36.0	38.7	44.9	31.9	38.1	42
English Learners Current	16.6	27.5		19.3	27.6	
Economically Disadvantaged	30.6	40.4	47.7	33.5	39.0	44.9

Math Assessments
% Proficient

Legend: ■ 2023-2024 Freedom Classical Academy K-8   ■ 2023-2024 Mips

Freedom Classical Academy K-8

5/25 **Academic Achievement**

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	36.2	54.6	63.1	37.6	54.6	61.2
American Indian/Alaska Native	-	57.4	50.7	-	48.2	48.1
Asian	58.6	75.3	78.9	50.0	74.1	77.8
Black/African American	15.9	36.5	50.8	21.9	37.5	48.2
Hispanic/Latino	31.9	46.0	55.6	30.6	45.9	53.2
Pacific Islander	-	48.3	63.9	-	49.0	62
Two or More Races	27.7	60.4	69.5	30.7	60.7	67.9
White/Caucasian	50.6	65.2	72.1	55.9	64.4	70.6
Special Education	17.9	25.8	39.9	15.1	27.4	36.8
English Learners Current + Former	32.0	39.5	49.8	25.5	37.6	47.2
English Learners Current	10.0	25.3		9.6	24.1	
Economically Disadvantaged	30.1	44.1	54.4	29.4	42.0	51.9

ELA Assessments
% Proficient

■ 2023-2024 Freedom Classical Academy K-8   ■ 2023-2024 Mips
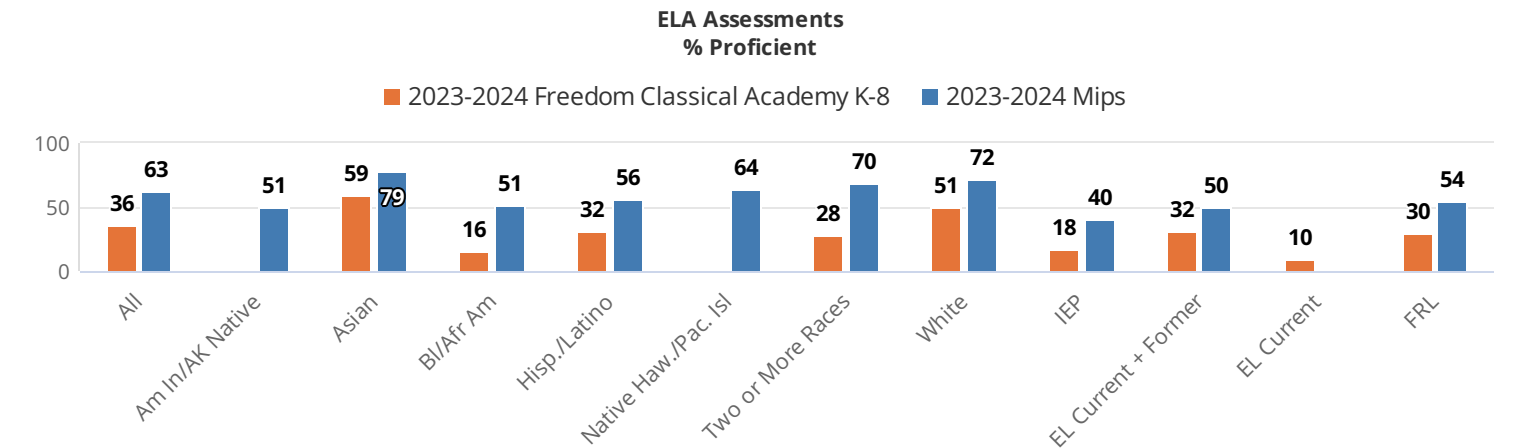
Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	7.2	21.2	21.2	29.8
American Indian/Alaska Native	N/A	16.6	-	27.7
Asian	30.0	35.5	30.0	51.0
Black/African American	<5	10.4	<5	15.3
Hispanic/Latino	6.3	12.9	9.2	19.5
Pacific Islander	-	19.1	-	18.7
Two or More Races	<5	27.2	-	34.5
White/Caucasian	11.5	29.6	50.0	40.9
Special Education	<5	7.6	<5	12.2
English Learners Current + Former	<5	10.4	<5	15.1
English Learners Current	-	<5	-	<5
Economically Disadvantaged	5.0	12.4	11.7	17.6

Science Assessments
% Proficient

■ 2023-2024 Freedom Classical Academy K-8   ■ 2023-2024 District

Freedom Classical Academy K-8
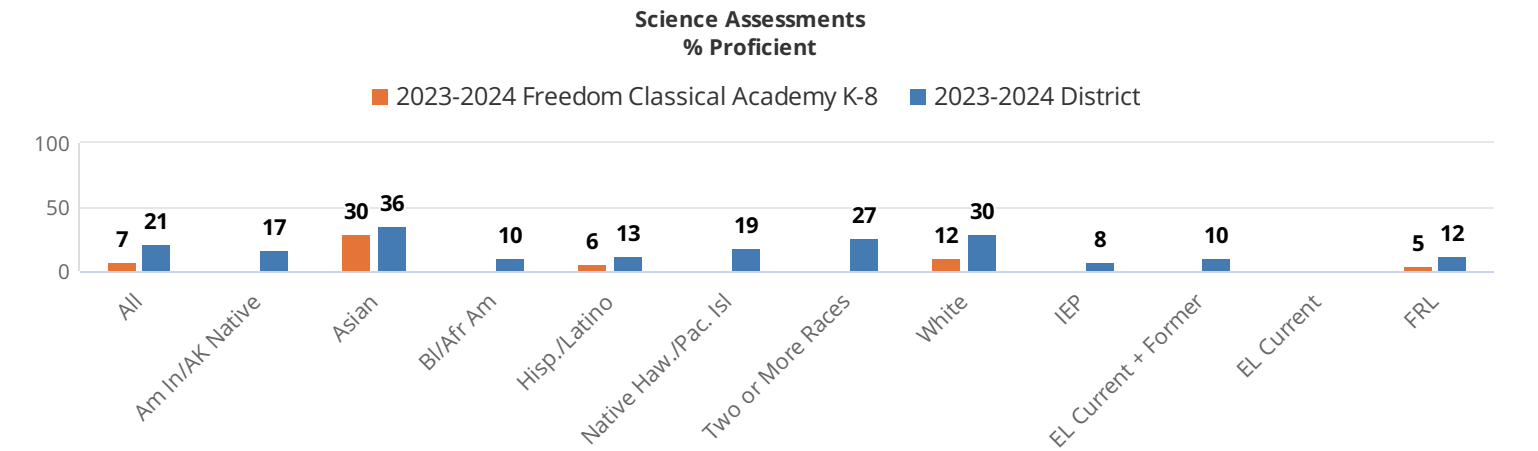
5/25 **Academic Achievement**

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	29.3	51.2	30.8	52.6
American Indian/Alaska Native	-	60.0	-	44.0
Asian	50.0	71.0	30.0	68.5
Black/African American	7.6	32.7	18.1	33.9
Hispanic/Latino	27.2	43.7	23.8	44.2
Pacific Islander	-	45.9	-	48.4
Two or More Races	-	58.4	-	62.3
White/Caucasian	33.3	60.7	52.0	62.5
Special Education	14.2	27.0	15.3	29.5
English Learners Current + Former	35.0	36.6	15.0	36.1
English Learners Current	<5	28.5	6.2	27.6
Economically Disadvantaged	22.3	42.4	23.4	40.3

Read by Grade 3
% Proficient

■ 2023-2024 Freedom Classical Academy K-8   ■ 2023-2024 District

Freedom Classical Academy K-8
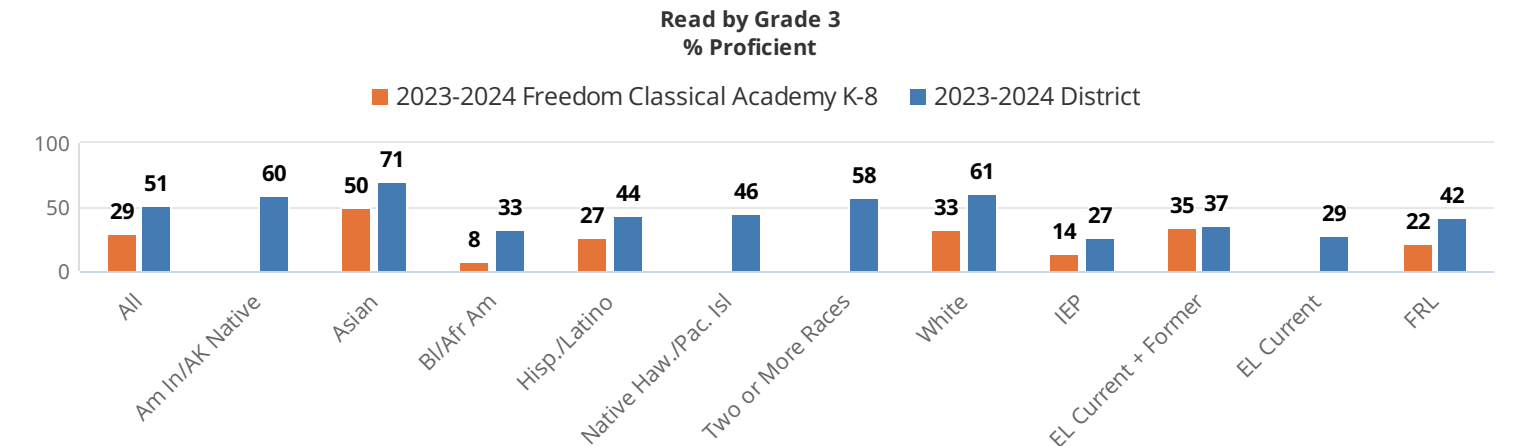
5/25 **Academic Achievement**

Participation on State Assessments

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

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

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

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

10.5/35 **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: 3/10   ELA MGP Points Earned: 4/10

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	43.0	52.0	47.0	54.0	43.0	55.0	43.0	55.0
American Indian/Alaska Native	-	40.0	-	57.5	-	46.0	-	52.0
Asian	35.0	57.0	61.0	62.0	54.0	61.0	57.0	61.0
Black/African American	48.0	46.0	45.0	49.0	29.0	52.0	24.0	50.0
Hispanic/Latino	42.0	50.0	43.0	52.0	36.5	54.0	39.0	53.0
Pacific Islander	-	53.0	-	54.0	-	60.5	-	55.5
Two or More Races	29.0	53.0	35.0	53.0	48.0	54.0	31.0	55.0
White/Caucasian	51.5	53.0	56.5	57.0	54.0	56.0	61.0	57.0
Special Education	36.0	46.0	23.0	48.0	37.0	49.0	31.5	51.0
English Learners Current + Former	43.5	53.0	49.5	53.0	35.0	55.0	48.0	54.0
English Learners Current	39.5	49.0	49.5	51.0	52.5	54.0	48.0	53.0
Economically Disadvantaged	46.0	51.0	48.5	52.0	42.0	54.0	46.0	53.0

AGP Growth Data — Math AGP Points Earned: 2/7.5   ELA AGP Points Earned: 1.5/7.5

Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	28.7	44.4	39.4	54.0	36.9	50.8	33.6	52.9
American Indian/Alaska Native	-	24.3	-	50.0	-	41.3	-	48.2
Asian	36.8	63.8	57.8	69.4	36.8	66.5	52.6	67.6
Black/African American	22.2	28.9	25.9	41.4	13.7	38.1	13.7	42.1
Hispanic/Latino	21.3	36.9	36.8	48.1	30.8	43.8	24.2	46.9
Pacific Islander	-	42.7	-	51.1	-	52.8	-	51.4
Two or More Races	26.9	49.5	26.9	55.5	35.2	52.0	23.5	56.1
White/Caucasian	46.1	52.8	51.9	61.4	58.4	58.8	56.6	58.9
Special Education	29.4	27.2	11.7	32.4	5.8	32.3	16.6	34.0
English Learners Current + Former	28.5	38.8	25.0	46.0	28.0	41.8	20.0	43.1
English Learners Current	16.6	27.5	22.2	35.8	28.5	33.5	7.1	33.8
Economically Disadvantaged	27.5	36.5	36.6	46.7	35.9	43.0	30.0	45.2

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.
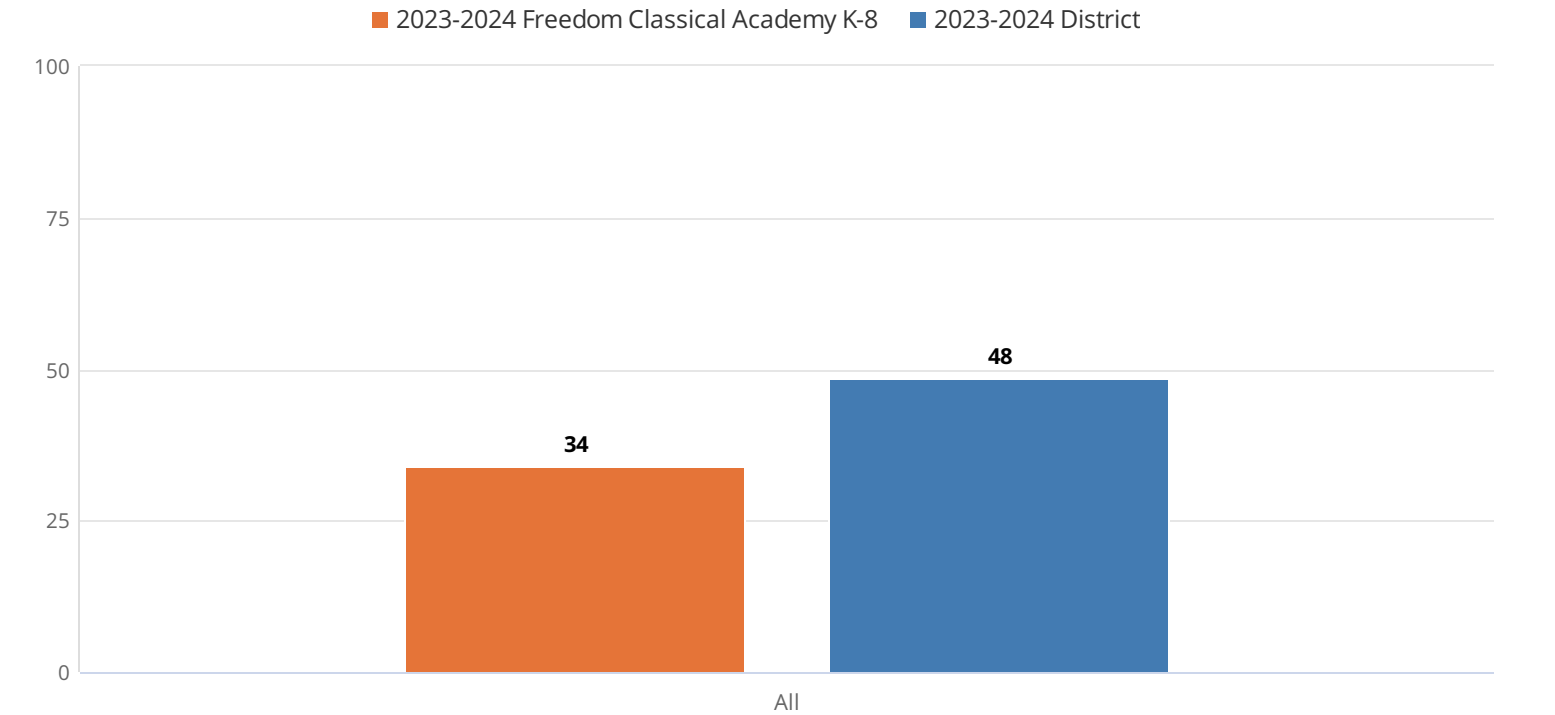
Freedom Classical Academy K-8

2/10   **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: 2/10

	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	53	33.9	48.4	37	43.2	41.5

% English Learners Meeting AGP on WIDA

■ 2023-2024 Freedom Classical Academy K-8   ■ 2023-2024 District

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.

3/20   **Closing Opportunity Gaps**

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

Math AGP Points Earned: 1/10   **ELA AGP Points Earned: 2/10**

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	12.3	22.5	27.8	36.5	23.9	31.9	20.9	37.1
American Indian/Alaska Native	-	12.5	-	40.9	N/A	26.3	N/A	28.5
Asian	-	36.7	-	44.8	-	42.0	-	48.2
Black/African American	21.7	15.8	22.7	29.4	12.5	25.9	13.0	29.9
Hispanic/Latino	9.3	20.4	29.5	34.4	16.9	29.9	12.2	34.4
Pacific Islander	-	29.4	-	32.8	-	33.3	-	41.2
Two or More Races	16.6	26.4	11.1	37.7	40.0	31.3	23.0	40.3
White/Caucasian	<5	27.2	39.2	43.4	45.4	37.8	44.0	42.6
Special Education	28.5	14.6	14.2	23.4	7.1	20.8	13.3	25.2
English Learners Current + Former	16.6	23.3	23.8	34.1	14.2	27.5	11.1	31.6
English Learners Current	14.2	20.0	18.7	31.2	18.1	25.4	7.6	30.3
Economically Disadvantaged	12.9	20.8	28.0	33.4	24.5	28.7	18.1	33.1

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

Freedom Classical Academy K-8

6/10

Student Engagement

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

Chronic Absenteeism

Chronic Absenteeism Points Earned: 6/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	12.1	20.7	11.5	22.9
American Indian/Alaska Native	-	27.7	-	24.0
Asian	7.6	10.0	7.8	12.9
Black/African American	15.4	28.9	13.4	30.1
Hispanic/Latino	12.8	25.0	12.1	27.5
Pacific Islander	16.6	26.3	27.2	31.6
Two or More Races	10.1	18.5	6.5	21.4
White/Caucasian	10.7	14.9	11.6	17.1
Special Education	13.4	24.7	16.4	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	7.1	23.1	8.9	25.4
Economically Disadvantaged	16.0	26.8	12.6	30.4

Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)
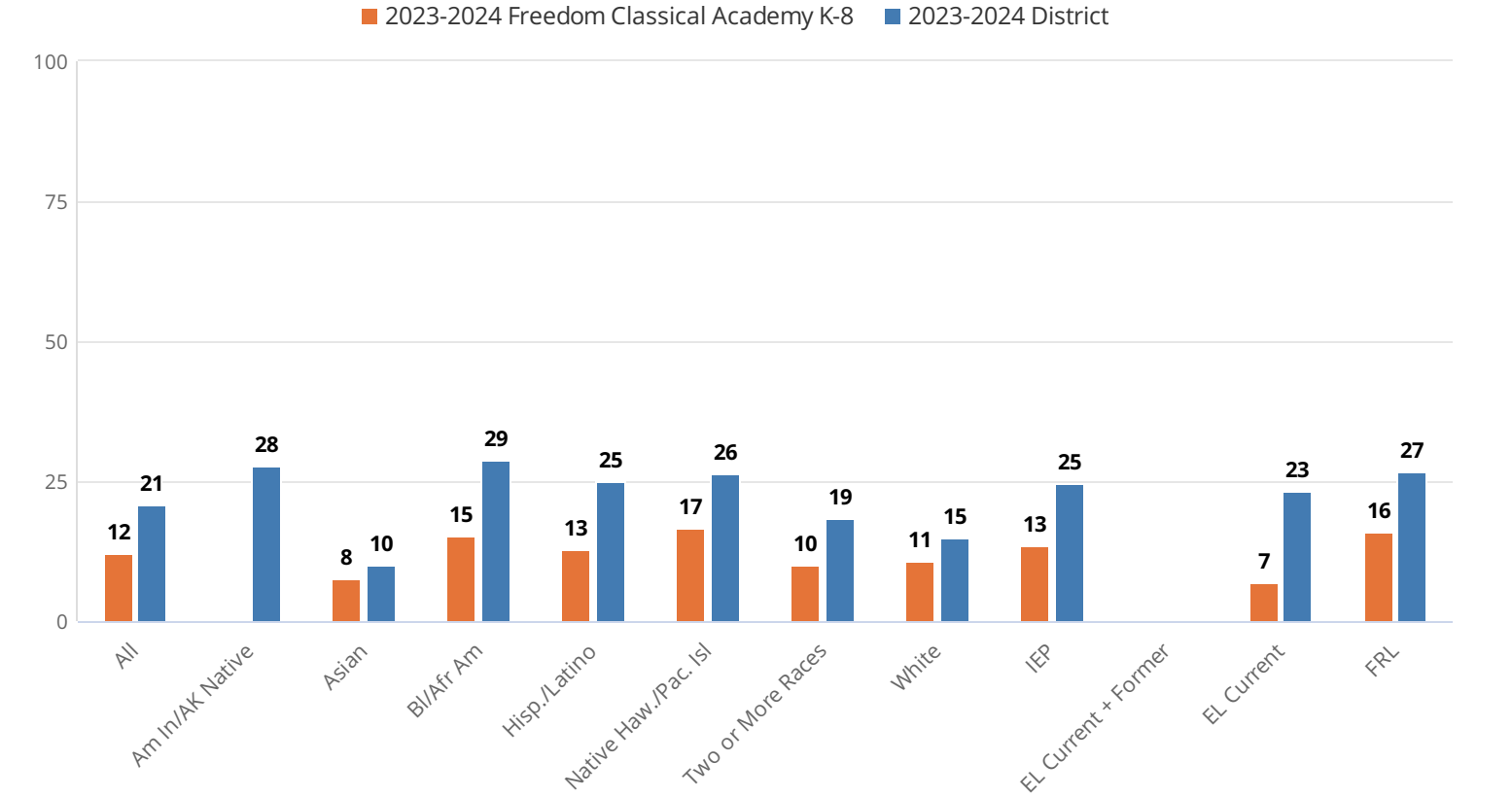
■ 2023-2024 Freedom Classical Academy K-8　■ 2023-2024 District

'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.
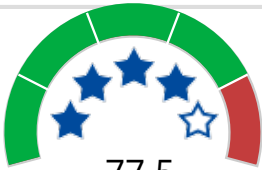
Freedom Classical Academy K-8

School Level: Middle School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 777 E. Ann Rd
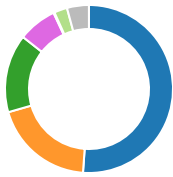North Las Vegas, NV 89031

77.5
Total Index Score

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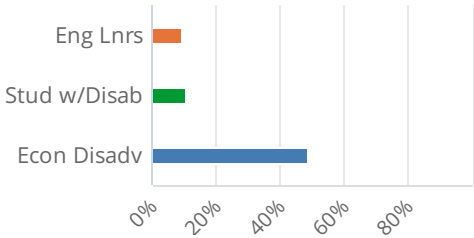School Designation: *No Designation*
95% Assessment Participation: *Met*

Student Race/Ethnicity

%	Group
19.3%	White
15.0%	Bl/Afr Am
50.9%	Hisp/Latino
7.4%	Asian
0.2%	Am Ind/AK Nat
2.5%	Pac Isl
4.2%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2022-2023	74.5 ★★★★
2021-2022	70.0 NR

Additional Student Groups

Eng Lnrs, Stud w/Disab, Econ Disadv

What does my school rating mean?

Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

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.

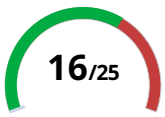## How are star ratings determined based on total index score?

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	★★★★★

2023-2024 School Performance

Academic Achievement Indicator
16/25

Measure	School Rate	District Rate
Pooled Proficiency	**41.3**	47.3
Math Proficiency	34.0	39.8
ELA Proficiency	47.5	54.2
Science Proficiency	44.7	48.8

English Language Proficiency Indicator
5/10

Measure	School Rate	District Rate
Met EL AGP Target	21.4	27.2

Student Engagement Indicator
9.5/15

Measure	School Rate	District Rate
Chronic Absenteeism	13.2	15.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	75.7	92.6
Climate Survey Participation	94.0	N/A

Student Growth Indicator
28/30
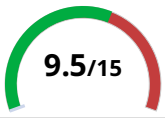
Measure	School Median	District Median
Math MGP	71.0	57.0
ELA MGP	67.0	59.0

	School Rate	District Rate
Met Math AGP Target	41.8	40.5
Met ELA AGP Target	51.4	54.7

Closing Opportunity Gaps Indicator
19/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	24.5	16.3
Prior Non-Proficient Met ELA AGP Target	32.0	26.0

Climate Survey Participation is not a point-earning measure.

Freedom Classical Academy K-8

16/25   **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: 16/25

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	41.3	47.3	41.7	45.7

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	34.0	39.8	45.6	37.0	38.5	42.7
American Indian/Alaska Native	-	25.0	38.6	N/A	35.0	35.3
Asian	46.1	64.8	64.5	50.0	62.5	62.6
Black/African American	25.0	21.6	34.4	20.9	19.4	31
Hispanic/Latino	26.9	28.7	39.4	34.9	28.3	36.2
Pacific Islander	-	35.1	45.9	-	37.9	43.1
Two or More Races	30.7	47.6	49.1	16.6	44.5	46.4
White/Caucasian	56.2	54.3	54.7	57.3	51.4	52.3
Special Education	<5	11.3	30.2	7.8	11.5	26.5
English Learners Current + Former	16.6	20.5	31.6	22.5	21.5	28
English Learners Current	5.1	6.2		<5	6.5	
Economically Disadvantaged	30.1	27.1	39.3	37.8	24.9	36.1
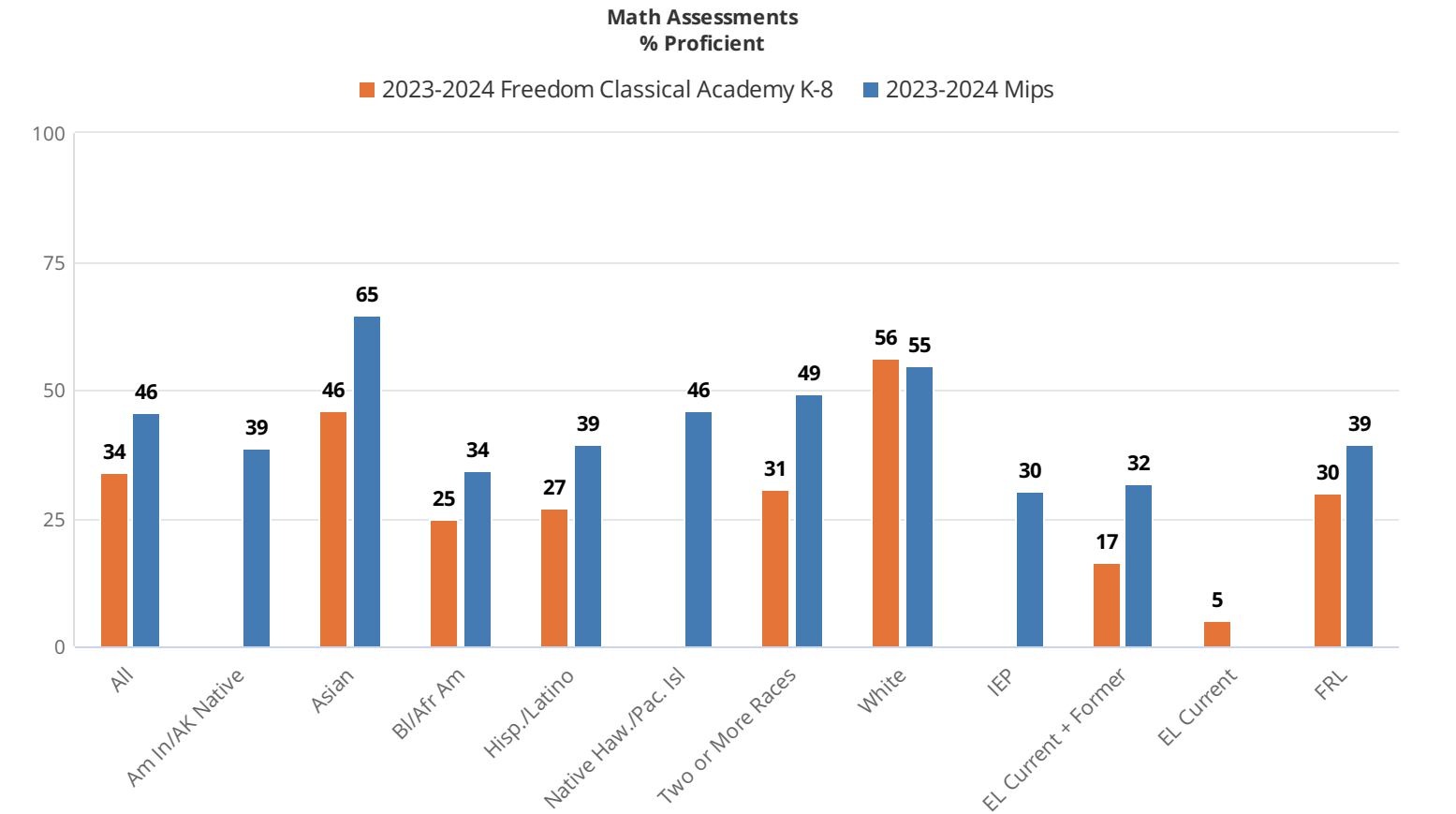
Math Assessments
% Proficient

■ 2023-2024 Freedom Classical Academy K-8   ■ 2023-2024 Mips

'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.

Freedom Classical Academy K-8

16/25 **Academic Achievement**

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	47.5	54.2	60.6	46.0	53.4	58.6
American Indian/Alaska Native	-	48.4	51.5	N/A	45.6	49
Asian	65.3	76.3	79.3	63.6	74.7	78.2
Black/African American	38.4	40.1	46.7	40.3	37.4	43.9
Hispanic/Latino	41.5	44.9	53	45.1	44.8	50.5
Pacific Islander	-	45.9	59.9	-	47.2	57.8
Two or More Races	61.5	62.1	66.8	50.0	60.0	65
White/Caucasian	59.3	65.0	71.1	49.1	64.0	69.6
Special Education	9.6	17.5	33.1	13.1	17.4	29.6
English Learners Current + Former	31.9	32.1	35.1	36.6	34.0	31.7
English Learners Current	12.8	11.3		14.7	12.0	
Economically Disadvantaged	45.9	42.5	52.3	44.6	40.8	49.8

ELA Assessments
% Proficient

■ 2023-2024 Freedom Classical Academy K-8   ■ 2023-2024 Mips

Freedom Classical Academy K-8
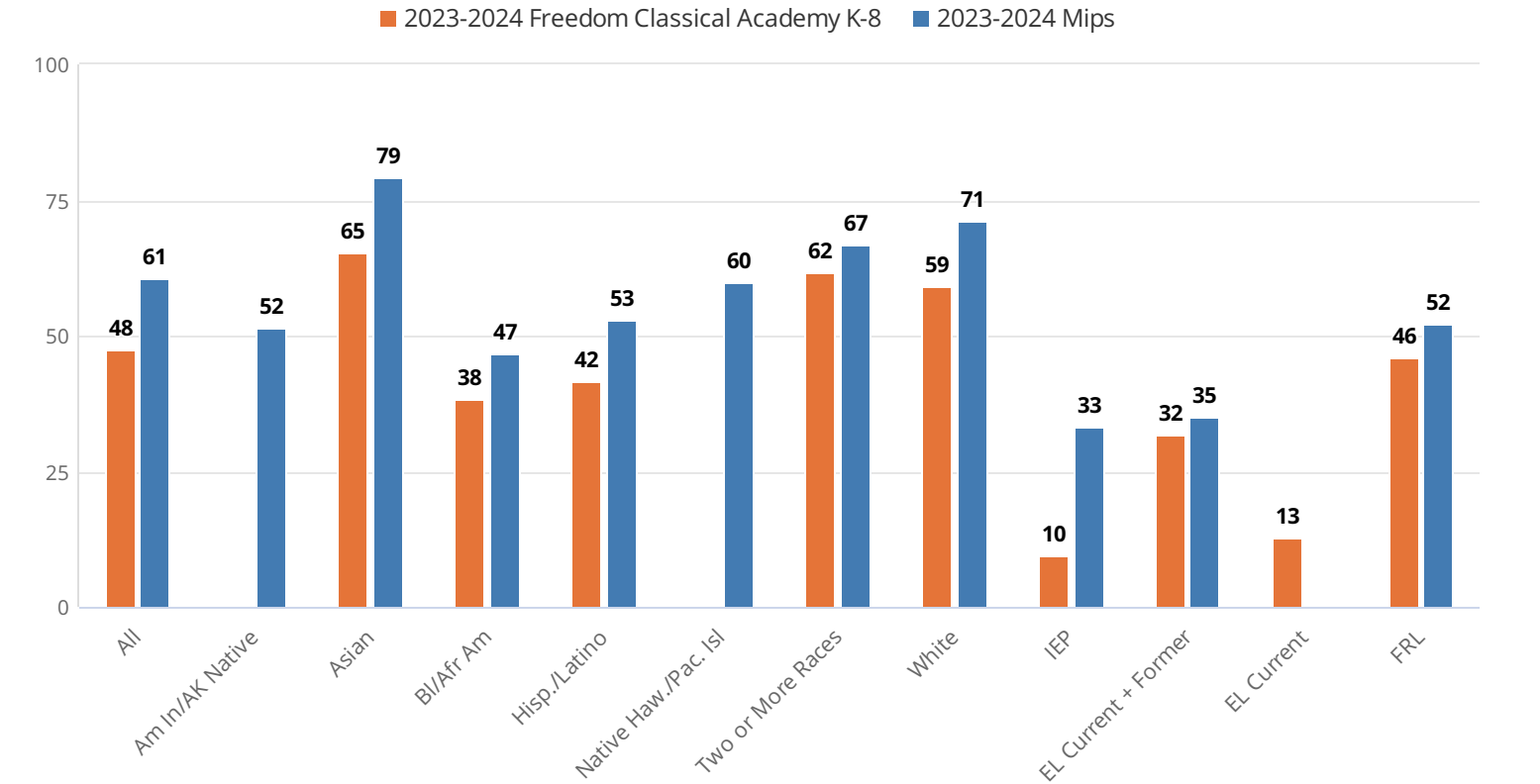
16/25   **Academic Achievement**

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	44.7	48.8	43.2	43.9
American Indian/Alaska Native	N/A	36.8	N/A	41.6
Asian	-	71.3	-	63.5
Black/African American	38.8	27.9	31.5	25.3
Hispanic/Latino	39.2	38.9	34.6	34.8
Pacific Islander	-	44.1	-	33.7
Two or More Races	-	61.2	-	51.4
White/Caucasian	62.5	61.6	71.4	56.5
Special Education	-	16.8	16.6	13.6
English Learners Current + Former	20.0	24.6	22.2	20.7
English Learners Current	14.2	11.4	13.3	8.5
Economically Disadvantaged	44.6	36.0	40.4	30.8

Science Assessments
% Proficient

■ 2023-2024 Freedom Classical Academy K-8   ■ 2023-2024 District

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	>=95%	>=95%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Freedom Classical Academy K-8

28/30 **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: 10/10   **ELA MGP Points Earned: 10/10**

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	71.0	57.0	67.0	59.0	62.0	56.0	63.0	56.0
American Indian/Alaska Native	-	61.0	-	61.0	N/A	64.0	N/A	61.0
Asian	80.0	63.0	81.5	63.5	61.0	61.0	72.0	57.0
Black/African American	72.0	52.0	59.5	57.0	57.0	51.0	66.0	55.0
Hispanic/Latino	69.0	57.0	62.5	59.0	59.5	54.0	61.5	55.0
Pacific Islander	-	59.5	-	55.0	-	59.0	-	54.0
Two or More Races	77.5	58.0	71.5	60.0	57.0	59.0	46.5	58.0
White/Caucasian	76.0	57.0	70.0	58.0	75.0	58.0	72.0	56.0
Special Education	68.0	53.0	75.5	56.0	52.5	52.0	75.5	55.0
English Learners Current + Former	69.5	56.0	70.0	58.0	57.0	54.0	62.0	56.0
English Learners Current	68.0	56.0	77.0	55.0	53.0	53.0	61.0	53.0
Economically Disadvantaged	74.0	56.0	67.0	58.0	65.0	54.0	65.0	55.0

AGP Growth Data

Math AGP Points Earned: 4.5/5   **ELA AGP Points Earned: 3.5/5**

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	41.8	40.5	51.4	54.7	38.6	40.4	46.3	52.8
American Indian/Alaska Native	-	31.0	-	47.4	N/A	38.8	N/A	50.0
Asian	62.5	65.1	75.0	75.9	47.6	62.5	61.9	72.6
Black/African American	32.0	24.1	42.0	42.6	20.7	23.7	39.6	39.6
Hispanic/Latino	34.1	30.4	45.2	46.4	33.9	30.6	43.8	44.7
Pacific Islander	-	36.9	-	48.6	-	40.5	-	48.3
Two or More Races	50.0	46.6	75.0	61.9	20.0	46.9	40.0	59.5
White/Caucasian	60.6	53.0	60.6	63.6	67.2	51.9	56.8	61.5
Special Education	7.1	14.6	21.4	22.8	14.7	15.1	17.6	22.3
English Learners Current + Former	23.5	23.0	34.7	35.8	20.8	24.3	38.8	35.3
English Learners Current	8.3	10.1	18.9	17.2	6.0	10.9	18.1	16.2
Economically Disadvantaged	40.1	29.5	50.3	44.8	38.9	28.1	44.3	41.9

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.

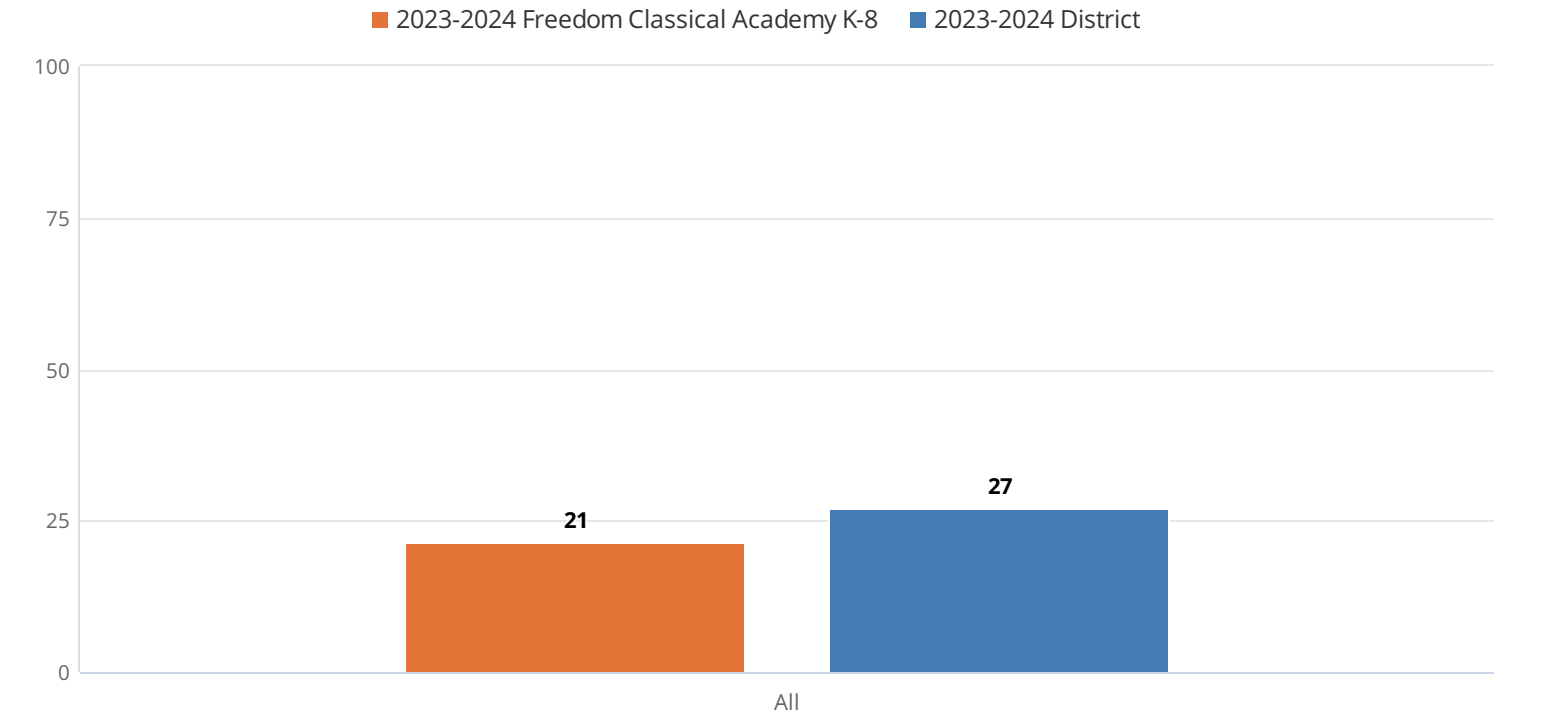# Freedom Classical Academy K-8

5/10 **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: 5/10

	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	28	21.4	27.2	32	50.0	29.3

% English Learners Meeting AGP on WIDA

■ 2023-2024 Freedom Classical Academy K-8   ■ 2023-2024 District

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.

19/20   **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: 10/10   ELA AGP Points Earned: 9/10

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	24.5	16.3	32.0	26.0	19.7	18.0	25.1	23.3
American Indian/Alaska Native	N/A	14.6	N/A	26.4	N/A	18.9	N/A	23.3
Asian	30.7	29.2	-	37.1	8.3	26.3	-	36.0
Black/African American	21.9	10.9	21.8	21.2	11.1	12.5	21.2	20.2
Hispanic/Latino	21.1	13.5	30.7	23.6	17.3	15.4	22.3	21.4
Pacific Islander	-	12.0	-	25.8	-	20.5	-	20.4
Two or More Races	-	19.7	-	32.6	-	20.8	-	27.8
White/Caucasian	36.6	22.6	32.1	30.5	44.8	23.6	38.4	26.3
Special Education	7.4	7.3	15.3	13.5	9.3	8.5	9.6	12.4
English Learners Current + Former	14.5	11.4	28.5	20.6	7.8	13.5	23.8	18.6
English Learners Current	6.0	7.4	15.6	13.9	<5	8.9	14.8	12.7
Economically Disadvantaged	24.3	13.6	36.8	22.8	23.1	14.2	25.8	20.9

'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.
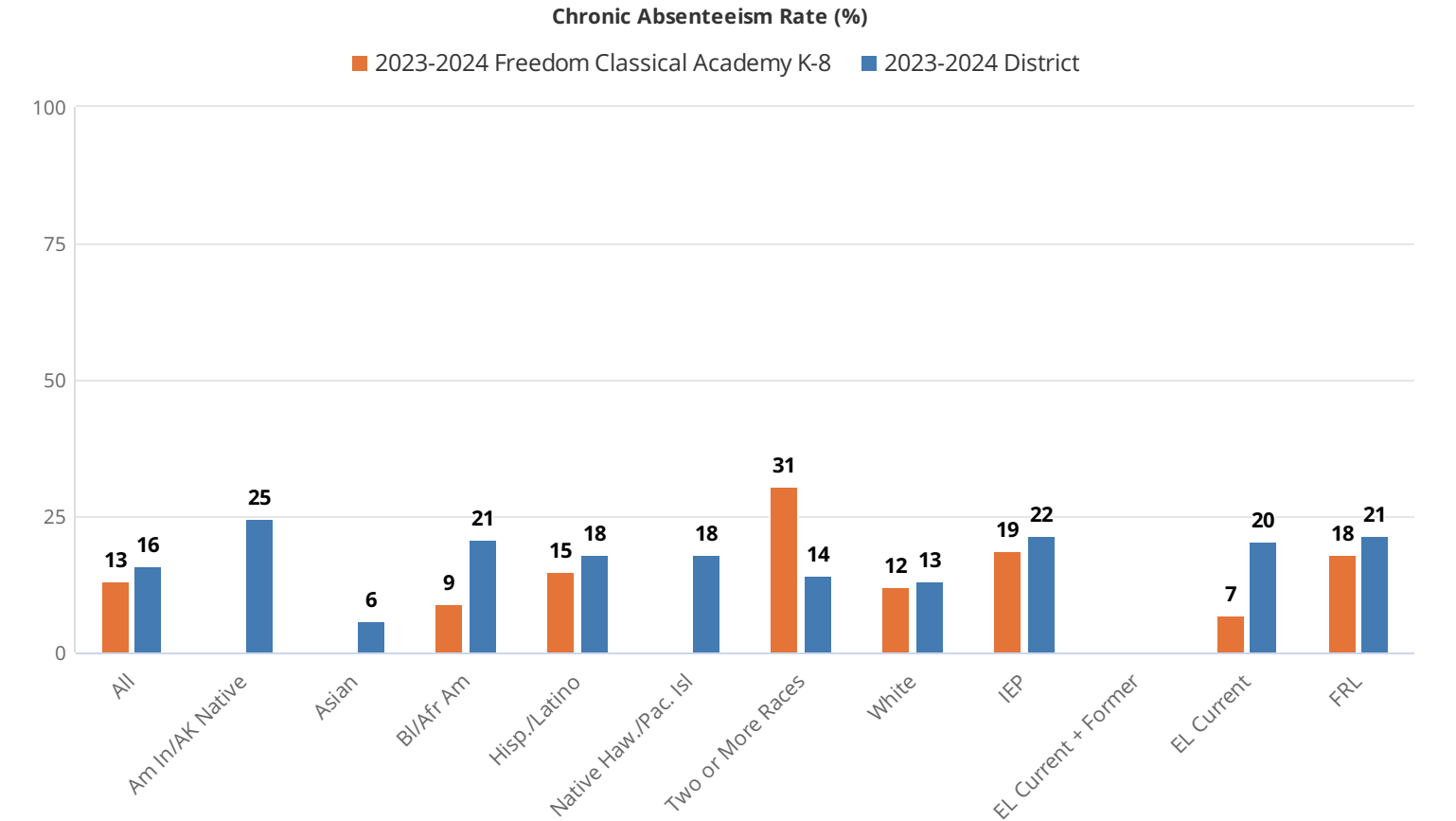
9.5/15 **Student Engagement**

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.
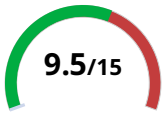
Chronic Absenteeism
Chronic Absenteeism Points Earned: 5.5/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	13.2	15.8	12.2	18.8
American Indian/Alaska Native	-	24.5	-	30.1
Asian	<5	6.0	<5	9.3
Black/African American	9.2	21.0	11.2	24.2
Hispanic/Latino	15.0	18.2	12.6	20.6
Pacific Islander	-	18.2	-	16.7
Two or More Races	30.7	14.2	14.2	19.0
White/Caucasian	12.3	13.2	10.0	16.5
Special Education	18.7	21.7	11.9	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	6.8	20.4	<5	21.6
Economically Disadvantaged	17.9	21.4	15.6	24.7

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)

■ 2023-2024 Freedom Classical Academy K-8   ■ 2023-2024 District
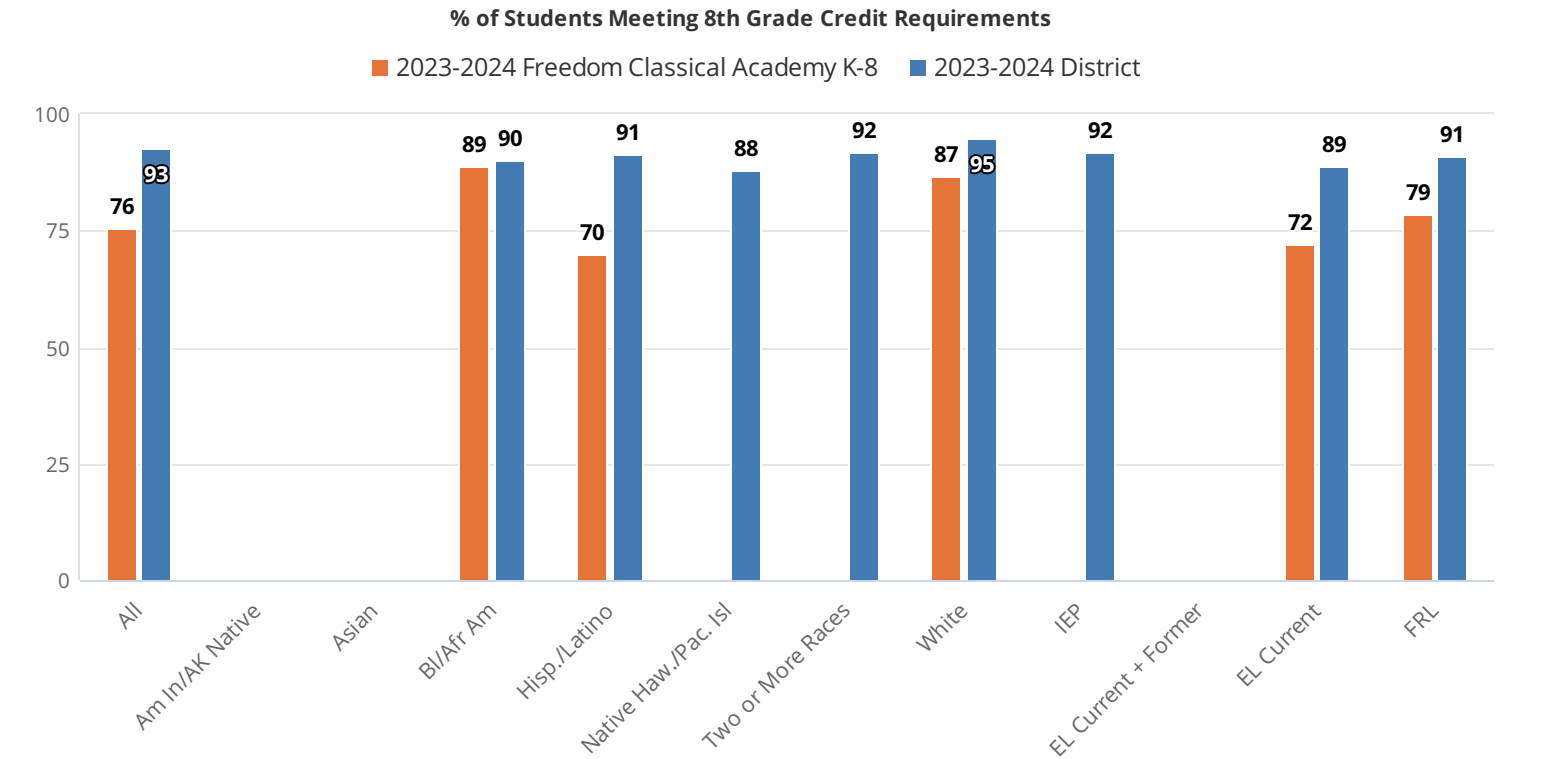
Freedom Classical Academy K-8

9.5/15 **Student Engagement**

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

Groups	2024 % Academic Learning Plans	2024 % District	2023 % Academic Learning Plans	2023 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	>95	>95	>95	>95
Black/African American	>95	>95	93.5	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>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	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	75.7	92.6	>95	92.7
American Indian/Alaska Native	-	>95	N/A	>95
Asian	-	>95	-	>95
Black/African American	88.8	90.2	78.9	89.9
Hispanic/Latino	70.1	91.4	>95	91.4
Pacific Islander	-	87.8	-	88.1
Two or More Races	-	91.9	-	93.1
White/Caucasian	86.6	94.8	>95	94.8
Special Education	-	91.9	92.8	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	72.2	88.7	>95	90.5
Economically Disadvantaged	78.5	91.2	>95	90.5

% of Students Meeting 8th Grade Credit Requirements

■ 2023-2024 Freedom Classical Academy K-8   ■ 2023-2024 District

'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

2023-24 School Year: SPCSA Academic Performance Framework

Freedom Classical Academy ES

Nevada State Public Charter School Authority

2023-24 | Clear Filters

| 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 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

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

Address: 777 E Ann Rd, N Las Vegas, NV, 89081
Website: https://www.freedomclassical.org/
Validation Day Enrollment: 713
Grades Served: K-5
NSPF Rating: 1
Comparison District: Clark
Comparison School: Scott ES

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

33.9
DOES NOT MEET STANDARD

PRIOR YEAR RATING
39.4
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).

15.9/60 — Sixty percent of the school's 2023-24 NSPF score (26.5) earned in indicator.

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

9/25 — 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 -13.5 between school (26.5 points) and comparison district (40 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

9/15 — NSPF score difference of 12.5 between school (26.5 points) and comparison school (14 points).

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

⊗ ELA non-proficiency increased from 62.4% (prior year) to 63.8% (current year).

⊗ Math non-proficiency increased from 59.9% (prior year) to 63.2% (current year).

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

9/15 — 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

3/5 — School FRL rate of ≥50 to <60% compared to district GrK-5 FRL rate of >95.0%.

3/5 — School IEP rate of ≥10 to <15% compared to district GrK-5 IEP rate of 14.6%.

3/5 — School EL rate of ≥10 to <15% compared to district GrK-5 EL rate of 19%.

OVERALL SCORE/RATING TABLE

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

INDICATOR/MEASURE POINTS EARNED LEGEND

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

Nevada State Public Charter School Authority

2023-24 School Year: SPCSA Academic Performance Framework

Freedom Classical Academy MS

2023-24 | Clear Filters | How to Print

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

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

Address: 777 E Ann Rd, N Las Vegas, NV, 89081
Website: https://www.freedomclassical.org/
Validation Day Enrollment: 351
Grades Served: 6-8
NSPF Rating: 4
Comparison District: Clark
Comparison School: Findlay MS

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

81.5
EXCEEDS STANDARD

PRIOR YEAR RATING

81.7
EXCEEDS 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).

46.5/60   Sixty percent of the school's 2023-24 NSPF score (77.5) earned in indicator.

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

25/25   15 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)

10/10   NSPF score difference of 36.9 between school (77.5 points) and comparison district (40.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15   NSPF score difference of 56.5 between school (77.5 points) and comparison school (21 points).

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

✓ ELA non-proficiency decreased from 54% (prior year) to 52.5% (current year).

✗ Math non-proficiency increased from 63% (prior year) to 66% (current year).

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

10/15   0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

3/5   School FRL rate of ≥40 to <50% compared to district Gr6-8 FRL rate of >95.0%.

4/5   School IEP rate of ≥10 to <15% compared to district Gr6-8 IEP rate of 13.2%.

3/5   School EL rate of ≥5 to <10% compared to district Gr6-8 EL rate of 14.8%.

OVERALL SCORE/RATING TABLE

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

INDICATOR/MEASURE POINTS EARNED LEGEND

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

Appendix C: Academic Performance Framework Notices of Concern
and Breach

STATE OF NEVADA

BRIAN SANDOVAL
Governor

PATRICK GAVIN
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

VIA UNITED STATES POSTAL SERVICE
AND ELECTRONIC MAIL

October 19, 2018

Mike Montanden, Board President
Freedom Classical Academy
777 East Ann Road
Las Vegas, Nevada 89081
montandon@cox.net

Re: Notice of Concern Due to Academic Underperformance

Dear Mr. Montanden:

As you are aware, Freedom Classical Academy of Nevada's elementary and middle school programs received two-star ratings under the Nevada Department of Education's Nevada School Performance Framework for the 2017-2018 school year. As you are also aware, the State Public Charter School Authority voted at its September 28, 2018 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 Freedom Classical 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, a Notice of Concern represents Level 1 in the Authority's Intervention Ladder. Please note that Level 2 in the Intervention Ladder 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 Ladder may result in charter school contract termination proceedings being initiated under NRS 388A.330.

Please note that at this time, no specific actions, including the submission of an academic improvement plan, on the part of Freedom Classical Academy are being requested by the Authority. However, we note here that both the SPCSA and the Department will closely

scrutinize the annual School Performance Plan that Freedom Classical Academy is required to submit.

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

Sincerely,

Ryan Herrick
General Counsel, State Public Charter School Authority

cc: Jeremy Christiansen, Executive Director, Freedom Classical Academy
       Jason Guinasso, Chair, State Public Charter School Authority
       Patrick Gavin, Executive Director, State Public Charter School Authority
       Mark Modrcin, Director of Authorizing, State Public Charter School Authority
       (*via electronic mail*)

STATE OF NEVADA

STEVE SISOLAK
Governor

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) 687 – 9113

VIA UNITED STATES POSTAL SERVICE
AND ELECTRONIC MAIL

November 4, 2019

Mike Montandon, Board President
Freedom Classical Academy
777 E Ann Road
North Las Vegas, NV 89081

Re: Academic Performance

Dear Mr. Montandon:

As you are aware, Freedom Classical Academy's elementary and middle school programs were issued Notices of Concern last year due to academic underperformance. Both the elementary and middle school programs received two-star ratings under the Nevada Department of Education's Nevada School Performance Framework for the 2017-2018 school year.

While the middle school program improved to a four-star rating in 2018-19, the elementary school program remained at two-stars. Given this performance, the State Public Charter School Authority voted at its October 4, 2019 Board to take the following actions:

- Return Freedom Classical Academy's middle school program to Good Standing
- Issue a Notice of Breach regarding Freedom Classical Academy's elementary school program

This letter also serves as a reminder that the Charter School Performance Framework, which is incorporated into Freedom Classical 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 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.

Given the Notice of Breach for Freedom Classical Academy's elementary program, the Authority is requiring that Freedom Classical present to the Authority at a board meeting in early 2020. This presentation must include progress to date in implementing the elementary school performance plan and a summary of mid-year assessment results for the elementary school. SPCSA staff will also closely review the school's performance plan for the 2019 – 2020 school year. Finally, 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 Freedom Classical Academy will join us by improving its academic performance, thereby increasing the number of high-quality SPCSA-sponsored charter schools.

Sincerely,

Rebecca Feiden
Executive Director, State Public Charter School Authority

cc: Jeremy Christiansen, Executive Director, Freedom Classical Academy
        Melissa Mackedon, Chair, State Public Charter School Authority
        Mark Modrcin, Director of Authorizing, State Public Charter School Authority
        Ryan Herrick, General Counsel, State Public Charter School Authority
        Selcuk Ozdemir, Education Programs Supervisor, State Public Charter School Authority
        (*via electronic mail*)

Appendix D: Site Evaluation Reports

Site Evaluation Report:
Freedom Classical Academy
Evaluation Date: 9/19/2023
Report Date: 10/13/2023

Contents

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 9/19/2023 at Freedom Classical 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. Additionally, the SPCSA conducts targeted site evaluations for charter schools with outstanding notices of concern, breach, and strong recommendations/deficiencies as noted within the most recent site evaluation. This targeted 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 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

Freedom Classical Academy is in North Las Vegas, Nevada in a facility at 777 E Ann Road. The school serves 1,013 students (as of the most recent Validation Day) in 1st through 8th grade. The mission of Freedom Classical Academy is: "to bring forth future leaders through a fusion of classical education and STEM instruction in an environment that promotes liberty and virtue."[1]

---

[1] Because the Freedom Classical site evaluation occurred before the enrollment count for 2023 – 2024 was finalized, this information may be dated at the time this report is released.
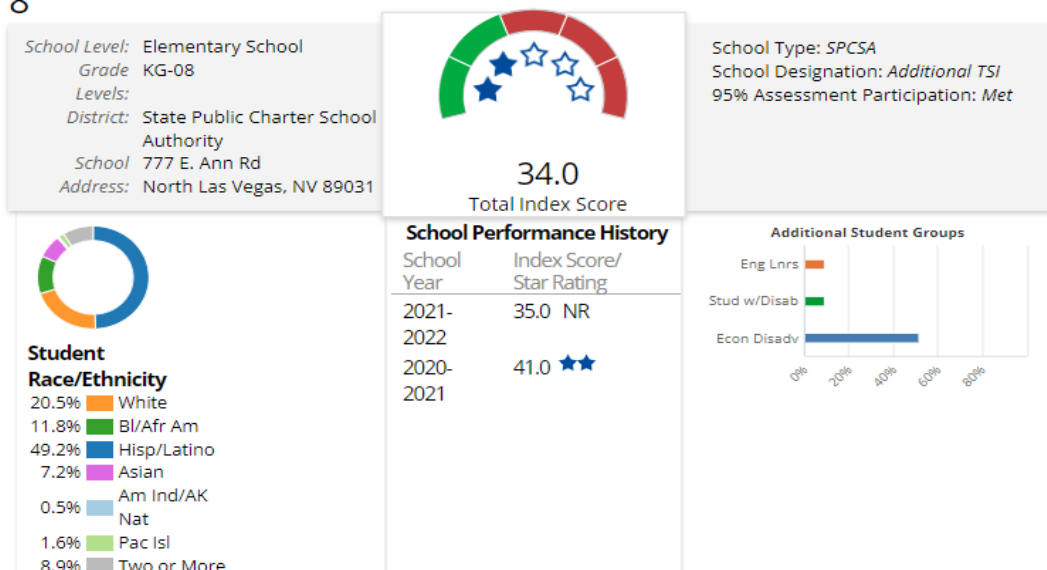
ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023

Elementary School
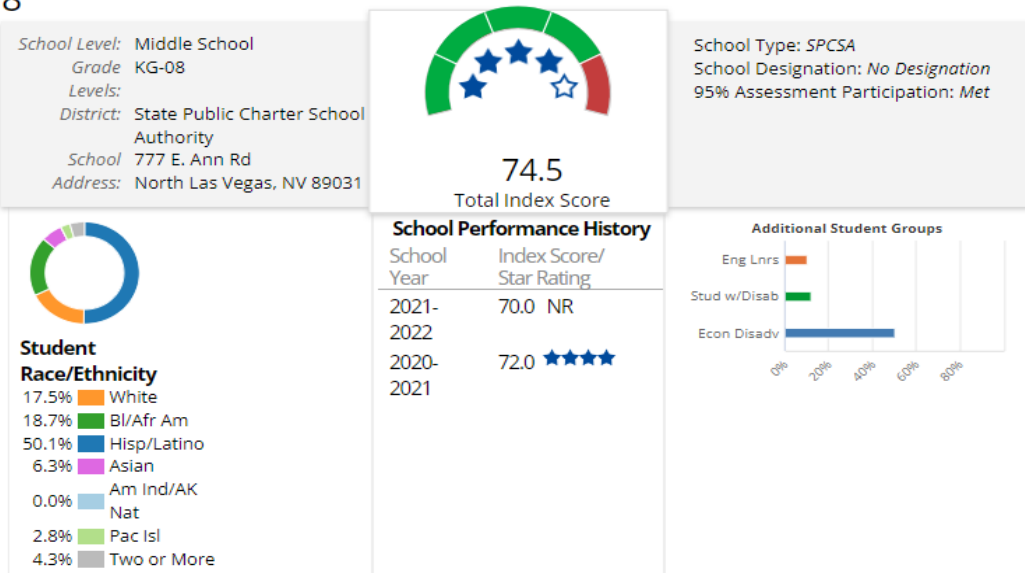
Freedom Classical Academy K-8

School Year 2022-2023 Nevada School Rating

School Level:	Elementary School
Grade Levels:	KG-08
District:	State Public Charter School Authority
School Address:	777 E. Ann Rd North Las Vegas, NV 89031

34.0
Total Index Score

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

Student Race/Ethnicity
- 20.5% White
- 11.8% Bl/Afr Am
- 49.2% Hisp/Latino
- 7.2% Asian
- 0.5% Am Ind/AK Nat
- 1.6% Pac Isl
- 8.9% Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	35.0 NR
2020-2021	41.0 ★★

Additional Student Groups
- Eng Lnrs
- Stud w/Disab
- Econ Disadv

Middle School

Freedom Classical Academy K-8

School Year 2022-2023 Nevada School Rating

School Level:	Middle School
Grade Levels:	KG-08
District:	State Public Charter School Authority
School Address:	777 E. Ann Rd North Las Vegas, NV 89031

74.5
Total Index Score

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

Student Race/Ethnicity
- 17.5% White
- 18.7% Bl/Afr Am
- 50.1% Hisp/Latino
- 6.3% Asian
- 0.0% Am Ind/AK Nat
- 2.8% Pac Isl
- 4.3% Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	70.0 NR
2020-2021	72.0 ★★★★

Additional Student Groups
- Eng Lnrs
- Stud w/Disab
- Econ Disadv

Math and ELA Results
Nevada School Performance Framework
2023

Proficiency Rates

Elementary School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	40.1	52.0	53.5	38.8	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	53.3	74.5	71.9	60.8	72.8	70.4
Black/African American	14.6	31.4	38.9	19.2	30.3	35.7
Hispanic/Latino	31.8	42.2	45.5	34.4	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	50.0	57.8	59.6	33.3	55.6	57.5
White/Caucasian	61.9	63.7	63.3	54.5	60.7	61.3
Special Education	12.1	29.1	35.5	10.1	26.3	32.1
English Learners Current + Former	31.9	38.1	42	33.6	34.9	39
English Learners Current	19.3	27.6		26.1	25.5	
Economically Disadvantaged	33.5	39.0	44.9	36.2	35.6	42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	37.6	54.6	61.2	39.0	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	50.0	74.1	77.8	56.5	74.9	76.7
Black/African American	21.9	37.5	48.2	28.8	39.8	45.4
Hispanic/Latino	30.6	45.9	53.2	34.2	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	30.7	60.7	67.9	23.8	61.5	66.2
White/Caucasian	55.9	64.4	70.6	52.2	65.5	69
Special Education	15.1	27.4	36.8	13.3	25.5	33.5
English Learners Current + Former	25.5	37.6	47.2	35.7	37.4	44.4
English Learners Current	9.6	24.1		23.8	24.4	
Economically Disadvantaged	29.4	42.0	51.9	31.2	42.8	49.4

Middle School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	37.0	38.5	42.7	30.4	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	50.0	62.5	62.6	37.0	62.7	60.6
Black/African American	20.9	19.4	31	16.6	18.2	27.3
Hispanic/Latino	34.9	28.3	36.2	26.2	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	16.6	44.5	46.4	28.5	41.8	43.6
White/Caucasian	57.3	51.4	52.3	51.5	48.1	49.8
Special Education	7.8	11.5	26.5	7.6	9.7	22.7
English Learners Current + Former	22.5	21.5	28	23.3	20.1	24.2
English Learners Current	<5	6.5		14.8	7.6	
Economically Disadvantaged	37.8	24.9	36.1	27.5	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	46.0	53.4	58.6	49.3	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	63.6	74.7	78.2	55.5	79.0	77.1
Black/African American	40.3	37.4	43.9	40.7	41.1	40.9
Hispanic/Latino	45.1	44.8	50.5	44.8	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	50.0	60.0	65	57.1	64.6	63.2
White/Caucasian	49.1	64.0	69.6	62.5	67.2	68
Special Education	13.1	17.4	29.6	7.6	18.0	25.8
English Learners Current + Former	36.6	34.0	31.7	36.3	38.8	28.1
English Learners Current	14.7	12.0		21.2	16.7	
Economically Disadvantaged	44.6	40.8	49.8	47.5	45.9	47.1

SPCSA Academic Performance Framework
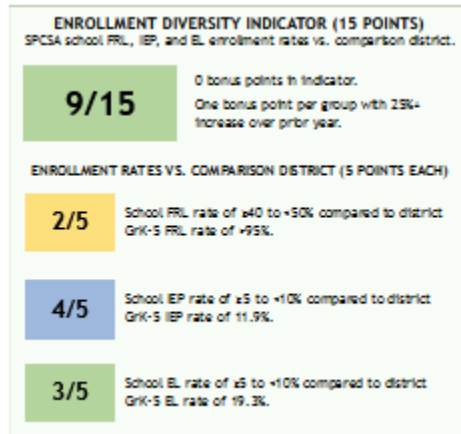## Geographic Comparison Report[2]
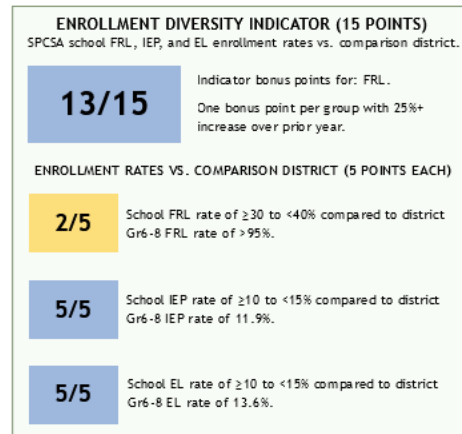
Elementary School	Middle School

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

5/25 — 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 -14.1 between school (35 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

5/15 — NSPF score difference of 3.5 between school (35 points) and comparison school (31.5 points).

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

25/25 — 15 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)

10/10 — NSPF score difference of 25.3 between school (70 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 — NSPF score difference of 61 between school (70 points) and comparison school (9 points).

SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School	Middle School

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

9/15 — 0 bonus points in indicator. One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5 — School FRL rate of ≥40 to <50% compared to district GrK-5 FRL rate of >95%.

4/5 — School IEP rate of ≥5 to <10% compared to district GrK-5 IEP rate of 11.9%.

3/5 — School EL rate of ≥5 to <10% compared to district GrK-5 EL rate of 19.3%.

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

13/15 — Indicator bonus points for: FRL. One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5 — School FRL rate of ≥30 to <40% compared to district Gr6-8 FRL rate of >95%.

5/5 — School IEP rate of ≥10 to <15% compared to district Gr6-8 IEP rate of 11.9%.

5/5 — School EL rate of ≥10 to <15% compared to district Gr6-8 EL rate of 13.6%.

---

2 Because the SPCSA board will not review the SPCSA Performance Framework until the November 2023 board meeting, the above information reflects information from the 2021-2022 school year.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	45 minutes
Parents/Families	7	45 minutes
Students	11	45 minutes
School Leadership	3	45 minutes
Staff	11	45 minutes

Governing Board[3]:

- Two members of the Freedom Classical Governing Board participated in the focus group on the day of the site evaluation. Currently, six board positions are occupied while members search for a qualified seventh person to complete the board. Although the board does not conduct special committees, the school leader invites each board member to participate in school level committee meetings to encourage them to be a part of decision making at the school level. In addition, each governing board member is provided with a school newsletter on a routine basis in order to be well-informed regarding school activities.

- Meeting on a monthly basis, board members have individual areas of expertise. These include those with professional backgrounds in law, finance, education, and parents of students enrolled at Freedom Classical Academy. With a well-rounded board, various board members provide training in open meeting law, analysis of the budget as well as input about academic test scores. Board members use a rubric to evaluate the executive director. The executive director completes the same rubric, and the board compares responses. A parent survey is also conducted and included as additional information to inform the evaluation of the executive director. One board member said, "We would like to create a survey from the leadership team to include in this process as well."

- An executive director update is provided at each board meeting and includes information about student academic status such as index and interim test scores. The board recently approved plans to hire instructional coaches and interventionists for the 23-24 school year. The board adopted new curricula for kindergarten through fifth grade math, which was implemented as the new school year began. Other items approved by the board include a new data system called MyEducationData[4], which was implemented during the previous school year. Board members said they are aware of the NSPF star ratings published on September 15, 2023, for both elementary and middle school. The board sees involving the parents as an integral piece to student growth. One board member commented, "I recommended that the school offer a parent university that would connect parents with resources and understanding so parents can assist at home."

---

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

[4] MyEducationData is a data platform which provides parents, teachers, and staff to access their student' information including such as achievements, grades, and attendance.

Parents/Families:

- Seven family members participated in the focus group and shared information about why they enrolled their children at Freedom Classical Academy. One person said, "We came from a different charter and have discovered that this one is a perfect fit for us. I can't imagine being anywhere else." Another person said she had been at the school since it opened and was impressed that the staff knew her children so well. She added, "The male role models are excellent for the boys on campus. Other families said members of the administrative team know their child by name and expressed feeling comfortable talking with teachers and the principal. A parent stated, "The curriculum approach is what brought us here but the people keep us year after year."

- When parents were asked about knowledge of their child's academic data, families said they were kept up to date. One person said, "Last year, the school team used, MyEducationData, to share information about my child. I was informed about testing, proficiency scores, as well as tardies, and on-going attendance patterns. My son was able to earn badges for certain completion of assignments."

- Family members were appreciative of the extra academic help the school offers when a student is falling behind academically or having difficulty with a given concept. One person said, "My daughter had trouble with division and the teacher tried to help. We spoke and I showed my daughter the European way of division. The teacher was surprised that my daughter picked it up so quickly and was successful. I met with the teacher and showed the teacher my method." Another parent said one of the teachers attended her child's birthday party so that she could observe her daughter in her home environment to better understand and support her child. A third parent said that two years in a row, teachers worked closely with her daughter to help her overcome shyness. One parent said, "Teachers care enough the see beyond grades."

- Parents were asked to describe the culture at the school from the perspective of a family member. One parent stated, "There are so many events such as sports, night at the museum, book fair and us parents get to be on the inside at these times. We naturally build relationships with the school leader, staff, and other families. Another family member stated, " There are other things like the school newspaper, gardening club, in addition to the athletics. Another parent explained, "Last year at one of the parent teacher meetings, the school leaders and staff explained they want to learn about all the different cultures of students and families at the school. I'm impressed that they had the guts to ask the parents what they think about. Several of us feel that this is a great way for our kids to learn about the world around them and the beauty of so many cultures." One family member added, "When my child was seriously ill, our school leader cried along with me and just that action alone, helped me know how much the school leader and community care about our family and my child."

Students:

- Eleven students in grades three through eight participated in this focus group. One student said the adults at the school support students by knowing what students need academically. Another student said he felt supported because the adults helped stop bullying and talked to students about how to behave and make good choices. Several students said they feel safe and protected at Freedom Classical Academy. One student said adults are aware of anyone approaching the gates or fence and remove intruders so students stay safe while attending school.

STUDENT FOCUS GROUP SUMMARY continued

- One student said their family chose to attend Freedom Classical Academy because her parents felt that Freedom Classical would provide a better education than the previous school she was attending. Another student said she has been at Freedom Classical since kindergarten and is now in eighth grade. She said she enjoys her friends here and knows the routine. Several students spoke about the relationships they have with teachers. One student said, "I am very close to my fourth-grade teacher and appreciate the kindness and extra care I receive." Another student said, "I have a strong relationship with a kindergarten teacher even though she was not my teacher, I just enjoy talking with her." One student said her teacher knows her well. She said, "My teacher knows my favorite color and I stop by and visit with her." Another student said she is close to her teacher because her teacher knows when she is not feeling well and knows how to make her feel better.

- Students were asked to talk about learning and academics at Freedom Classical Academy. One student said, "When we are learning we are focused on the learning. The dress code is enforced when we walk into the building." Students also reported having tutoring opportunities after school. "The teacher can communicate with our parents and let them know what area a student may need help in and then we can go to tutoring." One student said, "When you visit our classroom you will see teachers at the front of the classroom explaining what we are doing. In eighth grade we are expected to be more independent." Students in middle school said they feel that they talk quite a bit in the classroom. One student said they are encouraged to explain what they are learning to a partner. "We talk about how we learn differently quite a bit."

- There were mixed responses when students were asked about receiving feedback to their learning. Middle school students said they receive written feedback in the form of notes on their graded assignments. "Teachers circle what we get correct to focus on the positive." Another student said the teachers give homework back with notes on what they should work on for that coming week. An elementary student said, "If I am doing well in a subject, the teacher doesn't really talk about that. I only hear about things if I need to work on something." Another student said the feedback depends on the teacher. One student said she attended tutoring on Saturdays and she benefitted from attending.

- Students spoke about strengths and challenges at the school. Students appreciate the option for hot and cold lunch, sports, and science activities in all grades. One student said she liked the events the school supports such as – trunk-or-treat, the eighth-grade class traveling to Carson City this year, and the middle school dances. A few students mentioned they would like to have library as a special. One student remarked the bullying could be improved. Another student agreed and said she would like to see students not act out in class. A middle school student said she would like to see more representation of different cultures. She said, "This is the first year the school offered anything for Hispanic month and it should have been done earlier." Students said the recess time is lessened and they would like more opportunities to get outside and get oxygen to their brains. Students said they would like to see more shade outside in the play areas.

Leadership:
- Three school leaders participated in the focus group and spoke to the challenges at the school. School leaders said that the largest challenge is staffing. One person stated, "We recruit all year long. Finding qualified teachers is difficult. About 50% of our teachers are new this year. This is also problematic when we spend a lot of resources on staff development and then folks leave."

- In terms of academic performance, school leaders shared that elementary school performance is an area in which the school continues to strive for improvement. One school leader explained the math curriculum has been changed this year to better align with SBAC[5]. The math program has been changed to *Reveal Math* for kindergarten through fifth grade for the 23-24 school year. Leadership and staff are very pleased with MyEducationData. One person commented, "We have data walls throughout the building. "These visuals help faculty, students, and parents to be informed about achievement levels. Each class has class goals that are posted classrooms. The class works toward those goals all year long."

- Leadership said they have been inundated with severe special needs cases as word has gotten out in the community that Freedom Classical Academy provides deep support for students with special needs (SPED). "We are down a few para-pro positions. Our case managers are at their caseload maximum". Leadership reported they have hired a second nurse to manage the severe needs of the students with special needs. "The IEPs[6] have not changed. The needs of the students have become more aggressive." Leadership reported, "IEPs are hosted in Infinite Campus[7] where all applicable instructional staff have access. Teachers, parents, the case manager, the SPED Coordinator, and any related third-party providers all attend IEP meetings. IEPs-at-a-glance are created and distributed to general education teachers each year. IEP flags are added to students' Infinite Campus Module. Parents are provided with a copy of the IEP and monthly progress monitoring reports. There are two self-contained classrooms at Freedom Classical Academy.

- Leadership said, "We heavily emphasized instruction, skills, and test taking strategies. We brought in a national trainer using Title II[8] funds to focus and train staff on student engagement. Robert Jackson came in and led a training with faculty on 'how to engage young, black, male students.'" Members of the leadership team shared they encouraged the use of Socratic seminars, "but that requires committed teachers and some of our teachers are not as committed." Leadership said they need to focus on changing the perception that teaching is the center of instruction. Much of the professional development has been focused on strategies for student engagement, and the concept of teachers speaking less than the students. Leadership said they reinforced "learning, not compliance."

Staff:
- The staff spoke about their experiences working at the school. One teacher said she preferred working at charter schools and said she aligns with the mission and philosophy of Freedom Classical. Another teacher said she moved from another school because Freedom Classical had a position open that she really wanted. Another person on the staff said he was impressed that the only items in the foyer were the Declaration of Independence, the Bill of Rights and the United States Constitution. One member of the teaching staff commented that she came out of retirement to teach at this school.

- The participants in the focus group were a blend of teachers who were experiencing their first year in a charter school environment and those who had been working in a charter school environment for three-plus years. A few teachers said they transitioned to charter schools because they

---

[5] SBAC: The Smarter Balanced Assessment System utilizes computer-based tests and performance tasks that allow students to show what they know and are able to do.
[6] IEP: Individualized Education Plan. A plan or program developed to ensure that a child with an identified disability receives specialized instruction and related services.
[7] Infinite Campus is a data system which houses student data including grades, attendance, and system wide data.
[8] Title II, Part A is a U.S. Department of Education grant program that provides supplemental funding to help support effective instruction.

STAFF FOCUS GROUP SUMMARY continued

appreciate the way teachers and students are respected and believe the school leaders provide strong support for teachers and student success.

- The members of the teaching staff commented on ways they adjust instruction to meet the needs of each student. One teacher commented, "We slow down instruction when we notice students are not grasping information." One teacher said she uses small group work. Math teachers said they use both manipulatives, and strategic partnering. A math teacher added, "During strategic partnerships, one student will explain or teach a concept to another, which students say assists their understanding." With regard to academic interventions, teachers spoke of building strong habits with students. One teacher said, "Regardless of a student's ability, being motivated to develop the habit builds effective learning." Another teacher said he progress monitors and uses data to drive his classroom decisions. One teacher explained there is a daily intervention hour. At the elementary level, teachers have aides and use the hour to break students into small groups and focus on specific skills needed. At the middle school level, there is built-in intervention time as well. A middle school teacher said, "We have two and one-half hours with students and we can break that time up for strategic intervention time."

- The teaching staff was asked about their understanding of a classical education model.
One teacher said the direct instruction teaching model is used most often in classical education. "The teacher provides the information and then students are encouraged to formulate their own opinions and vocalize their thinking." Several teachers said their goal is to build students' love for learning. One teacher said, "I teach students to think deeply about why they are in school. I want them to think about the why, what is their purpose?" Another teacher said he appreciates the teacher's role in the classroom, "We focus on critical thinking skills; how to solve problems and utilize knowledge on solving problems." Another teacher said, "you need a knowledgeable teacher, a motivated student, and something to write on and write with. That's all you need to teach." One teacher said there is a moral component to classical education "which shows the students there is a whole approach to what they are learning and how that moral component frames who they are as a person and the decisions they make."

- One teacher said student data assists her in creating groups to build intervention strategies and to backward design her lessons. "The data tells me who is functioning at a particular level. I create the lessons around where those missing skills are. We use Moby Max[9] that helps us if students had a poor testing day, or just clicked through the answers." One teacher said, "the accuracy of Moby Max allows teachers to supplement student learning and the basic skills that students may be missing."

- Staff was asked about professional learning opportunities and instructional coaching at the school. One teacher said there are videos provided and she accessed them to complete her accelerated teaching program. This assisted her in obtaining her teaching credential. One teacher said "the professional development here is highly engaging and the teachers pay attention during this time. Staff reported they have an instructional coach for kindergarten through third grade and another for math and grades fourth through eighth. Although it is early in the school year, instructional coaches have observed classrooms and have given feedback.

---

[9] Moby Max is an integrated K-8 curriculum and teaching system with progress monitoring, goal setting, and fluency practice.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 26 classrooms were observed for approximately 15 minutes on the day of the evaluation. Several of the observations were of elementary level classrooms. The majority of lessons observed were in the content areas of ELA, Math, and Science.

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.	
	Total: 1	Total: 18	Total: 7	Total: 0	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: 20	Total: 4	Total: 0	Total: 0

Classroom Instruction

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 4	Total: 17	Total: 5	Total: 0	Total: 0
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: 17	Total: 7	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: 10	Total: 14	Total: 1	Total: 1	Total: 0
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: 10	Total: 14	Total: 1	Total: 1	Total: 0

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: 4	Total: 8	Total: 14	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: 5	Total: 8	Total: 9	Total: 0	Total: 4

Additional information about the classroom observations shared here, when applicable.

1. In one elementary classroom, students followed along while the teacher read a story aloud. The teacher asked students factual and recall questions each time a passage was read. Occasionally, the teacher asked higher-level questions regarding contextual clues and vocabulary meaning. The teacher also related vocabulary meaning to student behaviors. The teacher confirmed students' responses, or explained concepts, rather than allowing students the opportunity to share their understanding or engaging in higher level reasoning.

2. In this upper elementary classroom about 8 minutes of instructional time was spent waiting for students to put away laptops. As students stood in line to put the laptops away, other students and the teacher waited for this to be completed. This appears to be a loss of instructional time.

3. In the early middle school math class, the student read and the teacher talked. Most students were not engaged.

4. In the middle elementary classroom students talked about their writing. Students were with a partner and revising/editing each other's writing . Students were highly engaged as they were reading, speaking, writing, and listening. One student said, "You didn't capitalize this."

5. In the upper elementary classroom, students read aloud a portion of the content. In many cases, it was hard to understand or hear the student reading out loud to the class. Some students read the content themselves, while others stared off into space. It is unclear how those not following along will be able to absorb or understand the important instructional content.

6. In the elementary classroom, this particular teacher engages the students in the concept. She asks questions such as, "Who can think of two types of matter that separate?" She allowed the students to talk and to share ideas. She provided specific feedback and restated what the student said. Several students are involved with high levels of classroom engagement.

7. In one of the resource rooms, there were two teachers, each with a small group. The para pros were sitting at their desks talking with one another. This appeared to be distracting the students and seemed to interfere with classroom learning.

8. There was a teacher and 27 students in this classroom, and the teacher spent a great deal of instructional time talking about how loud the students were. The teacher appeared to be frustrated with the students at this time. As students don't understand what she is saying, the teacher began raising her voice and slowing her speech in a manner which seemed highly disrespectful to students. This teacher is very unhappy in this scenario.

9. The teacher stayed at the front of the room as homework was reviewed and called on students to answer each question. Students raised their hands and were called upon by the teacher. When selecting students, the teacher said, "Who am I going to pick on?". A third of the students raised their hands. The teacher called on the same side of the room each time. The teacher confirmed or negated student responses. Students who did not complete the homework filled in the answers as the teacher gave the correct answers. An opportunity was missed for the students to call upon each other or confirm each other's responses. The teacher wrote the answers on the board. Students could have easily volunteered and written their answers on the board, with their peers having input as to whether the information was correct or not. The teacher asked if students had any questions, but there was no wait time provided for students to respond.

10. In one elementary math class, students were tasked with writing an equation from a visual. Students were repeatedly told to be quiet and work independently. Students then turned in their paper. There was no discussion as to how students arrived at their answers, sharing of their decision making, or sharing of answers.

11. A small group intervention for 2nd grade taking place in the hallway with 5 students. Teacher asked students to say the word and feel where it is in the mouth. This is a high-level intervention with quality methods.

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.	Evidence gathered during the student, staff, leadership, and family focus group indicates Freedom Classical is implementing the material terms of their educational program as stated in the charter. Curricular materials within the k-5 math and k-5 English Language Arts have changed to Reveal Math and Core Knowledge which may more closely align with SBAC (Smarter Balanced Assessment Consortium), the state test. According to stake holders at the school, the new curriculum still remains in alignment with the fusion of classical education and STEAM (Science, Technology, Engineering, Art, and Math) the school has stated within the curricular information.
	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.	Students with an IEP are protected. The evaluation team was informed that Individual Education Plans (IEPs) are housed in Infinite Campus where all applicable instructional staff have access. In addition, the school reported that teachers, parents, the case manager, SPED Coordinator, and any related third-party providers all attend IEP meetings. In addition, IEPs-at-a-glance are created and distributed to general education teachers yearly and parents are provided with a copy of IEP and monthly progress monitoring reports. Students learning the English language are protected. The evaluation observed students participating in small group instruction with the EL Coordinator. The evaluation team was informed that the coordinator monitors student progress. The school leader reported that EL students participate in ongoing assessments which measure growth.
Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	The school has adopted policies for Code of Ethics, Conflicts of Interest, and Open Meeting Law (OML) observation. The school has maintained 5 board members meeting the composition criteria established in the Charter Board members have received training.The Board meets several times a year, at least once every other month.
Indicator 4:	**Measure 4a:** Student records under lock and	The site evaluation team observed student and staff

Students and Employees	key/stored appropriately **Measure 4d:** Personnel files are under lock and key/stored appropriately	records are maintained under lock and key and 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	All classrooms were observed to have evaluation plans posted. A set of updated and tagged fire extinguishers exist throughout the school. The nurse station has a cot, sharps container, and a refrigerator for storing medication as needed.

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	The following Strong Recommendations were issued to Freedom Classical Academy in September 2022: • Within the area of student voices, there is time and room for improvement. In many cases, students spoke only when called upon and in response to a factual teacher questions which resulted in one- or two-word responses rather than a demonstration of higher-level thinking. • Shift from teaching according to the scripted teacher manual and improve overall student achievement by using interventions currently outside of the curriculum to re-teach, provide individual practice, conduct small group learning, and track for effectiveness. • There was evidence that shared learning targets such as objectives have been created and were included in lesson plans and observed during classroom observations. Continue and increase this best practice. • Within the area of feedback to students, student goal setting, strategic teacher questioning and increased numbers of students having self-efficacy it is believed that more time may be needed to fully implement these. Strong Recommendation number four remains in effect.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	The school leader shared the following information regarding progress made against previous recommendations: • Student engagement and relevancy - Efforts to increase student engagement and relevancy continue. Training and coaching has been and continues to be provided. • Standards-based instructional program – Freedom Classical Academy switched math curriculum to better align with math standards and SBAC expectations. A new intervention program was adopted while standards-based resources and MyEducationData continue to be used. • Student feedback, goal setting, and questioning – Increased use of MyEducationData to have data discussions and goal setting. Training on Socratic discussion and questioning techniques provided.
SPCSA staff assessment based upon findings during site evaluation to the shift from teaching according to the scripted teacher manual and improved overall student achievement by January 15, 2023	**Please note:** **The previous recommendations are listed above the staff assessment for ease of comparison.** • **Previous Recommendation issued 9-2022:** Within the area of student voices, there is time and room for improvement. In many cases, students spoke only when called upon and in response to a factual teacher question which resulted in one- or two-word responses rather than a demonstration of higher-level thinking. It is recommended that the school

	- **SPCSA Staff assessment of progress on 9-2023:** In some classrooms, there was evidence of increased student voices and opportunities for students to participate in learning more actively. Overall, there remain several instances of students speaking only when called upon and in response to a factual teacher question which resulted in one- or two-word responses, especially at the elementary school level. As a whole, there were few instances of students using higher level thinking within classrooms observed at the elementary school level. Within the middle school level, there appeared to be higher levels of students' speaking and using higher level thinking. It is important to note that school leaders shared that about 50% of the teaching staff is new this school year. - **Previous Recommendation issued 9-2022:** Shift from teaching according to the scripted teacher manual and improve overall student achievement by using interventions currently outside of the curriculum to re-teach, provide individual practice, conduct small group learning, and track for effectiveness. - **SPCSA Staff assessment of progress on 9-2023:** There were many instances of teachers referring to their written lesson plans as opposed to the teacher manual which accompanies the curriculum. It is important to note that both the ELA and Math curriculum is new to the teaching staff this school year at the elementary level. There were many examples of teachers, parents, and school leaders commenting on the use of MyEducationData to create small group learning and increase tutoring effectiveness. The SPCSA staff evaluators observed a few instances of small group instruction taking place, as well as data information displayed on the staff lounge and school hallways with clear indicators of goals. The intervention software Moby Max was piloted during the 21-22 school year and has been implemented during the 22-23 school year as a software intervention program. - **Previous Recommendation issued 9-2022:** There was evidence that shared learning targets such as objectives have been created and were included in lesson plans and observed during classroom observations. Within the area of feedback to students, student goal setting, strategic teacher questioning and increased numbers of students having self-efficacy it is believed that more time may be needed to fully implement these. - **SPCSA Staff assessment of progress on 9-2023:** Within the middle school classrooms, it appears that students receive increased levels of feedback in regard to their individual learning and achieving learning targets/objectives. In some

	cases, this was present in elementary classrooms as well. Overall, within the elementary level classrooms, more attention to providing students specific individual feedback is needed. When students within the student focus group were asked about feedback, students in middle school said the middle school teachers circle what students get wrong. It may be that at the middle school level, there is a belief that students can accomplish highly difficult learning outcomes. At the elementary level it is less obvious that the majority of teaching staff hold high expectations for students. In some cases, there was clear pessimism and, in a few classrooms, teacher frustration with students. It is important to note that in some elementary level classrooms teachers appeared to be highly competent, motivated, and used best practices such as modeling for students, having students feel words in their mouth, talking with other students about learning and creating high level questions in advance. These elementary level teachers are not, at this time, within the majority of classrooms at Freedom Classical Academy.

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.

- Freedom Classical Academy is increasing the diversity of the student population and becoming more representative of the community the school primarily serves. Of note, the school now qualifies as a Title I school with about 40% of the school's students in elementary and middle school qualifying for free or reduced-price lunch. The number of students with an IEP is steadily growing and the school has two self-contained classrooms. The SPCSA strives to increase the diversity of students served by sponsored schools and is committed to serving a population that is representative of the state regarding race/ethnicity as noted in the current strategic plan.

- The September 2023 data published by the Nevada Report Card indicates the Freedom Classical middle school has a four-star status. The index score has increased over the previous school year by 4 points from a total of 70 index points during the 21-22 School Year to 74 index points during the 22-23 school year. The academic status at the Freedom Classical middle school is a strength.

- The school has taken measures to improve the curriculum in both math and English Language Arts (ELA) to better align with the SBAC summative test. In addition, the school is increasingly using data, such as SBAC results, MAP testing, and classroom assessments to closely monitor student academic outcomes. This is the second year the school has been using the data platform, MyEducationData, to view student progress, create small group instruction, and provide small group tutoring groups. The SPCSA team observed several data charts within the teacher's lounge and hallways of the school. These charts display information about where a group of students (no individual names are displayed) tested academically in ELA and math and provide goals for improvement.

- The school board and leadership team are highly engaged in improving student outcomes, especially at the elementary level. The school has hired two new instructional coaches and an English Language Coordinator to provide support for the students and staff. The coaches video classroom instruction and share opportunities for adding engagement and best teaching practices with faculty. The board approved travel and funds for members of the staff to attend national conferences centered on student engagement. The leadership team has arranged for targeted professional development sessions to increase the number of strategies for higher levels of student engagement and class participation.

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.

- Freedom Classical elementary school has been rated a 2-star school per the Nevada Report Card information, published in September 2023. With an index score of 34 out of a possible 100. The academic status of the elementary school is a challenge.

- According to school leaders, the campus experienced high levels of staff turnover during the conclusion of the 2022-2023 school year and the opening of the 2023-2024 school year. School leaders indicated there was close to a 50% turnover rate. The current challenge is in recruiting and sustaining employment of qualified staff.

- The SPCSA staff observed several missed opportunities for using instructional classroom time wisely. For example, in some elementary classes, students waited to place their laptops back into the cart for eight minutes. In other cases, students waited for the teacher to check their work or to begin the next instructional task.

- School leaders spoke to the frustration and challenge of preparing and conducting professional development sessions and have the newly trained staff leave at the end of the school year. The school leaders continue to provide professional development and seek ways, such as instructional coaches to implement best practices more fully from training into classroom actions this school year.

- The SPCSA staff observed that levels of student engagement and opportunities for students to more actively speak or use higher level thinking to be at lower levels overall. There were a few middle school classrooms in which students were asked to explain the objective to each other.

STRONG RECOMMENDATIONS

The remaining strong recommendations identified during this site evaluation are listed here. The following two previous strong recommendations will remain in effect. The site evaluation team will conduct a check for progress and completion in three months' time in December 2023.

1. There were instances of improved student engagement and noted in the middle school. However, the previous Strong Recommendation number one will remain in effect until additional evidence can be documented by school leaders. Evidence should be based on interim student data outcomes and demonstrate an increase in student engagement, including increased time for student voice. This is suggested to take place from the beginning of this school year to mid-year-December 2023. The SPCSA evaluation staff understand this is the responsibility of the Freedom Classical leadership team and board to implement. The evaluators would like to offer the following easily implemented strategies the school leaders and teaching staff may wish to consider:

    ✓ The turn-and-talk routine increases students' opportunities to respond. In traditional classrooms, the teacher asks a question and one student answers. When teachers use the turn-and-talk routine instead, all students have an opportunity to answer questions or discuss key content. Research shows that having multiple opportunities to respond and actively engage in content learning improves student learning (MacSuga-Gage & Simonsen, 2015). Teachers report that when they use the turn-and-talk routine, their students are more engaged. Structured partner work can also increase on-task behavior for students who struggle to sustain attention and focus in the classroom (*e.g.,* Locke & Fuchs, 1995).

    ✓ Consider creating a common vision of what critical thinking looks and sounds like at Freedom Classical. Once a shared understanding has been developed among staff, teachers should design learning experiences that call for students to employ critical-thinking skills. Consider new methods of including strategies for helping students to become critical thinkers.

    ✓ Consider employing the following essential skills for critical thinking: communication and information skills, thinking and problem-solving skills, interpersonal and self- directional skills, and collaboration skills.

    ✓ Encourage students to explain the objective to each other. If students volunteer, allow other students to agree or disagree with the explanation and explain why.

    ✓ Employ the use of learning journals to bolster students' ability to think about their learning. Include time for students to generate questions about a topic and provide time to discuss new learning and thoughts.

    ✓ Consider the use of microphones, especially during times when students are asked to read out loud, or to help students hear one another in the classroom.

2.   Within the area of feedback to students, student goal setting, strategic teacher questioning and increased numbers of students having self-efficacy it is believed that more time may be needed to fully implement these. This Strong Recommendation remains in effect.

    Deliverable: Provide an update with regard to progress of increased feedback to students, student goal setting, and strategic teacher questioning by December 2023.

DEFICIENCIES

There are no deficiencies identified for Freedom Classical during this site evaluation.

References

Macsuga-Gage, A.,& Simonsen, B., (2015) Examining the Effects of Teacher-Directed Opportunities to

    Respond on Student Outcomes: A Systematic Review of the Literature *Education and Treatment of*

    Children 38 (2) 211-239

Locke, W., & Fuchs, L.,(1995) Effects of Peer-Mediated Reading Instruction on the On-Task Behavior and

    Social Interaction of Children with Behavior Disorders: *Journal of Emotional and Behavior Disorders*

    3 (2) 292-302

Nevada State Public Charter School Authority

Freedom Classical Academy

Site Evaluation Report: April 10, 2025

Table of Contents

Links to Resources:
- Nevada School Performance Framework (NSPF)
- SPCSA Academic Performance Framework Results
- SPCSA Organizational Performance Framework Results
- SPCSA Financial Performance Framework Results
- Best Practices

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

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

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

SPCSA staff 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.

Middle school star rating
Freedom Classical Academy boasts a four-star rating for its middle school based on the 2023-24 NSPF ratings, with an index score of 77.5 out of 100 points, up from 74.5 out of 100 points in the previous school year. In the closing opportunity gaps indicator[1], the school earned a score of 19 out of 20, indicating that students made excellent growth in both math and English language arts (ELA). The four-star rating indicates Freedom Classical Academy has performed well for all students and subgroups and should be commended for this. The rating demonstrates strong academic performance for all students. Freedom Classical Academy middle school did not fail to meet expectations for any group on any indicator.

Special education program offerings
Another key strength of Freedom Classical Academy is its robust special education program offerings. The school offers a wide range of services tailored to meet the diverse needs of its students, with six dedicated special education classrooms, including two self-contained classrooms. Instructional support is delivered through both push-in and pull-out models, ensuring that students receive individualized assistance while remaining integrated into the general education environment as much as possible. The return of the Gifted and Talented Education[2] (GATE) program this school year further expands the school's commitment to serving all learners. These programs reflect the school's focus on equity and inclusion, providing targeted support and enrichment to help every student reach their potential.

Student engagement and student voice during classroom lessons
Student engagement and student voice have improved at Freedom Classical Academy, as noted by the SPCSA site evaluation team and as reported by leadership and staff. The school has made deliberate efforts to create intellectually engaging classrooms through structured initiatives such as Teach Like a Champion[3] training. This training has contributed to a noticeable rise in student participation and higher-level thinking based on classroom observation results from the last site evaluation in September 2023. Monthly professional development supports the consistent application of these strategies, and there is a strong emphasis on increasing student voice across grade levels, as indicated by the SPCSA site evaluation team during classroom observations on the day of the site evaluation. As noted on page 26 of this report, under the "engaging students in learning" indicator, four classrooms were rated as distinguished, and 20 classrooms were rated as highly proficient.

---

[1] The Closing Opportunity Gaps Indicator determines the percentage of students meeting their annual growth percentile who did not achieve proficiency in the prior year's state-administered criterion-referenced tests in English language arts and mathematics assessments.
[2] G.A.T.E. is the acronym for Gifted and Talented Education. The Office of Educational Research and Improvement in the U.S. Department Education define GATE students as:" Children with outstanding talent performing at a remarkably high level of accomplishment when compared with others of their age, experience, or environment
[3] Teach Like A Champion is a teaching approach that proposes a set of particular techniques for teachers to follow.

Evidence of teacher passion and quality lesson planning

Another notable strength at Freedom Classical Academy is the thoughtful implementation of a well-researched, standards-aligned curriculum, Core Knowledge Language Arts[4] (CKLA) in English language arts, and Reveal[5] math curriculum. As referenced by Ed Reports[6], both curriculums meet standards for alignment with the Nevada Academic Content Standards[7] and usability by teachers. As the SPCSA site evaluation team noted, teachers showed an evident passion for the content, often going beyond the basics to design inventive, engaging, and purposeful lessons that brought the curriculum to life. This dedication to high-quality instruction, paired with curricular resources, has supported the school's ongoing mission to elevate student achievement.

Administration in tune with the needs of teachers

An additional strength of Freedom Classical Academy is the leadership team's emotional intelligence and empathetic approach to supporting staff well-being. In today's classrooms, teachers have been described as "exasperated by heavy loads of emotional labor in the classroom" (Ferguson et al., 2022). Administrators at Freedom Classical Academy were observed by SPCSA staff as being attuned to the mental health needs of their teachers, creating a culture where educators feel seen, valued, and supported. The four-day instructional week benefits students and provides staff with much-needed time for rest, planning, and personal wellness. According to staff and school leadership, leadership encourages open communication and offers flexibility when needed, including increasing teacher salaries by 15%, offering bonuses, and actively working to reduce burnout by promoting a healthy work-life balance. This intentional focus on staff morale and wellness contributes to a favorable school climate as well as strengthens teacher retention and instructional effectiveness.

---

[4] CKLA - Core Knowledge Language Arts is a comprehensive language arts curriculum created by Amplify for Grades pre-kindergarten through fifth grade that combines a multi-sensory approach to phonics with rich texts carefully sequenced to build content knowledge.

[5] Reveal Math is a balanced core math program for grades Kindergarten through eighth grade.

[6] Ed Reports is a web-based resource that examines curricular materials, gathers evidence, and comes to a consensus on scoring of materials and programs.

[7] Nevada Academic Content Standards (NVACS) are a set of grade level standards intended to provide a focus of instruction each year. They are a framework for curriculum and instruction in the state of Nevada.

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.

Notice of Breach for low academic achievement in elementary school

A Notice of Breach was issued to Freedom Classical Academy by the SPCSA on November 15, 2024, for low academic achievement in the elementary school. Data from the 2022-23 school year revealed that the school's Closing Opportunity Gaps Indicator[8] was notably low and earned the school four out of 20 points. Specifically, the math Adequate Growth Percentile (AGP) was 12% compared to a year before when it was 23%. In addition, in the 2023-24 school year, the Growth Indicator[9] stood at 10.5 out of 35 points, which reflected both low median and adequate growth in math and English language arts. Additionally, according to the SPCSA Nevada Academic Performance Framework, the school scored 33.9 out of 100 points, and a Nevada school rating indicator of 15.9 out of 60 fell short of expectations. Lastly, the elementary school earned only two out of 10 points under the English Language Proficiency Indicator, with a school rate of 33% of EL[10] students meeting their growth targets compared to 43% from the previous year. These metrics show the urgent need for targeted interventions to boost student achievement and narrow achievement gaps in elementary school.

Space constraints

One challenge for Freedom Classical Academy is space constraints. As the school continues to grow and add valuable layers of academic and behavioral support, including intervention programs, specialized classrooms, and additional staff, physical space has become increasingly limited. The need for more instructional areas to support small group learning, remediation, and specialized services is pressing, and the leadership team is actively exploring solutions to ensure that program quality can continue to expand without compromising learning environments.

Ongoing challenge of staff retention

A continuing challenge for Freedom Classical Academy is teacher retention, particularly due to the loss of qualified educators to schools with more competitive compensation packages. The leadership indicated that a stable, experienced teaching staff is essential to maintaining consistency and delivering high-quality instruction. During the 2024-2025 school year, the middle school math and science departments have seen significant turnover, with eight teachers leaving, as noted by both leadership and staff during focus groups, which are critical testing grades. Currently, the instructional team consists of approximately 60% licensed teachers and 40% long-term substitutes. Recruiting and retaining top talent remains a top priority for the school moving forward.

---

[8] The Closing Opportunity Gaps Indicator determines the percentage of students meeting their annual growth percentile who did not achieve proficiency in the prior year's state-administered criterion-referenced tests in English language arts and mathematics assessments.

[9] Growth is determined for elementary school with a grade configuration that accommodates at least one prior year score and one current year score.

[10] EL stands for English language learners.

Chronic Absenteeism

Another challenge that Freedom Classical Academy faces is the rising percentage of chronically absent students. In elementary school, the rate grew from 11.5% in the 2022-23 school year to 12.1% in the 2023-24 school year, while middle school saw an increase from 12.2% to 13.2% over the same period. As chronic absenteeism rises, the school must implement ongoing efforts and targeted interventions to address the issue.

A rise in friction between some family members with teachers and administration

An additional challenge for Freedom Classical Academy has been an increased instances of contention between some families and members of the teaching and administrative staff based on conversations regarding homework deadlines and credit, as reported by leadership, the board, and the staff during focus groups. While not widespread, these negative interactions can impact school culture and relationships. Leadership reported proactively addressing each situation individually, improving communication, rebuilding trust, and ensuring that all stakeholders feel heard and supported. As communicated by leadership, Freedom Classical Academy remains committed to fostering a collaborative environment where families and staff work together in the best interest of students.

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.

Decrease chronic absenteeism rates

SPCSA staff recommend that Freedom Classical Academy continue strategizing ways to address chronic absenteeism. "Chronic absenteeism significantly impacts a variety of student outcomes, including mathematics and reading achievement, social-emotional development, grade retention and dropout, and student discipline" (Balfanz & Byrnes, 2018; Gottfried, 2017). As indicated in Freedom Classical Academy's challenges on page seven of this report, 12.1% of students were considered chronically absent in elementary school and 13.2% of middle school students for the 2023-24 school year.

- Regular attendees: miss five or fewer days a year (less than one day per month)
- At-risk attendees: miss 5% to 9% of school (about nine days a year, or one to two days per month)
- Chronically absent attendees: miss 10% or more of school (about 18 days a year; more than two days per month)
- Severely chronically absent: miss 20% or more days of school (about 36 days a year; more than four days per month).

Consider refining the elementary school homework policy

SPCSA staff recommend Freedom Classical Academy consider refining the current homework policy for elementary students. While the existing structure promotes high expectations, with assessments weighing 70% and homework at 30% of a student's grade, some students and families may struggle to meet the demands of ongoing assignments such as book reports, projects, and poetry memorization. Possible suggestions include:
- Introducing a tiered support system for students to provide differentiated levels of assistance for students experiencing difficulty.
- Offering more in-class time to work on assignments to help ensure all students have equitable access to the support and resources needed to succeed.
- Implementing flexible deadlines for homework.
- Encouraging open communication between parents and teachers.
- Establishing consistent feedback loops between parents and teachers to help identify any challenges students might be facing and offer solutions. This collaboration can also help parents better support their children with homework without feeling overburdened.

One book to consider reading is *Visible Learning* (Hattie, 2008). The book educates instructors and education leaders about the effect sizes of various instructional practices, including homework. Emphasizing the quality and relevance of assignments, rather than quantity, is another possible suggestion and can also help maintain accountability while promoting deeper learning and student confidence.

Continue building relationships with parents

Due to some reported issues of friction between families and school leadership and staff, SPCSA staff recommend continuing to build and strengthen relationships with parents through problem-solving strategies such as fostering open communication and trust. Through continuing these efforts, Freedom Classical Academy can mitigate negative interactions and create an environment where parents feel engaged and valued. When families are positively involved in their child's education, data indicates:

- Increased student achievement *(Park & Holloway, 2017; Jeynes,2015).*
- Improved attendance and behavior *(Smith, Reinke, Herman, & Huang, 2019; Sheldon, 2020; Nokali,Bachman, &Vortruba-Drzal,,2019).*
- Improved social-emotional skills, *(Smith, Sheridan,Kim,Park,&Beretvas, 2020; Van Voorhis, Maier, Epstein, &Lloyd, 2023).*

Continue the strategic partnership between the board and leadership to raise the one-star in elementary school

Another recommendation for Freedom Classical Academy is to continue the strategic partnership between the board and school administration. By continuing to align clear goals and collaboratively using data to drive decisions, the board and leadership team can work together to implement targeted interventions that address the academic areas identified in the Notice of Breach issued by the SPCSA for the elementary school. This partnership is essential for ensuring consistent support, resource allocation, and accountability, all of which are critical to raising the school's one-star rating and achieving sustained academic growth for students.

Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations for Freedom Classical Academy for this site evaluation.

Site Evaluation Findings: Deficiencies

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

Deficiency for low level of academic school performance in elementary grades

Context	Per the Charter School Contract between the State Public Charter School Authority and Freedom Classical 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. A. 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) B. The Charter School Contract between the State Public Charter School authority and Freedom Classical 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 Freedom Classical 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, "To bring forth future leaders through a fusion of classical education and science, technology, engineering, and math (STEM) instruction in an environment that promotes liberty and virtue." The current levels of student learning and achievement in the elementary grades at Freedom Classical Academy fall well below expectations. Freedom Classical Academy earned an index score of 26.5 points out of 100 points for elementary grades for the 2023-24 school year, which is the equivalent of a one-star rating. For English language arts (ELA), the proficiency rate was 36.2%, math proficiency was 36.8%, and science proficiency was seven percent, compared with SPCSA district rates of 54.6%, 51.2%, and 21.2%, respectively.

	Several of the students attending Freedom Classical Academy are not provided with the opportunity to learn to their greatest potential and are not having their student achievement maximized, as observed during the site evaluation and reflected in the one-star rating. Tier one instruction is not providing acceptable levels of academic achievement.
Causes	Freedom Classical Academy students are not offered a robust tier one instructional program. There are extensive gaps in student learning and overall achievement levels. Tier one, tier two, and tier three instruction must be improved in the elementary school. 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. 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	The most recent Nevada School Rating Report for the 2023-2024 school year, as posted by the Nevada Department of Education in September 2024, indicates: Elementary: An overall index score of 26.5 out of a possible 100 points. Drops in index scores between the 2022-2023 school year and the 2023-2024 school year at each level took place: table: <table><tr><td></td><td>Elementary School</td></tr><tr><td>2022-2023</td><td>34.0</td></tr><tr><td>2023-2024</td><td>26.5</td></tr><tr><td>Δ</td><td>-7.5</td></tr></table>
Deficiency Finding	The expectation is that Freedom Classical 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. Freedom Classical Academy Elementary School has been identified as a one-star school for the 2023-24 academic year. Freedom Classical 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.

Monitoring students' needs for specific academic skills and interventions is critical. As the Freedom Classical 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:

- o Tier one 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 one instruction.
- o Lesson plans: Lessons should contain scripted scaffolded questions. Include:
- o 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.
- o 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.
- o Pacing: Well-organized lessons with time frames that address rigor and urgency, keep the teacher and the students on task, and enable the teacher to ensure s/he is always referring to the planned objective, standard, differentiation, and assessment.
- o 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.
- o Time management: Teach bell-to-bell to optimize learning time.
- o 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:
	○ 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 the 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[11]	2
Family Members, Parents, and Guardians	4
Faculty and Staff	12
School Leadership	3
Students	6

---

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

Focus Group Summary: Governing Board

Two Freedom Classical Academy board members participated in the focus group on the day of the site evaluation. Among the board members were a teacher from another charter school in Nevada, a financial advisor, and a member who also served on the board of a credit union. All board positions were filled at the time. The board was committed to consistent governance, holding regular monthly meetings with few exceptions. Their work was supported through active subcommittees focused on improving parent communication and coordination, enhancing the academic curriculum, and implementing rewards and incentives for students to support a positive school culture.

The board was aware of key academic challenges impacting student performance, particularly the issue of students not turning in homework. To address this, they considered various strategies to increase student accountability and parental involvement. They also implemented parenting classes to help address disengaged behaviors from families. Recognizing that some families experienced a cultural or educational divide that prevented them from effectively supporting their children at home, the board took proactive steps to bridge this gap. For example, the school offered sessions to teach parents the same math their children were learning, enabling them to better assist with homework and reinforce learning outside the classroom.

In response to the elementary school's one-star rating at the time, the board analyzed the root causes with Freedom Classical Academy's leadership team and believed that limited instructional support for students in Tier two[12] was a contributing factor. As part of their long-term strategy, the board assisted in a plan through which nine new teacher interventionists were hired for Freedom Classical Academy. These interventionists worked with students throughout the day in small groups and were coached by the literacy specialist. The board also collaborated with leadership to explore ways to provide even more targeted academic support. In addition, they developed plans to offer cultural orientation and parenting classes for new families entering the school, with the goal of setting clear expectations and fostering stronger family-school partnerships from the beginning.

---

[12] Tier 2 is the first level of intervention for students who do not show progress in Tier 1. Students are provided with Tier 2 interventions when they need support to meet academic or behavioral goals.

Focus Group Summary: Family Members, Parents, and Guardians

During the parent focus group, five parents shared several highlights about Freedom Classical Academy. They appreciated the opportunity for students to stay together from kindergarten through eighth grade, fostering a strong sense of community. The school's variety of sports and extracurricular clubs was also a favorite, as it encourages students to try new activities and discover their interests. One parent stated, "I like that Freedom Classical Academy has academic rigor." The use of departmentalization starting in third grade was seen as a positive step in preparing students for more advanced learning. Strong student interventions and small group instruction were also highlighted by parents for providing additional support where needed. Overall, parents expressed appreciation for the school's curriculum, hands-on projects, and exposure to diverse teaching styles.

Some parents expressed concerns about the amount of homework assigned at Freedom Classical Academy, particularly with the four-day school week. They felt that the workload, which includes lengthy assignments and memorization tasks such as a page and a half of poetry, can be overwhelming for students and negatively impact their mental health. One parent shared, "The homework is a massive amount, and we're doing it until 8 or 9 p.m. It's just too much for the mental health of our kids." While projects were viewed by parents at Freedom Classical Academy more favorably since students are typically given more time to complete them, parents noted that the overall homework load often depends on the individual teacher. There were also some concerns about middle school students receiving last-minute notices for assignments, adding to the stress and time management challenges. Parents expressed a desire for changes to the homework policy, hoping it would become more thoughtful and purposeful in the amount and type of work assigned.

When asked about the transition to the four-day school week, parents shared mixed experiences. Some felt it didn't make a significant difference in managing homework or school responsibilities, but others appreciated the change. One parent said, "My child enjoys having Fridays off, as it gives him more time to relax and improves his mental health." Several parents mentioned that having Friday available makes it easier for students to catch up on missing work, better enjoy their weekends, and attend scheduled appointments.

When asked what they would like to see changed, parents at Freedom Classical Academy mentioned several areas for improvement. One parent suggested revising the dress-down policy, noting that while it's intended as a reward, it doesn't feel meaningful and could be moved to a different day of the week. Others expressed concerns that students are not allowed to use earned homework passes, which they felt was unfair. There was also disappointment about canceled field trips, with cancellations sometimes happening on short notice. Additionally, parents noted high staff turnover and the inconsistency in teaching styles from class to class as ongoing concerns.

Focus Group Summary: Faculty and Staff

During the site evaluation at Freedom Classical Academy, 12 staff members provided insight into staff morale across the school. Overall, staff reported that morale varies by grade level but is generally stable. One staff member described morale in the middle school as "Decent, although it has been affected by high turnover, particularly with the eighth-grade math position, which is now on its third teacher this year." These challenges, while largely out of the control of the staff, have required teachers to step in and fill gaps, which can lead to added pressure. In contrast, morale in grades four and five was reported to be strong, and in the kindergarten through third-grade wing, staff describes the culture as "feeling like a close-knit family." Across all grade levels, teachers expressed appreciation for the responsiveness of the administrative team. When signs of morale dips arise, staff reported that leadership takes proactive steps to address concerns and boost staff well-being.

Staff members at Freedom Classical Academy shared that one of the root causes of the one-star rating in the elementary school is the provision of differentiated instruction through small groups and one-on-one instruction. While small groups are vital to student growth, they come with challenges, particularly around managing time and meeting the diverse needs of students. One staff member said, "With a wide range of academic levels in each classroom, it can be challenging to ensure that every student receives the individualized support they need while keeping the rest of the class engaged." To address this challenge, staff members relayed that instructional aides play a key role by pulling small groups throughout the day. Teachers also tailor whole-group instruction and adapt lessons to meet students at their individual levels. In middle school, staff provide one-on-one help during class and reinforce learning through after-school tutoring sessions. Digital programs such as Coach Digital[13] and Moby Max[14] offer additional individualized practice and support. Staff at Freedom Classical Academy also emphasized that MAP[15] Growth data is the primary driver for forming and adjusting small groups. One teacher explained, *"We use MAP data to hone in on where each student is and build our small groups around that. It's not one-size-fits-all here."* Staff members report that this data-driven approach helps ensure that instructional time is focused, intentional, and responsive to the needs of all learners.

Staff members at Freedom Classical Academy shared mixed perspectives on the current homework policy, especially in the elementary grades. While many agree that the rigor helps prepare students for academic success, they also expressed concerns about the volume and its impact on students and families. Teachers noted that from a parent's perspective, the workload can feel overwhelming, particularly for families with limited time or resources to support their children at home. Some staff observed that the current policy does not account for the varying levels of support students receive outside of school, and this inequality often shows most clearly in long-term projects. "You can see the difference in who has help at home and who doesn't. Projects sometimes highlight the gap more than help close it," one teacher shared.

---

[13] Coach Digital is a curriculum that provides instruction and practice for reteaching, reinforcement, and remediation in grades 3–8.

[14] Moby Max is an online, adaptive curriculum for grades three through eight.

[15] Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program.

In response, some teachers have started adjusting due dates and modifying assignments to reduce stress for both students and families. While families who are able to provide academic support at home tend to be more comfortable with the policy, others struggle, and this disparity can negatively affect student morale and academic performance.

Toward the end of the focus group, staff members at Freedom Classical Academy expressed that they felt genuinely supported by the school's leadership team. They shared appreciation for the administration's consistent backing when navigating challenging situations with parents, as well as the trust given to teachers to tailor their lessons in ways that best meet the needs of their students. One staff member relayed, "The four-day instructional week is a major contributor to improved work-life balance and overall morale." Teachers at Freedom Classical Academy also noted that ongoing professional development, particularly focused on student engagement strategies, has been meaningful and practical.

Focus Group Summary: School Leadership

The leadership focus group at Freedom Classical Academy, comprised of three members of the leadership team, met to reflect on key initiatives driving instructional improvement and student engagement. A central focus has been the implementation of *Teach Like a Champion* strategies, with specific emphasis on "radar," "cold call," and "turn and talks," which have led to noticeable improvements in classroom engagement. The team also highlighted the integration of *Leader in Me*[16] through a soft start to the school year and daily 30-minute Social-Emotional Learning (SEL) lessons, helping to build a strong classroom culture. Monthly professional development sessions have supported consistent growth in instructional practices, and there's a renewed emphasis on increasing student voice through Socratic Seminars[17] and goal-setting practices. Overall, the group expressed optimism about the progress made and a commitment to refining practices to support both student achievement and teacher development.

Leadership members at Freedom Classical Academy shared placing a strong emphasis on MTSS Tier one strategies, ensuring that as much support as possible happens directly in the classroom. This comprehensive approach includes proactive restorative circles, especially emphasized in the middle school setting, along with regular check-ins designed to address behavioral and academic needs early. One leader added, "We are planning to add a dean position next year as part of the model to further support our MTSS efforts." They also empower their teachers to include scheduled breaks to help manage student stress and maintain focus. These efforts have translated into results, including a leadership-reported 70% decrease in behavioral issues and multiple success stories that underscore the effectiveness of building strong community ties and fostering a supportive learning environment. Leaders shared that there is some friction with parents surrounding homework issues. In response, leaders at Freedom Classical Academy are building stronger relationships with parents, encapsulated in the message, "We want you on our team; we are both here for your child."

To address chronic absenteeism, Freedom Classical Academy leaders have implemented a multi-faceted strategy aimed at keeping rates below 10 percent. While the current rates are around 12% to 13%, this marks a significant improvement from previous levels as high as 30%. One key element has been parent education—helping families understand the impact of absences on student achievement and sharing comparative data through MyEducationData[18] to illustrate individual student attendance trends versus schoolwide benchmarks. The school maintains a four-day student schedule, which has supported mental health needs of both students and teachers and provided time for routine appointments, reducing the need for absences during the academic week. Staff also engage in ongoing conversations with families about planning vacations around school breaks to avoid missed instructional time. "These efforts,

---

[16] A PK–12 evidence-based model focused on leadership, culture, and academics that equips students, educators, and families with the leadership and life skills needed to thrive.

[17] A Socratic seminar is a formal discussion based on a text, where participants engage in dialogue through open-ended questions.

[18] MyEducationData is an online platform that provides parents with easy access to their child's academic information, offering a comprehensive overview of their child's performance, attendance, and other key details, all in one secure and user-friendly location.

combined with consistent communication and a supportive school culture, have hopefully contributed to a steady decline in chronic absenteeism," leaders shared.

The leadership team at Freedom Classical Academy has identified several root causes contributing to the decline in the elementary school's rating from two stars in the 2022–23 school year to one star in the 2023-24 school year. They indicated that a major factor was the transition to a new curriculum in both English language arts and math, which created adjustment challenges. One leader mentioned, "In some instances, the curriculum was unintentionally watered down, leading to inconsistencies in instruction and gaps in rigor." Additionally, leaders reported that many current students were in their foundational learning years during COVID, further impacting skill development. High teacher turnover has also been a challenge, with about one-half licensed teachers and one-half long-term substitutes leading to instructional irregularities. In response, the school launched several interventions. A testing center was established every morning for a full month to support SBAC[19] administration. The GATE[20] program was reinstated, and remediation now occurs during the school day, supported by nine aides who have all been trained by the school's literacy specialist. These aides and classroom teachers lead targeted small-group instruction and are closely monitored using *mClass*[21] with progress checks every 10 days. Tools like *Moby Max*[22] are used to reinforce skills, and efforts continue to fill academic gaps while maintaining high expectations. These focused interventions reflect the school's commitment to raising student achievement and returning to a higher performance level.

---

[19] The Smarter Balanced Assessments (SBAC) measure student progress in grades three through eight towards college and career success and are aligned with the Nevada Academic Content Standards in English language arts and mathematics. Results from the SBAC are included on the Nevada Report Card.
[20] G.A.T.E. is the acronym for Gifted and Talented Education. The Office of Educational Research and Improvement in the U.S. Department Education define GATE students as: "Children with outstanding talent performing at a remarkably high level of accomplishment when compared with others of their age, experience, or environment."
[21] mCLASS is an all-in-one system for Science of Reading-based universal screening, dyslexia screening, progress monitoring, and instruction for grades K-six.
[22] Moby Max is a K-8 learning platform that has tasks for students in math, literacy, science and social studies.

Focus Group Summary: Students

Students at Freedom Classical Academy shared their honest perspectives on various aspects of their school experience. When discussing homework, students noted that although it often felt boring, it helped them review and reinforce what they learned in class. Vocabulary and history assignments were described as especially helpful, and the math review was also considered useful. Students at Freedom Classical Academy pointed out that homework often carried significant weight, sometimes up to 30% of a grade or 100 points, and that missing assignments could drastically lower their grades, even if they performed well in class.

The students at Freedom Classical Academy reflected on recent lessons and what they found interesting about school. They mentioned learning how to add fractions by finding and combining whole numbers, exploring a Civil War unit, and studying a science lesson involving creating a spacecraft that could exist in Neptune's atmosphere using wind resistance and suction cups on ice. One student shared, "We read *Frankenstein*, and I learned about the importance of caring for something responsibly." Other students mentioned working on pre-algebra and writing summaries, noting that teachers in these subjects made learning engaging.

Most students at Freedom Classical Academy said they felt physically safe at school, but some had concerns about mental and emotional safety. A few students shared that they were made fun of or felt uncomfortable due to peer behavior, although many agreed that teachers were caring and provided someone to turn to when needed. One student said, "I feel completely physically and emotionally safe." Another shared, "I feel physically safe but less secure mentally because of teasing or bullying by other students." When asked to rate the friendliness of their peers on a scale of one to ten, students gave an average rating of about six. They explained that some students were friendly, others were not, and some used inappropriate language or sometimes acted aggressively.

Students at Freedom Classical Academy concluded the focus group by offering several suggestions for improving their school experience. They expressed frustration with group punishments and advocated for more consistent and individualized discipline. Furthermore, they recommended providing more opportunities for social interaction and breaks throughout the day, reducing the amount of homework, and allowing more time during class to complete it. Despite these concerns, the students shared their appreciation for teachers who genuinely cared about their emotional well-being and took action when bullying or other issues were brought to their attention.

Classroom Environment and Instruction Observation Rubric

A total of 19 elementary and 11 middle 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: 2	TOTAL: 26	TOTAL: 2	TOTAL: 0	TOTAL: 0
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: 3	TOTAL: 23	TOTAL: 4	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 19 elementary and 11 middle 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: 1	TOTAL: 26	TOTAL: 3	TOTAL: 0	TOTAL: 0
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: 19	TOTAL: 9	TOTAL: 0	TOTAL: 2

Classroom Environment and Instruction Observation Rubric

A total of 19 elementary and 11 middle 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: 4	TOTAL: 20	TOTAL: 6	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 1	TOTAL: 20	TOTAL: 7	TOTAL: 0	TOTAL: 2

Classroom Observations and Additional Comments

Students in one English language small group "listened with a purpose" to the teacher as she read a book about birds. They were to think of what type of beak each bird had and why they had it. Students openly shared their thoughts and discussed them during the reading.

In this middle school resource pull-out classroom, students (13) and one teacher worked independently. The teacher walked around the room and supported students as they needed it. Another adult sat at her desk and worked on something.

The teacher began by reviewing the learning objective with students: to read and write adverbs. Shifting focus, she directed students to take out their texts on the War of 1812. She asked them questions such as, "Who was at war?" and "Why didn't the British and French want America to help them?" Her energetic teaching style and frequent praise created a positive and responsive classroom atmosphere, reflected in students' eagerness to participate. To encourage interaction, the teacher prompted students to give each other "snaps," show a "mad face," and indicate agreement with their classmates by raising their hands.

In an upper elementary classroom, students worked collaboratively in small groups to read a historical text and respond to related questions. They remained actively engaged, listening carefully to one another as they discussed their answers. The teacher moved throughout the room, interacting with different groups by asking thoughtful, clarifying questions. She also encouraged students to include more detail in their responses, reminding them that they would soon perform dramatizations based on the text.

In a middle school English classroom, the teacher introduced and described various vocabulary words to students. Following the vocabulary discussion, students completed a brief grammar assignment independently. During this time, the teacher circulated the room, providing individual support.

In this upper elementary classroom, there were 29 students and one teacher. The teacher was having an intense conversation with students about spelling. He was asking students to be reflective about spelling. He called on students who volunteer, asked many low-level questions, and invited them to participate one by one. The remainder of the class was disengaged. During the questioning portion of the ELA, one student was speaking about why she thought one character was distrustful. When other students tried to speak for her, the teacher said, "Wait, let her defend her point."

In a middle school math classroom, students were working on identifying multiple data sets and comparing them using a structured rotation model. The teacher guided the lesson by modeling examples on the board while students actively took notes. After the initial instruction, students began an independent assignment to practice applying equations to analyze and compare the data sets. The teacher circulated the room throughout the work period, answering questions, clarifying concepts, and providing individual support to ensure student understanding. The classroom maintained a focused and productive atmosphere, with students engaged in their tasks.

Students collaborated in four groups to design a spacecraft capable of functioning on a specific planet. Each group was assigned a different planet and provided a fact card detailing conditions such as temperature, gravity, and surface characteristics. Using this information, students created a plan and built their spacecrafts, working productively and cooperatively throughout the activity.

There were two adults and 28 students in this earlier grade classroom. The teacher is highly imaginative in her engagement of students using several strategies to involve students in the learning. The teacher displayed her willingness to make a mistake, and had students help "fix" the issues. The teacher worked hard to support students in listening skills.

The teacher clearly introduced and unpacked the learning objective: collect data to make a line plot and generate questions about the line plot. She explained that a line plot is a number line used to display data. Students referred to their notebooks containing small anchor charts on the topic and actively took notes during the lesson. To check for understanding, the teacher asked various knowledge-level questions, calling on individual students to respond. Students worked in groups at their tables with a "stack of data" based on a class survey to organize and create line plots. Each group member had a specific role, contributing to the collaborative task.

In one early grade classroom, there were 26 students and one teacher. Instruction was for the whole group, and the teacher used movements to help students connect the sounds of letters to the words.

This was an upper elementary classroom. The teacher had students come to the front and write their mathematical expressions. Then, one student came to the front and checked each expression. This was a wonderful example of students evaluating the work of others, and the class was highly engaged.

Students wrote five-paragraph opinion essays on which grade level they believe is the best and why. They were expected to support their opinions with clear reasons and use appropriate transition words to organize their ideas. The classroom environment was calm and focused as the teacher circulated, offering support and encouragement with phrases like, "I believe in you!" Students remained respectful toward their peers and the teacher and were actively engaged in their writing. Students were also paired with one another to edit their essays.

In one upper elementary classroom, students evaluated numerical expressions in math, using whiteboards to show their work step by step. Two teachers were present, circulating and providing support as needed. Although students were seated in pairs, they primarily worked independently to solve the expressions. Once they finished, the teacher prompted them to "turn and talk," encouraging them to explain their equations and ask each other questions about their solutions. Students were genuinely engaged in these discussions, actively participating and demonstrating understanding.

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
Increase student engagement, including student voice.	The staff was trained in the *Teach Like a Champion* method and replaced ineffective staff members. Leaders reported improved student engagement through classroom observations, with some areas for continued growth.	Classroom observations on page 21 of this report indicated that four out of 30 classrooms were rated as distinguished in student engagement practice, 20 out of 30 classrooms were highly proficient, and six out of 30 were approaching proficiency, indicating that Freedom Classical Academy has met this recommendation.
Increase feedback to students, student goal-setting, and strategic teacher questioning.	Leaders reported that goal setting was highly emphasized throughout the 2023-24 school year.	Based on information gained in leadership, student, and staff focus groups, as well as in classroom observations, Freedom Classical Academy has met the recommendation to increase student feedback and implement student goal-setting. Classroom observations on page 20 of this report indicated that 19 out of 30 classrooms were highly proficient in strategic teacher questioning, nine out of 30 classrooms were approaching proficient, and it was not observed in two out of 30 classrooms, indicating that Freedom Classical Academy will continue to work on this recommendation.

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 2023–24

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.

Freedom Classical Academy

		2023-24	**2022-23**
Address:	777 E Ann Rd, North Las Vegas, NV 89081		
Website:	www.freedomclassical.org	**Meets the Standard**	**Meets the Standard**
Enrollment:	1074		
Grades Served:	KG - 08		

1. CURRENT RATIO	2. UNRESTRICTED DAYS CASH ON HAND	3. ENROLLMENT FORECAST ACCURACY	4. DEBT DEFAULT
Meets Standard	**Meets 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
Meets Standard	**Meets 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?

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

Appendix F: SPCSA Organizational Performance Framework Results
for 2023–24

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)
○	(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...		

Freedom Classical Academy

Address: 777 E Ann Rd, Las Vegas, NV 89031
Website: https://www.freedomclassical.org/
Enrollment: 1064
Grades Served: K-8

2023-24

Meets Standard
92.00

2022-23

Meets Standards

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**	**17 out of 20**	**20 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.