

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2025 Renewal Performance Report for Nevada Prep

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

Issued June 26, 2025

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1. School Overview

- a. Address:
 - i. 1780 Betty Ln, Las Vegas, NV 89156
- b. Campus Location and Enrollment Cap:
 - i. Clark County
 - ii. Enrollment Cap:

	2024–25	2025–26
Grade Levels	K – 8	K – 8
Enrollment Cap	420	500

- c. Governing Board Members¹
 - i. Chair – Patrice Tew
 - ii. Vice Chair – Tricia Wilbourne
 - iii. Secretary – Maria Guillen
 - iv. Member – Tiffany Tyler
 - v. Member – Christian Truss

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

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

- Nevada Department of Education (NDE) Nevada School Performance Framework (NSPF) index scores and star ratings. Due to COVID-19, 2018–19 NSPF data were applied to the 2019–20 and 2020–21 school years, and for the 2021–22 school year, only NSPF index scores were calculated. NSPF star rating descriptors and score ranges are found in Appendix A, along with NSPF rating reports for each campus / school level.
- SPCSA Academic Performance Framework scores and ratings. Due to COVID-19 and a lack of NSPF ratings, the SPCSA did not publish Academic Framework ratings for the 2020–21 school year. SPCSA Academic Performance Framework rating descriptors and score ranges are found in Appendix B, along with SPCSA Academic Performance Framework rating reports for each campus / school level.
- Four-year graduation rates for high school campuses with graduating classes.
- If the school was identified by NDE as: CSI (Comprehensive Support and Improvement) – a very low performing school; TSI (Targeted Support and Improvement) – a school with consistently underperforming student groups; and/or ATSI (Additional Targeted Support and Improvement) – a school with very low performing student groups.³

¹ Board Member information based on Epicenter Board Center

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

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

2021–22 NSPF Index Score	Elementary: 12.2 Middle: 74.4
2021–22 SPCSA Academic Performance Framework Score / Rating	Elementary: 19.3 / Below Standard Middle: 84.6 / Exceeds Standard
2022–23 NSPF Index Score / Star Rating	Elementary: 50.5 / 3-star Middle: 56.0 / 3-star
2022–23 SPCSA Academic Performance Framework Score / Rating	Elementary: 65.3 / Meets Standard Middle: 70.6 / Meets Standard
2023–24 NSPF Index Score / Star Rating	Elementary: 12.0 / 1-star Middle: 17.0 / 1-star
2023–24 SPCSA Academic Performance Framework Score / Rating	Elementary: 23.2 / Does Not Meet Standard Middle: 29.2 / Does Not Meet Standard
Four-Year Graduation Rate	N/A
CSI, TSI, or ATSI Identification	Elementary: ATSI (2024 identification for Hispanic/Latino group) Middle: None

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

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

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

Year	Findings & Framework Results
2020–21	Meets Standard
2021–22	Meets Standard
2022–23	Does Not Meet Standard
2023–24	Does Not Meet Standard

g. Enrollment History

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

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

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
K	0	0	0	0	25
1	0	0	0	0	21
2	0	0	0	0	24
3	0	19	33	34	30
4	18	14	45	33	39
5	35	20	29	54	49
6	40	48	52	64	91
7	63	43	64	60	68
8	90	71	60	69	69
Total	246	215	283	314	416

Enrollment Rates by Population:

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2020-21	246	1.2	15.4	8.9	73.1	0.0	0.4	0.8	25.6	>95.0	10.9
2021-22	215	1.8	26.9	6.5	63.7	0.0	0.0	0.9	28.8	>95.0	11.1
2022-23	283	2.1	26.5	5.3	64.3	1.4	0.0	0.3	29.3	>95.0	13.4
2023-24	314	0.3	21.9	7.3	64.3	1.5	4.1	0.3	25.7	>95.0	12.4
2024-25	416	0.4	24.7	8.1	60.5	0.0	5.2	0.7	21.1	>95.0	7.9

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

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.

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

The Authority Board has issued the following Notices to Nevada Prep:

a. Academic

Nevada Prep is currently under Academic Notices of Concern for academic underperformance of both the elementary and middle schools.

- These Academic Notices of Concern for the elementary and middle schools were issued by the Authority Board on November 15, 2024.

b. Financial

Nevada Prep is currently under a Financial Notice of Concern for not meeting financial performance requirements.

- The Financial Notice of Concern was issued by the Authority Board for FY2022 on May 19, 2023. The Notice of Concern was maintained, but not elevated, for FY2023 on June 21, 2024, and FY2024 on May 30, 2025.

c. Organizational

The Authority Board issued an Organizational Notice of Concern for the 2022-23 school year on March 1, 2024. Though the school was rated as Does Not Meet the Standard for the 2023-24 school year, the Notice was lifted, and the school was returned to good standing October 4, 2024. This was due to a change in the structure of the frameworks.

d. Site Evaluations

SPCSA staff identified a deficiency regarding failure to submit the school's School Performance Plan (SPP) during site evaluations on February 15, 2023, and January 10, 2024. SPCSA staff identified a deficiency regarding student achievement during a site evaluation on January 22, 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, F, and H.

3. Summary of Overall Performance

Regarding academic performance, Nevada Prep currently offers instruction at the elementary and middle school levels, grades K-8, at one campus. As demonstrated by three Nevada School Performance Framework and SPCSA Academic Framework ratings over the current charter contract term, academic performance has been mixed. Of note, Nevada Prep experienced a substantial downward academic trend in the 2023-24 school year, where both the elementary and middle schools received 1-star NSPF ratings and did not meet state or SPCSA academic standards. Additionally, the elementary school was identified in 2024 by the NDE as an Additional Targeted Support and Intervention (ATSI) school due to its Hispanic/Latino student group performing in the bottom five percent of statewide NSPF scores. Due to academic underperformance, both the elementary and middle schools are currently under a current Academic Notice of Concern. Copies of the NSPF and SPCSA Academic Performance Framework ratings are included as Appendices A and B.

Regarding the financial performance and viability of the school, SPCSA staff finds the financial performance of Nevada Prep Charter School to be struggling. The school has not met financial

metrics for the three most recent fiscal years. Copies of the Financial Performance Framework reports are included as Appendix E.

The organizational health and performance of the school has been weak over the current charter term. Nevada Prep earned two Does Not Meet Standard ratings on the two most recent rating cycles. Copies of the Organizational Performance Framework reports are included as Appendix G.

Finally, SPCSA staff has conducted four site evaluations of Nevada Prep during the current charter term. SPCSA staff found some positive takeaways during these evaluations, including an improvement in the relationships with families and school safety. The most recent site evaluation from 2023–24 identified challenges related to low levels of academic performance, increasing levels of chronic absenteeism, lack of timeliness in completing operational tasks, a need for the school to increase the use of teacher questioning and discussion, and a need for the school to refine school-wide behavior procedures.. See Appendix D for more details on the Nevada Prep site evaluations.

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

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

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

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

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

⁵ [NRS 388A.285 \(3\)](#)

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

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

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

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

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

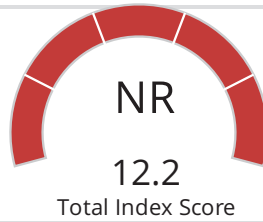
NSPF star rating descriptors and score ranges, summarized per the most recent [NDE NSPF Manual](#).

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

Nevada Prep Charter School

School Year 2021-2022 Nevada School Rating

School Level: Elementary School
Grade Levels: 04-12
District: State Public Charter School Authority
School Address: 1780 Betty Lane
 Las Vegas , NV 89156



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



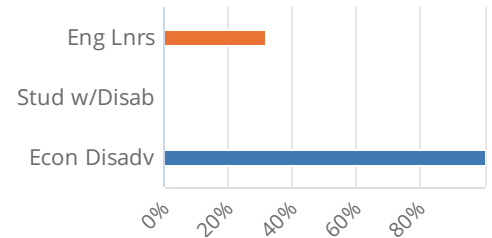
Student Race/Ethnicity

3.7% White
 32.0% BI/Afr Am
 64.1% Hisp/Latino
 N/A% Asian
 N/A% Am Ind/AK Nat
 N/A% Pac Isl
 N/A% Two or More

School Performance History

School Year	Index Score/Star Rating
2020-2021	40.0 ★★
2019-2020	40.0 ★★

Additional Student Groups



What does my school rating mean?

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

How are school star ratings determined?

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

How are star ratings determined based on total index score?

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

2021-2022 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	18.8	49.2
Math Proficiency	18.3	49.2
ELA Proficiency	18.3	55.4
Science Proficiency	21.0	30.4
Read-by-Grade-3 Proficiency	17.6	51.8



Growth Indicator

Measure	School Median	District Median
Math MGP	37.0	52.0
ELA MGP	27.0	53.0
	School Rate	District Rate
Met Math AGP Target	16.6	53.1
Met ELA AGP Target	33.3	61.2



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	38.4



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	18.8	21.7
Climate Survey Participation	90.0	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	6.6	40.9
Prior Non-Proficient Met ELA AGP Target	25.0	52.2

Climate Survey Participation is not a point-earning measure.

**Academic Achievement**

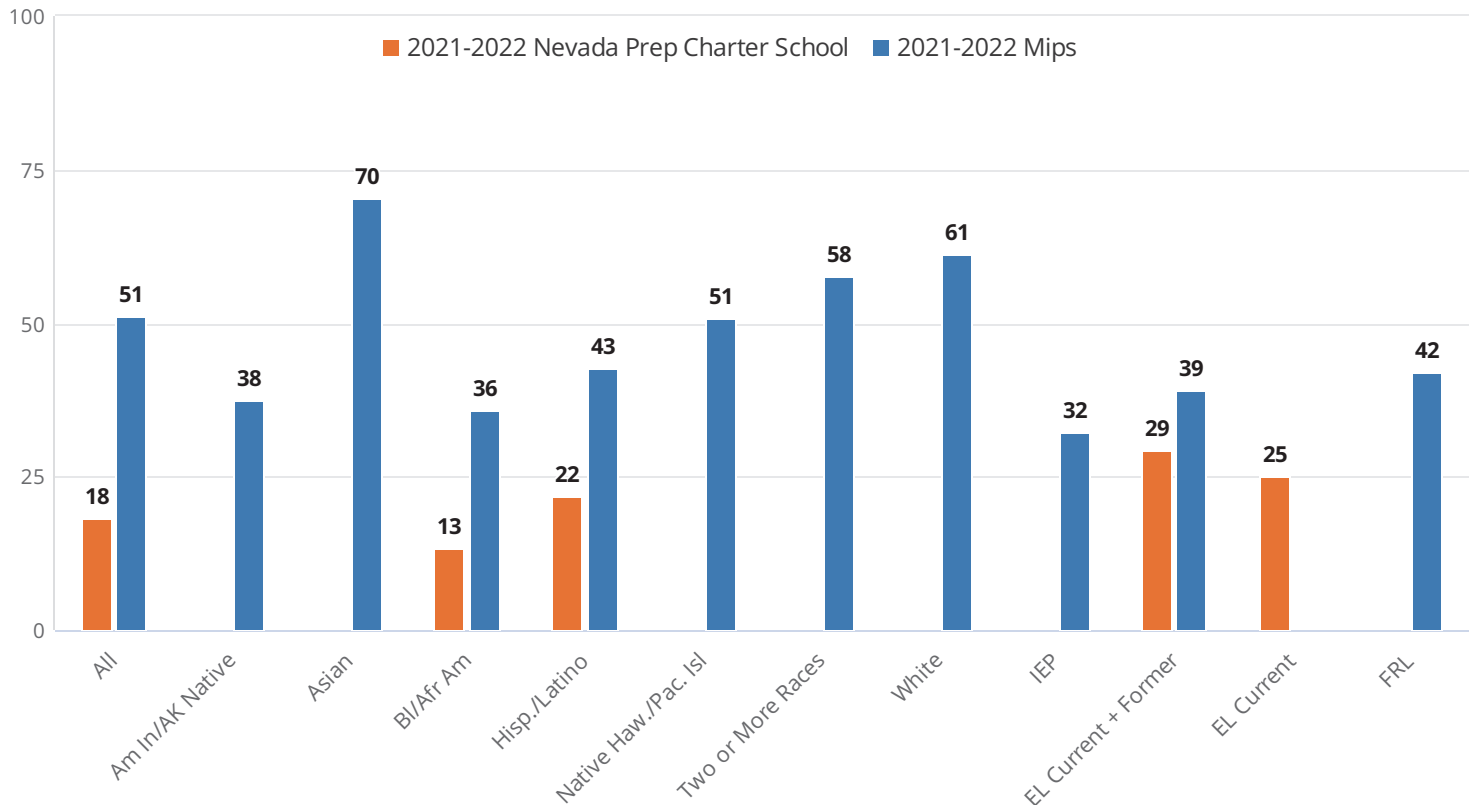
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school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

Pooled Proficiency Points Earned: 1/20

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	18.8	49.2		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	18.3	49.2	51.1			
American Indian/Alaska Native	N/A	28.5	37.6			
Asian	N/A	72.8	70.4			
Black/African American	13.3	30.3	35.7			
Hispanic/Latino	21.8	37.9	42.7			
Pacific Islander	N/A	47.2	50.9			
Two or More Races	N/A	55.6	57.5			
White/Caucasian	-	60.7	61.3			
Special Education	N/A	26.3	32.1			
English Learners Current + Former	29.4	34.9	39			
English Learners Current	25.0	25.5				
Economically Disadvantaged	N/A	35.6	42			

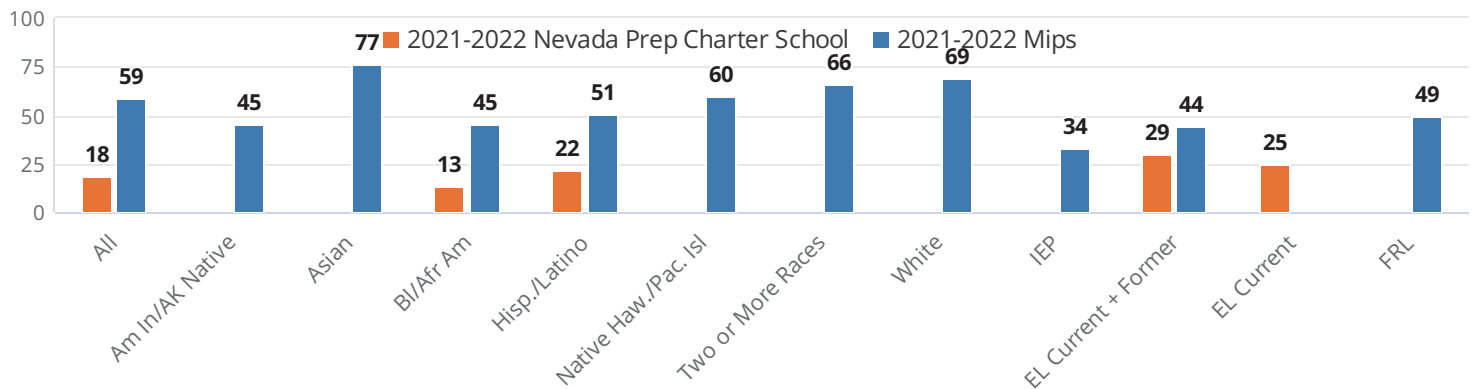
**Math Assessments
% Proficient**



Academic Achievement

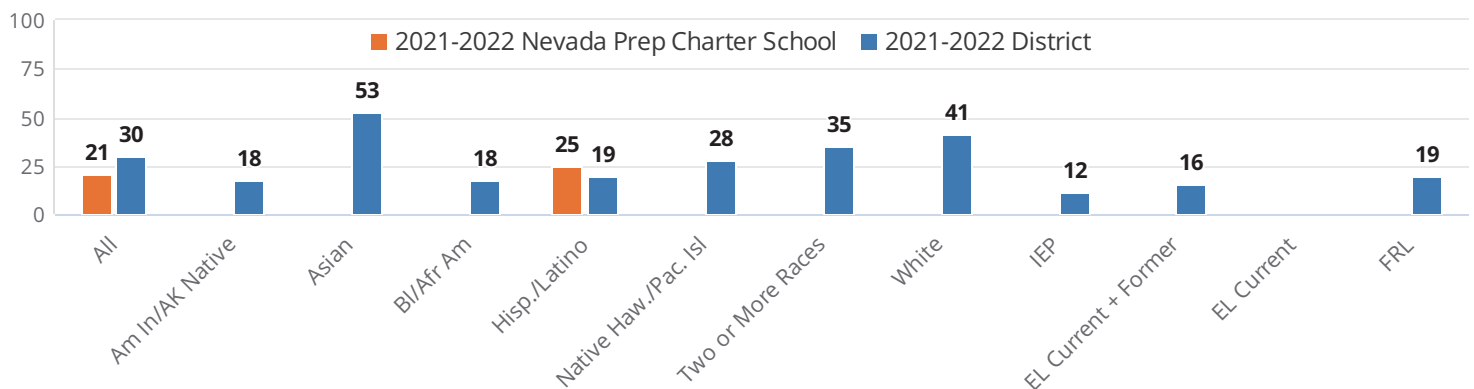
ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	18.3	55.4	59.2			
American Indian/Alaska Native	N/A	40.8	45.4			
Asian	N/A	74.9	76.7			
Black/African American	13.3	39.8	45.4			
Hispanic/Latino	21.8	45.1	50.8			
Pacific Islander	N/A	53.7	60			
Two or More Races	N/A	61.5	66.2			
White/Caucasian	-	65.5	69			
Special Education	N/A	25.5	33.5			
English Learners Current + Former	29.4	37.4	44.4			
English Learners Current	25.0	24.4				
Economically Disadvantaged	N/A	42.8	49.4			

ELA Assessments
% Proficient

Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	21.0	30.4		
American Indian/Alaska Native	N/A	17.6		
Asian	N/A	52.9		
Black/African American	-	17.6		
Hispanic/Latino	25.0	19.2		
Pacific Islander	N/A	28.3		
Two or More Races	N/A	34.9		
White/Caucasian	-	40.8		
Special Education	N/A	11.6		
English Learners Current + Former	-	15.8		
English Learners Current	-	<5		
Economically Disadvantaged	-	19.4		

Science Assessments
% Proficient

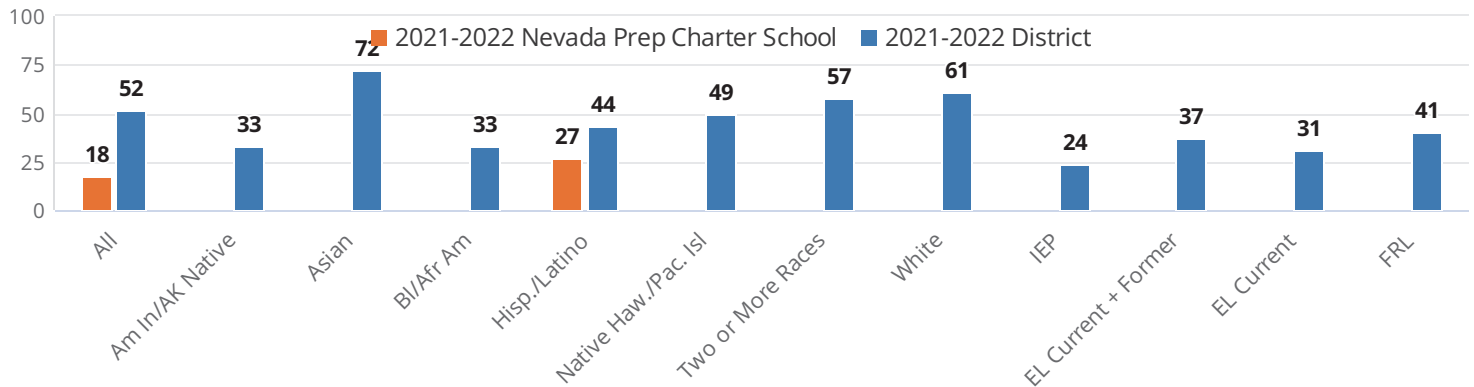


Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 1/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	17.6	51.8		
American Indian/Alaska Native	N/A	33.3		
Asian	N/A	71.7		
Black/African American	-	33.0		
Hispanic/Latino	27.2	43.5		
Pacific Islander	N/A	49.2		
Two or More Races	N/A	57.4		
White/Caucasian	-	60.8		
Special Education	N/A	23.7		
English Learners Current + Former	-	37.1		
English Learners Current	-	30.7		
Economically Disadvantaged	N/A	40.5		

Read by Grade 3
% Proficient



Academic Achievement

Participation on State Assessments

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

Participation Penalty:

Yellow indicates 95% participation requirement not met.

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



Student Growth

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

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

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

MGP Growth Data

Math MGP Points Earned: 2/10

ELA MGP Points Earned: 1/10

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	37.0	52.0	27.0	53.0				
American Indian/Alaska Native	N/A	54.0	N/A	60.5				
Asian	N/A	60.0	N/A	59.0				
Black/African American	-	49.0	-	53.0				
Hispanic/Latino	44.5	49.0	32.0	51.0				
Pacific Islander	N/A	57.0	N/A	57.0				
Two or More Races	N/A	54.5	N/A	53.0				
White/Caucasian	N/A	55.0	N/A	55.0				
Special Education	N/A	46.0	N/A	43.0				
English Learners Current + Former	-	47.0	-	49.0				
English Learners Current	-	44.0	-	44.0				
Economically Disadvantaged	N/A	49.0	N/A	49.0				

AGP Growth Data

Math AGP Points Earned: 0.5/7.5

ELA AGP Points Earned: 0.5/7.5

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	16.6	53.1	33.3	61.2				
American Indian/Alaska Native	N/A	45.7	N/A	66.6				
Asian	N/A	68.8	N/A	73.9				
Black/African American	-	41.8	-	55.8				
Hispanic/Latino	25.0	45.0	41.6	55.4				
Pacific Islander	N/A	50.4	N/A	61.9				
Two or More Races	N/A	59.6	N/A	62.7				
White/Caucasian	N/A	59.6	N/A	65.1				
Special Education	N/A	35.9	N/A	41.3				
English Learners Current + Former	-	41.2	-	52.0				
English Learners Current	-	32.5	-	43.1				
Economically Disadvantaged	N/A	43.7	N/A	53.5				

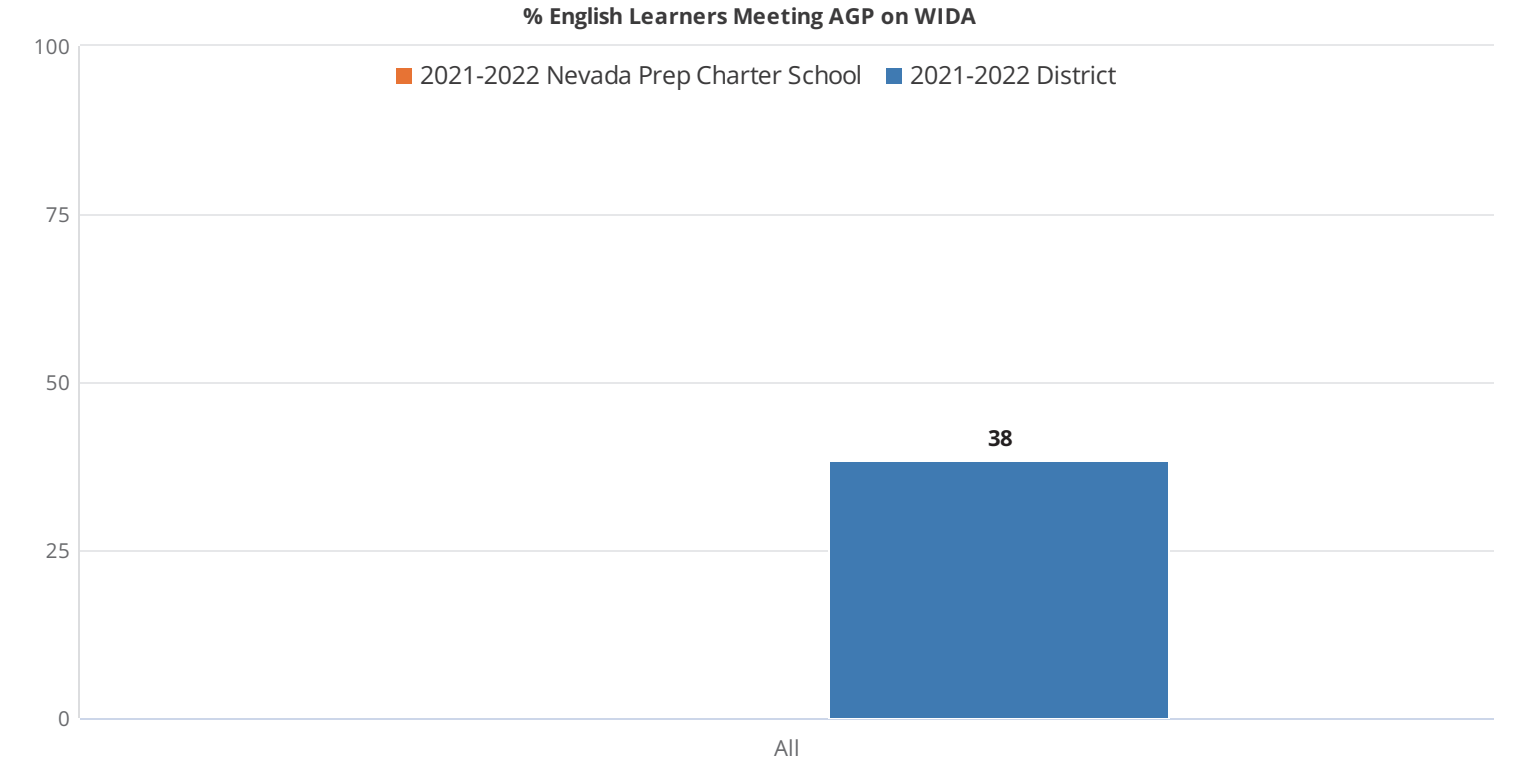
For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>.

N/A

English Language

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

English Language Points Earned: NA/10						
	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	-	-	38.4			



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



Closing Opportunity Gaps

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

Groups	Math AGP Points Earned: 1/10				ELA AGP Points Earned: 1/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	6.6	40.9	25.0	52.2				
American Indian/Alaska Native	N/A	40.7	N/A	57.6				
Asian	N/A	50.6	N/A	63.3				
Black/African American	-	36.1	-	49.4				
Hispanic/Latino	10.0	36.3	-	49.2				
Pacific Islander	N/A	43.2	N/A	54.6				
Two or More Races	N/A	44.5	N/A	55.0				
White/Caucasian	N/A	47.9	N/A	55.2				
Special Education	N/A	27.6	N/A	35.9				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	27.6	-	41.7				
Economically Disadvantaged	N/A	35.5	N/A	47.6				



Student Engagement

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

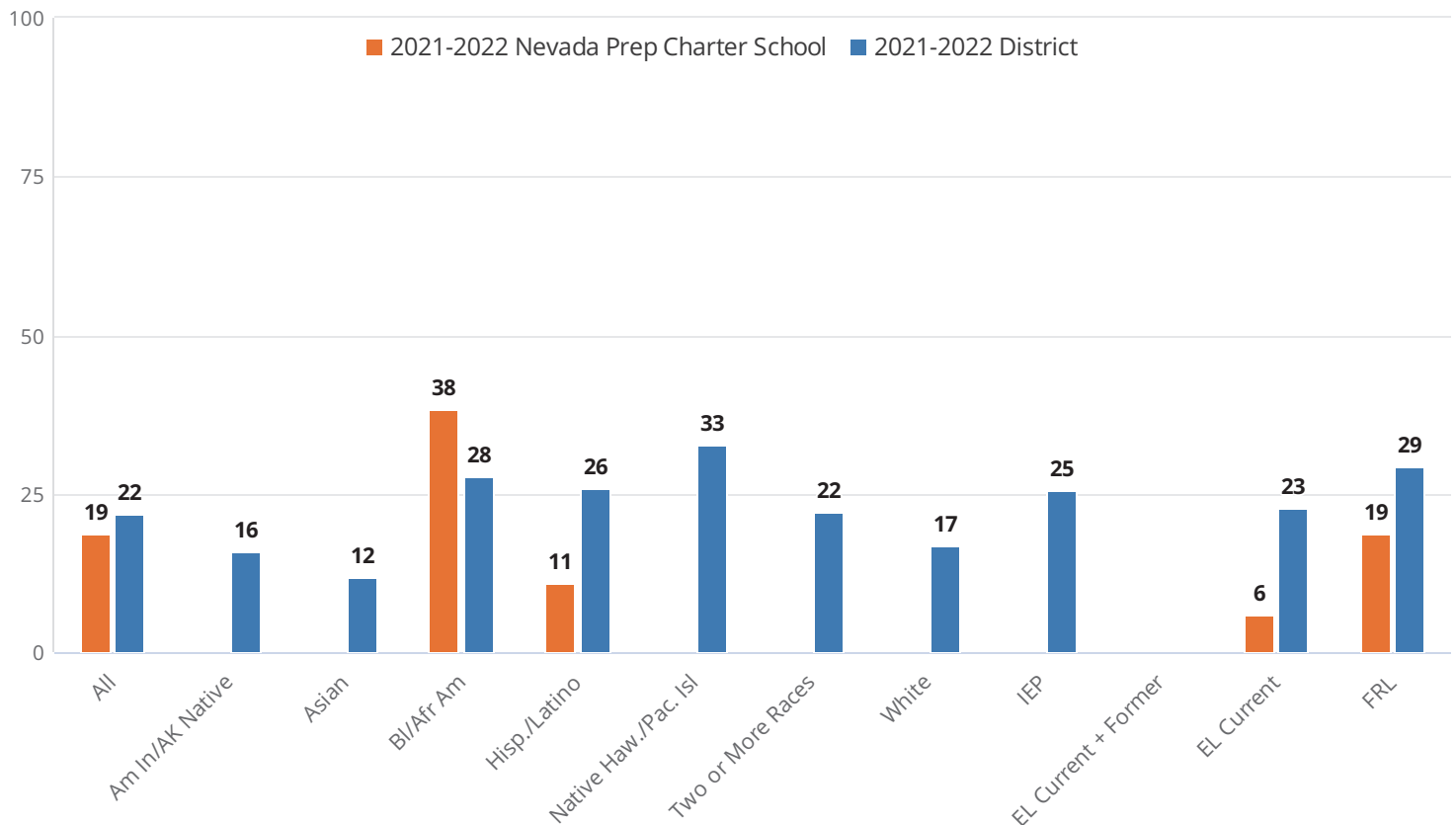
Chronic Absenteeism

Chronic Absenteeism Points Earned: 3/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	18.8	21.7		
American Indian/Alaska Native	N/A	15.8		
Asian	N/A	11.9		
Black/African American	38.4	27.6		
Hispanic/Latino	10.8	25.8		
Pacific Islander	N/A	32.8		
Two or More Races	N/A	22.2		
White/Caucasian	-	16.9		
Special Education	-	25.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	5.8	22.6		
Economically Disadvantaged	18.8	29.3		

Reducing Chronic Absenteeism by 10% Points Earned: NA

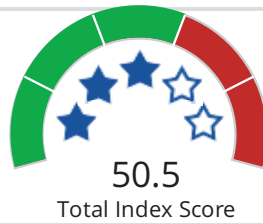
Chronic Absenteeism Rate (%)



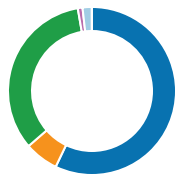
Nevada Prep Charter School

School Year 2022-2023 Nevada School Rating

School Level: Elementary School
Grade Levels: 03-08
District: State Public Charter School Authority
School Address: 1780 Betty Lane
 Las Vegas, NV 89156



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



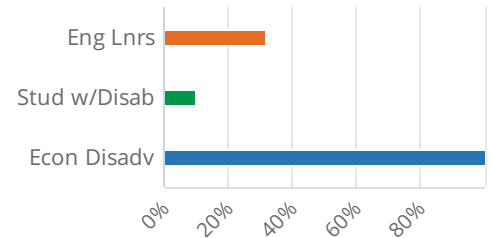
Student Race/Ethnicity

6.5% White
 33.6% BI/Afr Am
 57.0% Hisp/Latino
 0.9% Asian
 1.8% Am Ind/AK Nat
 N/A% Pac Isl
 N/A% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	12.2 NR
2020-2021	40.0 ★★

Additional Student Groups



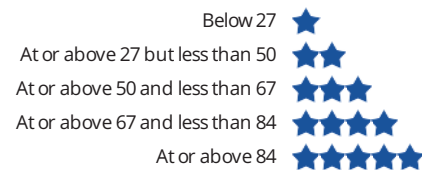
What does my school rating mean?

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

How are school star ratings determined?

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

How are star ratings determined based on total index score?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	22.9	50.0
Math Proficiency	23.2	52.0
ELA Proficiency	24.6	54.6
Science Proficiency	15.7	29.8
Read-by-Grade-3 Proficiency	15.0	52.6



Growth Indicator

Measure	School Median	District Median
Math MGP	58.0	55.0
ELA MGP	67.0	55.0
School Rate		District Rate
Met Math AGP Target	38.4	50.8
Met ELA AGP Target	56.4	52.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	27.2	41.5



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	17.0	22.9
Climate Survey Participation	N/A	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	34.3	31.9
Prior Non-Proficient Met ELA AGP Target	51.5	37.1

Climate Survey Participation is not a point-earning measure.

2/25

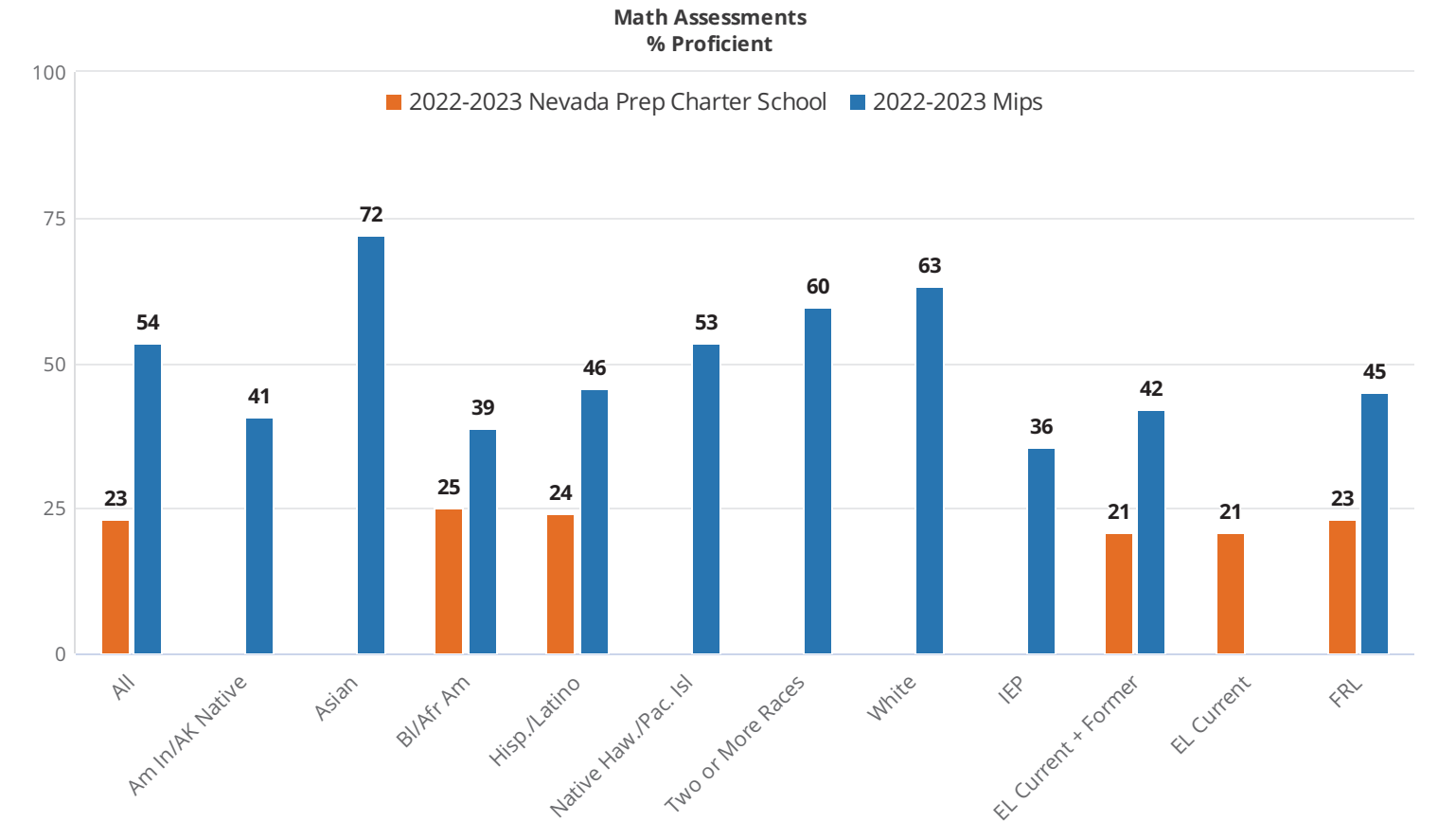
Academic Achievement

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 Points Earned: 1/20			
	2023 %	2023 % District	2022 %
Pooled Proficiency	22.9	50.0	18.8
			2022 % District
			49.2

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	23.2	52.0	53.5	18.3	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	N/A	28.5	37.6
Asian	N/A	74.5	71.9	N/A	72.8	70.4
Black/African American	25.0	31.4	38.9	13.3	30.3	35.7
Hispanic/Latino	24.1	42.2	45.5	21.8	37.9	42.7
Pacific Islander	N/A	49.0	53.4	N/A	47.2	50.9
Two or More Races	N/A	57.8	59.6	N/A	55.6	57.5
White/Caucasian	-	63.7	63.3	-	60.7	61.3
Special Education	-	29.1	35.5	N/A	26.3	32.1
English Learners Current + Former	21.0	38.1	42	29.4	34.9	39
English Learners Current	21.0	27.6		25.0	25.5	
Economically Disadvantaged	23.2	39.0	44.9	N/A	35.6	42



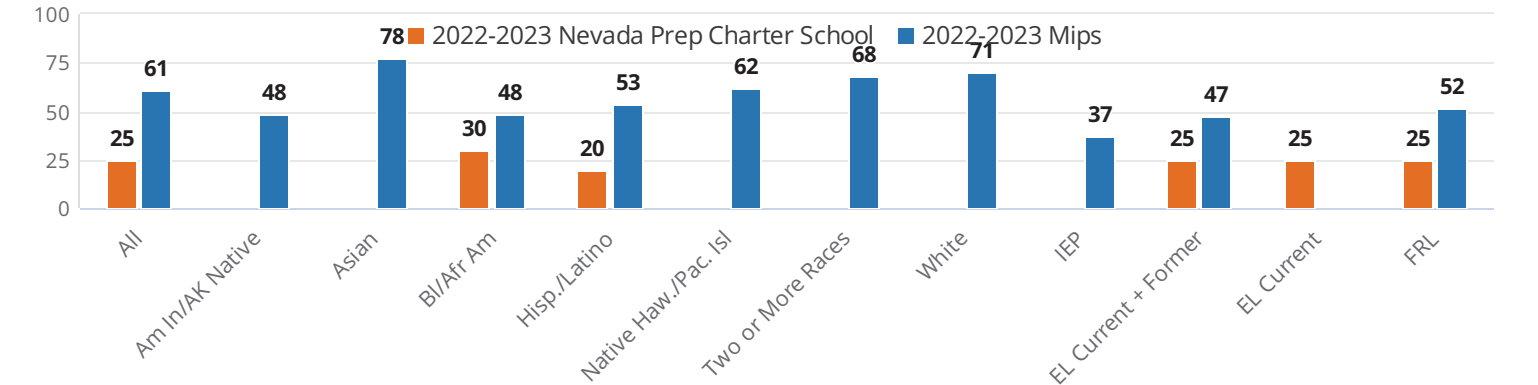
2/25

Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	24.6	54.6	61.2	18.3	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	N/A	40.8	45.4
Asian	N/A	74.1	77.8	N/A	74.9	76.7
Black/African American	30.0	37.5	48.2	13.3	39.8	45.4
Hispanic/Latino	19.7	45.9	53.2	21.8	45.1	50.8
Pacific Islander	N/A	49.0	62	N/A	53.7	60
Two or More Races	N/A	60.7	67.9	N/A	61.5	66.2
White/Caucasian	-	64.4	70.6	-	65.5	69
Special Education	-	27.4	36.8	N/A	25.5	33.5
English Learners Current + Former	24.5	37.6	47.2	29.4	37.4	44.4
English Learners Current	24.5	24.1		25.0	24.4	
Economically Disadvantaged	24.6	42.0	51.9	N/A	42.8	49.4

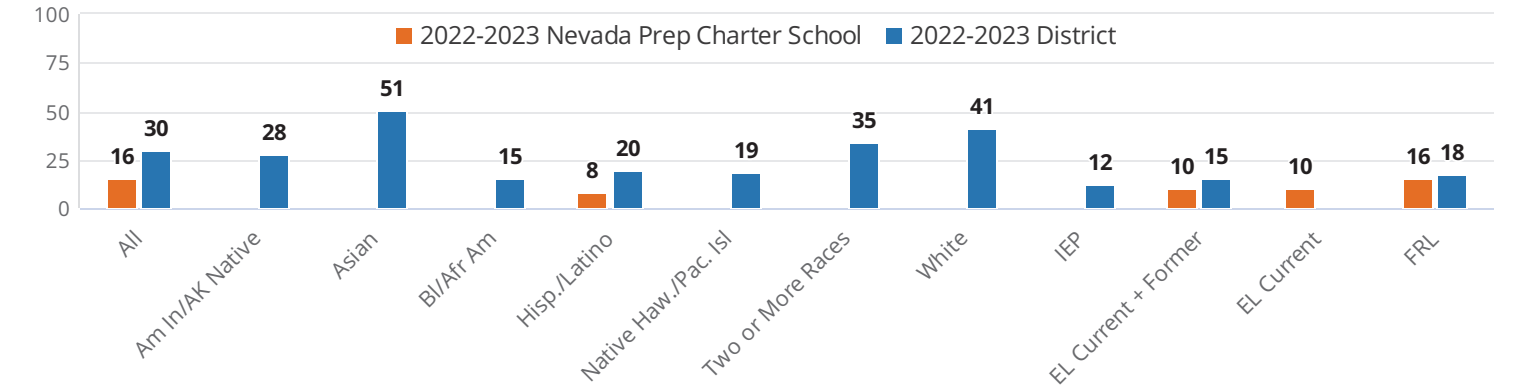
ELA Assessments
% Proficient



Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	15.7	29.8	21.0	30.4
American Indian/Alaska Native	N/A	27.7	N/A	17.6
Asian	N/A	51.0	N/A	52.9
Black/African American	-	15.3	-	17.6
Hispanic/Latino	8.3	19.5	25.0	19.2
Pacific Islander	N/A	18.7	N/A	28.3
Two or More Races	N/A	34.5	N/A	34.9
White/Caucasian	-	40.9	-	40.8
Special Education	-	12.2	N/A	11.6
English Learners Current + Former	10.0	15.1	-	15.8
English Learners Current	10.0	<5	-	<5
Economically Disadvantaged	15.7	17.6	-	19.4

Science Assessments
% Proficient

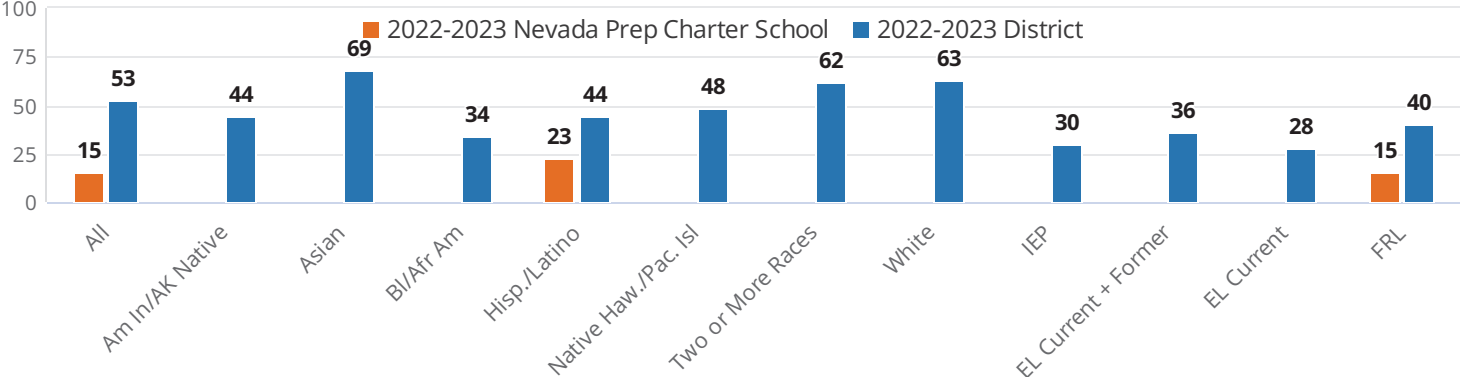


2/25

Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 1/5	
Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	15.0	52.6	17.6	51.8
American Indian/Alaska Native	-	44.0	N/A	33.3
Asian	N/A	68.5	N/A	71.7
Black/African American	-	33.9	-	33.0
Hispanic/Latino	23.0	44.2	27.2	43.5
Pacific Islander	N/A	48.4	N/A	49.2
Two or More Races	N/A	62.3	N/A	57.4
White/Caucasian	N/A	62.5	-	60.8
Special Education	-	29.5	N/A	23.7
English Learners Current + Former	-	36.1	-	37.1
English Learners Current	-	27.6	-	30.7
Economically Disadvantaged	15.0	40.3	N/A	40.5

Read by Grade 3
% Proficient



2/25

Academic Achievement

Participation on State Assessments

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

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	90.7%	91.7%	>=95%	>=95%
American Indian/Alaska Native	-	-	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black/African American	89.2%	92.8%	-	-
Hispanic/Latino	91.3%	91.3%	>=95%	>=95%
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	N/A	N/A
White/Caucasian	-	-	-	-
Special Education	-	-	-	-
English Learners Current + Former	93.3%	93.3%	N/A	N/A
English Learners Current	93.3%	93.3%	-	-
Economically Disadvantaged	90.7%	91.7%	-	-



Student Growth

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

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

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

MGP Growth Data

Math MGP Points Earned: 8/10

ELA MGP Points Earned: 10/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	58.0	55.0	67.0	55.0	37.0	52.0	27.0	53.0
American Indian/Alaska Native	-	46.0	-	52.0	N/A	54.0	N/A	60.5
Asian	N/A	61.0	N/A	61.0	N/A	60.0	N/A	59.0
Black/African American	47.0	52.0	55.0	50.0	-	49.0	-	53.0
Hispanic/Latino	60.0	54.0	70.0	53.0	44.5	49.0	32.0	51.0
Pacific Islander	N/A	60.5	N/A	55.5	N/A	57.0	N/A	57.0
Two or More Races	N/A	54.0	N/A	55.0	N/A	54.5	N/A	53.0
White/Caucasian	-	56.0	-	57.0	N/A	55.0	N/A	55.0
Special Education	-	49.0	-	51.0	N/A	46.0	N/A	43.0
English Learners Current + Former	50.0	55.0	68.5	54.0	-	47.0	-	49.0
English Learners Current	50.0	54.0	68.5	53.0	-	44.0	-	44.0
Economically Disadvantaged	58.0	54.0	67.0	53.0	N/A	49.0	N/A	49.0

AGP Growth Data

Math AGP Points Earned: 4.5/7.5

ELA AGP Points Earned: 5.5/7.5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	38.4	50.8	56.4	52.9	16.6	53.1	33.3	61.2
American Indian/Alaska Native	-	41.3	-	48.2	N/A	45.7	N/A	66.6
Asian	N/A	66.5	N/A	67.6	N/A	68.8	N/A	73.9
Black/African American	40.0	38.1	50.0	42.1	-	41.8	-	55.8
Hispanic/Latino	40.0	43.8	56.0	46.9	25.0	45.0	41.6	55.4
Pacific Islander	N/A	52.8	N/A	51.4	N/A	50.4	N/A	61.9
Two or More Races	N/A	52.0	N/A	56.1	N/A	59.6	N/A	62.7
White/Caucasian	-	58.8	-	58.9	N/A	59.6	N/A	65.1
Special Education	-	32.3	-	34.0	N/A	35.9	N/A	41.3
English Learners Current + Former	33.3	41.8	50.0	43.1	-	41.2	-	52.0
English Learners Current	33.3	33.5	50.0	33.8	-	32.5	-	43.1
Economically Disadvantaged	38.4	43.0	56.4	45.2	N/A	43.7	N/A	53.5

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

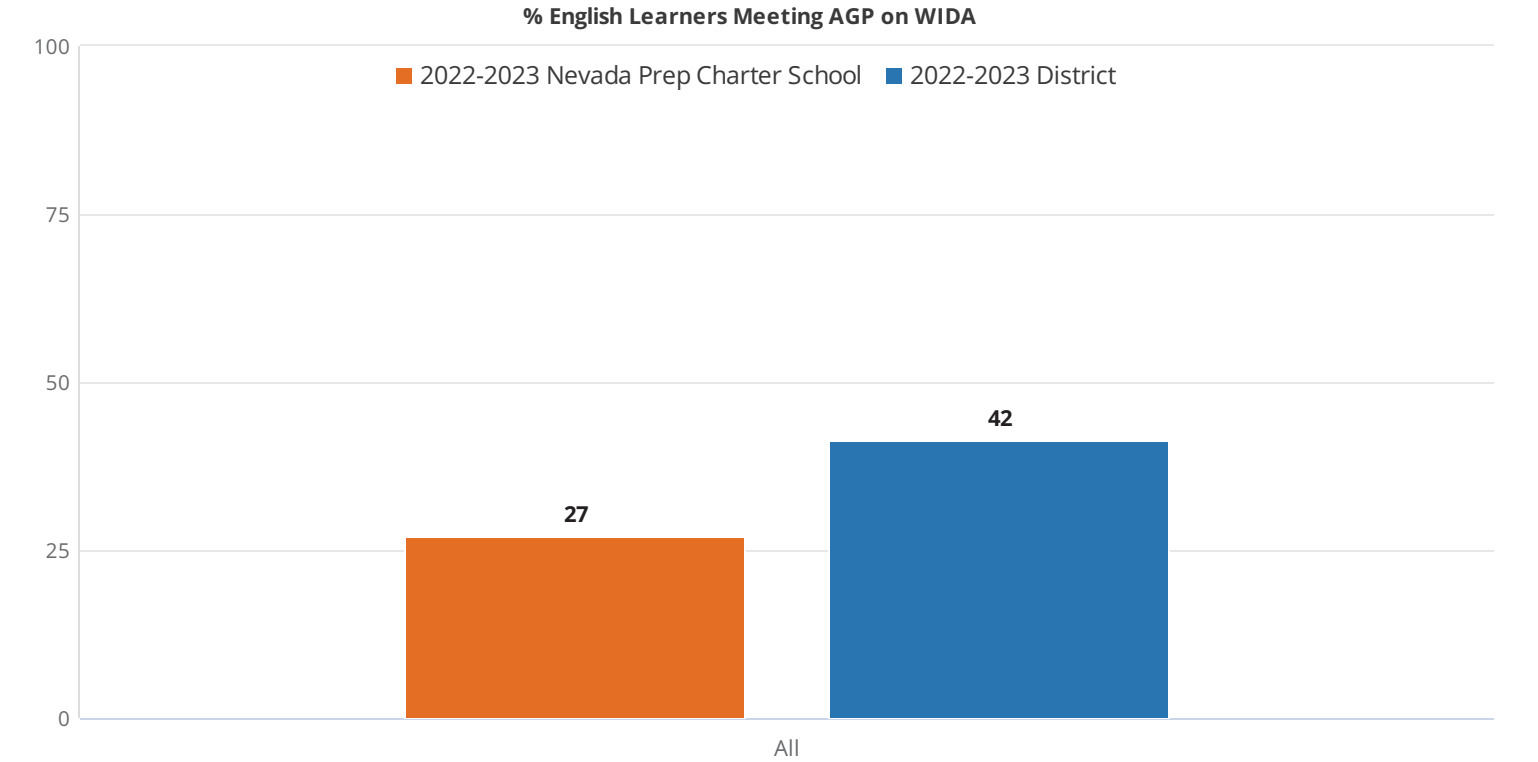


English Language

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

English Language Points Earned: 1/10

	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District
	Target	AGP		Target	AGP	
ELPA	11	27.2	41.5	-	-	38.4



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



Closing Opportunity Gaps

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

Groups	Math AGP Points Earned: 7/10				ELA AGP Points Earned: 9/10			
	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	34.3	31.9	51.5	37.1	6.6	40.9	25.0	52.2
American Indian/Alaska Native	-	26.3	N/A	28.5	N/A	40.7	N/A	57.6
Asian	N/A	42.0	N/A	48.2	N/A	50.6	N/A	63.3
Black/African American	-	25.9	-	29.9	-	36.1	-	49.4
Hispanic/Latino	33.3	29.9	50.0	34.4	10.0	36.3	-	49.2
Pacific Islander	N/A	33.3	N/A	41.2	N/A	43.2	N/A	54.6
Two or More Races	N/A	31.3	N/A	40.3	N/A	44.5	N/A	55.0
White/Caucasian	-	37.8	-	42.6	N/A	47.9	N/A	55.2
Special Education	-	20.8	-	25.2	N/A	27.6	N/A	35.9
English Learners Current + Former	21.4	27.5	40.0	31.6	N/A	N/A	N/A	N/A
English Learners Current	21.4	25.4	40.0	30.3	-	27.6	-	41.7
Economically Disadvantaged	34.3	28.7	51.5	33.1	N/A	35.5	N/A	47.6



Student Engagement

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

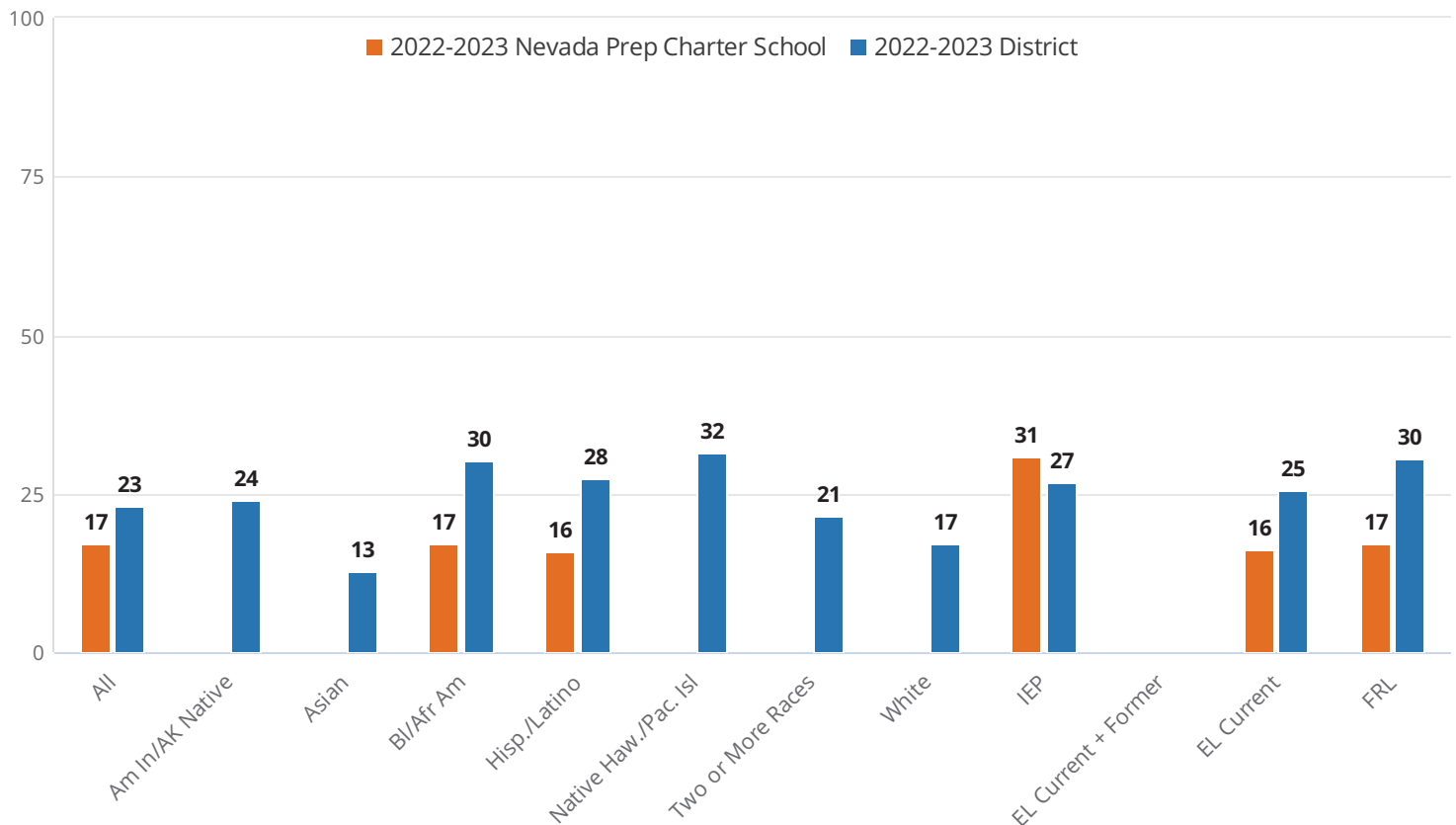
Chronic Absenteeism

Chronic Absenteeism Points Earned: 3.5/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	17.0	22.9	18.8	21.7
American Indian/Alaska Native	-	24.0	N/A	15.8
Asian	N/A	12.9	N/A	11.9
Black/African American	17.2	30.1	38.4	27.6
Hispanic/Latino	16.0	27.5	10.8	25.8
Pacific Islander	N/A	31.6	N/A	32.8
Two or More Races	N/A	21.4	N/A	22.2
White/Caucasian	-	17.1	-	16.9
Special Education	30.7	26.7	-	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	16.1	25.4	5.8	22.6
Economically Disadvantaged	17.0	30.4	18.8	29.3

Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)



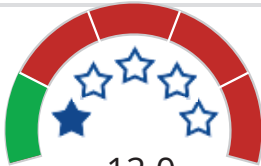
School Level: Elementary School

Grade Levels: 03-08

District: State Public Charter School Authority

School 1780 Betty Lane

Address: Las Vegas , NV 89156

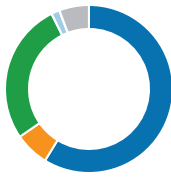


12.0
Total Index Score

School Type: SPCSA

School Designation: Additional TSI

95% Assessment Participation: Met

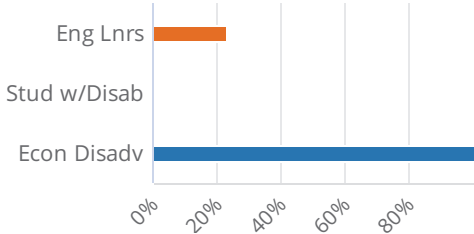


Student Race/Ethnicity
6.6% White
27.2% BI/Afr Am
58.6% Hisp/Latino
N/A% Asian
1.6% Am Ind/AK Nat
N/A% Pac Isl
5.7% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	50.5 ★★ ★
2021-2022	12.2 NR

Additional Student Groups



What does my school rating mean?
One-Star school: I 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 ★★★★★

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

2023-2024 School Performance



3/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	20.9	48.3
Math Proficiency	21.1	51.2
ELA Proficiency	29.0	54.6
Science Proficiency	<5	21.2
Read-by-Grade-3 Proficiency	28.5	51.2



6/35

Growth Indicator

Measure	School Median	District Median
Math MGP	40.0	52.0
ELA MGP	39.0	54.0
	School Rate	District Rate
Met Math AGP Target	17.1	44.4
Met ELA AGP Target	33.3	54.0



1/10

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	21.4	48.4



0/10

Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	33.6	20.7
Climate Survey Participation	89.0	N/A



2/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	12.7	22.5
Prior Non-Proficient Met ELA AGP Target	21.5	36.5

Climate Survey Participation is not a point-earning measure.



Academic Achievement

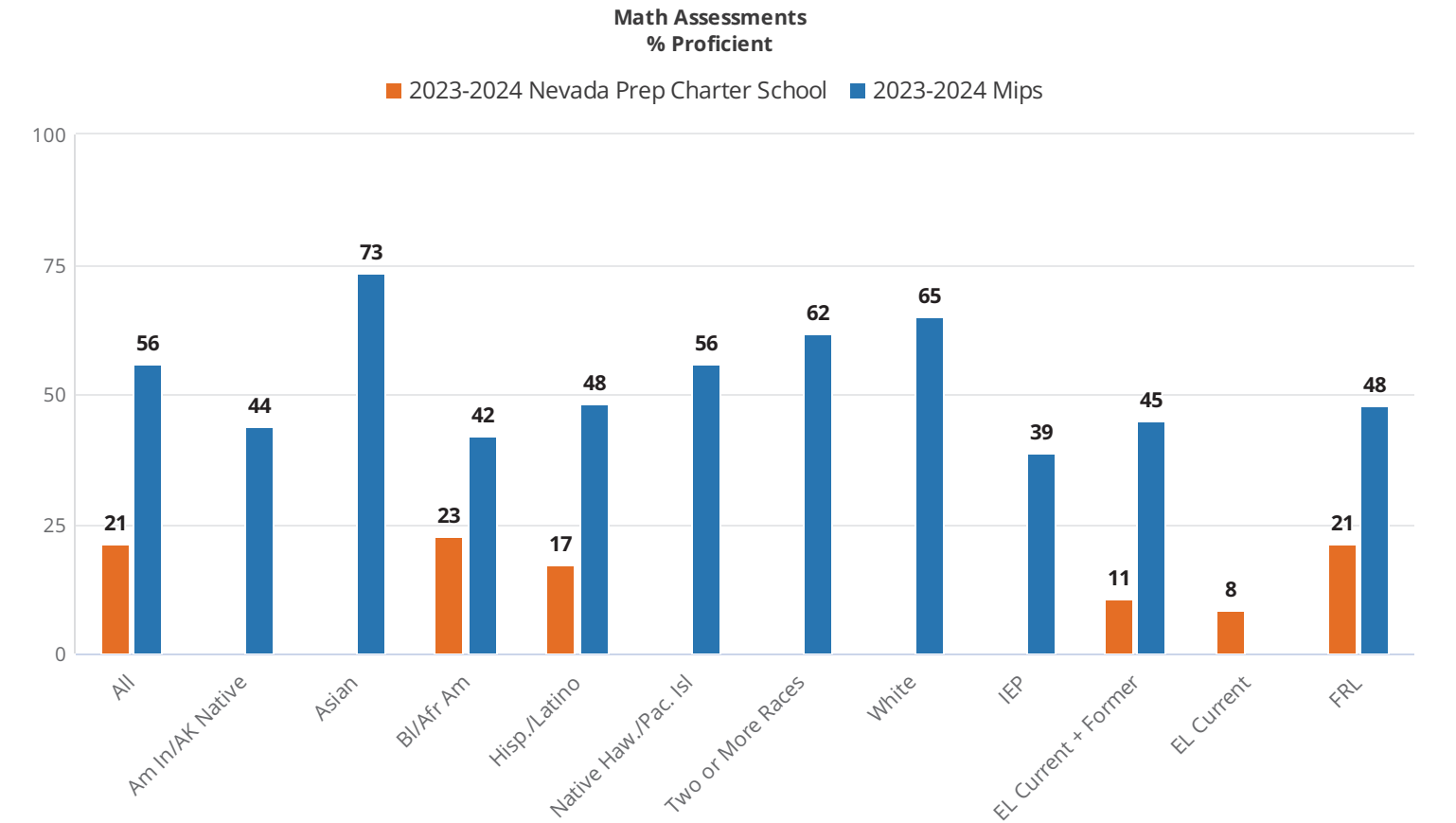
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school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

Pooled Proficiency Points Earned: 1/20

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	20.9	48.3	22.9	50.0

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	21.1	51.2	55.8	23.2	52.0	53.5
American Indian/Alaska Native	-	40.7	43.7	-	35.7	40.7
Asian	-	74.8	73.3	N/A	74.5	71.9
Black/African American	22.5	31.7	42	25.0	31.4	38.9
Hispanic/Latino	17.1	41.7	48.2	24.1	42.2	45.5
Pacific Islander	N/A	45.9	55.7	N/A	49.0	53.4
Two or More Races	-	57.2	61.6	N/A	57.8	59.6
White/Caucasian	-	62.7	65.1	-	63.7	63.3
Special Education	-	26.9	38.8	-	29.1	35.5
English Learners Current + Former	10.7	38.7	44.9	21.0	38.1	42
English Learners Current	8.3	27.5		21.0	27.6	
Economically Disadvantaged	21.2	40.4	47.7	23.2	39.0	44.9





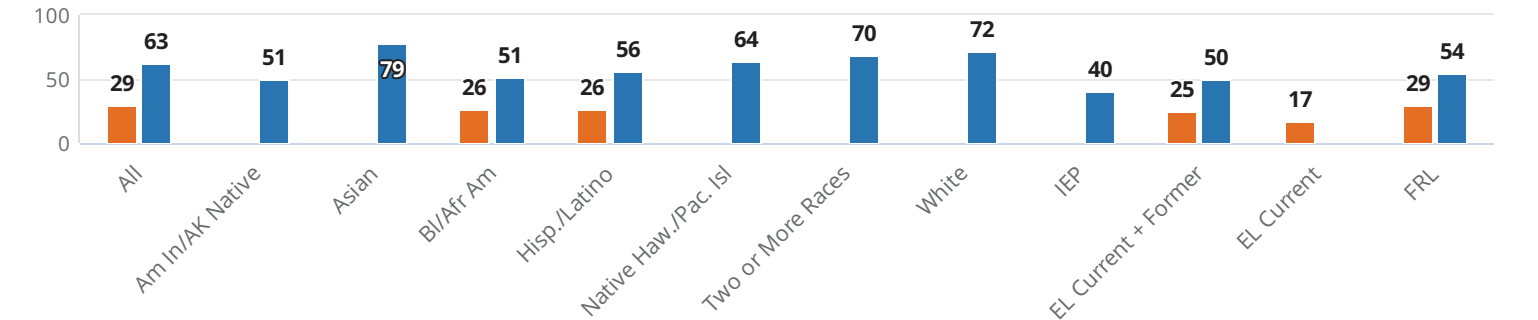
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	29.0	54.6	63.1	24.6	54.6	61.2
American Indian/Alaska Native	-	57.4	50.7	-	48.2	48.1
Asian	-	75.3	78.9	N/A	74.1	77.8
Black/African American	25.8	36.5	50.8	30.0	37.5	48.2
Hispanic/Latino	26.1	46.0	55.6	19.7	45.9	53.2
Pacific Islander	N/A	48.3	63.9	N/A	49.0	62
Two or More Races	-	60.4	69.5	N/A	60.7	67.9
White/Caucasian	-	65.2	72.1	-	64.4	70.6
Special Education	-	25.8	39.9	-	27.4	36.8
English Learners Current + Former	25.0	39.5	49.8	24.5	37.6	47.2
English Learners Current	16.6	25.3		24.5	24.1	
Economically Disadvantaged	29.3	44.1	54.4	24.6	42.0	51.9

ELA Assessments
% Proficient

2023-2024 Nevada Prep Charter School2023-2024 Mips

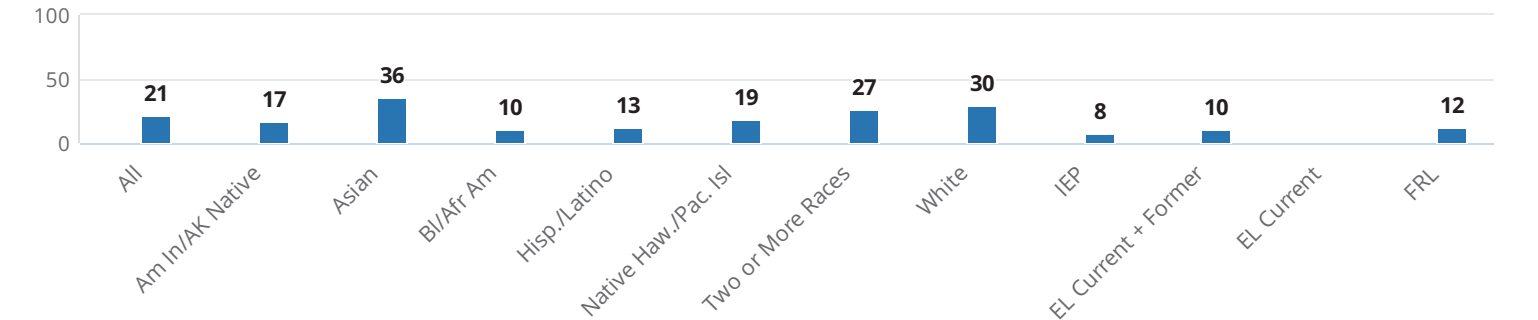


Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	<5	21.2	15.7	29.8
American Indian/Alaska Native	-	16.6	N/A	27.7
Asian	-	35.5	N/A	51.0
Black/African American	<5	10.4	-	15.3
Hispanic/Latino	<5	12.9	8.3	19.5
Pacific Islander	N/A	19.1	N/A	18.7
Two or More Races	-	27.2	N/A	34.5
White/Caucasian	-	29.6	-	40.9
Special Education	-	7.6	-	12.2
English Learners Current + Former	<5	10.4	10.0	15.1
English Learners Current	-	<5	10.0	<5
Economically Disadvantaged	<5	12.4	15.7	17.6

Science Assessments
% Proficient

2023-2024 Nevada Prep Charter School2023-2024 District



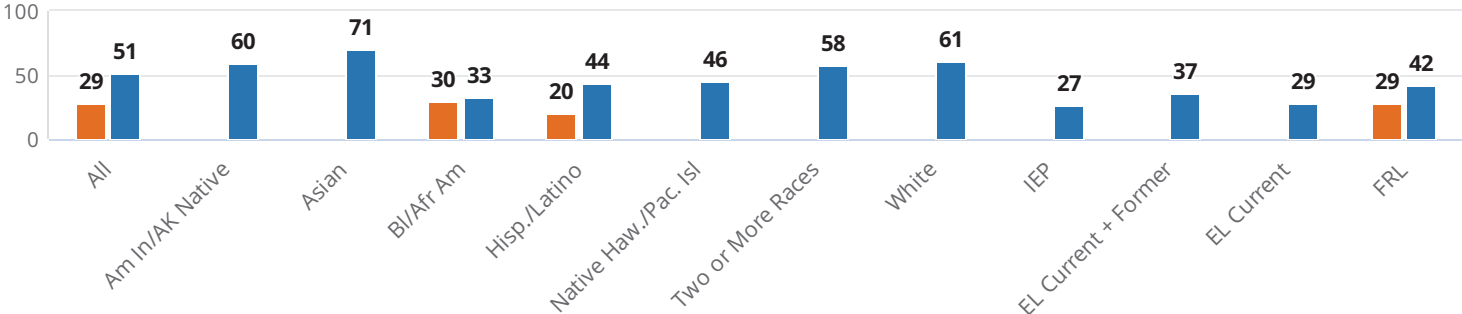


Academic Achievement

Read by Grade 3 Proficient			Read by Grade 3 Points Earned: 2/5	
Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	28.5	51.2	15.0	52.6
American Indian/Alaska Native	N/A	60.0	-	44.0
Asian	N/A	71.0	N/A	68.5
Black/African American	30.0	32.7	-	33.9
Hispanic/Latino	20.0	43.7	23.0	44.2
Pacific Islander	N/A	45.9	N/A	48.4
Two or More Races	-	58.4	N/A	62.3
White/Caucasian	-	60.7	N/A	62.5
Special Education	-	27.0	-	29.5
English Learners Current + Former	-	36.6	-	36.1
English Learners Current	-	28.5	-	27.6
Economically Disadvantaged	28.5	42.4	15.0	40.3

Read by Grade 3
% Proficient

2023-2024 Nevada Prep Charter School 2023-2024 District





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%	90.7%	91.7%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	N/A	N/A
Black/African American	>=95%	>=95%	89.2%	92.8%
Hispanic/Latino	>=95%	>=95%	91.3%	91.3%
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	-	-	-	-
English Learners Current + Former	>=95%	>=95%	93.3%	93.3%
English Learners Current	>=95%	>=95%	93.3%	93.3%
Economically Disadvantaged	>=95%	>=95%	90.7%	91.7%

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



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: 2/10		
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	40.0	52.0	39.0	54.0	58.0	55.0	67.0	55.0
American Indian/Alaska Native	-	40.0	-	57.5	-	46.0	-	52.0
Asian	N/A	57.0	N/A	62.0	N/A	61.0	N/A	61.0
Black/African American	43.5	46.0	43.0	49.0	47.0	52.0	55.0	50.0
Hispanic/Latino	41.5	50.0	36.0	52.0	60.0	54.0	70.0	53.0
Pacific Islander	N/A	53.0	N/A	54.0	N/A	60.5	N/A	55.5
Two or More Races	-	53.0	-	53.0	N/A	54.0	N/A	55.0
White/Caucasian	-	53.0	-	57.0	-	56.0	-	57.0
Special Education	-	46.0	-	48.0	-	49.0	-	51.0
English Learners Current + Former	32.5	53.0	28.5	53.0	50.0	55.0	68.5	54.0
English Learners Current	32.5	49.0	22.5	51.0	50.0	54.0	68.5	53.0
Economically Disadvantaged	41.0	51.0	40.0	52.0	58.0	54.0	67.0	53.0

AGP Growth Data		Math AGP Points Earned: 0.5/7.5				ELA AGP Points Earned: 0.5/7.5		
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	17.1	44.4	33.3	54.0	38.4	50.8	56.4	52.9
American Indian/Alaska Native	-	24.3	-	50.0	-	41.3	-	48.2
Asian	N/A	63.8	N/A	69.4	N/A	66.5	N/A	67.6
Black/African American	16.6	28.9	36.8	41.4	40.0	38.1	50.0	42.1
Hispanic/Latino	15.9	36.9	31.1	48.1	40.0	43.8	56.0	46.9
Pacific Islander	N/A	42.7	N/A	51.1	N/A	52.8	N/A	51.4
Two or More Races	-	49.5	-	55.5	N/A	52.0	N/A	56.1
White/Caucasian	-	52.8	-	61.4	-	58.8	-	58.9
Special Education	-	27.2	-	32.4	-	32.3	-	34.0
English Learners Current + Former	18.1	38.8	27.2	46.0	33.3	41.8	50.0	43.1
English Learners Current	16.6	27.5	27.7	35.8	33.3	33.5	50.0	33.8
Economically Disadvantaged	17.3	36.5	33.8	46.7	38.4	43.0	56.4	45.2

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

1/10

English Language

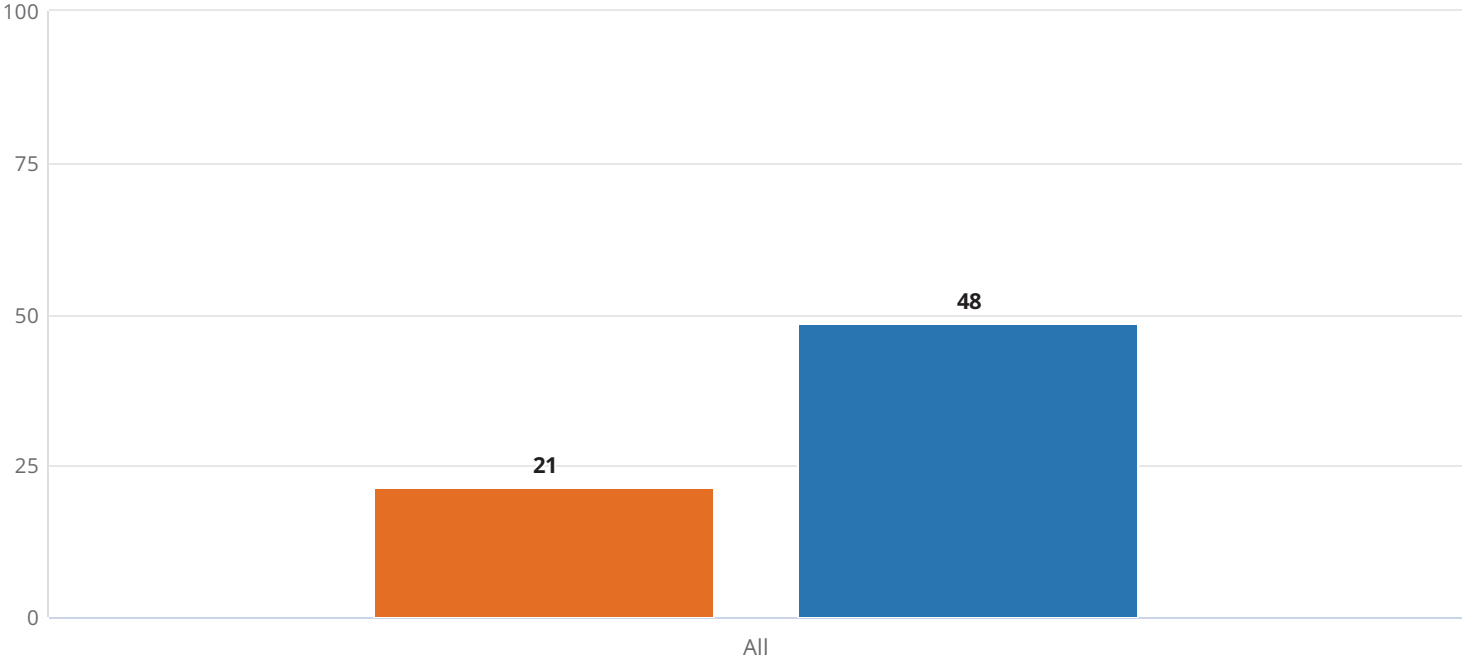
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 1/10

	2024 number of ELs With AGP	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District
	Target	AGP		Target	AGP	
ELPA	14	21.4	48.4	11	27.2	41.5

% English Learners Meeting AGP on WIDA

2023-2024 Nevada Prep Charter School 2023-2024 District



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



Closing Opportunity Gaps

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

Groups	Math AGP Points Earned: 1/10				ELA AGP Points Earned: 1/10			
	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	12.7	22.5	21.5	36.5	34.3	31.9	51.5	37.1
American Indian/Alaska Native	-	12.5	-	40.9	-	26.3	N/A	28.5
Asian	N/A	36.7	N/A	44.8	N/A	42.0	N/A	48.2
Black/African American	12.5	15.8	21.4	29.4	-	25.9	-	29.9
Hispanic/Latino	12.1	20.4	21.2	34.4	33.3	29.9	50.0	34.4
Pacific Islander	N/A	29.4	N/A	32.8	N/A	33.3	N/A	41.2
Two or More Races	-	26.4	-	37.7	N/A	31.3	N/A	40.3
White/Caucasian	-	27.2	-	43.4	-	37.8	-	42.6
Special Education	-	14.6	-	23.4	-	20.8	-	25.2
English Learners Current + Former	16.6	23.3	12.5	34.1	21.4	27.5	40.0	31.6
English Learners Current	17.6	20.0	13.3	31.2	21.4	25.4	40.0	30.3
Economically Disadvantaged	12.9	20.8	22.0	33.4	34.3	28.7	51.5	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.

0/10

Student Engagement

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

Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

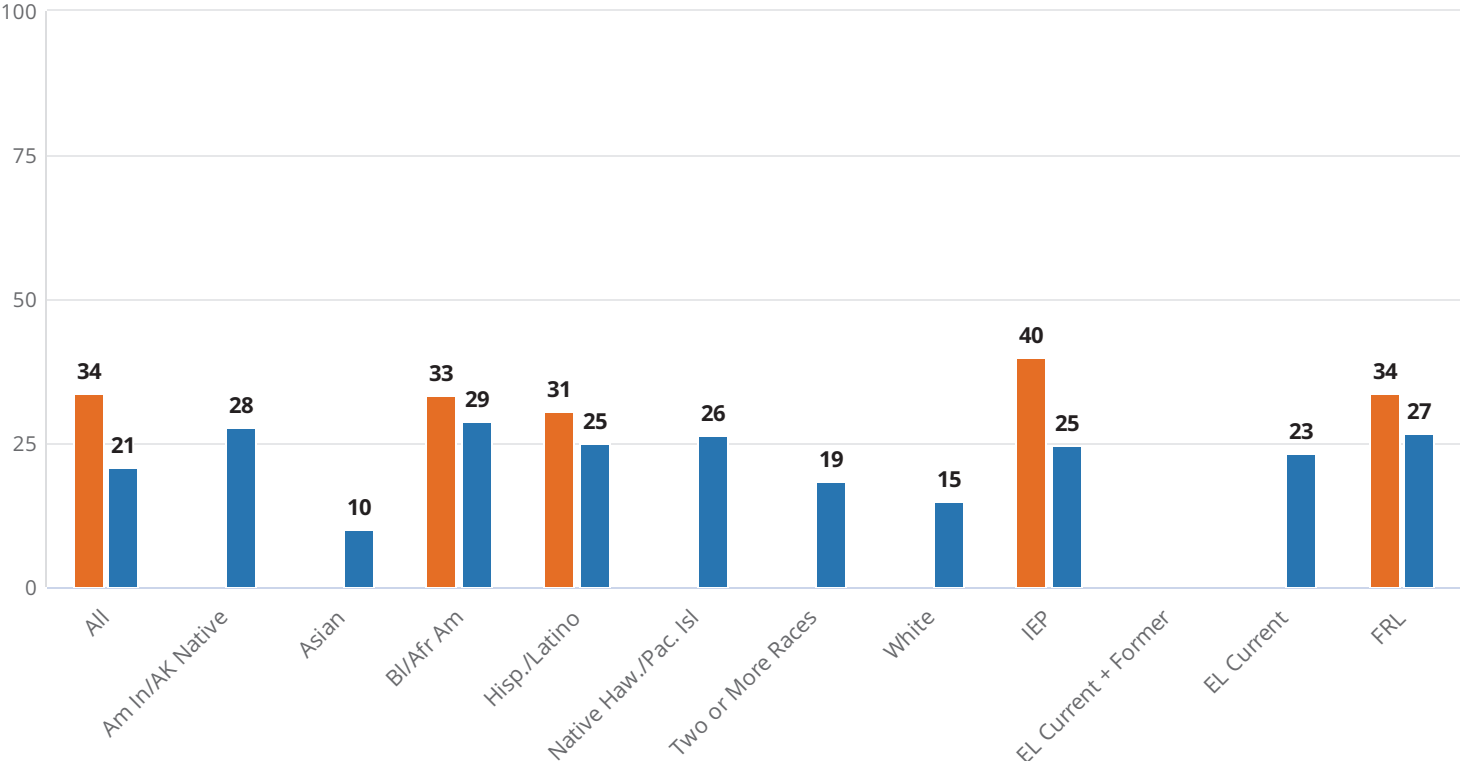
Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	33.6	20.7	17.0	22.9
American Indian/Alaska Native	-	27.7	-	24.0
Asian	N/A	10.0	N/A	12.9
Black/African American	33.3	28.9	17.2	30.1
Hispanic/Latino	30.7	25.0	16.0	27.5
Pacific Islander	N/A	26.3	N/A	31.6
Two or More Races	-	18.5	N/A	21.4
White/Caucasian	-	14.9	-	17.1
Special Education	40.0	24.7	30.7	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	23.1	16.1	25.4
Economically Disadvantaged	33.6	26.8	17.0	30.4

Reducing Chronic Absenteeism by 10% Points Earned: NA

Chronic Absenteeism Rate (%)

2023-2024 Nevada Prep Charter School

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.

School Designation	NSPF Baseline Year	Exit Evaluation
Additional TSI	2023-2024	Summer 2027

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

Schools with a ATSI designation meet the following criteria:

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

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

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

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

ES CSI Cut Scores	10.7			
Populations	Baseline NSPF Index Score (2023-2024)	NSPF Index Score (2024-2025)	NSPF Index Score (2025-2026)	NSPF Index Score (2026-2027)
Am Indian	*			
Asian	*			
African American	*			
Hispanic	10.5			
Pacific Islander	*			
Multi Race	*			
White	*			
SpEd	*			
English Learner	*			
Econ Disadv	13.3			

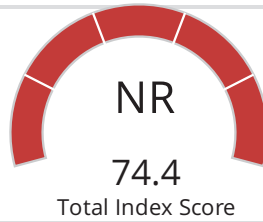
* = insufficient n-size (n < 25) to receive an NSPF index score.

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

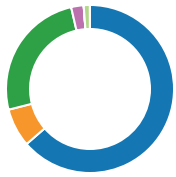
Nevada Prep Charter School

School Year 2021-2022 Nevada School Rating

School Level: Middle School
Grade Levels: 04-12
District: State Public Charter School Authority
School Address: 1780 Betty Lane
 Las Vegas , NV 89156



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



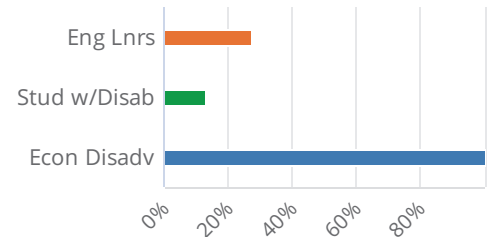
Student Race/Ethnicity

7.4% White
 25.3% BI/Afr Am
 63.5% Hisp/Latino
 2.4% Asian
 N/A% Am Ind/AK Nat
 1.2% Pac Isl
 N/A% Two or More

School Performance History

School Year	Index Score/Star Rating
2020-2021	89.6 ★★★★★
2019-2020	89.6 ★★★★★

Additional Student Groups



What does my school rating mean?

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

How are school star ratings determined?

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

How are star ratings determined based on total index score?

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

2021-2022 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	32.8	46.6
Math Proficiency	27.2	36.5
ELA Proficiency	39.6	57.3
Science Proficiency	29.6	44.9



Student Growth Indicator

Measure	School Median	District Median
Math MGP	75.0	56.0
ELA MGP	68.0	55.0
School Rate		District Rate
Met Math AGP Target	42.4	40.8
Met ELA AGP Target	51.5	60.4



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	21.6



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	17.9	18.5
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	91.1
Climate Survey Participation	89.0	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	35.5	23.5
Prior Non-Proficient Met ELA AGP Target	38.0	38.0

Climate Survey Participation is not a point-earning measure.

**Academic Achievement**

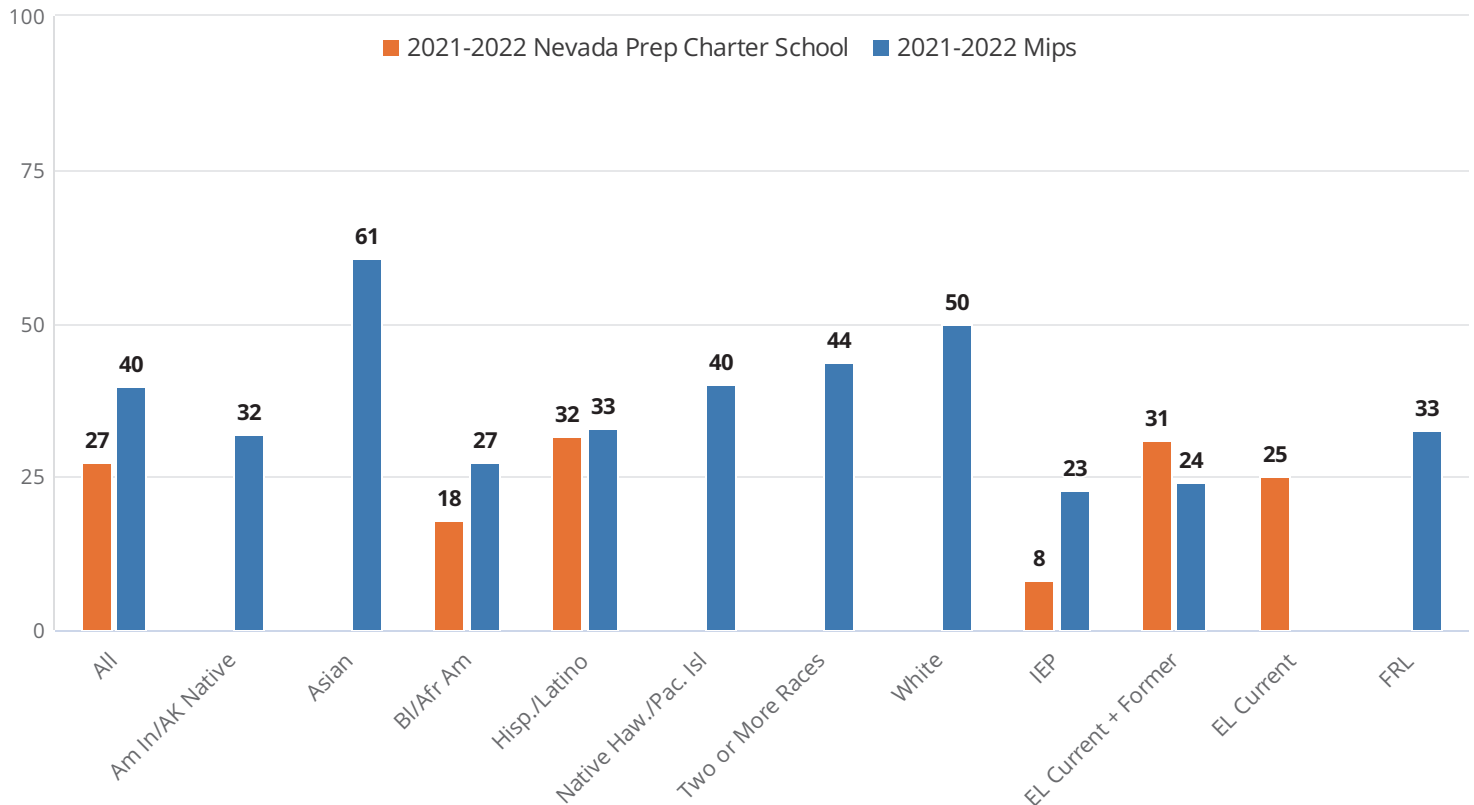
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school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

Pooled Proficiency**Pooled Proficiency Points Earned: 10/25**

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	32.8	46.6		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	27.2	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	-	62.7	60.6			
Black/African American	17.9	18.2	27.3			
Hispanic/Latino	31.7	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	N/A	41.8	43.6			
White/Caucasian	-	48.1	49.8			
Special Education	8.3	9.7	22.7			
English Learners Current + Former	30.9	20.1	24.2			
English Learners Current	25.0	7.6				
Economically Disadvantaged	N/A	23.9	32.7			

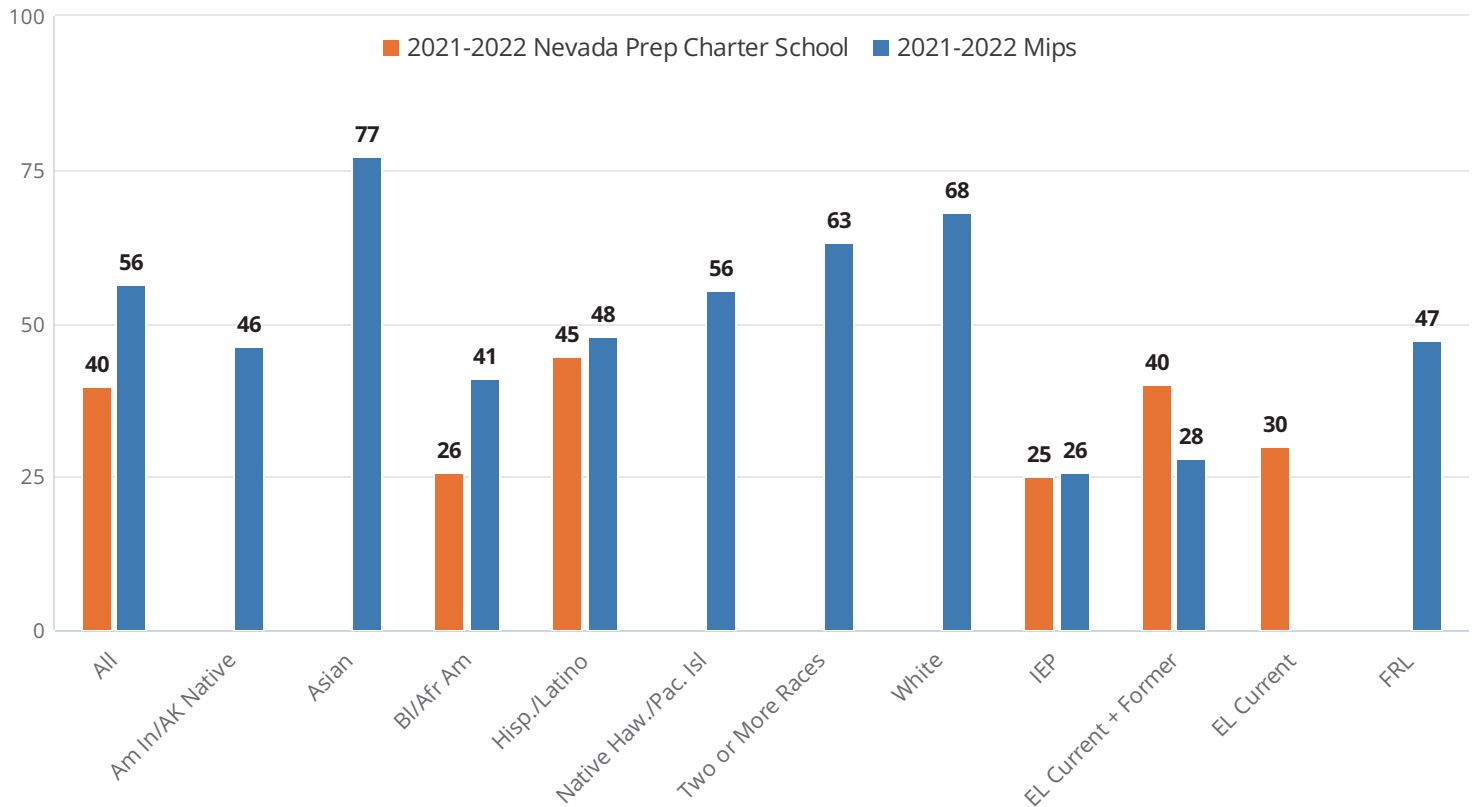
**Math Assessments
% Proficient**



Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	39.6	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	-	79.0	77.1			
Black/African American	25.6	41.1	40.9			
Hispanic/Latino	44.6	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	N/A	64.6	63.2			
White/Caucasian	-	67.2	68			
Special Education	25.0	18.0	25.8			
English Learners Current + Former	40.2	38.8	28.1			
English Learners Current	30.0	16.7				
Economically Disadvantaged	N/A	45.9	47.1			

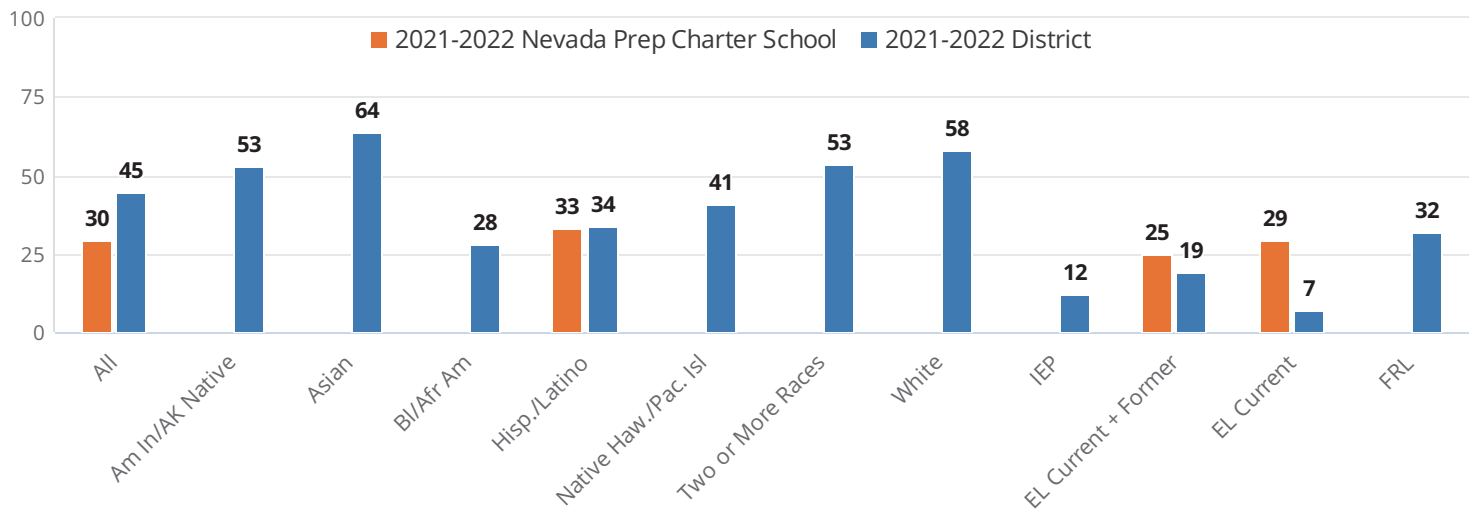
ELA Assessments
% Proficient



Academic Achievement

Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	29.6	44.9		
American Indian/Alaska Native	N/A	52.6		
Asian	N/A	63.9		
Black/African American	<5	28.3		
Hispanic/Latino	33.3	33.7		
Pacific Islander	N/A	40.5		
Two or More Races	N/A	53.3		
White/Caucasian	-	57.8		
Special Education	-	12.0		
English Learners Current + Former	25.0	19.4		
English Learners Current	29.4	6.9		
Economically Disadvantaged	N/A	31.9		

Science Assessments
% Proficient

Participation on State Assessments

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

Participation Penalty:

Yellow indicates 95% participation requirement not met.

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Studentss	86.3%	86.9%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	76.1%	76.1%		
Hispanic/Latino	91.0%	91.9%		
Pacific Islander	-	-		
Two or More Races	N/A	N/A		
White/Caucasian	-	-		
Special Education	-	-		
English Learners Current + Former	N/A	N/A		
English Learners Current	93.1%	93.1%		
Economically Disadvantaged	-	-		



Student Growth

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

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

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

MGP Growth Data

Math MGP Points Earned: 10/10

ELA MGP Points Earned: 10/10

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	75.0	56.0	68.0	55.0				
American Indian/Alaska Native	-	53.5	-	55.5				
Asian	N/A	61.0	-	61.0				
Black/African American	41.5	52.0	52.0	54.0				
Hispanic/Latino	78.0	54.0	70.0	54.0				
Pacific Islander	-	53.5	-	55.0				
Two or More Races	N/A	57.0	N/A	55.0				
White/Caucasian	-	57.0	-	56.0				
Special Education	-	44.0	-	43.0				
English Learners Current + Former	81.0	54.0	74.0	54.0				
English Learners Current	74.0	50.0	63.5	51.0				
Economically Disadvantaged	N/A	54.0	N/A	55.0				

AGP Growth Data

Math AGP Points Earned: 5/5

ELA AGP Points Earned: 3.5/5

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	42.4	40.8	51.5	60.4				
American Indian/Alaska Native	-	37.5	-	64.2				
Asian	N/A	63.7	-	77.2				
Black/African American	31.2	24.7	36.8	49.7				
Hispanic/Latino	47.9	31.4	55.2	52.7				
Pacific Islander	-	36.8	-	59.5				
Two or More Races	N/A	43.8	N/A	65.6				
White/Caucasian	-	50.7	-	67.2				
Special Education	-	12.9	-	26.3				
English Learners Current + Former	51.6	25.2	55.8	45.5				
English Learners Current	40.0	12.6	53.8	28.2				
Economically Disadvantaged	N/A	29.9	N/A	51.8				

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

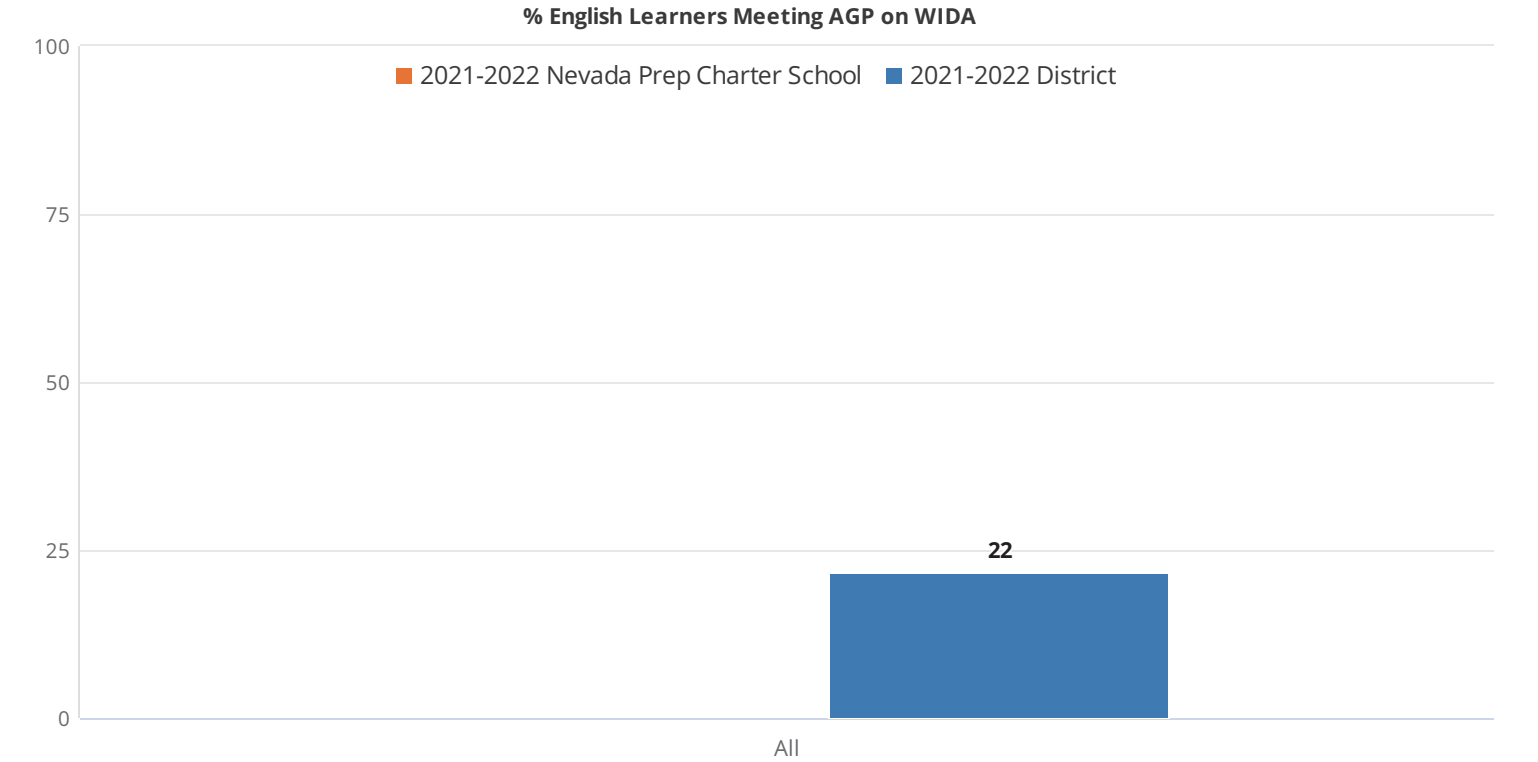
N/A

English Language

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

English Language Points Earned: NA/10

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



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



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.

Groups	Math AGP Points Earned: 10/10				ELA AGP Points Earned: 10/10			
	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	35.5	23.5	38.0	38.0				
American Indian/Alaska Native	-	25.0	-	52.0				
Asian	N/A	38.5	-	51.3				
Black/African American	26.6	16.6	25.0	33.6				
Hispanic/Latino	39.4	20.3	40.4	35.8				
Pacific Islander	-	24.8	-	44.5				
Two or More Races	N/A	24.1	N/A	42.9				
White/Caucasian	-	28.8	-	40.2				
Special Education	-	7.8	-	19.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	26.6	11.3	40.0	24.4				
Economically Disadvantaged	N/A	19.7	N/A	35.0				



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.

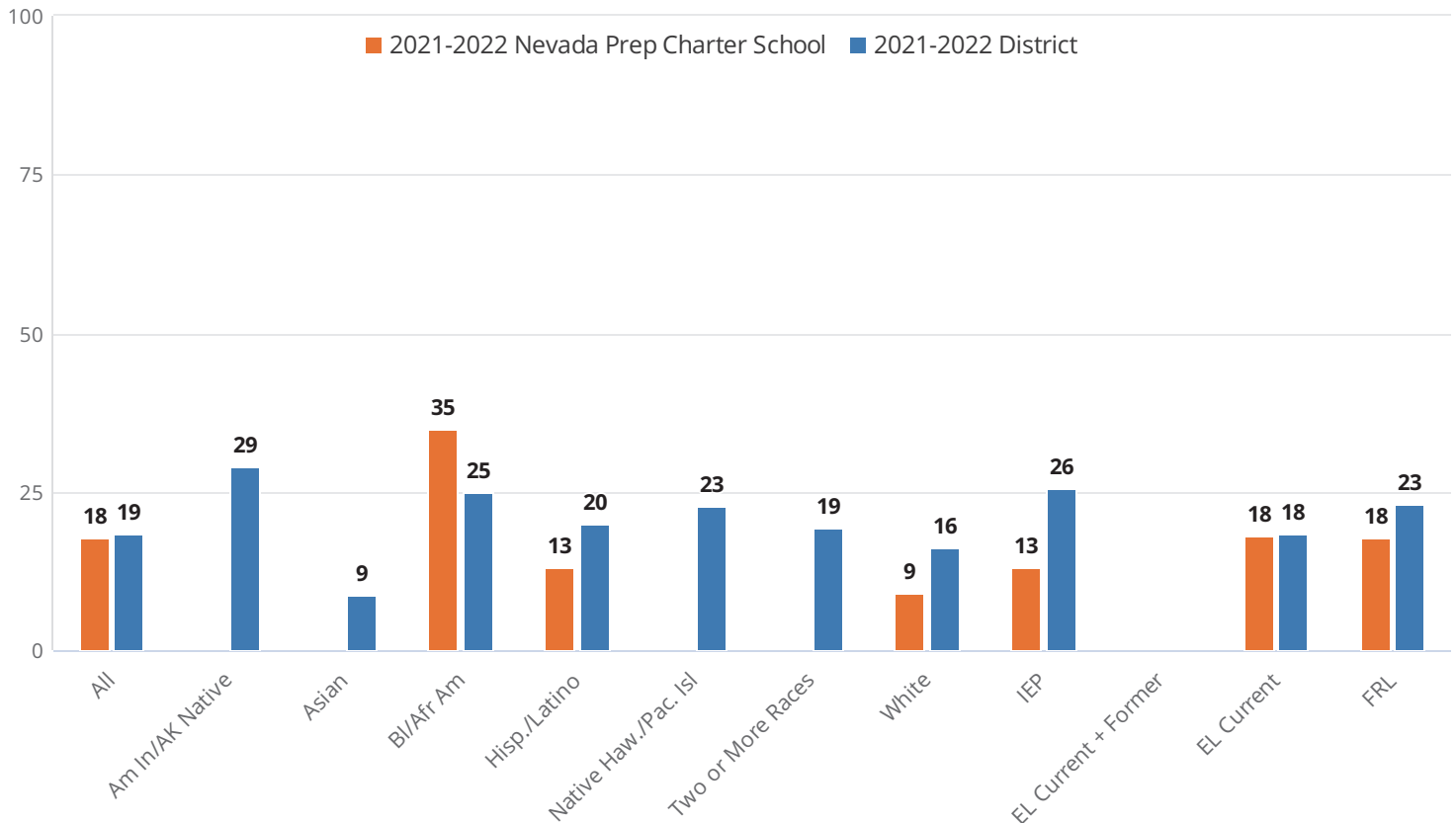
Chronic Absenteeism

Chronic Absenteeism Points Earned: 3.5/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	17.9	18.5		
American Indian/Alaska Native	-	28.9		
Asian	-	8.7		
Black/African American	35.0	24.9		
Hispanic/Latino	13.2	19.9		
Pacific Islander	-	22.7		
Two or More Races	N/A	19.4		
White/Caucasian	9.0	16.1		
Special Education	13.0	25.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	18.1	18.3		
Economically Disadvantaged	17.9	23.1		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

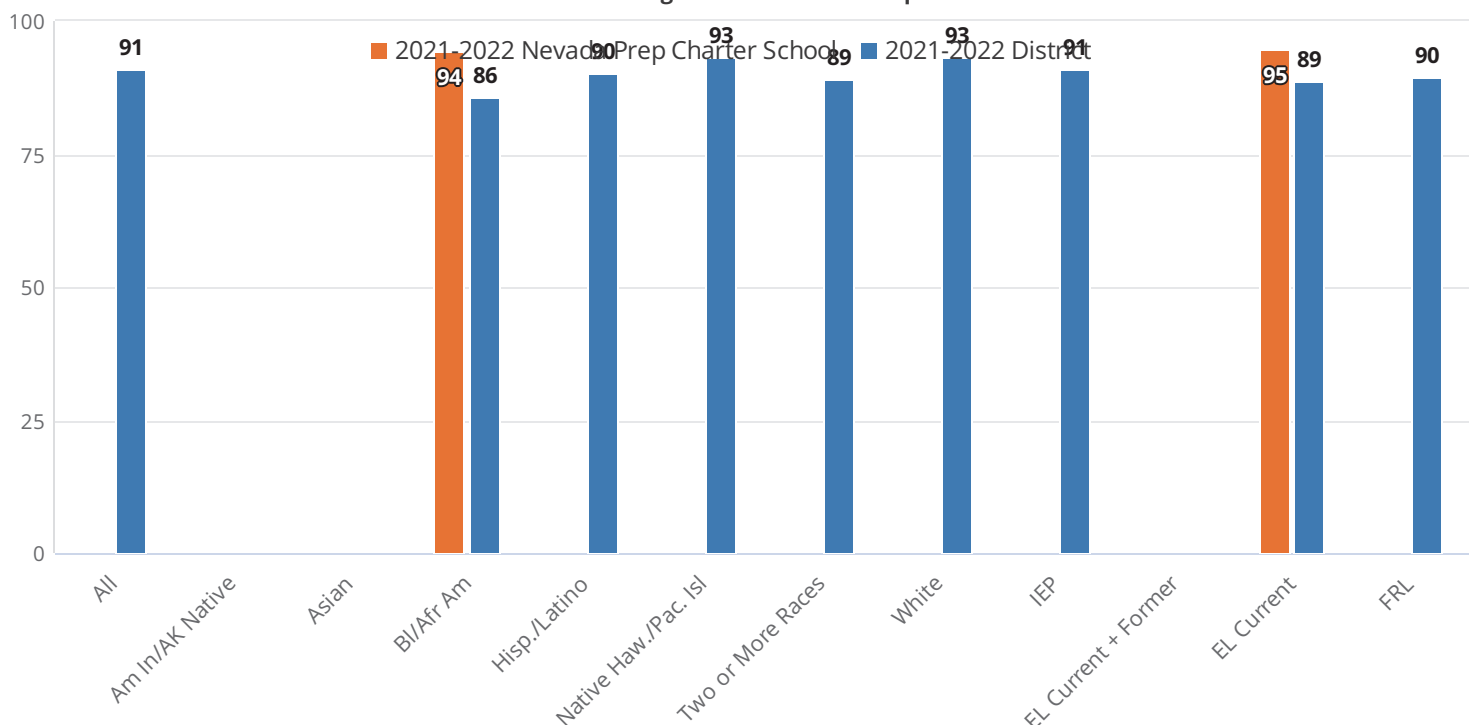
Academic Learning Plans

Groups	2022 % Academic Learning Plans	2022 % District	Academic Learning Plans Points Earned 2/2	2021 % Academic Learning Plans	2021 % District
All Students	>95	>95			
American Indian/Alaska Native	-	>95			
Asian	-	>95			
Black/African American	>95	>95			
Hispanic/Latino	>95	>95			
Pacific Islander	-	>95			
Two or More Races	N/A	>95			
White/Caucasian	>95	>95			
Special Education	>95	>95			
English Learners Current + Former	N/A	N/A			
English Learners Current	>95	>95			
Economically Disadvantaged	>95	>95			

NAC 389.445 Credit Requirements

Groups	2022 % Credit Requirements Met	2022 % District	NAC 389.445 Credit Requirements Points Earned 3/3	2021 % Credit Requirements Met	2021 % District
All Students	>95	91.1			
American Indian/Alaska Native	N/A	>95			
Asian	N/A	>95			
Black/African American	94.4	85.9			
Hispanic/Latino	>95	90.3			
Pacific Islander	N/A	93.3			
Two or More Races	N/A	89.2			
White/Caucasian	-	93.3			
Special Education	-	91.0			
English Learners Current + Former	N/A	N/A			
English Learners Current	94.7	88.7			
Economically Disadvantaged	>95	89.5			

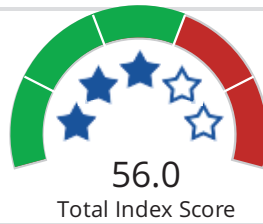
% of Students Meeting 8th Grade Credit Requirements



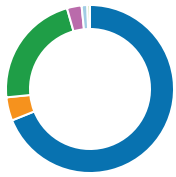
Nevada Prep Charter School

School Year 2022-2023 Nevada School Rating

School Level: Middle School
Grade Levels: 03-08
District: State Public Charter School Authority
School Address: 1780 Betty Lane
 Las Vegas, NV 89156



School Type: SPCSA
School Designation: No Designation
 95% Assessment Participation: Penalty



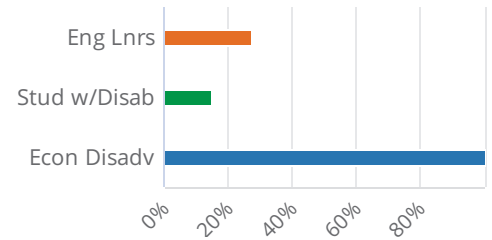
Student Race/Ethnicity

4.5% White
 22.1% BI/Afr Am
 68.7% Hisp/Latino
 2.8% Asian
 1.1% Am Ind/AK Nat
 0.5% Pac Isl
 N/A% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	74.4 NR
2020-2021	89.6 ★★★★★

Additional Student Groups



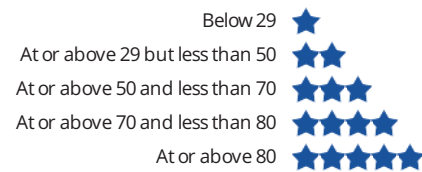
What does my school rating mean?

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

How are school star ratings determined?

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

How are star ratings determined based on total index score?



2022-2023 School Performance



Academic Achievement Indicator

*Participation Penalty

Measure	School Rate	District Rate
Pooled Proficiency	32.5	45.7
Math Proficiency	25.5	38.5
ELA Proficiency	36.0	53.4
Science Proficiency	42.5	43.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	25.0	29.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	13.4	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.7
Climate Survey Participation	N/A	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	65.0	56.0
ELA MGP	54.0	56.0
School Rate		District Rate
Met Math AGP Target	35.5	40.4
Met ELA AGP Target	37.3	52.8



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	24.0	18.0
Prior Non-Proficient Met ELA AGP Target	18.0	23.3

* Lost 6 points from Academic Achievement because 95% assessment participation was not met.

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

Climate Survey Participation is not a point-earning measure.

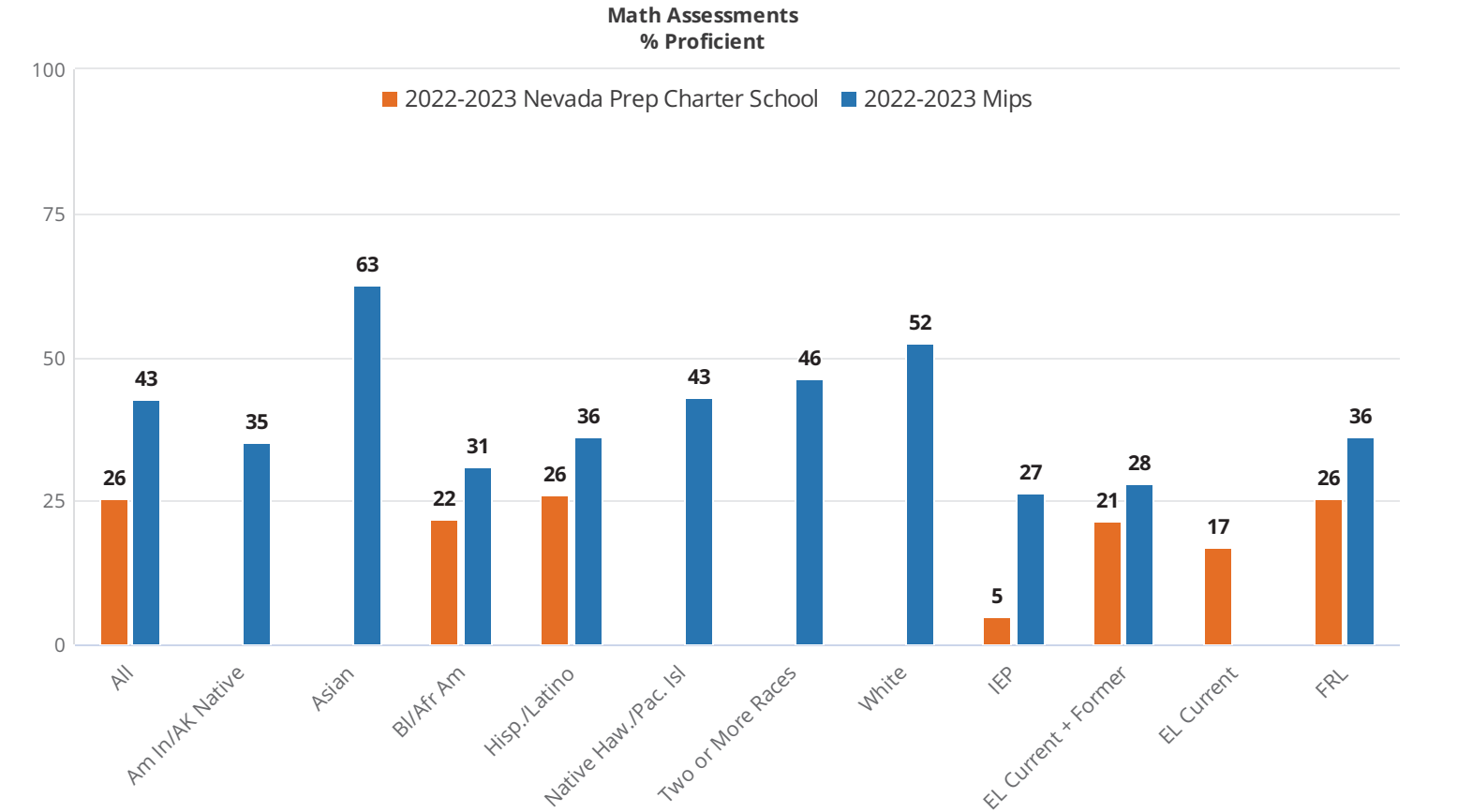


Academic Achievement
*Participation Penalty

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

Pooled Proficiency		Pooled Proficiency Points Earned: 10/25		
	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	32.5	45.7	32.8	46.6

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	25.5	38.5	42.7	27.2	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	-	62.5	62.6	-	62.7	60.6
Black/African American	21.7	19.4	31	17.9	18.2	27.3
Hispanic/Latino	26.0	28.3	36.2	31.7	26.4	32.8
Pacific Islander	N/A	37.9	43.1	-	28.3	40.1
Two or More Races	N/A	44.5	46.4	N/A	41.8	43.6
White/Caucasian	-	51.4	52.3	-	48.1	49.8
Special Education	5.0	11.5	26.5	8.3	9.7	22.7
English Learners Current + Former	21.4	21.5	28	30.9	20.1	24.2
English Learners Current	17.1	6.5		25.0	7.6	
Economically Disadvantaged	25.5	24.9	36.1	N/A	23.9	32.7



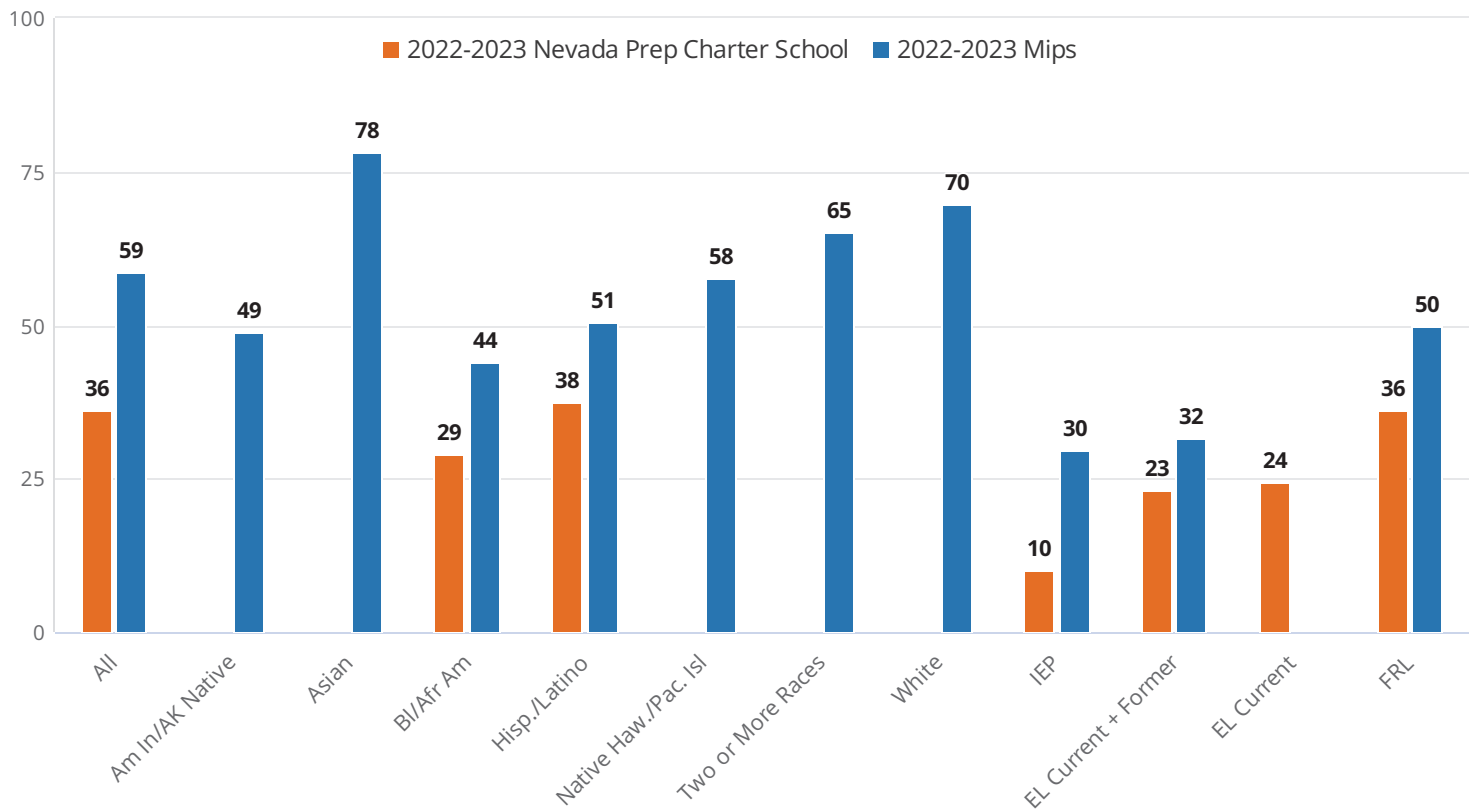
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

**Academic Achievement**

*Participation Penalty

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	36.0	53.4	58.6	39.6	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	-	74.7	78.2	-	79.0	77.1
Black/African American	29.0	37.4	43.9	25.6	41.1	40.9
Hispanic/Latino	37.5	44.8	50.5	44.6	48.2	47.9
Pacific Islander	N/A	47.2	57.8	-	53.3	55.5
Two or More Races	N/A	60.0	65	N/A	64.6	63.2
White/Caucasian	-	64.0	69.6	-	67.2	68
Special Education	10.0	17.4	29.6	25.0	18.0	25.8
English Learners Current + Former	23.1	34.0	31.7	40.2	38.8	28.1
English Learners Current	24.4	12.0		30.0	16.7	
Economically Disadvantaged	36.0	40.8	49.8	N/A	45.9	47.1

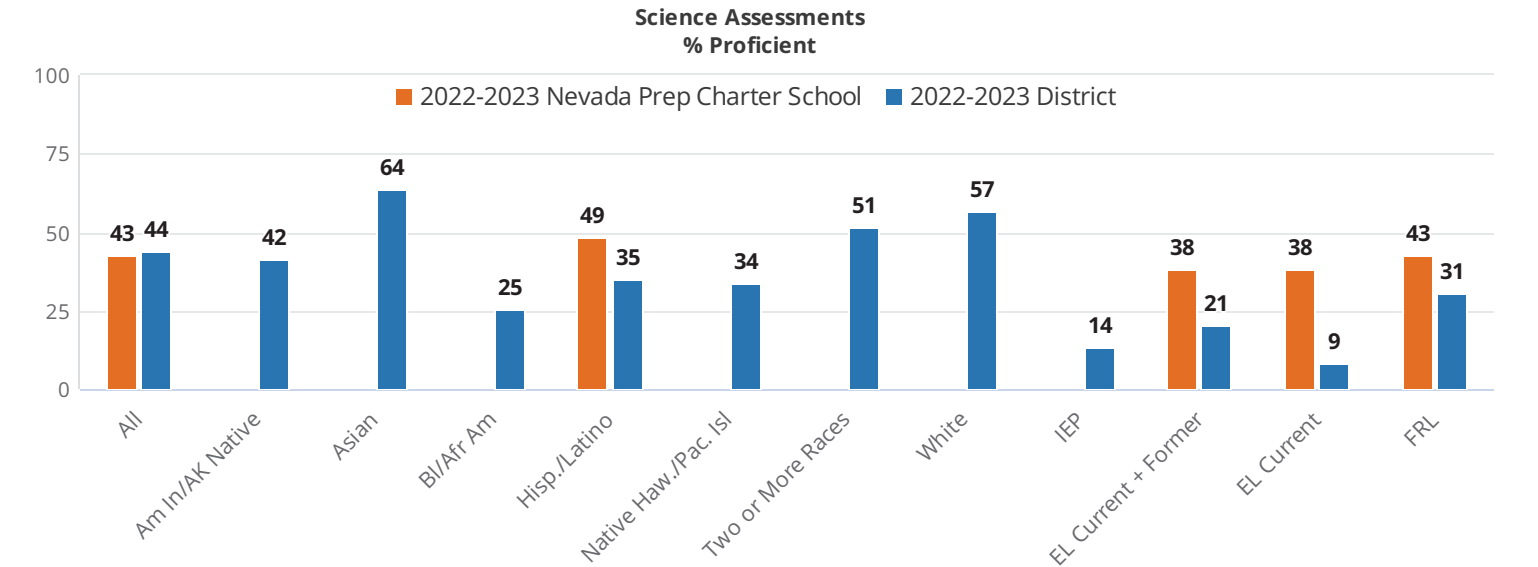
**ELA Assessments
% Proficient**



Academic Achievement
*Participation Penalty

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	42.5	43.9	29.6	44.9
American Indian/Alaska Native	N/A	41.6	N/A	52.6
Asian	-	63.5	N/A	63.9
Black/African American	-	25.3	<5	28.3
Hispanic/Latino	48.6	34.8	33.3	33.7
Pacific Islander	N/A	33.7	N/A	40.5
Two or More Races	N/A	51.4	N/A	53.3
White/Caucasian	-	56.5	-	57.8
Special Education	-	13.6	-	12.0
English Learners Current + Former	38.0	20.7	25.0	19.4
English Learners Current	38.4	8.5	29.4	6.9
Economically Disadvantaged	42.5	30.8	N/A	31.9



Participation on State Assessments

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

Participation Penalty: 6

Yellow indicates 95% participation requirement not met.

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Studentss	93.5%	93.5%	86.3%	86.9%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	91.4%	91.4%	76.1%	76.1%
Hispanic/Latino	94.2%	94.2%	91.0%	91.9%
Pacific Islander	N/A	N/A	-	-
Two or More Races	-	-	N/A	N/A
White/Caucasian	-	-	-	-
Special Education	80.0%	80.0%	-	-
English Learners Current + Former	92.1%	92.1%	N/A	N/A
English Learners Current	89.1%	89.1%	93.1%	93.1%
Economically Disadvantaged	93.5%	93.5%	-	-



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: 7/10

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	65.0	56.0	54.0	56.0	75.0	56.0	68.0	55.0
American Indian/Alaska Native	-	64.0	-	61.0	-	53.5	-	55.5
Asian	-	61.0	-	57.0	N/A	61.0	-	61.0
Black/African American	62.0	51.0	48.0	55.0	41.5	52.0	52.0	54.0
Hispanic/Latino	66.0	54.0	57.0	55.0	78.0	54.0	70.0	54.0
Pacific Islander	N/A	59.0	N/A	54.0	-	53.5	-	55.0
Two or More Races	N/A	59.0	N/A	58.0	N/A	57.0	N/A	55.0
White/Caucasian	-	58.0	-	56.0	-	57.0	-	56.0
Special Education	65.0	52.0	61.0	55.0	-	44.0	-	43.0
English Learners Current + Former	66.0	54.0	49.0	56.0	81.0	54.0	74.0	54.0
English Learners Current	69.0	53.0	60.0	53.0	74.0	50.0	63.5	51.0
Economically Disadvantaged	65.0	54.0	54.0	55.0	N/A	54.0	N/A	55.0

AGP Growth Data

Math AGP Points Earned: 4/5

ELA AGP Points Earned: 1.5/5

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	35.5	40.4	37.3	52.8	42.4	40.8	51.5	60.4
American Indian/Alaska Native	-	38.8	-	50.0	-	37.5	-	64.2
Asian	-	62.5	-	72.6	N/A	63.7	-	77.2
Black/African American	28.5	23.7	28.5	39.6	31.2	24.7	36.8	49.7
Hispanic/Latino	35.8	30.6	37.1	44.7	47.9	31.4	55.2	52.7
Pacific Islander	N/A	40.5	N/A	48.3	-	36.8	-	59.5
Two or More Races	N/A	46.9	N/A	59.5	N/A	43.8	N/A	65.6
White/Caucasian	-	51.9	-	61.5	-	50.7	-	67.2
Special Education	27.2	15.1	18.1	22.3	-	12.9	-	26.3
English Learners Current + Former	30.4	24.3	19.5	35.3	51.6	25.2	55.8	45.5
English Learners Current	29.0	10.9	25.8	16.2	40.0	12.6	53.8	28.2
Economically Disadvantaged	35.5	28.1	37.3	41.9	N/A	29.9	N/A	51.8

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

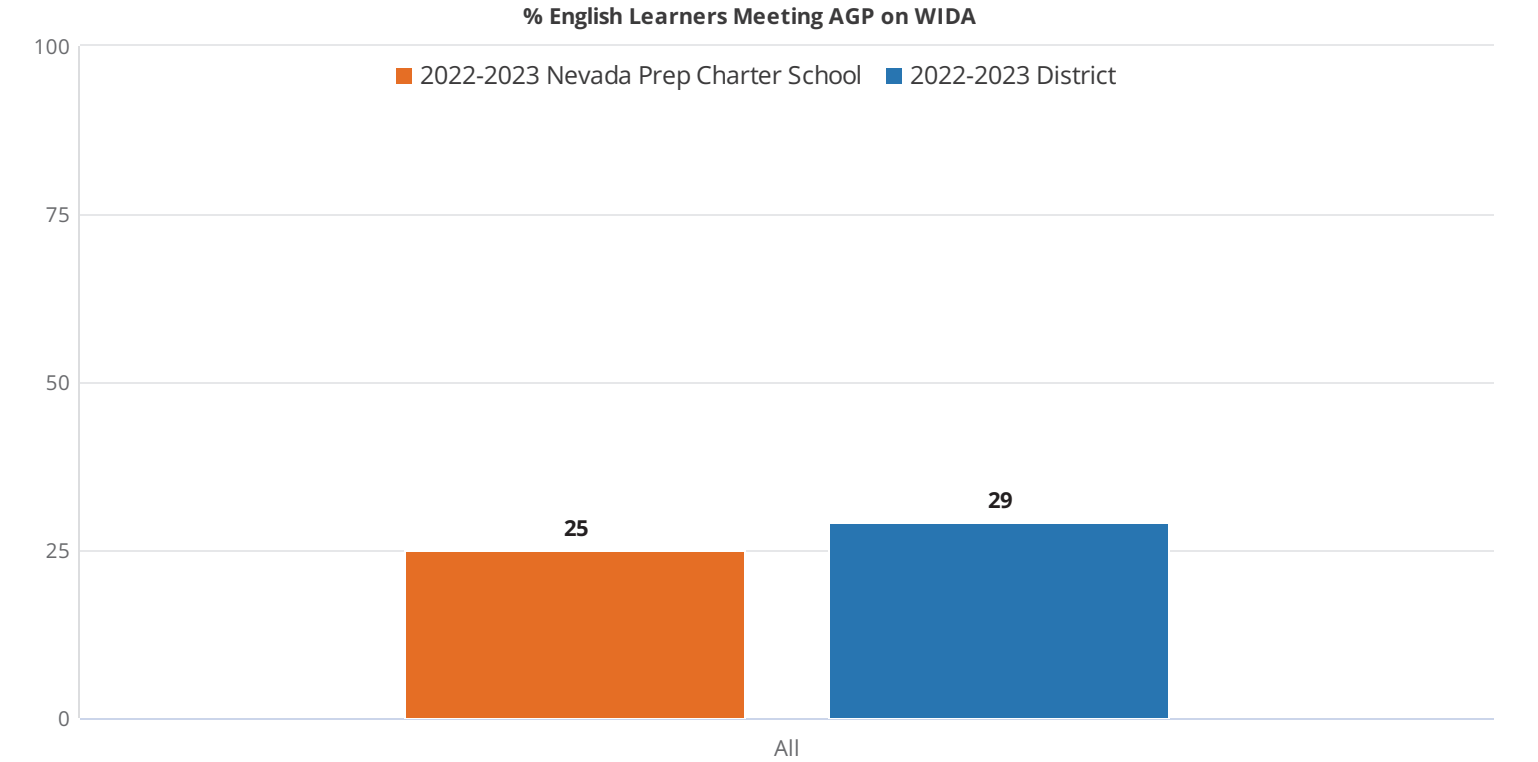
6/10

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: 6/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	24	25.0	29.3	-	-	21.6



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their 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.

Groups	Math AGP Points Earned: 10/10				ELA AGP Points Earned: 2/10			
	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	24.0	18.0	18.0	23.3	35.5	23.5	38.0	38.0
American Indian/Alaska Native	-	18.9	-	23.3	-	25.0	-	52.0
Asian	N/A	26.3	N/A	36.0	N/A	38.5	-	51.3
Black/African American	11.7	12.5	7.6	20.2	26.6	16.6	25.0	33.6
Hispanic/Latino	25.0	15.4	20.4	21.4	39.4	20.3	40.4	35.8
Pacific Islander	N/A	20.5	N/A	20.4	-	24.8	-	44.5
Two or More Races	N/A	20.8	N/A	27.8	N/A	24.1	N/A	42.9
White/Caucasian	-	23.6	-	26.3	-	28.8	-	40.2
Special Education	27.2	8.5	-	12.4	-	7.8	-	19.6
English Learners Current + Former	23.5	13.5	7.1	18.6	N/A	N/A	N/A	N/A
English Learners Current	16.0	8.9	9.0	12.7	26.6	11.3	40.0	24.4
Economically Disadvantaged	24.0	14.2	18.0	20.9	N/A	19.7	N/A	35.0



Student Engagement

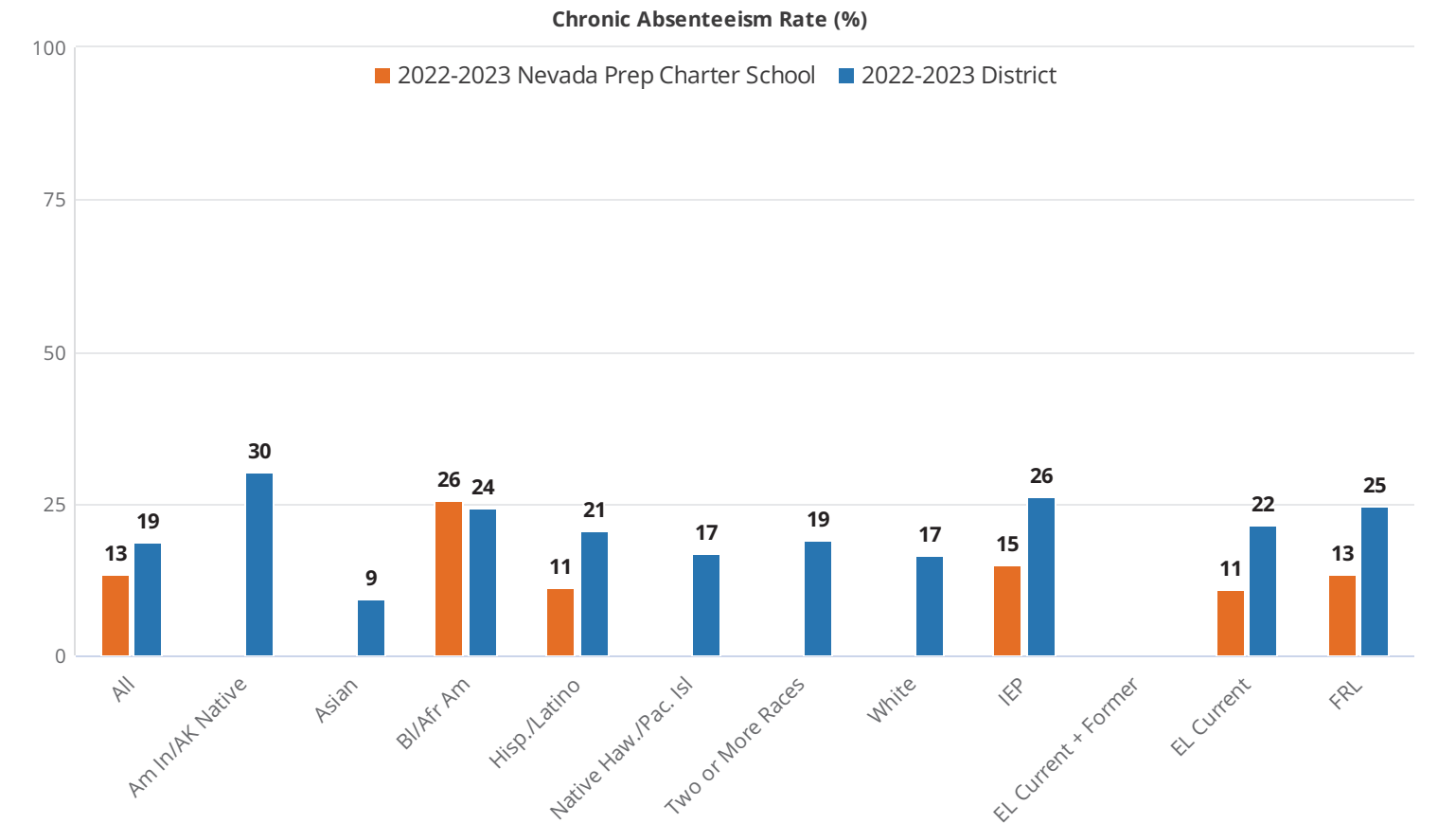
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	13.4	18.8	17.9	18.5
American Indian/Alaska Native	-	30.1	-	28.9
Asian	-	9.3	-	8.7
Black/African American	25.7	24.2	35.0	24.9
Hispanic/Latino	11.2	20.6	13.2	19.9
Pacific Islander	-	16.7	-	22.7
Two or More Races	N/A	19.0	N/A	19.4
White/Caucasian	-	16.5	9.0	16.1
Special Education	15.1	26.3	13.0	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	10.8	21.6	18.1	18.3
Economically Disadvantaged	13.4	24.7	17.9	23.1

Reducing Chronic Absenteeism by 10% bonus points: 1





Student Engagement

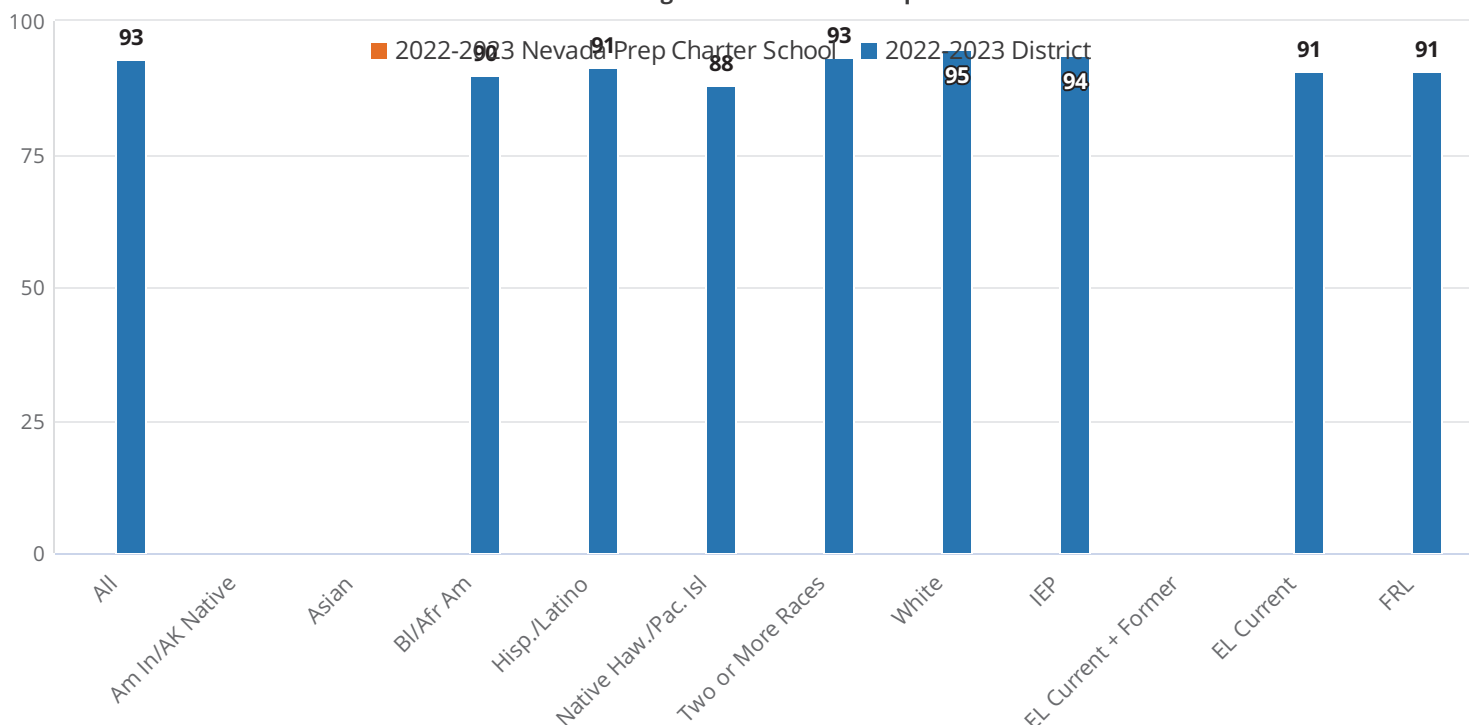
Academic Learning Plans

Groups	2023 % Academic Learning Plans	2023 % District	Academic Learning Plans Points Earned 2/2	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95	>95
Asian	-	>95	-	>95	>95
Black/African American	>95	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95	>95
Pacific Islander	N/A	>95	-	>95	>95
Two or More Races	N/A	>95	N/A	>95	>95
White/Caucasian	-	>95	>95	>95	>95
Special Education	>95	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95	>95

NAC 389.445 Credit Requirements

Groups	2023 % Credit Requirements Met	2023 % District	NAC 389.445 Credit Requirements Points Earned 3/3	2022 % Credit Requirements Met	2022 % District
All Students	>95	92.7	>95	91.1	
American Indian/Alaska Native	N/A	>95	N/A	>95	
Asian	-	>95	N/A	>95	
Black/African American	-	89.9	94.4	85.9	
Hispanic/Latino	>95	91.4	>95	90.3	
Pacific Islander	N/A	88.1	N/A	93.3	
Two or More Races	-	93.1	N/A	89.2	
White/Caucasian	-	94.8	-	93.3	
Special Education	>95	93.7	-	91.0	
English Learners Current + Former	N/A	N/A	N/A	N/A	
English Learners Current	>95	90.5	94.7	88.7	
Economically Disadvantaged	>95	90.5	>95	89.5	

% of Students Meeting 8th Grade Credit Requirements



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

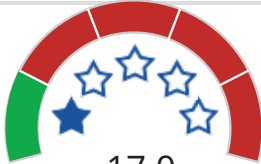
School Level: Middle School

Grade Levels: 03-08

District: State Public Charter School Authority

School 1780 Betty Lane

Address: Las Vegas , NV 89156

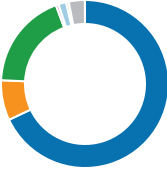


17.0
Total Index Score

School Type: SPCSA

School Designation: No Designation

95% Assessment Participation: Penalty

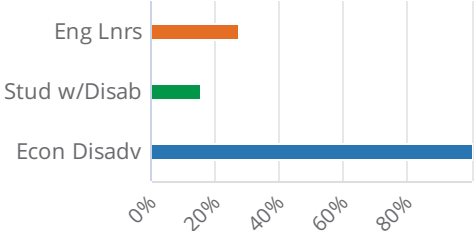


Student Race/Ethnicity
7.7% White
18.6% BI/Afr Am
67.8% Hisp/Latino
0.5% Asian
1.5% Am Ind/AK Nat
0.5% Pac Isl
3.1% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	56.0 ★★
2021-2022	74.4 NR

Additional Student Groups



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

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

How are star ratings determined based on total index score?

Below 29 ★

At or above 29 but less than 50 ★★

At or above 50 and less than 70 ★★★

At or above 70 and less than 80 ★★★★

At or above 80 ★★★★★

2023-2024 School Performance



Academic Achievement Indicator
*Participation Penalty

Measure	School Rate	District Rate
Pooled Proficiency	18.4	47.3
Math Proficiency	12.4	39.8
ELA Proficiency	26.0	54.2
Science Proficiency	13.2	48.8



Student Growth Indicator

Measure	School Median	District Median
Math MGP	33.0	57.0
ELA MGP	50.0	59.0
	School Rate	District Rate
Met Math AGP Target	11.8	40.5
Met ELA AGP Target	27.2	54.7



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	16.6	27.2



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	33.9	15.8
Academic Learning Plans	34.3	>95
8th Grade Credit Requirements	>95	92.6
Climate Survey Participation	78.0	N/A



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	<5	16.3
Prior Non-Proficient Met ELA AGP Target	19.0	26.0

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

Climate Survey Participation is not a point-earning measure.



Academic Achievement
*Participation Penalty

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

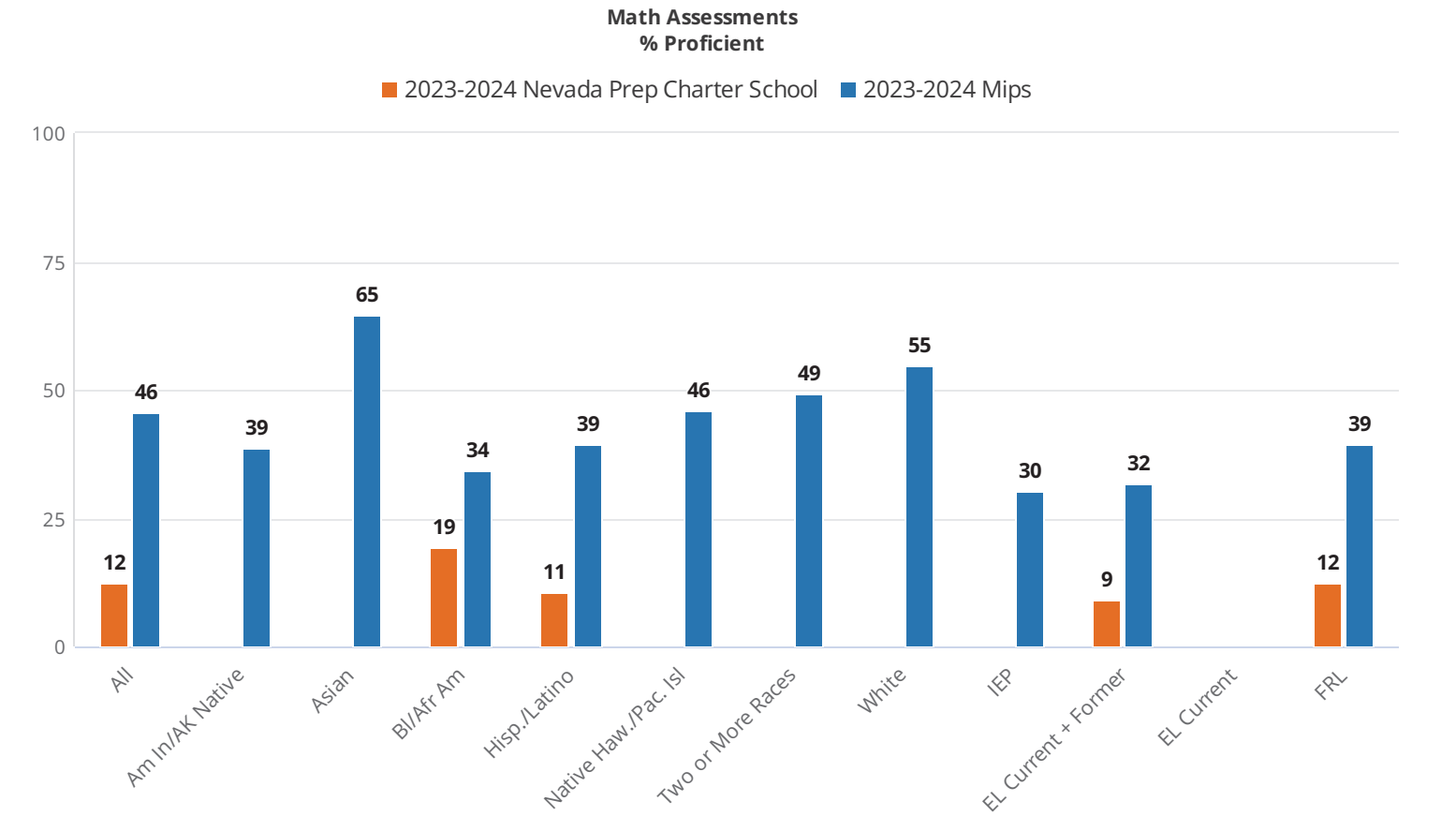
Pooled Proficiency

Pooled Proficiency Points Earned: 1/25

	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	18.4	47.3	32.5	45.7

Math Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	12.4	39.8	45.6	25.5	38.5	42.7
American Indian/Alaska Native	-	25.0	38.6	-	35.0	35.3
Asian	-	64.8	64.5	-	62.5	62.6
Black/African American	19.3	21.6	34.4	21.7	19.4	31
Hispanic/Latino	10.6	28.7	39.4	26.0	28.3	36.2
Pacific Islander	-	35.1	45.9	N/A	37.9	43.1
Two or More Races	-	47.6	49.1	N/A	44.5	46.4
White/Caucasian	-	54.3	54.7	-	51.4	52.3
Special Education	<5	11.3	30.2	5.0	11.5	26.5
English Learners Current + Former	9.2	20.5	31.6	21.4	21.5	28
English Learners Current	<5	6.2		17.1	6.5	
Economically Disadvantaged	12.4	27.1	39.3	25.5	24.9	36.1



'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.



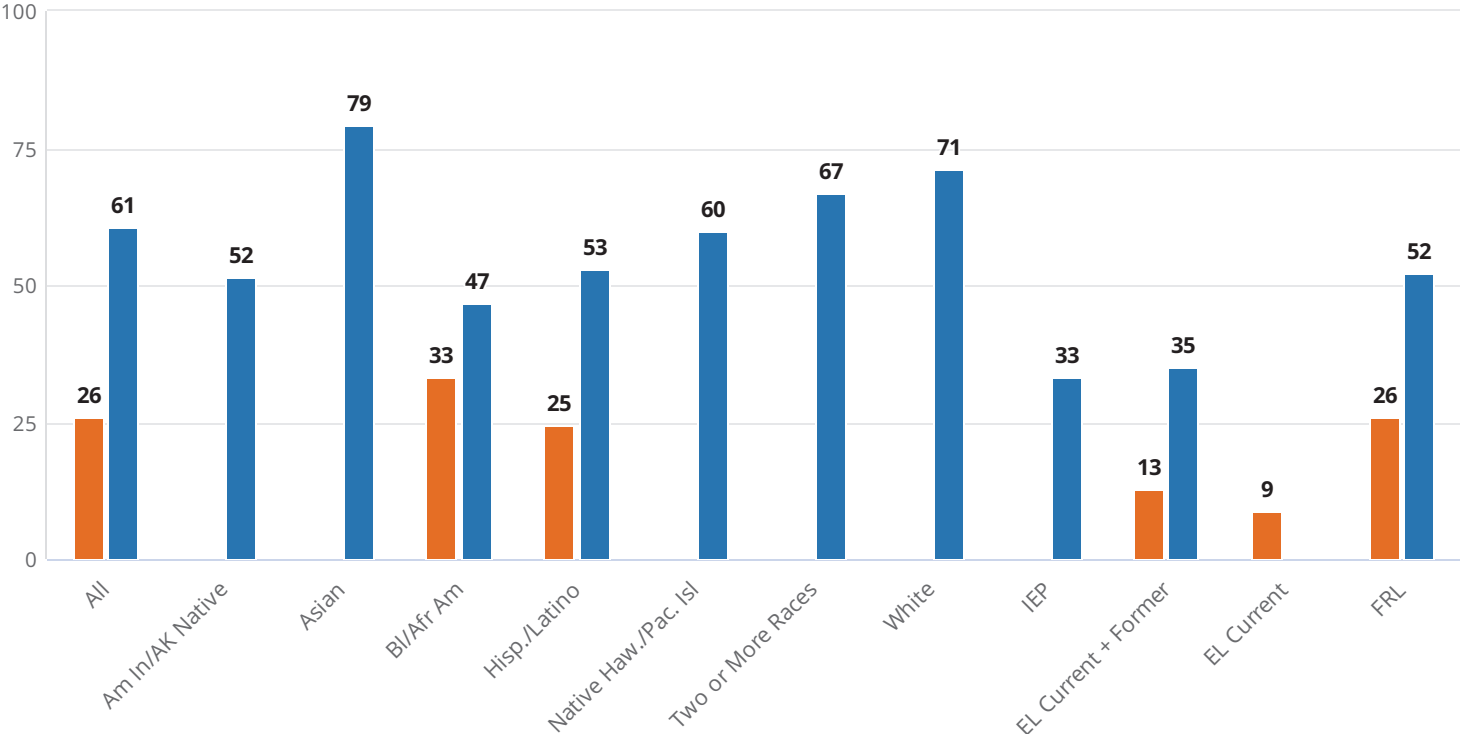
Academic Achievement
*Participation Penalty

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	26.0	54.2	60.6	36.0	53.4	58.6
American Indian/Alaska Native	-	48.4	51.5	-	45.6	49
Asian	-	76.3	79.3	-	74.7	78.2
Black/African American	33.3	40.1	46.7	29.0	37.4	43.9
Hispanic/Latino	24.5	44.9	53	37.5	44.8	50.5
Pacific Islander	-	45.9	59.9	N/A	47.2	57.8
Two or More Races	-	62.1	66.8	N/A	60.0	65
White/Caucasian	-	65.0	71.1	-	64.0	69.6
Special Education	<5	17.5	33.1	10.0	17.4	29.6
English Learners Current + Former	12.9	32.1	35.1	23.1	34.0	31.7
English Learners Current	8.6	11.3		24.4	12.0	
Economically Disadvantaged	26.0	42.5	52.3	36.0	40.8	49.8

ELA Assessments
% Proficient

2023-2024 Nevada Prep Charter School 2023-2024 Mips



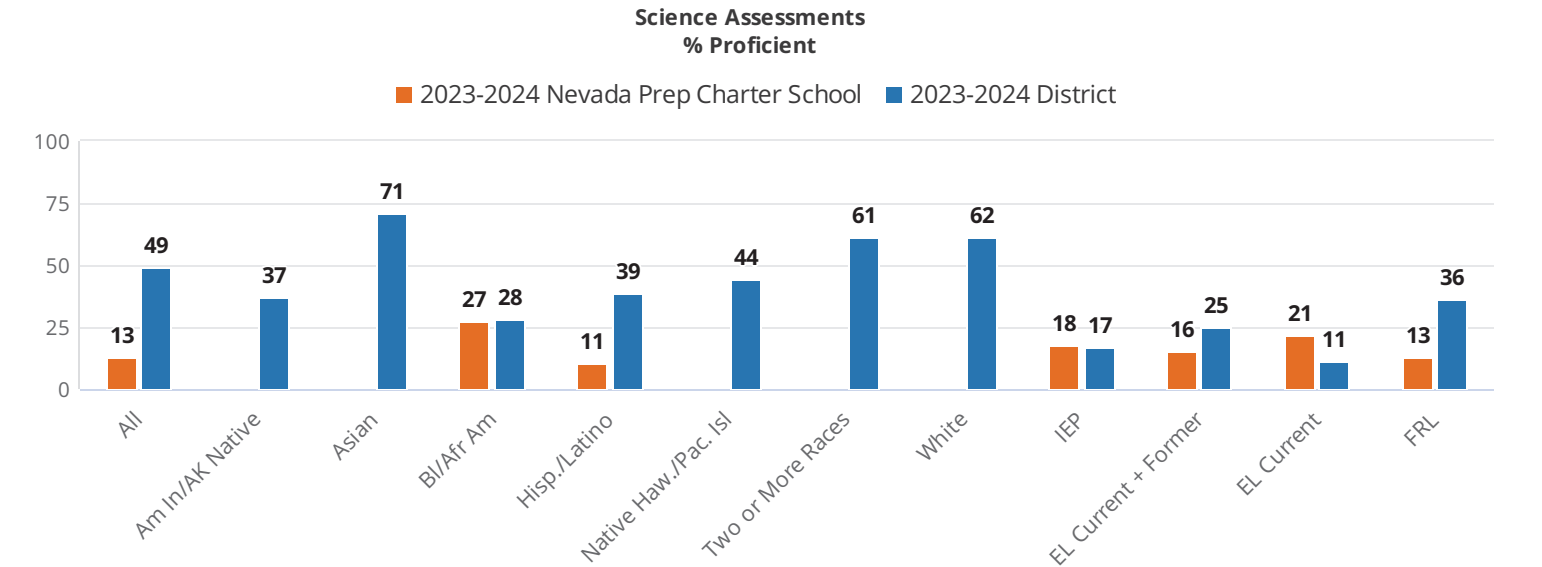
*0/25

Academic Achievement

*Participation Penalty

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	13.2	48.8	42.5	43.9
American Indian/Alaska Native	-	36.8	N/A	41.6
Asian	N/A	71.3	-	63.5
Black/African American	27.2	27.9	-	25.3
Hispanic/Latino	10.8	38.9	48.6	34.8
Pacific Islander	-	44.1	N/A	33.7
Two or More Races	-	61.2	N/A	51.4
White/Caucasian	N/A	61.6	-	56.5
Special Education	18.1	16.8	-	13.6
English Learners Current + Former	15.7	24.6	38.0	20.7
English Learners Current	21.4	11.4	38.4	8.5
Economically Disadvantaged	13.2	36.0	42.5	30.8



Participation on State Assessments

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

Participation Penalty: 2

Yellow indicates 95% participation requirement not met.

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	93.5%	93.5%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	91.4%	91.4%
Hispanic/Latino	>=95%	>=95%	94.2%	94.2%
Pacific Islander	-	-	N/A	N/A
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	88.0%	88.0%	80.0%	80.0%
English Learners Current + Former	>=95%	>=95%	92.1%	92.1%
English Learners Current	>=95%	>=95%	89.1%	89.1%
Economically Disadvantaged	>=95%	>=95%	93.5%	93.5%



Student Growth

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

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

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

MGP Growth Data		Math MGP Points Earned: 1/10				ELA MGP Points Earned: 5/10		
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	33.0	57.0	50.0	59.0	65.0	56.0	54.0	56.0
American Indian/Alaska Native	-	61.0	-	61.0	-	64.0	-	61.0
Asian	-	63.0	-	63.5	-	61.0	-	57.0
Black/African American	49.0	52.0	51.5	57.0	62.0	51.0	48.0	55.0
Hispanic/Latino	29.5	57.0	50.5	59.0	66.0	54.0	57.0	55.0
Pacific Islander	-	59.5	-	55.0	N/A	59.0	N/A	54.0
Two or More Races	-	58.0	-	60.0	N/A	59.0	N/A	58.0
White/Caucasian	-	57.0	-	58.0	-	58.0	-	56.0
Special Education	26.0	53.0	43.0	56.0	65.0	52.0	61.0	55.0
English Learners Current + Former	31.5	56.0	51.0	58.0	66.0	54.0	49.0	56.0
English Learners Current	39.0	56.0	48.0	55.0	69.0	53.0	60.0	53.0
Economically Disadvantaged	33.0	56.0	50.0	58.0	65.0	54.0	54.0	55.0

AGP Growth Data		Math AGP Points Earned: 0.5/5				ELA AGP Points Earned: 0.5/5		
Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	11.8	40.5	27.2	54.7	35.5	40.4	37.3	52.8
American Indian/Alaska Native	-	31.0	-	47.4	-	38.8	-	50.0
Asian	-	65.1	-	75.9	-	62.5	-	72.6
Black/African American	23.0	24.1	29.1	42.6	28.5	23.7	28.5	39.6
Hispanic/Latino	8.6	30.4	27.3	46.4	35.8	30.6	37.1	44.7
Pacific Islander	-	36.9	-	48.6	N/A	40.5	N/A	48.3
Two or More Races	-	46.6	-	61.9	N/A	46.9	N/A	59.5
White/Caucasian	-	53.0	-	63.6	-	51.9	-	61.5
Special Education	<5	14.6	15.0	22.8	27.2	15.1	18.1	22.3
English Learners Current + Former	9.6	23.0	21.1	35.8	30.4	24.3	19.5	35.3
English Learners Current	<5	10.1	18.1	17.2	29.0	10.9	25.8	16.2
Economically Disadvantaged	11.8	29.5	27.2	44.8	35.5	28.1	37.3	41.9

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

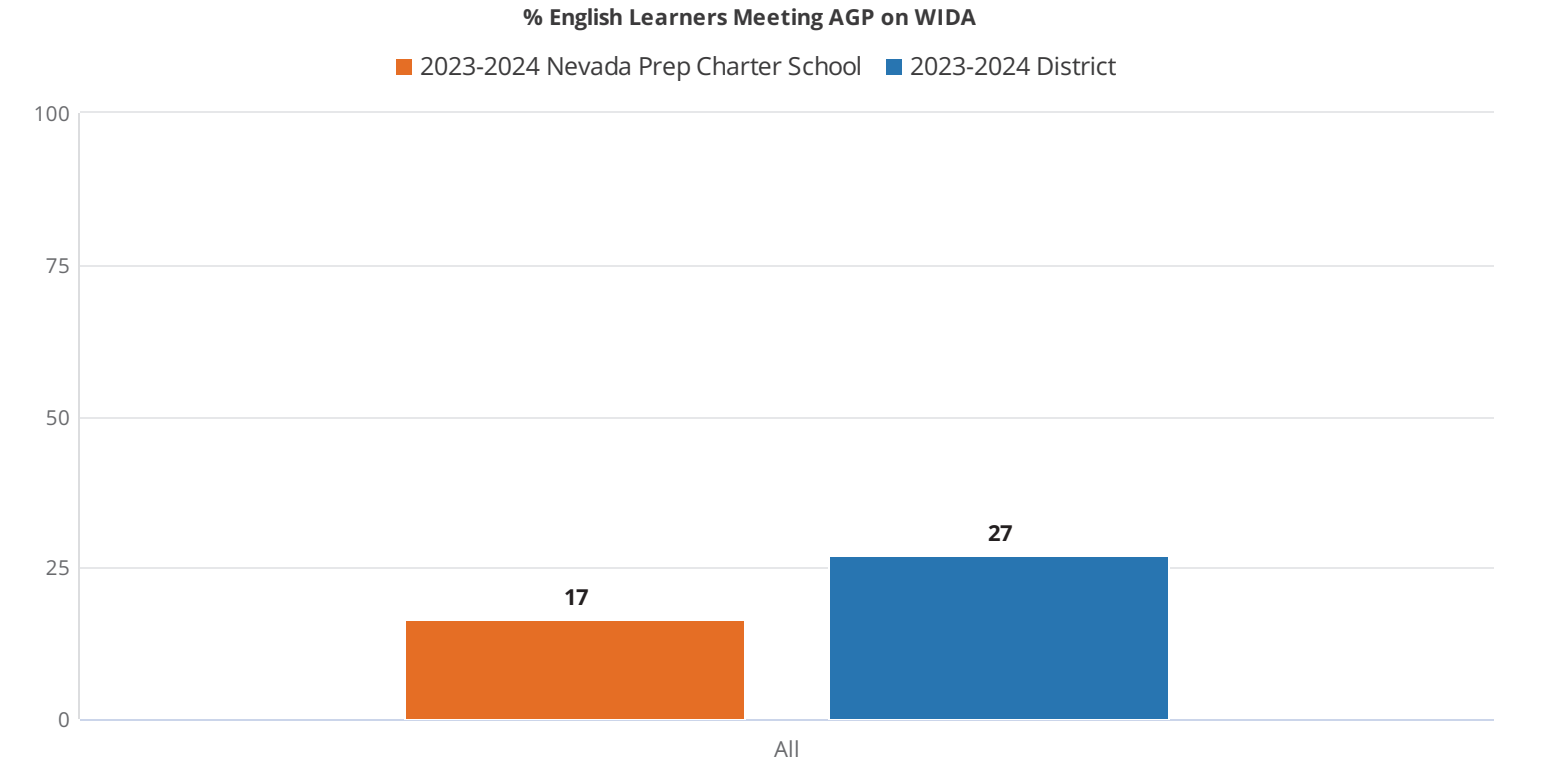


English Language

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

English Language Points Earned: 3/10

	2024 number of ELs With AGP	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District
	Target	AGP		Target	AGP	
ELPA	36	16.6	27.2	24	25.0	29.3



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year’s state assessment and determines if those students in the current assessment administration succeeded in meeting their 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.

Groups	Math AGP Points Earned: 1/10				ELA AGP Points Earned: 3/10			
	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA
All Students	<5	16.3	19.0	26.0	24.0	18.0	18.0	23.3
American Indian/Alaska Native	-	14.6	-	26.4	-	18.9	-	23.3
Asian	N/A	29.2	N/A	37.1	N/A	26.3	N/A	36.0
Black/African American	<5	10.9	6.6	21.2	11.7	12.5	7.6	20.2
Hispanic/Latino	<5	13.5	21.6	23.6	25.0	15.4	20.4	21.4
Pacific Islander	-	12.0	-	25.8	N/A	20.5	N/A	20.4
Two or More Races	-	19.7	-	32.6	N/A	20.8	N/A	27.8
White/Caucasian	-	22.6	-	30.5	-	23.6	-	26.3
Special Education	<5	7.3	11.1	13.5	27.2	8.5	-	12.4
English Learners Current + Former	<5	11.4	19.0	20.6	23.5	13.5	7.1	18.6
English Learners Current	<5	7.4	19.4	13.9	16.0	8.9	9.0	12.7
Economically Disadvantaged	<5	13.6	19.0	22.8	24.0	14.2	18.0	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.

3/15

Student Engagement

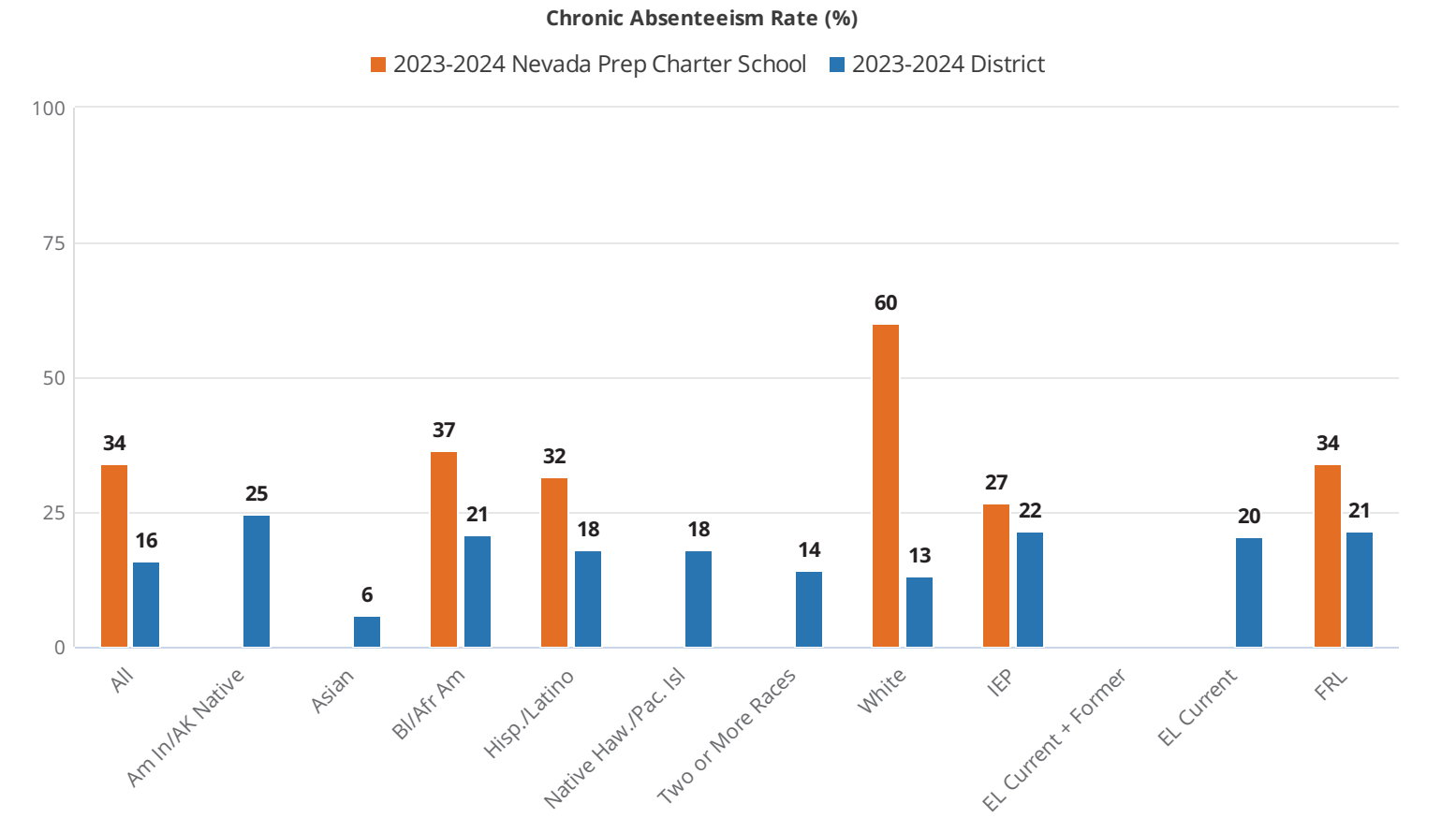
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, 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: 0/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	33.9	15.8	13.4	18.8
American Indian/Alaska Native	-	24.5	-	30.1
Asian	-	6.0	-	9.3
Black/African American	36.6	21.0	25.7	24.2
Hispanic/Latino	31.6	18.2	11.2	20.6
Pacific Islander	N/A	18.2	-	16.7
Two or More Races	-	14.2	N/A	19.0
White/Caucasian	60.0	13.2	-	16.5
Special Education	26.9	21.7	15.1	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	20.4	10.8	21.6
Economically Disadvantaged	33.9	21.4	13.4	24.7

Reducing Chronic Absenteeism by 10% bonus points: NA

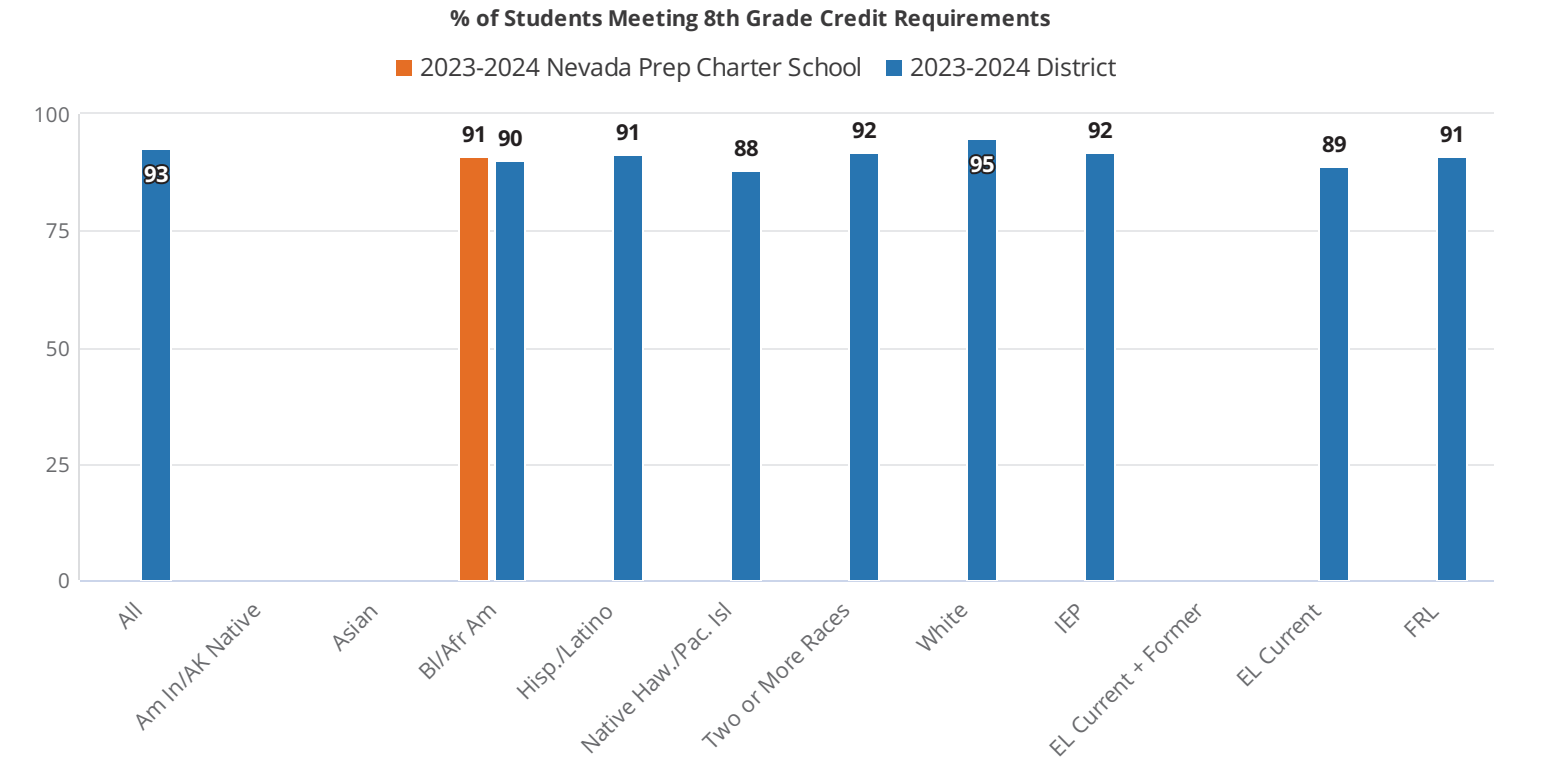


3/15

Student Engagement

Academic Learning Plans			Academic Learning Plans Points Earned 0/2	
Groups	2024 % Academic Learning Plans	2024 % District	2023 % Academic Learning Plans	2023 % District
All Students	34.3	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	-	>95
Black/African American	37.9	>95	>95	>95
Hispanic/Latino	34.2	>95	>95	>95
Pacific Islander	N/A	>95	N/A	>95
Two or More Races	-	>95	N/A	>95
White/Caucasian	-	>95	-	>95
Special Education	46.1	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	>95	>95	>95
Economically Disadvantaged	34.3	>95	>95	>95

NAC 389.445 Credit Requirements			NAC 389.445 Credit Requirements Points Earned 3/3	
Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	>95	92.6	>95	92.7
American Indian/Alaska Native	-	>95	N/A	>95
Asian	N/A	>95	-	>95
Black/African American	90.9	90.2	-	89.9
Hispanic/Latino	>95	91.4	>95	91.4
Pacific Islander	-	87.8	N/A	88.1
Two or More Races	-	91.9	-	93.1
White/Caucasian	N/A	94.8	-	94.8
Special Education	>95	91.9	>95	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	88.7	>95	90.5
Economically Disadvantaged	>95	91.2	>95	90.5



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

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

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

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



Nevada Prep Charter School ES

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

Website: <https://www.nvprep.org/>

Oct. 1 2020 Enrollment: 53

2020-21 Grades Served: 4-5

2020-21 NSPF Rating: N/A

Comparison District: Clark

2020-21 Comparison School: Harris ES

2020-21 School Year: Academic Performance Framework

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

2020-21

N/A

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

2019-20

N/A

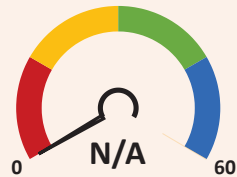
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

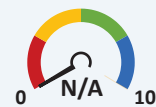
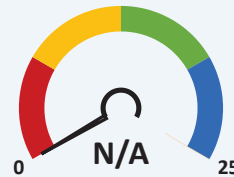
60% of charter school score in Nevada school ratings (NSPF).



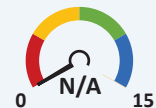
This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

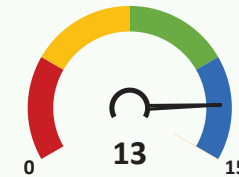


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

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

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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



Bonus Indicator Points: 0

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

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

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥95	89.5	▲	✗
	IEP	≥5 and <10	12.5	▼	✗
	EL	≥30 and <35	18.6	▲	✗

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

2019-20	2020-21	
N/A	84.4	Lacks 2 years of Math data
N/A	68.5	Lacks 2 years of ELA data



2021-22 School Year: SPCSA Academic Performance Framework

2021-22 Clear Filters

Nevada Prep Charter School ES

[How to Print](#)

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

SCHOOL INFORMATION

All information is for the 2021-22 school year.

Address: 1780 Betty Lane, Las Vegas, NV, 89156

Website: <https://www.nvprep.org/>
Validation Day Enrollment: 53

Grades Served: 3-5

NSPF Rating: N/A

Comparison District: Clark

Comparison School: Mountain View ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

19.3
BELOW STANDARD

PRIOR YEAR RATING

N/A
NOT CALCULATED

ABOUT

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

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

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

7.3/60

Sixty percent of the school's 2021-22 NSPF score (12.2) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

0/25

0 automatic points in indicator.

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

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

0/10

NSPF score difference of -36.9 between school (12.2 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15

NSPF score difference of -35.8 between school (12.2 points) and comparison school (48 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ✗ ELA non-proficiency increased from 68.5% (prior year) to 81.7% (current year).
- ✓ Math non-proficiency decreased from 84.4% (prior year) to 81.7% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

12/15

0 bonus points in indicator.

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

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

2/5

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

5/5

School EL rate of ≥ 30 to $< 35\%$ compared to district GrK-5 EL rate of 19.3%.

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥ 20 and <50 DOES NOT MEET STANDARD	≥ 50 and <80 MEETS STANDARD	≥ 80 EXCEEDS STANDARD
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INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	$\geq 20\%$ to <50% OF PTS EARNED	$\geq 50\%$ to <80% OF PTS EARNED	$\geq 80\%$ OF PTS EARNED
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2022-23 School Year: SPCSA Academic Performance Framework

2022-23 Clear Filters

Nevada Prep Charter School ES

[How to Print](#)

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

SCHOOL INFORMATION

All information is for the 2022-23 school year.

Address: 1780 Betty Lane, Las Vegas, NV, 89156

Website: <https://www.nvprep.org/>

Validation Day Enrollment: 107

Grades Served: 3-5

NSPF Rating: 3

Comparison District: Clark

Comparison School: Mountain View ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

65.3
MEETS STANDARD

PRIOR YEAR RATING

19.3
BELOW 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).

30.3/60

Sixty percent of the school's 2022-23 NSPF score (50.5) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

21/25

0 automatic points in indicator.

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

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

6/10

NSPF score difference of 11.6 between school (50.5 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 29.5 between school (50.5 points) and comparison school (21 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ☒ ELA non-proficiency decreased from 81.7% (prior year) to 75.4% (current year).
- ☒ Math non-proficiency decreased from 81.7% (prior year) to 76.8% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

14/15

Indicator bonus points for: IEP.

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

School FRL rate of $\geq 95\%$ 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 13.1%.

5/5

School EL rate of ≥ 30 to $< 35\%$ compared to district GrK-5 EL rate of 18.5%.

OVERALL SCORE/RATING TABLE

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

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	$\geq 20\%$ to <50% OF PTS EARNED	$\geq 50\%$ to <80% OF PTS EARNED	$\geq 80\%$ OF PTS EARNED
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2023-24 School Year: SPCSA Academic Performance Framework

Nevada Prep Charter School ES

How to Print

2023-24 Clear Filters

- 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: 1780 Betty Lane, Las Vegas, NV, 89156
Website: <https://www.nvprep.org/>
Validation Day Enrollment: 121
Grades Served: 3-5
NSPF Rating: 1
Comparison District: Clark
Comparison School: Mountain View ES

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

23.2

DOES NOT MEET STANDARD

PRIOR YEAR RATING

65.3

MEETS 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).

7.2/60

Sixty percent of the school's 2023-24 NSPF score (12) earned in indicator.

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

4/25

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 -28 between school (12 points) and comparison district (40 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

4/15

NSPF score difference of 2 between school (12 points) and comparison school (10 points).

OVERALL SCORE/RATING TABLE

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

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

✓ ELA non-proficiency decreased from 75.4% (prior year) to 71% (current year).

✗ Math non-proficiency increased from 76.8% (prior year) to 78.9% (current year).

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

12/15

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

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

2/5

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

5/5

School EL rate of ≥20 to <25% compared to district GrK-5 EL rate of 19%.

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
-----------------------	-------------------------------	-------------------------------	-----------------------



2020-21 School Year: Academic Performance Framework

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

Nevada Prep Charter School MS

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

Website: <https://www.nvprep.org/>

Oct. 1 2020 Enrollment: 193

2020-21 Grades Served: 6-8

2020-21 NSPF Rating: N/A

Comparison District: Clark

2020-21 Comparison School: Orr MS

2020-21

N/A

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

2019-20

N/A

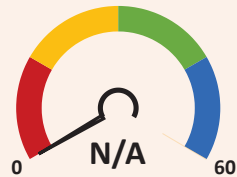
2019-20 Framework ratings were not calculated.

SCORING TABLE

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

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

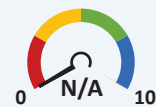
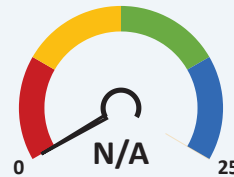
60% of charter school score in Nevada school ratings (NSPF).



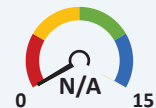
This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

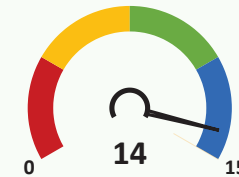


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

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

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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



Bonus Indicator Points: 0

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

10/1/20 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥95	89.2	▲	✗
	IEP	≥10 and <15	11.8	▼	✗
	EL	≥20 and <25	13	▲	✗

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

2019-20	2020-21	
N/A	75.3	Lacks 2 years of Math data
N/A	63.1	Lacks 2 years of ELA data



2021-22 School Year: SPCSA Academic Performance Framework

2021-22 Clear Filters

Nevada Prep Charter School MS

[How to Print](#)

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

SCHOOL INFORMATION

All information is for the 2021-22 school year.

Address: 1780 Betty Lane, Las Vegas, NV, 89156

Website: <https://www.nvprep.org/>
Validation Day Enrollment: 162

Grades Served: 6-8

NSPF Rating: N/A

Comparison District: Clark

Comparison School: Bailey MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

84.6
EXCEEDS STANDARD

PRIOR YEAR RATING

N/A
NOT CALCULATED

ABOUT

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

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

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

44.6/60

Sixty percent of the school's 2021-22 NSPF score (74.4) 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 29.7 between school (74.4 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 50.4 between school (74.4 points) and comparison school (24 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ☒ ELA non-proficiency decreased from 63.1% (prior year) to 60.4% (current year).
- ☒ Math non-proficiency decreased from 75.3% (prior year) to 72.8% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

15/15

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

School FRL rate of $\geq 95\%$ compared to district 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 ≥ 25 to $< 30\%$ compared to district Gr6-8 EL rate of 13.6%.

OVERALL SCORE/RATING TABLE

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

INDICATOR/MEASURE POINTS EARNED LEGEND

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



2022-23 School Year: SPCSA Academic Performance Framework

2022-23 Clear Filters

Nevada Prep Charter School MS

[How to Print](#)

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

SCHOOL INFORMATION

All information is for the 2022-23 school year.

Address: 1780 Betty Lane, Las Vegas, NV, 89156

Website: <https://www.nvprep.org/>

Validation Day Enrollment: 176

Grades Served: 6-8

NSPF Rating: 3

Comparison District: Clark

Comparison School: Bailey MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

70.6
MEETS STANDARD

PRIOR YEAR RATING

84.6
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).

33.6/60

Sixty percent of the school's 2022-23 NSPF score (56) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

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

22/25

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)

7/10

NSPF score difference of 15.5 between school (56 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 36 between school (56 points) and comparison school (20 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ✗ ELA non-proficiency increased from 60.4% (prior year) to 64% (current year).
- ✗ Math non-proficiency increased from 72.8% (prior year) to 74.5% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

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

15/15

0 bonus points in indicator.

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

School FRL rate of $\geq 95\%$ compared to district Gr6-8 FRL rate of $>95.0\%$.

5/5

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

5/5

School EL rate of ≥ 25 to $<30\%$ compared to district Gr6-8 EL rate of 13.8%.

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	$\geq 20\%$ to <50% OF PTS EARNED	$\geq 50\%$ to <80% OF PTS EARNED	$\geq 80\%$ OF PTS EARNED
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2023-24 School Year: SPCSA Academic Performance Framework

Nevada Prep Charter School MS

How to Print

2023-24 Clear Filters

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

SCHOOL INFORMATION
All information is for the 2023-24 school year.
Address: 1780 Betty Lane, Las Vegas, NV, 89156
Website: <https://www.nvprep.org/>
Validation Day Enrollment: 193
Grades Served: 6-8
NSPF Rating: 1
Comparison District: Clark
Comparison School: Bailey MS

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

29.2

DOES NOT MEET STANDARD

PRIOR YEAR RATING

70.6

MEETS 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).

10.2/60

Sixty percent of the school's 2023-24 NSPF score (17) earned in indicator.

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

4/25

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

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

0/10

NSPF score difference of -23.6 between school (17 points) and comparison district (40.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

4/15

NSPF score difference of 2 between school (17 points) and comparison school (15 points).

OVERALL SCORE/RATING TABLE

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

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

- ELA non-proficiency increased from 64% (prior year) to 74% (current year).
- Math non-proficiency increased from 74.5% (prior year) to 87.6% (current year).

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

15/15

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

School FRL rate of ≥95% compared to district Gr6-8 FRL rate of >95.0%.

5/5

School IEP rate of ≥15 to <20% compared to district Gr6-8 IEP rate of 13.2%.

5/5

School EL rate of ≥25 to <30% compared to district Gr6-8 EL rate of 14.8%.

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: SPCSA Academic Performance Framework Notice of Concern



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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

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

Via Electronic Mail

November 22, 2024

Patrice Tew, Board President
Nevada Prep Charter School
1780 Betty Lane
Las Vegas, Nevada 89156

Notices of Concern Due to Academic Underperformance

Dear Patrice Tew:

As you are aware, Nevada Prep Charter School's elementary and middle school programs received a 1-star rating under the Nevada Department of Education's Nevada School Performance Framework and a Does Not Meet Standard rating under the SPCSA's Academic Performance Framework for the 2023 – 2024 school year. As you are also aware, the State Public Charter School Authority voted at its November 15, 2024, board meeting to issue two Notices of Concern based on the foregoing academic underperformance.

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

Please note that the Authority is also requiring that Nevada Prep Charter School include an academic goal in the School Performance Plan. This academic goal should measurably impact student academic performance. SPCSA staff will closely review the School Performance Plan for the 2024 – 2025 school year. The school will also be scheduled for a site evaluation for the 2024 – 2025 school year. If one is not already scheduled, please expect SPSCA staff to reach out and coordinate an appropriate date in the spring.

Additionally, SPCSA staff has been monitoring the school's adherence to [NRS 388A.367](#) which requires low performing schools to notify the parent or guardian of each pupil enrolled in the school and hold a public hearing to provide all stakeholders an opportunity to discuss actions and

solicit feedback for continued growth and improvement based on the statewide accountability rating system. The school has appropriately notified families of performance.

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

Sincerely,

A handwritten signature in blue ink that reads "M. Mackedon". The signature is fluid and cursive, with a large initial "M" and a stylized "Mackedon" following.

Melissa Mackedon
Executive Director, State Public Charter School Authority

cc: John Haynal, Executive Director, Nevada Prep Charter School
Tonia Holmes-Sutton, Chair, State Public Charter School Authority
Katie Broughton, Director of Authorizing, State Public Charter School Authority
Selcuk Ozdemir, Education Programs Supervisor, State Public Charter School Authority

Joe Lombardo
Governor

STATE OF NEVADA

Melissa Mackedon
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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

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

Via Electronic Mail

October 08, 2024

Ms. Patrice Tew, Board Chair
Mr. John Haynal, School Leader
Nevada Prep Charter School
1780 Betty Ln
Las Vegas, NV 89156

RE: Final Organizational Performance Framework Ratings, School Year 2023-2024

Dear Ms. Tew and Mr. Haynal:

The final Organizational Performance Framework ratings for School Year 2023-2024 were presented at the SPCSA Board meeting on October 04, 2024, where the Authority accepted the results. Your school earned 76.4%, a Does Not Meet Standards rating.

While a notice was not issued, the Authority did approve requirements for your Board:

- Attend SPCSA revised framework training
- Present the SYE24 final OPF ratings at the next scheduled Board meeting

A copy of all results will soon be posted on the SPCSA website, <https://charterschools.nv.gov/>, under Performance Reports.

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

Sincerely,

A handwritten signature in black ink that reads "Danny Peltier".

Danny Peltier
Manager, Organizational Performance Framework

cc:

Katie Broughton, Director of Authorizing
Molly Burkhardt, Management Analyst II
Kristyn Smithwick, Management Analyst I

Appendix D: Site Evaluation Reports



Nevada State Public Charter School Authority

Site Evaluation Report: Nevada Prep **Evaluation Date: 1/26/2022** **Report Date: 3/16/2022**

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

Contents

Introduction and School Background	3
Academic Performance	4
Focus Group Summaries	8
Classroom Observation Totals	13
Organizational Performance.....	17
Site Evaluation Findings	21

Appendices

A: Nevada State Performance Framework

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

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-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 January 26, 2022, at Nevada Prep. 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. During the 2021-2022 school year, the SPCSA will differentiate levels of oversight. Schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern Notice of Breach or Notice of Termination will have a differentiated procedure for their site evaluation. Nevada Prep Elementary meets this criterion and has been scheduled for a full site evaluation. The purpose of the site evaluation in this instance is to provide follow-up and documented progress toward improvement.

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

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

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

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

SCHOOL BACKGROUND

Nevada Prep is in Las Vegas, Nevada in a facility at 2525 Emerson Avenue. The school serves 215 (as of the most recent Validation Day) in 3rd through 8th grade. The mission of name of school is: "With a focus on academic achievement and leadership development, Nevada Preparatory Charter School (Nevada Prep) educates every fourth-through eighth-grade student for success in high school, college, and life."

ACADEMIC PERFORMANCE

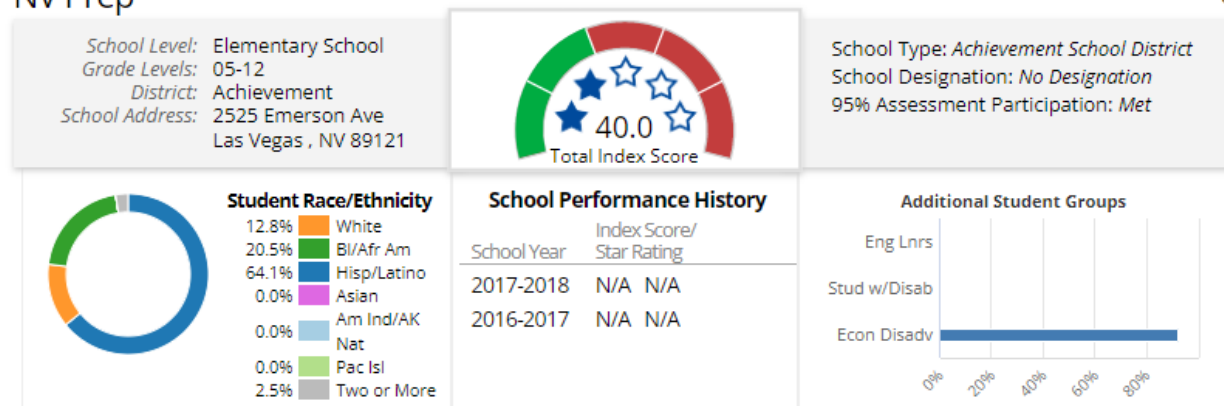
Nevada School Performance Framework 2019

Nevada Prep serves 215 students in grades 3 through 8.

Elementary School

NV Prep

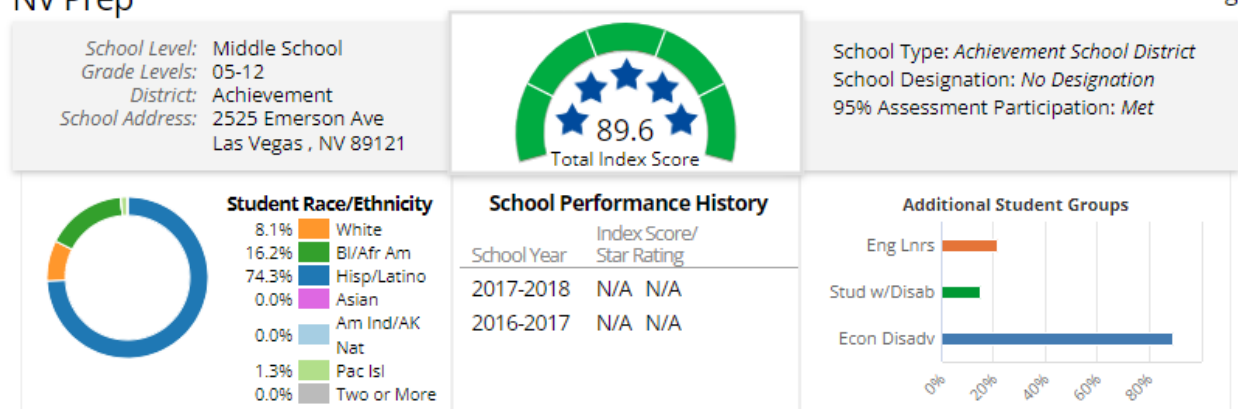
School Year 2018-2019 Nevada School Rating



Middle School

NV Prep

School Year 2018-2019 Nevada School Rating



Nevada Prep
Math and ELA Results
Nevada School Performance Framework
2019

Proficiency Rates

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	42.8	36.1	48.5			45.8
American Indian/Alaska Native	-	-	34.3			30.9
Asian	-	-	68.8			67.2
Black/African American	-	29.2	32.3			28.8
Hispanic/Latino	47.8	42.8	39.6			36.5
Pacific Islander	-	-	48.3			45.6
Two or More Races	-	-	55.3			52.9
White/Caucasian	-	40.0	59.3			57.2
Special Education	-	16.0	28.6			24.8
English Learners Current + Former	63.6	44.7	35.8			32.4
English Learners Current	-	25.5				
Economically Disadvantaged	40.6	35.7	39			35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	40.0	39.9	57			54.7
American Indian/Alaska Native	-	-	42.5			39.5
Asian	-	-	75.4			74.1
Black/African American	-	33.5	42.6			39.6
Hispanic/Latino	47.8	45.9	48.2			45.5
Pacific Islander	-	-	57.9			55.7
Two or More Races	-	-	64.4			62.6
White/Caucasian	-	53.3	67.4			65.7
Special Education	-	12.0	30			26.3
English Learners Current + Former	54.5	44.7	41.4			38.4
English Learners Current	-	20.9				
Economically Disadvantaged	37.5	39.6	46.8			44

Nevada Prep
Math and ELA Results
Nevada School Performance Framework
2019

Proficiency Rates

Middle School

Math Proficient

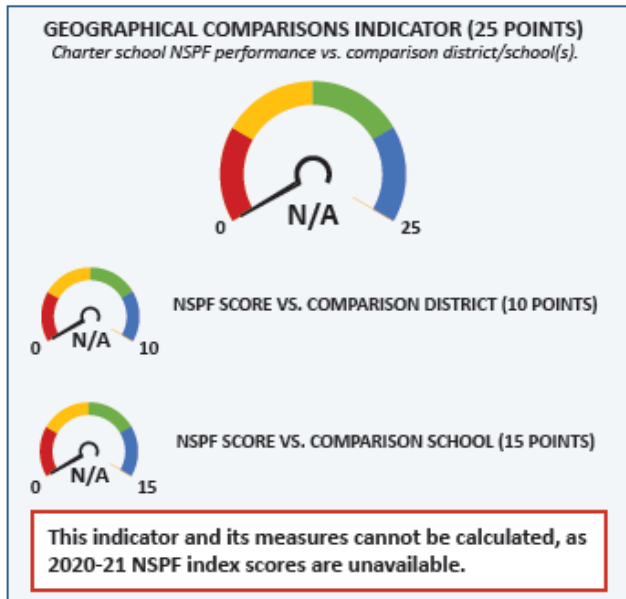
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	42.8	42.7	36.5			33.2
American Indian/Alaska Native	-	-	28.4			24.6
Asian	-	-	58.6			56.4
Black/African American	30.0	35.5	23.5			19.5
Hispanic/Latino	45.2	50.0	29.3			25.5
Pacific Islander	-	-	36.9			33.6
Two or More Races	-	-	40.6			37.5
White/Caucasian	-	30.0	47.1			44.4
Special Education	0.0	5.8	18.6			14.3
English Learners Current + Former	41.0	43.8	20.2			16
English Learners Current	5.8	17.0				
Economically Disadvantaged	40.6	42.4	29.2			25.5

ELA Proficient

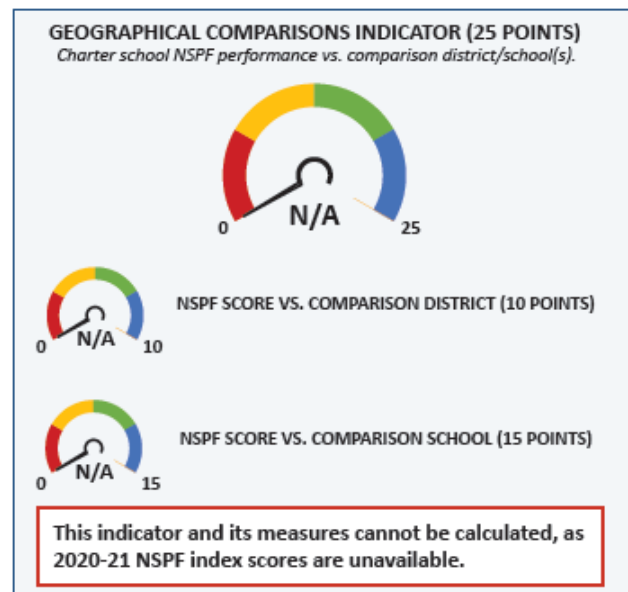
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	48.5	52.4	54.1			51.7
American Indian/Alaska Native	-	-	43.4			40.5
Asian	-	-	75.9			74.6
Black/African American	40.0	49.7	37.8			34.5
Hispanic/Latino	50.9	55.7	45.1			42.2
Pacific Islander	-	-	53.2			50.7
Two or More Races	-	-	61.3			59.2
White/Caucasian	-	40.0	66.3			64.6
Special Education	16.6	23.5	21.9			17.8
English Learners Current + Former	43.6	51.7	24.3			20.3
English Learners Current	5.8	20.0				
Economically Disadvantaged	45.3	52.0	44.4			41.4

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

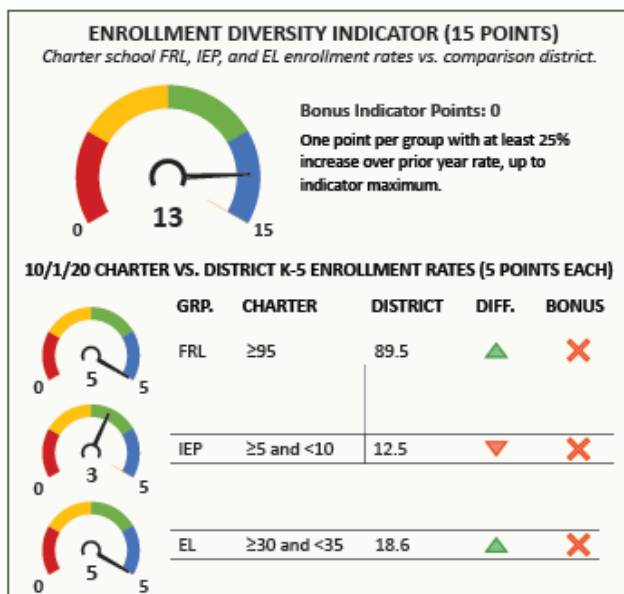


Middle School

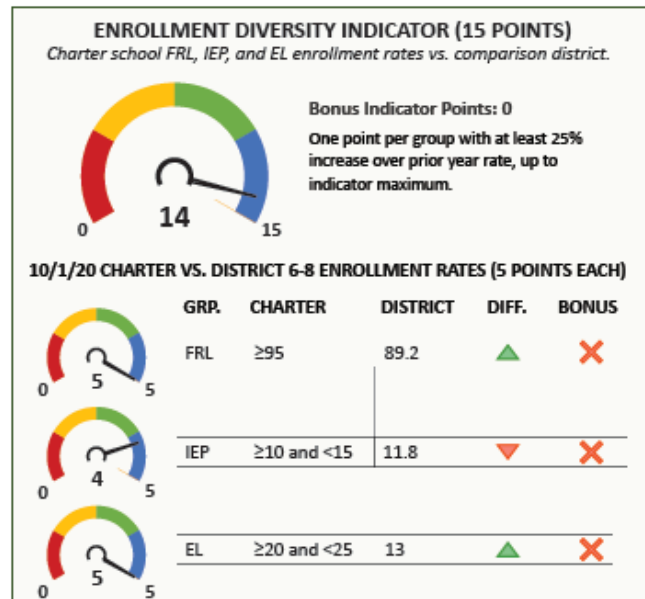


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	2	30 minutes
Parents/Families	12	30 minutes
Students	12	30 minutes
School Leadership	4	30 minutes
Staff	7	30 minutes

Governing Board¹:

1. The governing board shared they receive monthly updates on school-wide assessments and student academic growth, including progress on benchmark diagnostic testing. The board said they are regularly informed on Power Hour (a time set within the school day to provide focused interventions, and small group instruction) formal and informal assessments. Student learning is focused on re-teaching or practicing academic skills during Power Hour according to focus group participants. The board is notified of which high schools Nevada Prep students are accepted into and they are kept up to date with these enrollments over time. One board member commented, "Many of our students attend Cristo Rey High School or enroll in magnet schools. We are very interested in both student progress and Nevada Prep student success beyond middle school."
2. One board member said, "The board likes to review student performance data prior to a student attending Nevada Prep and compare this to a student's current performance at Nevada Prep. The overall data indicates current Nevada Prep students outperform their previous academic competencies." Board members reported Tier 2 & 3 supports could use some attention given the pandemic. A member reported, "Ensuring students have mental health supports is important and Nevada Prep does this well".
3. The board stated they are ready for a retreat or another sort of training as prior trainings have focused on governance. Board members stated, "We would like training on how to support and accelerate the school more and how to improve our succession planning and how to evaluate the school leader." Board members stated they would like to ensure plans are in place for seamless and effective support if something were to happen to a senior leader or a board member. Board members share they are grateful for the other board members: "Everyone's expertise helps undergird a strong overall board where student progress and success are of primary importance."

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

1. Families were unanimous in stating there is a warm and welcoming atmosphere at Nevada Prep. Families commented their children look forward to attending school and are excited to share the school day. Parents shared the morning routine of getting ready for school is not a struggle because their children want to come to school. Several families expressed that their children thrive socially and academically at Nevada Prep. Two parents reported their children were getting into trouble at school daily prior to attending Nevada Prep, but, since enrolling at the school, their students no longer get into trouble and are focused on learning. One family member said, "Older students assist in younger grade classrooms, help younger students get on the bus after school, and volunteer for school activities. There is a sense of all around caring for the students and the families." Parents were impressed members of the school leadership know every child by name and are knowledgeable about each student's homelife. Additionally, parents expressed they feel teachers know the students' home background, are aware of the community in which the students come from and build academics to meet the needs of the students and their lived experience. As one family member said, "David will call a child by name ask how they are doing and ask after their family every day." One parent stated, "There is no sense of us vs. them between students and teachers. Everyone is welcome. The sense of community is genuine."
2. Families were complimentary of the communication methods used at the school and agreed that communication is strong. One person summed it up nicely: "The flow and quality of communication is excellent, and the communication is clear, consistent, and frequent. Everything about this campus is different including access to the leader and collaboration between the staff and families. In addition, the text updates to us, as family members, is frequent and timely."
3. Parents shared they know the status of where their students are functioning academically and socially all the time. One parent stated, "Teachers will text right away if my child starts to do poorly." Families felt the scholastic needs of the students were well met. One parent said his family is new to the United States and Nevada Prep has helped his child learn English very well. One parent shared their special needs student was regressing academically when enrolled in another school, however, since enrolling at Nevada Prep, the student is progressing in content mastery and moving upward toward grade level proficiency. One parent stated, "At Nevada Prep, the needs of the student are the focus and students are thriving." When asked to share one word to describe the experience of this school, the following words were used by the focus group: amazing, awesome, beautiful, successful.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Students explained they know what they are supposed to be learning in class because the teachers provide specific directions. Sometimes the directions are written on the white board, or found on the class materials, and sometimes the directions can be accessed through the Chromebook assigned to each student. Students reported lessons contain steps, directing them through the learning. One student said he knew he understood a lesson when he could apply the knowledge independently. He said, "We are asked to solve a problem and use what we have learned to solve it." Students indicated if they did not grasp a concept there was time during Power Hour to work with peers and other teachers. A student added, "During Power Hour, we can ask questions, the teacher will explain things and provide reminders on how to complete things on our own. The teachers review concepts before tests as well as create spot-check tests and then we can work on what we don't know in small groups."
2. Students reported they enjoy learning. One student said, "I feel confident when I learn something new." Another said they felt comfortable asking their teachers about something they were interested in, and the teachers would guide them in learning that topic. When students were asked about the overall school environment, students indicated they liked coming to school. Many shared they had friends at school and found it easy to make friends. Several students shared they learned about the school's procedures and expectations during the first week of school. Students reported school rules were also revisited as needed. Several shared they enjoyed the schoolwide raffle ticket system and prizes that can be earned.
3. When asked if they felt safe at school, most of the students said they did. One student said they liked coming to school and felt safe because if they were having a problem, they could easily talk to their teachers about it. One student shared there were not many fights at school, but recently there was one in the girls' bathroom. Such occasional fights were concerning to members of the focus group.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

1. School leaders shared teachers, special program facilitators, and curricular specialists meet each Friday to co-plan. According to focus group participants, co-planning is used to create the following week's schedule for students. Power Hour focused lessons are created on Friday to group and adjust instruction for students' needs for the following week's lessons. School leaders stated instruction is scaffolded in a deliberate manner to meet students at their ability level.
2. Leadership reported Measures of Academic Progress (MAP) data is used three times per year to assess grouping for Power Hour. Groups are reassessed after each MAP testing window (fall, winter, and spring). During Power Hour, members of the school leadership team said students receive interventions and support at their level. Individualized Education Plan minutes and progress monitoring for Response to Intervention (RTI) students also occurs during this time. Push-out and push-in supports for special populations happen during Power Hour with teaching from content specialists and facilitators. Data from MAP as well is used to determine when students no longer need Power Hour and can transition out to an extra elective.
3. School leaders shared that one highlight at Nevada Prep is creating pathways to success for students when they enter high school. Leaders noted workshops are provided for 8th grade students to research high school offerings, and the school tracks where students apply, where students are accepted and where students enroll. Currently, leaders indicated that most Nevada Prep students attend Cristo Rey High School or magnet schools. School leaders at Nevada Prep reported they have assisted with arranging 37 scholarships for some private high schools in the greater Clark County area as well.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

1. The teaching faculty meet and plan students' lesson activities for the coming week with English Language special program coordinators every Friday. Accommodations are accessible to faculty on a shared drive and assignments are modified as needed. Staff indicated they received schoolwide World Class Instructional Design, (WIDA) training. Faculty learned about the testing categories: reading, writing, listening, speaking. Faculty reported the WIDA Professional Development, (PD) was insightful and helpful in creating and adjusting instructional plans for students. WIDA PD informed faculty on how the test is evaluated, how students are assessed, and how determinations are made as to when students can exit the program. Faculty indicated English Language Learners (ELL) have coursework translated into their native language as necessary. Audio recordings of class materials are available for students at any time. One teacher is available to speak Spanish to native Spanish speakers during the school day. One English Language Arts, (ELA) teacher shared she translates and helps make prior knowledge connections to students. The ELA teacher also meets with the Special Education (SPED) team to ensure teachers are making accommodations for students with an Individual Education Plan (IEP). Students may use speech to text and text to speech software platforms at any time during lessons.
2. Learning objectives are posted or projected onto the whiteboard as well as available on student assigned Chromebooks. One staff member commented, "we also ask students to share where and how the standard was met in the lesson." During Power Hour, students are encouraged to review their understanding and work deeper if they are struggling to master a concept. Differentiation is embedded in reading and writing across all curricular content. Decoding techniques and context clues are used in every lesson to empower students to fully understand what they are being asked to do. One teacher reported she strategically seats students in heterogeneous and homogeneous groupings to build on each student's strengths to peer assist. During Friday planning differentiation is discussed and mapped for the following week.
3. Teachers indicated there is low faculty turnover at NV Prep. Founding faculty are still on staff. Many expressed there is direct contact to administration; not layers of a "chain of command" prohibiting communication with leadership. One teacher said, "David Blodgett is in the classroom every day, he knows the students, he knows their names, their families. He is very aware of what is going on at the school with students and staff at a deep level." Another stated, "David will relieve a teacher as needed." One participant said, "David is a genuine and effective leader, and everyone is a team player." Staff provided an example: A bus driver was currently out with Covid, and in response the staff drove the passenger vans to ensure students had transportation to and from school. A staff member said, "this makes the bus drivers feel supported as well as the students." Another staff member said, "communication is clear, consistent and effective, voices feel respected. and there is a lot of joy here."

CLASSROOM OBSERVATION TOTALS

A total of 17 classrooms were observed for approximately 15 minutes on the day of the evaluation.

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 3	Total: 14	Total: 0	Total: 0	Total: 0
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 0	Total: 17	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 Managing Classroom Procedures	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 0	Total: 17	Total: 0	Total: 0	Total: 0
Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 1	Total: 16	Total: 0	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 3	Total: 13	Total: 0	Total: 0	Total: 1
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 6 A Using Questioning and Discussion Techniques	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total: 0	Total: 14	Total: 0	Total: 0	Total: 3
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total: 0	Total: 13	Total: 0	Total: 0	Total: 4

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 2	Total: 15	Total: 0	Total: 0	Total: 0
	Students make contributions to the representation of content.	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.	This criterion was not observed or rated.
	Total: 2	Total: 15	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 0	Total: 17	Total: 0	Total: 0	Total: 0
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observe where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 2	Total: 13	Total: 0	Total: 0	Total: 2

Additional information about the classroom observations shared here when applicable

1. In one middle school classroom, the teacher used visual aids during a science lesson.
2. In one elementary math classroom, the teacher provided specific affirmation feedback regarding appropriate social skills to a student. An adult mispronounced the student's name, the student corrected the adult. The teacher said to the student, "I really like the way you corrected the mispronunciation to your name." The teacher continued to provide specific verbal behavioral validation to students, reinforcing appropriate social skills and behaviors: "I appreciate the initiative you took to complete the work." Students were working independently and speaking quietly to their peers regarding the Khan Academy lesson. The students were observed to be on-task, using age/ability appropriate vocabulary as they discussed with each other the focus and goals of the lesson.
3. In one elementary class, students worked in groups to find evidence in a text to support a claim.
4. In one middle school classroom, the teacher used attention grabbers to refocus students.
5. In one elementary school classroom, students were highly engaged in providing responses to the teacher's questions. The teacher modeled active listening, summarizing the students' input. Students were eager to share and participate, evidenced by all of their hands raised, providing in-depth feedback to the teacher's questions as well as to the individual student's commentary.
6. In one middle school classroom, the instructor led a lesson with students participating online as well as face-to-face. The instructor narrated each step of what they were doing ever minute so there was no down time in instruction: "I am angling the camera so online students can see what is on the board." "I am pulling up this slide so the on-line students see what you in-class see." The instructor checked in with both populations seamlessly.
7. In one classroom, students worked on Khan Academy on laptops. One teacher pulled a small group of students aside and provided interventions at their level. Another teacher walked around the classroom and provided one-on-one support to students.
8. In one middle school classroom, a teacher provided whole group math instruction to students and utilized GeoGebra, an online program. Students followed along on their laptops by accessing the given math problems on GeoGebra.

ORGANIZATIONAL PERFORMANCE

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

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

Measure	Description	Evidence Collected
1a	The school implements material terms of the education program. Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area. The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.	Information collected indicates that all scholars have a six-period school day. Core Math, Math Power Hour (interventions), Core ELA, ELA Power Hour, PE/Art (on alternating school days), and Science/Social Studies. Power Hour classes are intervention periods where multiple teachers work with small groups and provide 1:1 tutoring. Scholars who already exceed standards in math or ELA participate in a choice-driven independent study group. Primary math curriculum is Illustrative Mathematics. Primary ELA curriculum for all grades is EL Education. Various digital tools support interventions (e.g., Kahn Academy, Teach TCI (Science Alive), and Reading Plus) All curriculum is based on the Nevada Academic Content Standards.
1b	The school complies with applicable education requirements. Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements	Based on small staff size, all teacher hires at NV Prep are licensed teachers. Instructional assistants and support teachers also have their teaching license. Not all instructional assistants need to be licensed educators, but as the school grows, NV Prep plans to help all instructional assistants secure substitute teaching licenses, so they are eligible to cover classes when needed.
1c	The school protects the rights of students with disabilities. Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student. A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.	The school has Diagnostic Assessments (included for placement and content selection in digital programs, to assess reading level, etc.) as well as Formative Assessments (administered constantly, ranging from checks for understanding during lessons to exit tickets to quizzes). The Interim assessments (MAP Growth Assessment). Sped/GenEd faculty

		collaborate during Friday morning professional development and collaboration time. The special education specialist works with faculty developing differentiated instruction for pull-out and push-in time as well as Power Hour. The special education curriculum specialist facilitates schoolwide progress monitoring, family communication, academic support scheduling, and related service partnerships.
1d	The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content. A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing) A description of how EL student progress within the four domains is monitored.	English Language Learner needs vary from multiple “newcomer” scholars who are receiving foundation language and literacy acquisition support to scholars who are expected to exit ELL status following their next WIDA Access assessment. Each summer, and throughout the year during Friday PD, Nevada Prep teachers receive training specific to ELL needs and instructional techniques.

ORGANIZATIONAL PERFORMANCE

Measure	Description	Evidence Collected
3a	The school complies with governance requirements. Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.	Nevada Prep reports the board of directors meets bi-monthly, approves the annual budget, secures an annual audit, approves school policies, oversees large purchases and contracts as required by the school's finance policies. The board annually approves the contract with the school's back-office service provider. Board members annually re-approve a code of conduct and conflict of interest policy. Board members have all attended Open Meeting Law training. The board is diverse in race, ethnicity, age, gender, and professional expertise.
4a	The school protects the rights of all students. Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.	Nevada Prep consistently has the low rates of suspension and expulsion according to available data. The Student and Family Handbook clarifies which incidents (in line with NRS) would require an expulsion hearing. During the evaluation process, Nevada Prep shared the school prefers restorative practices including mediation meetings with school staff, including the school counselor.
5b	The school complies with health and safety requirements. Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.	The school reported staff has worked on short-term and long-term emergency operations and procedures. There are Covid mitigation strategies (e.g., on campus testing for scholars and families). Lunch is served outdoors and scholars eat in classrooms.

Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation

School staff ability to address previous recommendations	1. Prioritize governance training for the 2021 – 22 school year. 2. Continue to refine and work to ensure transportation routes are cost-effective. 3. Develop the Parent Advisory Group for stronger implementation and recognition.
Evidence the school can provide to support the implementation of previous recommendations.	1. Governance training has been completed. Board succession planning is the focus for the current academic year. 2. Nevada Prep has moved stops closer to where most families live and is hopeful this has provided a solution to this challenge (see nvprep.org/bus2021 and transportation map.) The transportation program operates at much lower per-student cost than any of the three outsourced transportation services that provided quotes to Nevada Prep. Buses are purchased used for \$10,000, compared to CCSD, buses that are purchased new and transitioned out of service while they have much useful life remaining. 3. Parent Advisory Group is more recognizable and reports regularly to the governing board. Efforts to share responsibilities is ongoing.
The reasons school will require additional time to fully address the recommended items.	As the impact of COVID continued into this schoolyear, the NV Prep team continues to develop the Parent Advisory Group. The transportation work will continue to be refined during the next school year.

SITE EVALUATION FINDINGS

STRENGTHS

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

1. Nevada Prep offers high levels of individualized instruction where every child is known by name. Classroom environments are positive, and students are comfortable within their learning environments. Students were observed to be comfortable in sharing concerns and thoughts with adults at the school. In many cases, the SPCSA evaluation team observed teachers working individually with students providing clear and timely feedback during a lesson. Timely and constructive feedback often motivates students to more in-depth learning.
2. The school leader and teaching staff have worked closely to utilize data to make curricular decisions to meet student learning needs. Scaffolded and differentiated Instruction during lessons and Power Hour are driven by current student performance data. Scaffolded and differentiated Instruction was observed by the SPCSA site evaluation team. It was also observed that faculty implement Tier 2 and 3 supports as well as Individual Education Plan goals and objectives to reflect current testing data. The SPCSA staff was provided a brief presentation of the steps the school staff take to look at student data each week and to lesson plan together. The outcomes of this planning was observed throughout grade levels and content areas in classrooms at the school. It is important to point out that although NV Prep is currently on the list of Academic Concern for 2018-2019, the school has utilized elementary school assessment data to reassess curricula delivery to meet the learning needs of students. NV Prep projects strong levels of academic growth since the 2018-2019 rating including in both English language arts and math outcomes.
3. Nevada Prep is the only charter school within the SPCSA portfolio offering students bus transportation. Transportation is not disrupted as staff drive passenger vans as needed to assist with school transportation when a bus driver is out ill. Ultimately, this helps the school provide higher levels of access when compared to other public charter schools. Nevada Prep is to be commended for offering this to students and families, especially given the burden this service puts on annual budgets.
4. The original founding staff members have remained at the school. Nationally, teacher retention is an on-going dialog. While teacher turnover rate is a concern for many schools, at NV Prep, the original faculty hires remain under contract. All Nevada Preparatory Academy staff have their teaching license, rather than the current state requirement of a substitute license.
5. Teachers used academic language consistently across all content areas and grade levels. Teachers used academic vocabulary in 15 of the 17 classes the site evaluation team observed. Modeling academic language is considered a best practice as it helps students gain perspective on what they read, understand relationships, and follow logical lines of thought (Wood, 2020). It was observed NV Prep teachers set appropriate and achievable academic goals. Students responded with modeled academic vocabulary during class lessons and activities.
6. Strong school leadership is a strength as evidenced from families, staff, and students. The principal readily assists teachers when needed and will relieve a teacher and take over instruction upon request or assist with one-on-one instruction if a student is struggling during independent work time or during Power Hour. This was observed on at least six occasions during the SPCSA site evaluation. The

principal greets students by name during passing time, before and after school, and asks after the students and their families.

7. The teaching staff and specialists support each other with co-planning Fridays and during instructional time. Teachers conducted three weeks of free summer camp in response to building construction delays. Teachers are responsive to student and family emails and telephone calls, responding within a few hours to instructional inquiries. Overall, SPCSA staff finds the staff at Nevada Prep is very committed to their students and families.

CHALLENGES

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

1. Nevada Prep continues to provide online instruction as a choice for families uncomfortable with children learning in-person due to ongoing COVID concerns. While many families and scholars thrive online, some struggle. Without being able to make online learning conditional upon meeting academic performance requirements, some scholars continue to stay online, to the detriment of their academics and social emotional state. Several students are performing well below grade level. The school staff continuously evaluates ways to differentiate learning, re-teach, and co-teach to best use the time students spend at school and lesson gaps. Nevada Prep is doing admirable work in this area, but it remains an ongoing challenge.
2. Low student enrollment at Nevada Prep was mentioned as affecting testing data by both the leadership team and the staff focus groups. The small enrollment population of Nevada Prep results in small "n" size in testing and data reporting overall. Small class sizes and student absences can correlate adversely to overall reports. As a result, this makes reporting a challenge for the school and limits available data.
3. The leadership team expressed responsiveness to completing SPCSA data reports, along with responding to SPCSA delegates in a timely manner is a concern. It is important Nevada Prep demonstrate it can meet deadlines consistently and place a higher priority on submitting required paperwork in a timely manner.
4. Capacity of staff and leader to meet the demands of COVID-19 puts additional daily strain on limited human resources. For example, teachers must plan more extensively to meet the needs of online and face-to-face learners. Further, the staffing required to serve meals in classrooms is many times greater than serving meals in a common area. These additional priorities create significant challenges for all staff.

RECOMMENDATIONS

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

1. SPCSA staff recommend NV Prep develop a robust plan for increase student applications, acceptance, and enrollment to optimize the new building. NV Prep leadership should highlight NV Prep's highly individualized approach to student success. The school-wide increased enrollment plan may include exploring marketing opportunities, community outreach, on-site tours of the school facilities, and virtual presentations of school offerings. NV prep is encouraged to work with the Parent Group and NV Prep families to include student success stories as an avenue to increase communication with feeder schools and prospective students.
2. It is recommended the leadership team work together to cultivate and delegate some of the responsibilities that are operationally important. When possible, consider the idea of delegating operational tasks such as overseeing those internal systems operate in an on-time and functional manner. The SPCSA notes there have been late submissions within Epicenter. Items to be completed ahead for this site evaluation were also received late. There is room to grow in this regard and the NV Prep team should strive to appear well prepared and timely in internal and external communications.
3. SPCSA staff recommend NV Prep pursue Multi-Tiered System of Support (MTSS) opportunities through the SPCSA. An MTSS grant would provide funding and coaching resources specifically for the needs of NV Prep. Leadership mentioned there were several challenges resulting from the ongoing COVID-19 pandemic, such as students performing at grade-level and social-emotional state. MTSS opportunities through the SPCSA have the potential to provide staff access to tier 1, 2, and 3 training and resources to address these challenges.

DEFICIENCIES

There were no deficiencies identified for Nevada Prep during this evaluation.



Nevada State Public Charter School Authority

Site Evaluation Report: Nevada Prep
Evaluation Date: 2/15/2023
Initial Draft Report Date: 3/17/2023

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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 2/15/2023 at Nevada Prep. 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. Nevada Prep. is in Year three and is operating under a Notice of Concern for the Elementary School. The SPCSA Board directed staff to conduct additional monitoring and oversight late last year.

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 evaluation team will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately after the final classroom rubric ratings. Using information obtained from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will summarize results for schools within the report. Observations and take-aways regarding some of the Organizational Framework components will be summarized and outlined in this site evaluation report.

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

SCHOOL BACKGROUND

Nevada Prep is located in Las Vegas, Nevada in a facility at 1780 N. Betty Lane. The school serves 283 students (as of the most recent Validation Day) in 3rd through 8th grade. The mission of name of school is: "With a focus on academic achievement and leadership development, Nevada Preparatory Charter School (Nevada Prep) educates every fourth-through eighth-grade student for success in high school, college, and life."

ACADEMIC PERFORMANCE

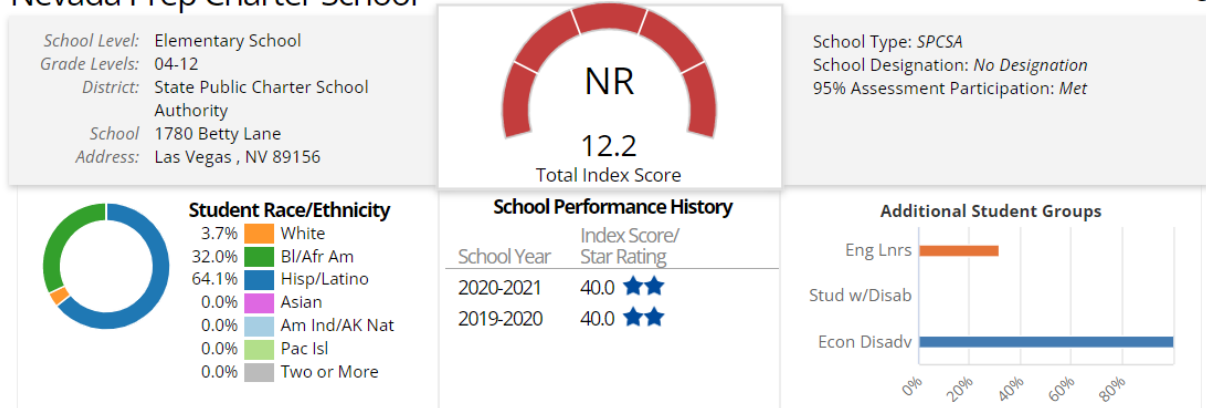
Nevada School Performance Framework 2022

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

Elementary School

Nevada Prep Charter School

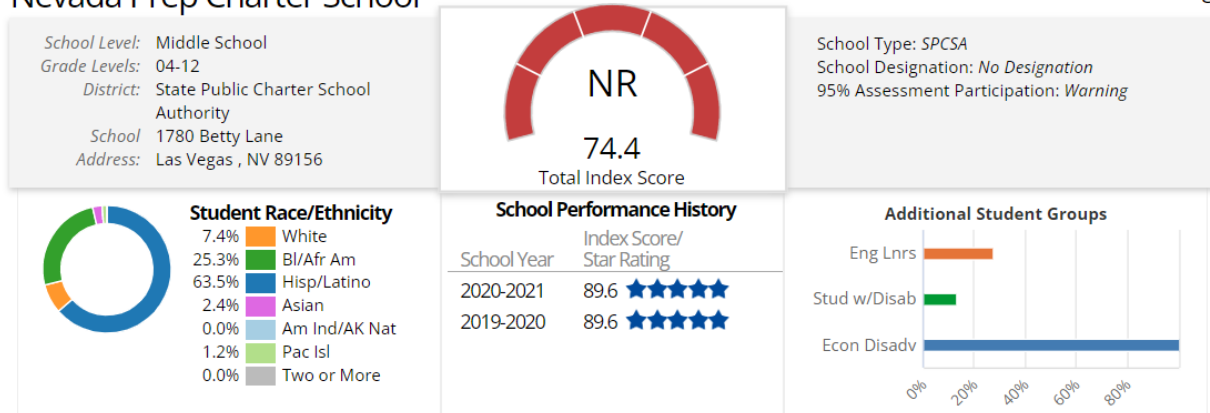
School Year 2021-2022 Nevada School Rating



Middle School

Nevada Prep Charter School

School Year 2021-2022 Nevada School Rating



Math and ELA Results

Nevada School Performance Framework

2022

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

Proficiency Rates

Elementary School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	18.3	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	-	72.8	70.4			
Black/African American	13.3	30.3	35.7			
Hispanic/Latino	21.8	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	-	55.6	57.5			
White/Caucasian	-	60.7	61.3			
Special Education	-	26.3	32.1			
English Learners Current + Former	29.4	34.9	39			
English Learners Current	25.0	25.5				
Economically Disadvantaged	-	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	18.3	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	-	74.9	76.7			
Black/African American	13.3	39.8	45.4			
Hispanic/Latino	21.8	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	-	61.5	66.2			
White/Caucasian	-	65.5	69			
Special Education	-	25.5	33.5			
English Learners Current + Former	29.4	37.4	44.4			
English Learners Current	25.0	24.4				
Economically Disadvantaged	-	42.8	49.4			

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	27.2	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	-	62.7	60.6			
Black/African American	17.9	18.2	27.3			
Hispanic/Latino	31.7	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	-	41.8	43.6			
White/Caucasian	-	48.1	49.8			
Special Education	8.3	9.7	22.7			
English Learners Current + Former	30.9	20.1	24.2			
English Learners Current	25.0	7.6				
Economically Disadvantaged	-	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	39.6	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	-	79.0	77.1			
Black/African American	25.6	41.1	40.9			
Hispanic/Latino	44.6	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	-	64.6	63.2			
White/Caucasian	-	67.2	68			
Special Education	25.0	18.0	25.8			
English Learners Current + Former	40.2	38.8	28.1			
English Learners Current	30.0	16.7				
Economically Disadvantaged	-	45.9	47.1			

SPCSA Academic Performance Framework

Geographic Comparison Report

Elementary School

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

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

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

0/10 NSPF score difference of -36.9 between school (12.2 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15 NSPF score difference of -35.8 between school (12.2 points) and comparison school (48 points).

Middle School

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 29.7 between school (74.4 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 50.4 between school (74.4 points) and comparison school (24 points).

SPCSA Academic Performance Framework

Diversity Comparison Results

Elementary School

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

12/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

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

2/5 School IEP rate of ≥ 5 to $<10\%$ compared to district GrK-5 IEP rate of 11.9%.

5/5 School EL rate of ≥ 30 to $<35\%$ compared to district GrK-5 EL rate of 19.3%.

Middle School

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

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5 School FRL rate of $\geq 95\%$ compared to district 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 ≥ 25 to $<30\%$ compared to district Gr6-8 EL rate of 13.6%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	45minutes
Parents/Families	5	30 minutes
Students	9	30 minutes
School Leadership	2	45minutes
Staff	7	30 minutes

Governing Board¹:

- Members of the school board said they are currently looking for a few additional members for the board. As shared during the focus group, board members indicated that they are hoping to find a person with accounting or financial background as well as a parent at the school. Board members said that it is the responsibility of the whole board to review and monitor the financial status of the school. One board member commented, “We do have one person who has financial expertise, and we know we can lean on. We have expertise on the board in the areas of banking, business management.”
- During the focus group, members were asked how the board is kept informed about the academics at the school. One board member commented, “[Our school leader] sends reports before the quarterly meetings take place. These reports include curricular assessment data. Then at the board meeting, this information is presented.” Another board member shared, “We have not done a deep dive with i-Ready assessments with the school leader, but there is always an agenda item that covers school academics.” Board members shared that they like to look at the individual growth of students as well as compare data with students at nearby schools. One board member commented, “We care a lot about students getting into high school at magnet or private high schools in the area.”
- The school board members were asked about their understanding of chronic absenteeism. One member said that it has been difficult with families and students absent for a number of reasons. One board member explained, “We had a family that had a fire at their house and the school and board supported the family’s transition to new housing. We have strong relationships with family and staff. The fact that we provide transportation helps get students to school. We should look stronger this year when it comes to absenteeism.”
- The board shared some financial best practices. They explained that they look at budgets and reports on a routine basis as well as have an annual audit conducted. One member said, “We ensure funding aligns to what it is slated for and we are looking to increase enrollment because larger numbers of students allow us to provide more services to students.” The participating board members within the focus group went on to say that they are always looking for funding sources.

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

Parents and Families:

- Parents shared some of their experiences regarding NV Prep. One parent said her child is in his first year at the school and she appreciates how organized and helpful the school has been in providing services and instruction for her special needs child. Another parent commented that she greatly appreciated the one-on-one attention and instruction at the school. One parent said she had a difficult time with one of her children who was experiencing bullying issues at a previous school. Since enrolling at NV Prep, her child is excited about coming to school.
- Parents were highly impressed with the levels of communication between themselves, teachers, and school leaders. One parent said they have several children at NV Prep. The parent commented, "The school is very good at communicating each child's needs. We worked with the school to create a behavioral plan to put into place both at school and at home." Another parent said her child had serious behavioral concerns – since being here, however, her behavior and attitude have drastically improved. A third parent said they are very grateful and appreciative of the special services that are provided. She said, "I appreciate the many text messages, telephone calls, and conversations that take place in the car line. I know that if anything happens at the school, I will be informed right away."
- If a student is absent from school, parents said that teachers will send work home so the student does not get behind. One parent said, "We like the Monday through Thursday schedule because we can have an extended weekend." Another parent had a suggestion for improvement. She said, "It is difficult when students within the same family attend different schools and have a Monday through Friday schedule. I would like all grade levels at this school such as PreK-eighth grade. A third parent suggested the school offer more sports and extra-curricular activities."

Students:

- Students shared that they are learning about several exciting topics. These included fossils and layers of rock, argumentative essays, fractions, and division as well as black history, earthquakes, tectonic plates, statistics, and probability. Students said they were excited to come to school to learn but also to socialize with others. One student remarked, "The most exciting part of school is spending time with other students. I like to work with different people in class. I can work with others who are struggling to solve problems." Another student added, "I get along with my teachers. I come to school so I can grow in the areas I am not good at. I want to go to a good high school. I don't want to be at home, not doing anything." A third student said, "I don't like school, but I like the activities at school such as community circle, school dances, and pizza parties."
- Students were asked about types of activities at school that allow them to speak with other students. One student remarked, "We have these types of activities almost every day. School leadership wants us to get along, so we have lots of time to talk to each other. In some classes we are supposed to do our work individually, so we don't get to speak with each other. In some classes, we are asked to turn and talk with another student. we have to turn and talk."

FOCUS GROUP SUMMARY continued

- Students were asked to explain types of feedback they receive from different teachers in regard to their learning. One student said, “We get feedback when we are stuck on a question. The teachers show us how to work out and answer different types of questions and math problems.” Another student said, “We know how we are doing in testing and I know how I have grown. I understand how I am doing in my classes. We are grouped together during intervention times to improve our learning. In ELA we get written feedback. One student talked about school rules. She said, “The school rules are brought up in community circle. We are challenged to find better solutions to issues with others and learn to have better reactions to situations. We also have school traits. If we exemplify those we get “shout-outs” and team points.”

Leadership:

- School leaders said that they are working on making growth in terms of student achievement. The leader said that proficiency levels for grades three and four were really low. He attributed these low levels to students’ needing to build up strong reading foundational skills. The school leader commented, “Many of our third graders haven’t had real school until last year due to COVID.” In contrast, the middle school is doing better. The school leader commented, “We have had students enrolled in our school at the middle school level for several years and they are doing much better.”
- The school leader reported the prioritization at the school had been on the construction permits and the “headache of a new building” which, in turn, led to cascading problems in other areas. In addition, he admitted that the SPCSA recommended the school leader improve on communication and timely submission of required documents such as the SPP, but he has not improved. He stated, “Give me an “F” I am not a business leader.” Additionally, he communicated that he will not be returning to his position next year.
- School leaders spoke about students learning English and those with Individual Education plans. One leader commented, “Word of mouth has brought several families with students having an IEP to the school. We have been successful in exiting the EL and SPED students of programs.” The school leader explained, “All our scholars have a six-period school day. We have core math, and math power hour, which is our intervention time, Core English Language Arts ELA power hour, and offer Physical Education and Art on alternating school days as well as science and social studies. During power hour, multiple teachers work with small groups of students and provide some scholars one on one tutoring. Students who exceed standards in math or ELA, participate in a choice-driven independent study group during this time.”
- The school leader explained several helpful measures that take place on Fridays at Nevada Prep. The school leader said, “We have Professional Learning Communities (PLC) meetings, co-planning time, and collaboration. For example, our Special Education teachers plan specialized instruction together with the general education teachers. They co-plan upcoming weekly activities to focus learning outcomes in a way to benefit students.” Another school leader said that the MTSS (Multiple Tiered Systems of Support), are operated and facilitated by cohorts during this school year. Each cohort has 10-15 students and staff talk about support for students during the RTI (Response to Intervention) meetings. There are meetings to discuss i-Ready data, overall data, and the next steps in the process.

Staff:

- Members of the staff focus group shared that they believe staff morale has fluctuated during this school year. One person explained, “There are new people and roles are changing. On the Friday professional development days we have the opportunity to bond as a staff. The communication is collaborative is very much appreciated. There is an effort here to have a work life balance. Morale has fluctuated because of the many changes here.” Staff said that behavioral expectations of the school and individual classrooms is communicated to students often. Staff members said they have a school-wide system so that the rules are common to all. One teacher said, “We use ClassDojo to give students points for on-task behavior. The students have bought into this and strive to get points from their teachers.”
- Staff reported having strong family involvement at the school. One teacher said, “There is buy-in from families because we garner a great deal of positive public relations from families through word of mouth. We build relationships and know the families feel they are partners in their children’s conversations. It is easy to communicate with families because the families feel comfortable in reaching out when they have a concern.”
- Staff members highlighted the Financial Literacy class. Teachers said students must check stock markets and learn to use a software application. Others said that they have created tasks and activities that show students how what they are learning transfers to life skills. Some examples included keeping a budget, coding, sports statistics, physics, and the relation to sporting events. One staff member commented, “We have a maker space in computer science with three-dimensional printer capability. Teachers said that all students receive feedback about their learning during core classes-Power Hour. The feedback is tailored to their individual scores and students can re-take modules until they get a score they are pleased with.” A member of the teacher staff described it this way, “Students know the expectations, and when things are due. Students know where they stand grade wise by checking Google Classroom.”

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

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

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
Establishing a Culture for Learning	Total: 4	Total: 14	Total: 1	Total: 1	Total: 1
	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: 4	Total: 16	Total: 1	Total: 0	Total: 0

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 6	Total: 13	Total: 0	Total: 1	Total: 1
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/ demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/ demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 2	Total: 17	Total: 1	Total: 1	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: 0	Total: 12	Total: 2	Total: 1	Total: 6
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: 0	Total: 12	Total: 2	Total: 1	Total: 6

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: 6	Total: 12	Total: 2	Total: 1	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: 2	Total: 16	Total: 2	Total: 0	Total: 1

- This was an enrichment class on financial literacy. There was one teacher and thirteen 3rd grade students. They were taking a pre-assessment on the computer.
- In a classroom, students worked independently on i-Ready activities. The teacher worked one on one with students and provided feedback.
- In one middle-level class students completed an exercise on financial literacy. Students were given a hypothetical salary, researched used vehicles, and places to live. Students explained in writing their selections, completing a spreadsheet demonstrating their budget.
- In an 8th grade writing/ELA class there were 4 adults and 28 students. One adult is teaching, another is roaming the classroom providing students support, another adult is a one on one aide with a students with special needs. The other adult is observing the teacher, a teacher himself to provide feedback and collect and share ideas on best practices in teaching.
- In a elementary classroom, each co-teacher pulled small groups and provided targeted interventions to students. The remainder of the students worked independently on i-Ready online skills.
- In a middle school class math class, students worked independently on computers. Teacher provided one to one support as needed and answered questions. There were several visuals posted on classroom walls. Example: chart paper with examples of math problems such as ratios, percentages, decimal/money/scale factor, units of measure
- There were 23 students and one teacher in this middle school math class. Teacher encouraged students to work together or alone to complete the math problem. Classroom was comfortable and it appears students can be themselves and learn together.
- There was one teacher and 18 students in this middle school ELA class. Students seemed restless. The teacher encouraged students to work on the lesson and said, "I'm giving a DOJO point for those on task."
- Students completed a mid-term assessment on their laptops. The teacher walked the room to be available to students who had questions.
- Students completed a pre-assessment individually on their laptops to create a baseline for the teacher to drive instruction.

ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards. Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.	Nevada Prep is implementing material terms of their educational program. Site evaluators reviewed curricular materials and determined they are aligned to Nevada Academic Content Standards. Observations included evidence of students receiving small group instruction and Interventions.
Indicator 3: Governance and Reporting	Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	Per Board and Leadership Focus Groups Nevada Prep Board is following governing board policies.
Indicator 4: Students and Employees	Measure 4a: Student records under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately	Student and personnel files were observed to be locked and stored in a secure location
Indicator 5: School Environment	Measure 5b: - Evacuation plans for classrooms are posted - The school has fire extinguishers on all floors which are tagged - Active permit for food service (if applicable) - Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	The site evaluation team saw evacuation plans in some classrooms; however, several classrooms were missing this information. Tagged fire extinguishers were visually observed throughout the building and common areas. The site evaluation team visually checked and located one cot, a refrigerator. A receptacle for disposing of sharp objects was missing.

Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

Summary of recommendations from most recent site evaluation	• SPCSA staff recommended NV Prep develop a robust plan to increase student applications, acceptance, and enrollment to optimize the new building. NV Prep leadership should highlight NV Prep's highly individualized approach to student success. • It was recommended the leadership team work together to cultivate and delegate some of the responsibilities that are operationally important. When possible, consider the idea of delegating operational tasks such as overseeing those internal systems operate in an on-time and functional manner. The SPCSA notes there have been late submissions within Epicenter. Items to be completed ahead for this site evaluation were also received late. • SPCSA staff recommend NV Prep pursue Multi-Tiered System of Support (MTSS) opportunities through the SPCSA.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	• Nevada Prep leadership reported a focus on building and construction rather than a strong focus on increasing student outreach and the number of applications. • Nevada Prep leadership reported they were unsuccessful in this area. • MTSS was not pursued as of yet.
SPCSA staff assessment based upon findings during site evaluation	• The previous challenges remain and the three previously stated recommendations continue to apply.

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.

- Nevada Prep has a diverse student population that aligns with the spirit of the SPCSA Academic and Demographic Needs Assessment. Validation day information indicates there are currently a high number of students enrolled who qualify for Free or Reduced-Price lunch. This is well above the SPCSA average. Additionally, the school serves a fair number of students qualifying for special education services, and students qualifying for English language services and supports.
- Students stated during focus groups that they are happy attending Nevada Prep. Positive interactions between teachers and students within classrooms and in common areas were evident. Teachers and students engaged in eye contact and conversations easily. Students spoke highly of their teachers and recognize their hard work. Students reported they feel comfortable with staff because staff has taken time to build relationships and trust with students.
- Nevada Prep offers students an atmosphere of strong academic engagement with small ratios of students to adults. There were several instances of positive relationships and a caring supportive school community for students and staff. Examples included small group discussions, financial literacy classes, and student-led discussions in classrooms. There is a clear focus at Nevada Prep on subject matter relevance within classrooms and students have opportunities to take part in a nurturing learning environment that is highly personalized.

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.

- Low student enrollment at Nevada Prep was mentioned as affecting testing data by both the leadership team and the staff focus groups. The small enrollment population of Nevada Prep results in a small “n” size in testing and data reporting overall. Small class sizes and student absences can correlate adversely to overall reports. As a result, this makes reporting a challenge for the school and limits available data.
- The leadership team expressed responsiveness to completing SPCSA data reports, routine submissions, along with responding to SPCSA delegates in a timely manner as a challenge. Like all public charter schools sponsored by the SPCSA, it is important Nevada Prep demonstrate it can meet deadlines consistently and place a higher priority on submitting required paperwork in a timely manner. However, it can be more challenging in a small-school environment.

RECOMMENDATIONS

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

- With the current school leader position becoming available, it is recommended the board begin to find a replacement as soon as possible. If possible, and to ensure more continuity during the transition, Nevada Prep may benefit if a new person could work alongside the existing school leader for a time in order to train and become aware of the many duties of the position prior to their departure. This might also help shorten their learning curve, thus leading to a more optimal start to the 2023 – 24 school year.
- It is recommended the leadership team work together to cultivate and delegate some of the responsibilities that are operationally important. When possible, consider the idea of delegating operational tasks such as overseeing those internal systems to help ensure routine, required submissions are completed on-time. The SPCSA notes there have been many late submissions or failure to submit tasks within Epicenter, some of which are required by statute or regulation. As a result, the school earned 90 points out of 100 under the 2021 – 2022 SPCSA Organizational Performance Framework. While this still meets performance expectations, and Nevada Prep is a smaller school with fewer full-time staff than some sponsored charter schools, this is a lower score than prior years. Improving this trajectory will be critical for the school moving forward. It is Nevada Prep's responsibility to maintain compliance with all requirements.
- During the site evaluation, it was observed that the school's elevator tag and a sharp receptacle container were not in place. Additionally, some classrooms did not appear to have evacuation plans visible for students, staff and visitors. Nevada Prep should ensure that these items are resolved within 30-days of this report being published.
- It is recommended that the school staff continue working to improve NSPF index score at the elementary level. Both growth and proficiency levels have room for improvement. Continued monitoring of student needs for specific academic skills and interventions within grade levels for third, fourth, and fifth is recommended. It should also be noted that the Authority directed staff to conduct additional monitoring of Nevada Prep during the 2022 – 23 school year. Performance will need to improve under the NSPF to avoid possible intervention by the SPCSA.
- It is recommended the Nevada Prep board determine a method to create a pool of possible replacements for the board. Moving forward, it is important that at least two replacements are identified. In addition, proper board training including the role of a board member and open meeting law should be provided. Please reach out to SPCSA for additional assistance in this area.
- SPCSA staff recommend NV Prep pursue Multi-Tiered System of Support (MTSS) opportunities through the SPCSA. An MTSS grant would provide funding and coaching resources specifically for the needs of NV Prep. Leadership mentioned there were several challenges resulting from the ongoing COVID-19 pandemic, such as students performing at grade-level and social-emotional state. MTSS opportunities through the SPCSA have the potential to provide staff access to tier 1, 2, and 3 training and resources to address these challenges

The three previously stated recommendations continue to apply.

- SPCSA staff recommended NV Prep develop a robust plan to increase student applications, acceptance, and enrollment to optimize the new building. NV Prep leadership should highlight NV Prep's highly individualized approach to student success.
- It was recommended the leadership team work together to cultivate and delegate some of the responsibilities that are operationally important. When possible, consider the idea of delegating operational tasks such as overseeing those internal systems operate in an on-time and functional manner. The SPCSA notes there have been late submissions within Epicenter. Items to be completed ahead for this site evaluation were also received late.
- SPCSA staff recommend NV Prep pursue Multi-Tiered System of Support (MTSS) opportunities through the SPCSA.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

The following deficiency has been issued as a result of the site evaluation having taken place on 2/15/2023. This is consistent with any oversight practices set out in the Charter School Performance Framework.

Deficiency Finding:

Nevada Prep Academy must comply with NRS 385A.650, which directs all public schools to prepare and submit a Site Performance Plan (SPP). This document is used by SPCSA staff to conduct routine oversight, and is also embedded into the Site Evaluation process. At the time of the Nevada Prep site evaluation, the school had not submitted its SPP despite multiple reminders from the SPCSA.

As a result of this deficiency, Nevada Prep will be required to undergo a site evaluation during the 2023 – 24 school year. The school will also be directed to submit a plan for the 2022 – 23, in addition to develop a plan for its 2023 – 24 SPP to ensure it is submitted in a timely manner.



Nevada State Public Charter School Authority

Site Evaluation Report: Nevada Preparatory Charter School

Evaluation Date: 1/10/2024

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

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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 1/10/2024 at Nevada Preparatory Charter School (NV Prep). The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

Members of the SPCSA staff will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately following the classroom rubric readings. Using information from students, parents, staff, school leaders, and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

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

SCHOOL BACKGROUND

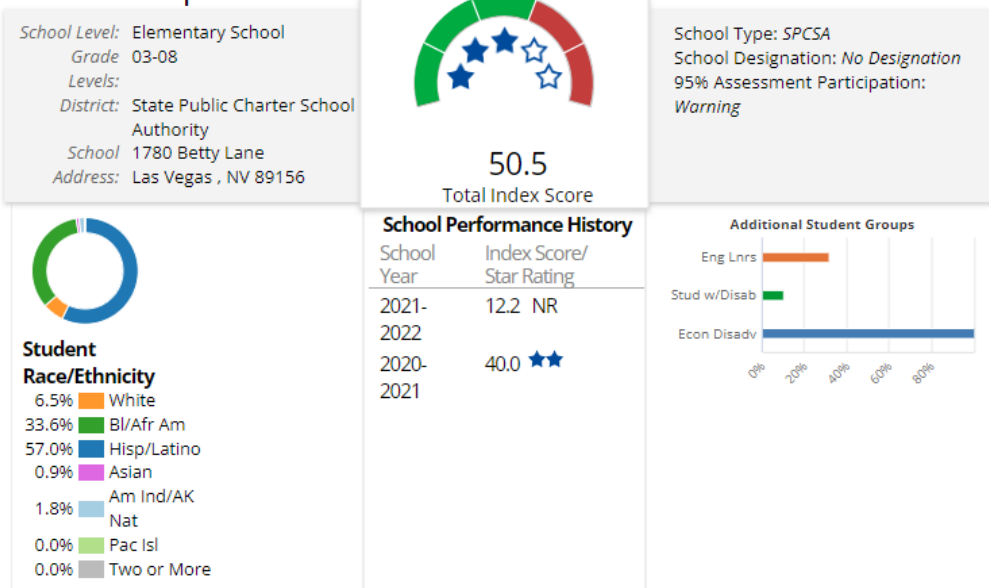
Nevada Preparatory Charter School is located in Las Vegas, Nevada, in a facility at 1780 N. Betty Lane. The school serves 314 students (as of the most recent Validation Day) in third through eighth grade. The mission of NV Prep is: "With a focus on academic achievement and leadership development, Nevada Preparatory Charter School (Nevada Prep) educates every third- through eighth-grade student for success in high school, college, and life."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023

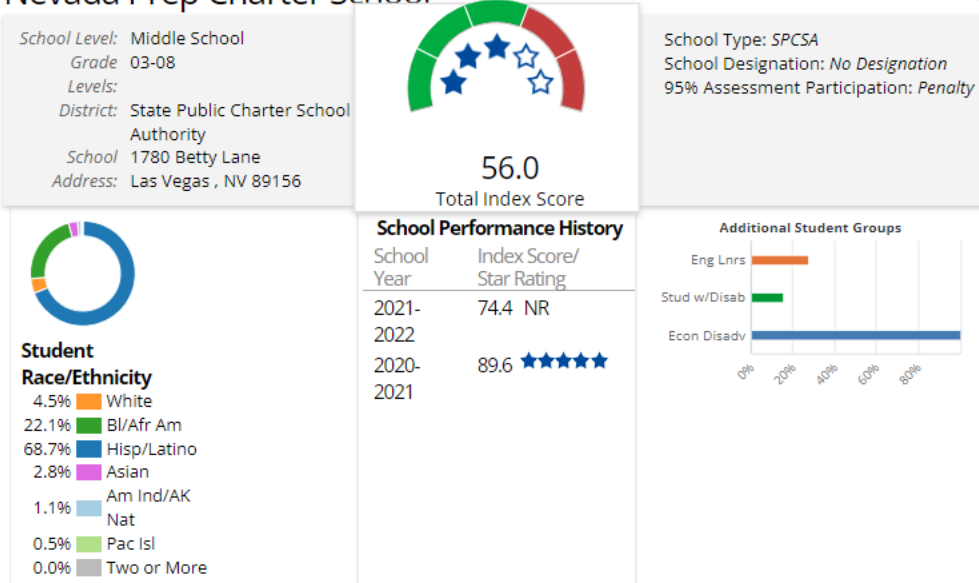
Elementary School

Nevada Prep Charter School School Year 2022-2023 Nevada School Rating



Middle School

Nevada Prep Charter School School Year 2022-2023 Nevada School Rating



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	23.2	52.0	53.5	18.3	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	-	74.5	71.9	-	72.8	70.4
Black/African American	25.0	31.4	38.9	13.3	30.3	35.7
Hispanic/Latino	24.1	42.2	45.5	21.8	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	-	57.8	59.6	-	55.6	57.5
White/Caucasian	-	63.7	63.3	-	60.7	61.3
Special Education	-	29.1	35.5	-	26.3	32.1
English Learners Current + Former	21.0	38.1	42	29.4	34.9	39
English Learners Current	21.0	27.6		25.0	25.5	
Economically Disadvantaged	23.2	39.0	44.9	-	35.6	42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	24.6	54.6	61.2	18.3	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	-	74.1	77.8	-	74.9	76.7
Black/African American	30.0	37.5	48.2	13.3	39.8	45.4
Hispanic/Latino	19.7	45.9	53.2	21.8	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	-	60.7	67.9	-	61.5	66.2
White/Caucasian	-	64.4	70.6	-	65.5	69
Special Education	-	27.4	36.8	-	25.5	33.5
English Learners Current + Former	24.5	37.6	47.2	29.4	37.4	44.4
English Learners Current	24.5	24.1		25.0	24.4	
Economically Disadvantaged	24.6	42.0	51.9	-	42.8	49.4

Middle School

Math Proficient

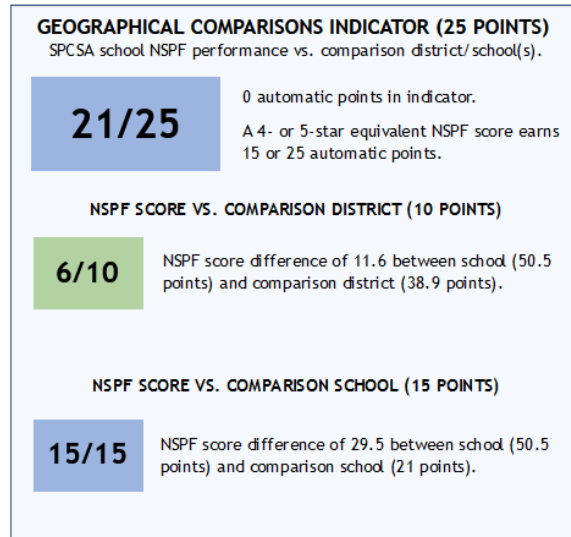
Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	25.5	38.5	42.7	27.2	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	-	62.5	62.6	-	62.7	60.6
Black/African American	21.7	19.4	31	17.9	18.2	27.3
Hispanic/Latino	26.0	28.3	36.2	31.7	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	-	44.5	46.4	-	41.8	43.6
White/Caucasian	-	51.4	52.3	-	48.1	49.8
Special Education	5.0	11.5	26.5	8.3	9.7	22.7
English Learners Current + Former	21.4	21.5	28	30.9	20.1	24.2
English Learners Current	17.1	6.5		25.0	7.6	
Economically Disadvantaged	25.5	24.9	36.1	-	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	36.0	53.4	58.6	39.6	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	-	74.7	78.2	-	79.0	77.1
Black/African American	29.0	37.4	43.9	25.6	41.1	40.9
Hispanic/Latino	37.5	44.8	50.5	44.6	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	-	60.0	65	-	64.6	63.2
White/Caucasian	-	64.0	69.6	-	67.2	68
Special Education	10.0	17.4	29.6	25.0	18.0	25.8
English Learners Current + Former	23.1	34.0	31.7	40.2	38.8	28.1
English Learners Current	24.4	12.0		30.0	16.7	
Economically Disadvantaged	36.0	40.8	49.8	-	45.9	47.1

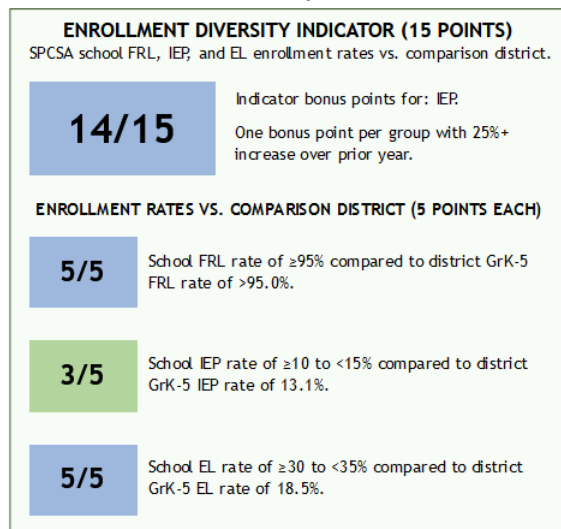
SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School



SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	45 minutes
Parents/Families	2	45 minutes
Students	7	45 minutes
School Leadership	5	45 minutes
Staff	5	45 minutes

Governing Board¹:

- Two members of the 11 member governing board participated in the focus group session and updated the site evaluation team regarding current board membership. The Nevada Preparatory (NV Prep) website had not been updated at the time of the site evaluation with 11 members listed on the website. Focus group participants explained two members had resigned since the beginning of the school year and two other members will term off in June 2024. The board will be discussing ways in which to optimize board membership during one of the two January 2024 meetings scheduled.
- Governing board members reported having an open and comfortable relationship with school leadership. One board member said, “The vision for NV Prep by board members aligns with the current leadership’s vision. We trust the current leadership. The executive director is visible. He is very transparent with communication about school standing and conversations he has been having with various folks about the outstanding bills and compliance documents.” Meetings between the board and school leadership have taken place virtually thus far during the 2023-2024 academic year. The board is looking forward to meeting to conduct a face-to-face meeting in the spring. One board member said, “There have been lots of one-on-one meetings between individual board members and the executive director. We have confidence in his ability to correct inherited challenges that need attention.”
- Governing board members were candid in sharing their awareness of unreported, legally required documents and reports. The board has been focused on correcting missing routine submissions such as missing board meeting notes, board member disclosure forms, and updated Board membership forms. Further, the board is aware of several outstanding fiscal issues, including outstanding PERS payments. One board member shared, “We have been in reactive mode this year and have not been able to be pro-active. So far, our focus has been damage control; catching up on PERS and catching up with bills. We know school leadership is combing the universe for revenue streams.” A second board member said, “The governing board has been focused on the challenges and emerging problems at the school, such as board membership changes, leadership changes, and personnel changes. We look forward to completing corrective action and being in a proactive position where we can focus on strategic plans for chronic absenteeism, academics, enrollment, and recruitment. We are looking forward to discussing an evaluation instrument for yearly analysis of school leadership.”

¹ Two members of the NV Prep member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

Disclaimer: The Family Focus group did not take place on the day of the site evaluation, January 10, 2024, due to no participants attending. The site evaluation team, in coordination with NV Prep leadership, scheduled a family focus group teleconference for January 19, 2024. No participants attended. A second family focus group teleconference was scheduled for January 25, 2024, in which two parents representing one family attended.

*The 2023-2024 SPCSA Site Evaluation Handbook explains the process for creating focus groups (p. 14). A pre-site evaluation teleconference occurs with the site evaluation team approximately six to eight weeks prior to the designated site evaluation. During the pre-site evaluation meeting, site evaluation team members indicated there should be “seven to eight family members minimum.” School leadership is also provided with an Excel template that includes guidelines for creating each focus group. The family focus group directions state, “Include a range of parent/guardians across all grade levels with a range of when they enrolled in the school and identification of services (i.e., a parent of a student in Special Education, a student in GATE, a student designated EL). This focus group should have no more than 12 participants. *Please do not include those parents or family members at the school who are also considered staff.*”*

- Family members said they chose to enroll their child at NV Prep after moving into the area. Their child was enrolled at another charter school with a long commute, which became cost prohibitive due to gasoline prices. Once the family moved into the area, they initially enrolled their child at a traditional elementary school, but their child struggled with larger class sizes and with academic growth. Once the family learned NV Prep was in the area and a charter school, they immediately transferred their child to NV Prep.
- Parents report the teachers are good at communicating how to check their child’s grades. One parent said, “My child’s teacher is organized, and homework is a folder at the beginning of the week for each day of the week. As a family, we know what homework needs to be completed for the week. I can also reach out to the teacher when my child is absent, and the teacher provides the work so my child can stay current. She is tutored at the school and can also catch up quickly on anything she has missed when absent.”
- Parents said they feel comfortable speaking with school personnel and welcome them when they visit the school. “School leadership is good at communicating school events. We know what is happening at the school and can reach out for information if we need to.” Participants in the focus group said the school was good at communicating the school-wide restorative justice model that school follows. Family members indicated one strength of the school is the “consistency in procedures by the teachers and administration. School personnel are pro-active with the students’ lives. They know the families and know the students by name. They treat the students with respect.”

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

- Students said they were informed about behavioral expectations and rules of the school at the beginning of the school year. Teachers create and set classroom rules. Many of the focus group participants said they enrolled at NV Prep after the school year began. These students reported acclimating easily to the rules and flow of the school day. One student said, “Students were friendly when I came to the school. I knew one of the teachers from my previous school and that teacher introduced me to the other teachers and some of the students.” Another student said, “I am very shy and was worried I wouldn’t make friends, but I made friends easily.”
- Students explained they have three minutes to move from one class to another. Teachers are present in the hallways and students said passing period transitions are smooth. Students in the focus group said there are lessons in their classes “where we learn about being respectful and how to manage emotions. For example, I have learned how to breathe and count to ten when I get frustrated.” Another student said the social-emotional lessons are targeted if there is an instance at the school. “Usually there are teachers around that can help intervene right away. If something happens in class, the teacher will take the student out of class and have a conversation.” Students said they feel comfortable speaking with teachers because they are approachable and available.
- Students reported working with their peers on projects and lessons in some classes. One student said, “It depends on the class. In math and science, we work with others a lot. But in music and English, we don’t do that very much. Sometimes we talk to a partner.” Students said middle school classes have the opportunity to work and explain concepts with their peers more than in elementary grades.

Leadership:

- The current leadership team explained transitional efforts with the new leadership team. One member of the leadership team said, “There were two weeks of summer professional development (PD) relating to effective instruction, student voice, and relational effect. The principal’s expertise in coaching teachers and improving student-to-teacher relations has bolstered classroom interaction and relationship building between the teachers and students.” Concentrated PD before the school year and every Friday throughout the year provides time for conversation role playing between leadership and teachers, assisting teachers with practicing respectful talk. Leadership emphasized, “We participate in lots of practice-based PD.” For teachers who need targeted support, the principal visits the classroom and coaches in real time as well as consults with teachers before and after school. According to leadership, “Relationships are a large focus of PD and teachers are trained to utilize relational affect rather than command and control manipulative models of behavior. The teacher evaluation process includes a section of relationships.” Friday PD content also includes information for teachers on equitable classroom teaching methods, cooperative learning techniques, tiers two and three small group interventions for one-to-one attention and direct support with language, curricular supports for students with special needs or learning English as a new language, as well as structured discourse using sentence stems and peer support. “The teaching methods emphasis is on increasing input and output.”

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- The leadership team was asked to share the current status of communication requests, including past due reporting tasks. Leadership was candid in discussing the work that has been accomplished during the summer and fall of 2023 and the work that remains.
 - One member of the leadership team said, “Board minutes have been submitted that were previously missing. There has been some prior tension in obtaining minutes due to the prior governing board being reluctant to release board meeting notes. Board meetings were not held in some instances, and current leadership is correcting the relations with the board.” It was further explained that there were no board meetings held from May of 2022 to December of 2023.
 - Leadership indicated they are in regular conversation with the OPAL² platform for reporting current faculty licensure status at NV Prep. “We discovered there was a problem on their end with the site number.”
 - Leadership said they are making strides to correct the delinquent PERS³ payments, submitting monthly payments of \$40,000. Leadership said they are in conversation to have the fines waived.
 - Leadership shared the current building lease payments are up to date.
 - Leadership reported the delinquent site-based School Performance Plan (SPP)⁴ that was not submitted for the 2022-2023 academic year, was almost complete. “We are completing the last slide for the slide deck for the SPP right now. The performance framework is in place and visible in the leadership conference room.” Leadership indicated there was difficulty in editing the provided template. They are anticipating completing the SPP by the end of January 2024.
- NV Prep had a 67% variance in enrollment impacting their revenue by \$1.3 million. The school was projected to have 470 enrolled and active students before the beginning of the year. Current projections estimate 330 enrolled students. Leadership indicated having ongoing enrollment throughout the year, with students enrolling on a weekly and sometimes daily basis. One member of the leadership team said, “We have begun to enroll students for next year in January 2024 in close consultation with the SPCSA. We are expecting to open in the fall at full capacity. A recruitment and enrollment specialist will be hired for next year. The school is also looking to add one more bus route for next year.” Leadership said they are also in conversations with nearby feeder schools, so students have a plan when they complete eighth grade at NV Prep. “We talk to Rooted Charter School, Nevada Rise Charter School, and Cristo Rey High School frequently as well as collaborate with Opportunity 180⁵ and their networking events.”

² OPAL is the electronic reporting system for the Nevada Department of Education's **O**nline **P**rocessing of **A**pplications for **L**icensure.

³ PERS is the State of Nevada Public Employees' Retirement Program. The employee and the employer each make a contribution to PERS. The contribution made by the employee is on an after-tax basis. The employee contribution to PERS under this plan is 17.5% and the employer contribution is 17.5%.

⁴ NRS 385A.650 directs all public schools to prepare and submit a Site Performance Plan (SPP). This document is used by SPCSA staff to conduct routine oversight and is also embedded into the site evaluation process. At the time of the Nevada Prep site evaluation, the school had not submitted its 22-23 SPP despite multiple reminders from the SPCSA.

⁵ Opportunity 180 is a non-profit organization that works throughout Nevada's communities to ensure students have access to quality schools in their neighborhood. Opportunity 180 provides resources and data to community stakeholders and decision makers.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

- Staff focus group participants were asked about staff morale given the changes in leadership for the 2023-2024 academic year. One teacher said, “This is the first place I have been that I feel appreciated as a teacher.” Another teacher said, “Leadership makes it easy to come to work.” Focus group participants indicated leadership is open, receptive, and faculty expectations are clear-cut. Teachers said leadership visits classrooms frequently, providing feedback on the teaching and coaching. One teacher said, “The principal has been very good at coaching us and assisting us with our teaching ability. He comes into class frequently and gives me lots of ideas that I can use right away in class. The principal does not take over the class. He discreetly assists us, and it makes me feel supported.”
- Faculty explained they have PD every Friday. Faculty shared there are a number of teachers who are new to teaching in 2023-2024, and NV Prep is the first school in which they have taught. According to focus group participants, PD at the beginning of the year was geared toward the entire faculty, rather than directed at specific needs of novice teachers new. Some of the new teachers struggled or left early in the school year. One teacher explained, “We are not micromanaged by leadership; if someone is new to charter school teaching and the teaching profession, it can be challenging.” Faculty indicated Friday PD is positive coaching and strives to build teachers’ tool kit and professional expertise. Teachers said PD days allow them to dive deeply into specific things that came up during the week. Faculty also participate in role playing with their peers on PD Fridays.
- Faculty members explained how they provide feedback to students on their academic work. Verbal communication and written notes on students’ work were the most common forms of feedback. Teachers said students have access to their grades electronically and know their academic standing at any time. Teachers said if there is a behavioral concern, students will have a private conversation with the teacher.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 10 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
Establishing a Culture for Learning	Total: 5	Total: 5	Total: 0	Total: 0	Total: 0
	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 6	Total: 4	Total: 0	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 the 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: 6	Total: 4	Total: 0	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: 8	Total: 2	Total: 0	Total: 0	Total: 0
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 3	Total: 5	Total: 0	Total: 0	Total: 2
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 3	Total: 6	Total: 0	Total: 0	Total: 1

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 6	Total: 4	Total: 0	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: 5	Total: 0	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable.

1. In one middle school classroom, students completed a vocabulary quiz on their laptops. Music played in the background. Students were focused and engaged.
2. Students brainstormed with a shoulder partner throughout a middle school math lesson multiplying fractions. Students were asked to share with their partner where in everyday interactions people engage with fractions, the steps to multiply fractions, and explain to their partner. Students were encouraged to share how they solved each problem and the various ways in which the answer can be found.
3. Students quizzed their partners on vocabulary words. The teacher facilitated questions for students to discuss in their groups. The teacher made students committee members and assigned roles. One role was the designer, who shared their responses to the questions. Another role was engineer and researcher, who listened. Then the students changed roles.
4. Students walked the room participating in a gallery walk activity using several cognitive skills. Students were asked to respond to comprehension questions using scaffolded skills ranging from understanding, application, analysis, and creativity. Students were highly engaged and worked with a partner.
5. The teacher facilitated a gallery walk where middle school students discussed questions and completed tasks as a group.
6. The special education teacher provided small group support to students. The co-teacher assisted as needed and walked the students back to class after the lesson.

ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards. Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.	The programming and materials at NV Prep Academy are in alignment with both the school's charter and the Nevada Academic Content Standards. The school protects the rights of students with disabilities and those learning to speak English.
Indicator 3: Governance and Reporting	Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	The school and school board is working to improve compliance with governance compliance requirements. Please see the governing board focus group summary and leadership summary.
Indicator 4: Students and Employees	Measure 4a: Student records under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately	The site evaluation team observed student and staff 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 evacuation plans posted. A set of updated and tagged fire extinguishers exist throughout the school.

		The nurse station has a cot, and a refrigerator for storing medication as needed. A sharps container was missing.
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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

- Hire a new school leader as the former leader resigned.
- Delegate operational tasks within the leadership team.
- Operational Safety - the school's elevator tag and a sharp receptacle container were not in place. Additionally, some classrooms did not appear to have evacuation plans visible for students, staff, and visitors.
- Increase the school's NSPF rating.
- Create a pool for governing board membership.
- Pursue Multi-Tiered System of Support (MTSS) opportunities.
- Develop a robust plan to increase student applications, acceptance, and enrollment.

School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations

- *New school leader* – completed. An executive director and a school principal have been hired and working since July 2023.
- *Delegate operational tasks* - the leadership team is now comprised of several individuals each with distinct roles and responsibilities: Executive Director (finance and compliance), School Director (academic compliance & behavior), Operations Manager (building level compliance), Grants & Compliance, Special Education Facilitator, Teacher & Student Coach (academics & behavior). This expanded team continues to work together to ensure routines and expectations are in place.
- *Operational Safety* – Classrooms have evacuation plans posted; the elevator tag contained an updated elevator permit on display. The nurse's station did not have a sharp's receptacle. One was ordered and the invoice was provided to the site evaluation team during the site evaluation.
- *Increase the school's NSPF rating*. - All teachers are receiving regular Friday PD related to effective instruction. Content and grade-level focus on math/science vs. ELA/social studies is also helping teachers specialize in preparing for their lessons. Teachers no longer teach multiple grade levels from a cart.
- *Create a pool for governing board membership* – There are new board members.
- *Pursue Multi-Tiered System of Support (MTSS) opportunities* - The school director is an expert in the Professional Learning Community process and Response to Intervention. The schedule was designed to maximize time in which all teachers are interventionists. There is also a Responsive Intervention time built into the schedule during club-time. Social-emotional issues are being addressed through the implementation of effective social-skill including Cooperative Learning. Ongoing.
- *Develop a robust plan to increase student applications, acceptance, and enrollment* – in progress. A Director of

	Recruitment position has been created and the school is in process of filling the hire.
SPCSA staff assessment based upon findings during site evaluation	NV Prep leadership believes many recommendations from the 2022- 2023 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address enrollment, student social-emotional needs, student academic growth, delegation of operational tasks, and creating a cadre of potential board members is ongoing. SPCSA staff agrees with this assessment and concluded the board, leadership team, and staff continue to diligently address SPCSA recommendations. NV Prep did improve their NSPF score. Their academic notice lifted from the performance of the 2022-23 data.

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.

- **Classroom Environment**

- The NV Prep classroom observation results indicate that on the day of the site evaluation, there were “distinguished” ratings within both classroom environment sections on the Classroom Observation and Instructional Learning Rubric. In the first category of the rubric, “Classroom Environment is Conducive to Learning,” five of the 10 classrooms observed rated in the “distinguished” category. Classrooms rated in this area indicate students felt free to share their ideas and take risks in learning. Learning experiences guide students to identify their strengths, interests, problem-solve, and ask for support when appropriate. In the second category, “Establishing a Culture for Learning,” six of the 10 classrooms rated “distinguished.” This rating indicates that students and teachers responded appropriately when conflicts arose and demonstrated respect for their own and others’ differences related to background, identity, language, strengths, and challenges.
- The SPCSA evaluation team observed students and teachers using academic language consistently during teaching. Teachers did not reduce the vocabulary of the content. Teachers set appropriate and achievable academic goals in the observed classrooms. Students responded with modeled academic vocabulary.
- Students were observed to be comfortable within their learning environments. In many cases, the SPCSA evaluation team observed teachers providing clear and timely formative feedback during a lesson and motivating students to more in-depth learning for the upper elementary grades.

- **School Safety**

Overall school safety is consistently implemented at NV Prep. To gain access to the office of the school, visitors must be granted access by front entrance personnel. Once school begins, doors automatically lock. Office staff identify who is seeking admittance and their purpose for being on school grounds. Visitors gain access using this highly secure procedure. Access to each classroom and instructional areas of the school requires a fob that must be scanned to obtain access. Adults are visible and engage with families and students both during arrival and dismissal times, as well as between classes and in common areas.

- **Diverse Representation**

NV Prep has a diverse student population that aligns with the spirit of the SPCSA Academic and Demographic Needs Assessment. NV Prep is a Title I school with 100% of the student population receiving free or reduced-price lunch (FRL). 12.4% of the student population receives special education services, which is above the SPCSA average of 10.4%. 25.7% of the student population qualifies for English language services and supports, in comparison to the SPCSA average of 10%. NV Prep was observed to have an ethnically diverse student population and an ethnically diverse faculty and staff. SPCSA staff recognize diverse demographics across school stakeholders as a strength when identifying, understanding, and responding to needs of the school’s population.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS Continued

- **Leadership Team**

Coaching protocols, interventions, professional development, and wrap-around services have been targeted to increase student teacher relationships and student learning gains during the 2023-2024 academic year. The principal's experience in coaching teachers has led to a robust PD calendar. The leadership team was found by the SPCSA site evaluation team to have worked cooperatively and diligently to complete late and missing routine and required submissions. Personnel morale was high as evidenced by the staff focus group, and adults are professionally aligned to the mission and success of the school.

CHALLENGES

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

- Lower than anticipated enrollment has challenged NV Prep during the 2023-2024 academic year and has impacted state received monies for in-pupil funding, consequently impacting resource support. Leadership reported enrollment and recruitment are priorities. A recruitment specialist is a planning hire before the end of the open enrollment.
- School leadership acknowledged chronic absenteeism is an ongoing challenge.
- Leadership reported past financial obligations have hurt the ability to staff the school adequately with experienced educators. Leadership indicated they are looking forward to being able to have increased funding available for staff pay.
- Implementing new systems, processes, and procedures with a brand-new leadership team has been a steep learning curve for everyone. Leadership reported taking challenges one step at time and concentrating on daily improvement. The teams has a 'let's tackle this together' mentality. This will be an ongoing issue that will resolve itself in time as the team learns and grows.
- Family engagement is a challenge. Parents do not participate in school activities or events in a meaningful or significant way. For example, parents and guardians were invited to participate in the site evaluation family focus group three times, with only two parents from one family ultimately participating.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS Continued

RECOMMENDATIONS

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

- **Obtain a Sharps Receptacle**

During the site evaluation, it was observed that the school's nurse's station did not contain a sharp's receptacle container. Leadership ordered a sharp's receptacle while the site evaluation team conducted the site evaluation and printed a copy of the purchase for the site evaluation team. Nevada Prep should ensure the sharp's receptacle is in place within 30 days.

- **Create a Pool of Potential Board Members**

The SPCSA site evaluation team recommends NV Prep determine a method to create a pool of potential governing board members. Moving forward, it is important to have a repository of personnel who can replace governing board members who term out or resign. Proper board training, including the role of a board member and open meeting law should be provided. Please reach out to SPCSA for additional assistance in this area.

- **Family Engagement**

The SPCSA site evaluation team recommends NV Prep formalize a plan to improve overall levels of parent engagement. One resource that may assist in this endeavor is The Nevada Department of Education Office of Parental Involvement and Community Engagement, which actively promotes and supports the participation and engagement of families and communities in a child's education. The office, created by Assembly Bill 224 of the 2011 Legislative Session assists schools with incorporating effective family engagement practices and strategies. To receive updates on family engagement tools, resources, articles, and upcoming events and webinars the school can subscribe to the monthly Family Engagement Newsletter at https://doe.nv.gov/Family_Engagement/.

- **Chronic Absenteeism**

SPCSA staff recommend NV Prep continue strategizing ways to address challenges regarding chronic absenteeism with families. Chronic absenteeism rate levels are an important opportunity for improvement. Chronic absenteeism predicts low academic success and eventually is a predictor of students who may drop out of school (Sugrue, Zuel, & Laliberte, 2016). School personnel may want to access SPCSA's Canvas repository containing updated information on Nevada state attendance laws, specifically Nevada Legislature Bill SB 249 to be excluded from chronic absenteeism calculations in the NSPF. Appropriate use of the MDP codes may lower a school's chronic absenteeism rate. The SPCSA's Canvas repository also contains information on Best Practices within the SPCSA charter school portfolio. One of these best practices is information on formalizing a school-wide chronic absenteeism plan. Continue efforts to increase attendance and educate families on the "direct correlation between good attendance and student achievement" (Dekalb, 1999).

- **Complete Operational Tasks in a Timely Manner**

It is a continued recommendation the leadership team work together to complete operationally important routine, required submissions that have been missing from the 2022-2023 academic year. Epicenter tasks, as well as submissions required by statute or regulation, are still in need of attention.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS Continued

There were 284 outstanding reports at the beginning of the school year. There were 87 past due reports at the time of the site evaluation.

- **Increase Enrollment**

The SPCSA site evaluation team recommends NV Prep continue to develop a robust plan to increase student applications, acceptance, and enrollment to optimize the new building. Small class sizes and student absences can correlate adversely to overall reports. NV Prep's lower than anticipated enrollment can impact testing data and a smaller "n" size for overall data reporting. Taking an asset-based approach to enrollment can optimize governing board support and expertise. NV Prep should consider highlighting its highly individualized approach to student success in their marketing materials.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for NV Prep. Charter School during this site evaluation.

DEFICIENCIES

The following deficiency was issued as a result of the site evaluation having taken place on 2/15/2023 and is still in place. This is consistent with any oversight practices set out in the Charter School Performance Framework.

Deficiency Finding:

Nevada Prep Academy must comply with NRS 385A.650, which directs all public schools to prepare and submit a Site Performance Plan (SPP). This document is used by SPCSA staff to conduct routine oversight and is also embedded into the Site Evaluation process. At the time of the Nevada Prep site evaluation, the school had not submitted its SPP despite multiple reminders from the SPCSA.

As a result of this deficiency, Nevada Prep will be required to undergo a site evaluation during the 2024 – 2025 school year. The school will also be directed to submit a plan for the 2022 – 23 year, in addition to developing a plan for its 2023 – 2024 SPP to ensure it is submitted in a timely manner.



Nevada State Public Charter School Authority

Nevada Prep Charter School Site Evaluation Report: January 22, 2025

State Public Charter School Authority
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Carson City, Nevada 89721
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Links to Resources:

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

Executive Summary

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

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

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

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

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

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

High number of students within three sets of special populations

One area of strength for Nevada Prep Charter School is the high number of students within three sets of special populations. These special populations include (1) Free and Reduced Lunch (FRL), (2) Students with Individual Education Plans (IEP), and (3) English language learners (EL). SPCSA's 2023-24 Academic Performance Report¹ includes a section named the Enrollment Diversity Indicator, which allows for a maximum of 15 points. The Nevada Prep Elementary school report indicates 12 of 15 points, which breaks into 5/5 for FRL rate, 2/5 for IEP rate, and 5/5 for EL rate. At the Nevada Prep Middle School, the report indicates a perfect 15/15 possible points, which breaks into 5/5 for the FRL, 5/5 for the IEP, and 5/5 for the EL populations. In addition to this quantitative data, the SPCSA evaluation team noted several parents attending the focus group reported high satisfaction with the school's emphasis on diversity and the diversity of staff educating students at the school.

Advancement of the school team's skill at using data

A second area of strength is the advancement of the school team's skill at using data to improve instruction within classrooms. The staff have turned their attention to focusing on gathering and analyzing student testing result data from i-Ready². This, in turn, provides a better understanding of how to remediate basic skills for those students falling below grade level expectations. Based on this data, the grade level teams now create more specific learning material to best meet the needs of students. The SPCSA team noted that instruction is delivered in small group instructional settings on a regular basis at the elementary school level. Site evaluation team members noted several small groups taking place within elementary classrooms during the classroom observational time on the day of the site evaluation.

Improvement in family relationships

A third strength at Nevada Prep Charter School is the improvement in family relationships as compared to the previous site evaluation. Family members reported positive outcomes regarding school-wide events, relationships with teachers, and an improved feeling of students feeling safe and secure on campus. One participant spoke about the school leader, "I like the principal, and during family meetings, he stopped and talked with us." Family members said they appreciate and value the small class sizes, which helped their child receive individual attention.

¹ SPCSA Academic Performance Framework report-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.

² i-Ready Learning is a digital instructional resource assessing students with grade-level materials in reading and math.

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.

Critically low levels of academic performance

Nevada Prep Charter School has serious academic outcome challenges at both the elementary and the middle school levels. For the 2023-24 school year, the school earned a one-star elementary and a one-star middle school rating. One-Star schools are identified by the Nevada Department of Education as schools that have 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. Nevada Prep Charter School has an index score of 12 out of a possible 100 at the elementary school level and 17 out of a possible 100 at the middle school level. Nevada Prep is critically in need of improvement in academic achievement at both the elementary and middle school levels.

Increasing levels of Chronic Absenteeism

Chronic Absenteeism continues to be a challenge at the school. Chronic absenteeism rate levels have risen significantly and more than doubled between the school years of 2022-23 to 2023-24.

School year	Chronic Absenteeism	Enrollment
2023-24	38.9%	314
2022-23	17.1%	283
2021-22	19.3%	215
2020-21	12.7%	246

Unable to complete operational tasks in a timely manner

The school continues to face challenges in completing operationally important routine, required submissions. Several items that are required due to laws, regulations, ordinances, and contractual conditions have been missing from the past and current academic years. Epicenter³ tasks, as well as submissions required by statute or regulation, need attention.

The need for increased use of teacher questioning and discussion

There was very little evidence of student questioning and discussion on the day of the site evaluation in most classrooms. According to the classroom observational rubric on page 18 of this report, ten out of 18 classrooms were rated as “Approaching Proficient” within the Questioning and Discussion portion of the rubric.

³ Epicenter is a tool used by SPCSA which stores data and documents related to school authorizing requirements.

Need for refining school-wide behavioral procedures

There is a need for Nevada Prep to review and refine school wide procedures to tighten up and improve the implementation of Positive Behavior Interventions Supports (PBIS)⁴ and social emotional learning. Comments made during the family, staff, and student focus groups point to this challenge.

⁴ Positive Behavior Interventions Supports (PBIS) is an evidence-based classroom management approach containing four practices: (a) teaching school-wide expectations, (b) acknowledging expected behavior, (c) correcting errors, and (d) requesting assistance.

Site Evaluation Findings: Recommendations

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

Create a positive and supportive learning environment

SPCSA staff recommend Nevada Prep Charter School pursue a researched-based behavior management system, like Positive Behavioral Interventions and Supports (PBIS). It is recommended the school focuses on creating a positive and supportive learning environment by using data-driven strategies and interventions to promote positive behaviors and address challenging ones.

Increased levels of strategic teacher questioning

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

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

Site Evaluation Findings: Strong Recommendations

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

Per the Site Evaluation Handbook, the school will be required to create a Site Evaluation Response Plan, which must be approved by the SPCSA, to address each of the strong recommendations listed below. The SPCSA and the school will work together to review and monitor the plan until the strong recommendation requirements have been fully implemented and sufficient evidence has been provided that the Strong Recommendations have been fully satisfied.

Improve chronic absenteeism

SPCSA staff strongly recommend that Nevada Prep Charter School strategize ways to address challenges regarding chronic absenteeism with families. This was listed as a recommendation on the previous site evaluation report published during the 2023-2024 school year. Yet chronic absenteeism rate levels have risen significantly and more than doubled between the school years of 2022-23 and 2023-24.

School year	Chronic Absenteeism	Enrollment
23-24	38.9%	314
22-23	17.1%	283
21-22	19.3%	215
20-21	12.7%	246

Chronic absenteeism predicts low academic success and eventually is a predictor of students who may drop out of school (Sugrue, Zuel, & Laliberte, 2016). School personnel may want to access SPCSA's Canvas repository containing updated information on Nevada state attendance laws, specifically Nevada Legislature Bill SB 249, to be excluded from chronic absenteeism calculations in the NSPF. The SPCSA's Site Evaluation Report (page 2) contains a direct link to information on formalizing a school-wide chronic absenteeism plan. Efforts to increase attendance and educate families on the direct correlation between good attendance and student achievement must be prioritized.

Submit compliance and operational tasks on time

Nevada Prep Charter School has repeatedly failed to submit and comply with reporting requirements as stated in previous site evaluation reports 2022-23 and 2023-24, as well as the current school year 2024-25. As part of the charter contract between the SPCSA board and the Nevada Prep Charter School governing board, schools must comply with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the school's authorizer, State Education Agency (SEA), district education department, and/or federal authorities, including but not limited to:

- Accountability tracking
- Attendance and enrollment reporting
- Compliance and oversight

The school must follow all laws, regulations, ordinances, and contractual conditions listed by submitting operational and compliance tasks on time.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable. There are two deficiencies assigned to Nevada Preparatory Academy during this site evaluation. They are listed in order.

Context	A. Per the Charter School Contract between the State Public Charter School Authority and Nevada Prep Charter School, which was fully executed on 7/1/2020, 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. B. 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) C. The Charter School Contract between the State Public Charter School Authority and Nevada Prep Charter School executed on 7/1/2020 : 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 original contract executed and authorized on 7/1/2020 and expiring on 6/30/2026 with a reauthorization of date of 7/01/2026; Nevada Prep Charter School (Nevada Prep) has committed to (1) provide a sound education program for students to attain the Nevada Performance standards and (2) per the school's mission, "With a focus on academic achievement and leadership development, Nevada Prep Charter School (Nevada Prep) educates every kinder through eighth-grade student for success in high school, college and life." The current levels of student learning and achievement at Nevada Prep Charter School fall well below expectations. Additionally, several of the students attending Nevada Prep Charter School 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. High-quality instruction is not present in several of the classrooms. Tier one instruction is not providing acceptable levels of academic achievement.
Causes	Nevada Prep Charter School students are not offered a robust Tier one instructional program. There are extensive gaps in student learning and overall achievement levels at elementary and middle schools. Tier one instruction must be improved. School leaders and staff are strongly encouraged to improve academic achievement at the school. The school earned a one-star in both the elementary and middle

	school levels. As teachers become more effective, students become more actively engaged, and they both become intentional learners. (Moss & Brookhart, 2019). The following engagement strategies were rarely observed: • Shared learning targets and criteria for success • Feedback to students to improve their learning • Student goal setting • Strategic teacher questioning • Student engagement in asking effective questions • Students displaying self-efficacy
Effect	The most recent Nevada School Rating Report for the 2023-24 school year as posted by the Nevada Department of Education in September 2024, indicates: • Elementary: An overall index score of 12 out of a possible 100 points. • Middle: An overall index score of 17 out of a possible 100 points.
Deficiency Finding	Nevada Prep Charter School is expected to provide a sound educational program for students to maximize student achievement. The school has been identified as a one-star school at both the elementary and middle school levels. According to the Policy Achievement Level Descriptors within the Nevada School Performance Framework technical guide, a 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 significantly below standard. The school must submit an improvement plan that identifies support tailored to subgroups and indicators that are below standard. The school is subject to state interventions.

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 ⁵	2
Family Members, Parents, and Guardians	10
Faculty and Staff	12
School Leadership	3
Students	10

⁵ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the Nevada Prep Charter School Governing Board met to discuss the school. Board members were asked to describe some of the events and changes that they view as exciting. Board members said they are hopeful about the way instruction is improving and that the levels of student learning are increasing.

Board members discussed the plan they have in place to greatly improve achievement levels. One board member commented, “We are aware of the one-star ratings, and they are dismal. We had several teachers in place last year who did not hold regular teaching licenses, only a substitute teacher license. There has been a significant house cleaning, and the quality of our teaching staff has greatly improved.” Another board member explained the plan for improvement. “We are making sure i-Ready is used throughout the school and making sure the ‘right’ teachers are in place.” Board members expressed their confidence in the professional development taking place at the school and said they are assured that the school leaders will improve their scores greatly.

Board members said they work closely with the school leader and provide an informal evaluation. Board members said they are impressed with the school updates and reports provided to them at each board meeting. Board members agreed to create and implement a more formal evaluation for the school leader soon.

Board members asked questions during the focus group and were interested in learning how charter school boards operate. They asked for information about some of the top charter school boards in hopes of learning about the best practices.

Some of the board members reported visiting the campus, especially before a board meeting that takes place at the school. Two members of the board are parents of existing students and are at the school often. There was a great deal of optimism from board members. One person stated, “I have so much belief in this school. Schools like this one are unique and fit a special niche in the community.” Another board member stated, “We have some great seasoned teachers in classrooms this year. Last year there was some toxicity, and now the culture is better for families, staff, and most importantly, students.”

Focus Group Summary: Family Members, Parents, and Guardians

There were ten participants in the family focus group on the day of the evaluation. Parents expressed several positive thoughts about the school. One parent said, “I am so happy to be at this school, and I believe the set of school leaders are turning things around and trying to build a strong school community.” Another family member shared, “My son has food allergies, and the staff in the cafeteria have gone out of their way to make sure my son’s needs are met.” One participant spoke about the school leader, “I like the principal, and during family meetings, he stopped and talked with us.” Family members were happy about the small class sizes which they said helped their child receive individual attention.

Several parents expressed concern over several school operations. One family member stated, “We are new to this school, but I’m concerned that there are no restroom doors on the bathroom stalls within the boy’s bathroom.” A second parent stated, “My son can’t use the bathroom between classes and has to use it during class.” A third parent agreed with others and stated, “Yes, the bathroom situation is a problem for my child as well.” Families spoke about the status of the school pick-up and drop-off. One parent remarked, “I dislike the parent pick up drop off; it is disastrous. There appears to be no organization, and parents don’t follow the rules. Proper procedures are needed to keep students and family members safe.” Another parent suggested the school tighten up the policy and procedures for times when children become ill at school.

Families spoke highly about the teachers at Nevada Prep Charter School. Every parent in the group was complimentary. Parents appreciated that one teacher is bilingual. Others said they loved the two teachers in kindergarten. A family member said, “I am welcome to volunteer here and feel welcome.” Families said they value the strong communication and timeliness of teacher responses to questions and concerns.

Participants spoke about several school-wide activities taking place at the school. These included clubs on Fridays, which they said were nice for working parents; singing performances; holiday bashes; dances; and a spelling bee. Some parents expressed disappointment in not knowing some of the events were going to take place because they were communicated through ClassDojo⁶. Parents requested events to be notified of these events in advance using several communication methods to participate and plan for these functions.

Families expressed confidence and satisfaction regarding learning. One family member was pleased, “My son has learned a great deal this school year, and I am impressed.” Another family member stated, “This school has been a change for my daughter, and I see she has progressed and knows how to read.” Participants said the school provides progress reports, parent conferences, grades within Infinite Campus⁷, and information about the i-Ready levels of achievement.

⁶ ClassDojo is an online classroom management platform where teachers can record and track student behavior, facilitate classroom activities, curate student portfolios, and engage in school-to-home communication in over 35 languages through photos and videos and direct messaging directly to parents and students.

⁷ Infinite Campus is a web-based program providing families the ability to view academic information for their children.

Focus Group Summary: Faculty and Staff

Ten staff members were in attendance for this focus group. Staff shared several celebrations taking place at the school. One staff member was excited because the school purchased string instruments, and some students were participating in the orchestra. The teacher said, “Most of these students have never held an instrument before.” Another teacher explained that she had been successful in helping students learn to love reading. She said the students are now asking her for books and volunteering to read out loud during class. A third teacher said, “The students say they really like coming to school now, and they come to me to talk. I miss them on the weekends.” A math teacher described how much his students were learning: “I have seen strong growth in math achievement from my students, and I think it has to do with the relationship between myself and the students. Today I was teaching double-digit multiplication, and the students were trying out different methods. Students volunteered to put their work on the board in front of the classroom, and I was surprised because they were so confident and able to explain what they did. I was writing 100% repeatedly.”

Staff described the current climate and levels of staff morale at this time. One staff member said, “I’ve been here a few years, and I know people, but then we get new people. We eventually start to meet everyone, and it seems like people get along.” A middle school teacher said, “Middle school teachers are really close, and we feel like a family.” Some teachers said they cry when students graduate from eighth grade. Teachers said that some members of the teaching staff have been let go, and they don’t know why. One teacher said, “I don’t understand why a person was let go, and I get anxiety that I could show up and then disappear just like my colleague.” A different staff member stated, “Trust needs to be established between the school leaders and the staff.”

When asked about what types of changes would both improve the school and convince teachers to stay from one year to the next, teachers had several suggestions. These included learning how to conduct small group instruction at the middle school level. Another suggestion was that leadership provide resources such as paper, toner for the copy machines, a decent whiteboard, and smart boards which function and work properly. Some teachers said they show up to school early in the morning and stay late at night; however, they do not see the leadership staff doing the same.

One teacher said, “We need a stronger administrative team who communicates well and offers transparency. In addition, there is not a set of clear guidelines for student discipline school-wide with high standards of student behaviors. Sometimes as teachers, we are undermined.” Another staff member said, “We should be doing MTSS⁸ with consistency, and right now, we are not. I think it is important for our students to feel safe and happy and want to come to school. This takes place when there is consistency in terms of behavior expectations.” Another teacher added, “We still have some work to do but I’ve seen students progressing and improving. I was blown away by the progress of several students and these are the moments I look forward to at this school.”

⁸ Multi-Tiered System of Support (MTSS) is a proactive academic and behavioral framework. The MTSS framework provides schools and teachers onboarding and ongoing training and resources of tiered interventions and supports.

Focus Group Summary: School Leadership

Three leaders at Nevada Prep Charter School participated in the focus group on the day of the site evaluation. One member of the leadership team described a recent success. He said, “A teacher with eight years of experience came to work here. As leaders, we have several connections with Teach for America⁹, and we are obtaining more and more experienced teachers.” Another leader shared, “We have applied for the National Honor Society¹⁰ and got accepted. We are pleased with this.”

School leaders spoke about their plans to retain staff from year to year. One school leader said, “We offer a four-day week in the classroom, and hope to provide incentives for pay. We want people who challenge the status quo, and we want to provide strong levels of communication from our leadership team to the staff.”

Because submitting items to the Nevada Department of Education and to the SPCSA is part of the contract between Nevada Prep board and the SPCSA board, leaders were asked to explain why these items continue to be late and why this issue continues. One leader said, “We think it has improved and then slipped backward to having several items late. We are working on a solution and may bring in a compliance officer to support us with this challenge.”

School leaders were asked if there were any best practices they hoped the site evaluation team would see. One leader said, “I hope you see several examples of small group instruction, centers in classrooms, and students moving and rotating around the classroom to engage in meaningful strong instruction, especially in the elementary grades. Please look for engagement strategies such as cooperative learning, and Kagen strategies.”

⁹ Teach for America finds, develops, and supports leaders to expand opportunity for all children.

¹⁰ National Honor Society (NHS) is an organization that recognizes and encourages students who demonstrate excellence in scholarship, service, leadership and character.

Focus Group Summary: Students

Ten students in third through eighth grade participated in the student focus group. When asked about their experiences attending Nevada Prep Charter School, students had several positive statements. One student remarked, “I like this school much better than my previous school. We don’t get bullied at all. The dress code is great, and I like wearing uniforms.” Another student added, “I like the diversity here. There are so many different cultures, races, and personalities.” One student commented on the teachers, and said, “I like the teachers, especially the English teacher. If you don’t understand something she will help you. Teachers here want us to understand, insist on helping, and they listen to what students have to say.” A few students contrasted the current teaching staff to the one in place a few years ago. A student explained, “The teachers are overall better now. I’ve been here three years, and I noticed that the school has gotten more in line and more persistent on the rules.” A second student added, “This year’s teachers are very nice and are stricter with rules. We are learning more, and we are getting a better education this year.” One student summed it up saying, “We are forced to do more this school year, whereas last year the bottom line was low. This school year the bar has been raised, and students work hard to get good grades now.”

Students were asked to describe types of school-wide activities. Students said there are dances and Friday clubs. Students said they enjoy participating in a variety of sports such as volleyball, basketball, and cheerleading. Students commented on having the opportunity to learn a new language with a choice of either Spanish or Chinese and noted these are offered as clubs.

Regarding academics, students said they don’t have a goal for i-Ready levels; however, they work on the i-Ready system for about 20-25 minutes per day. One student commented, “If one of us completes our required minutes of i-Ready for one month, we get a gift certificate to a nearby restaurant for lunch. Many of us look forward to this.”

Participants were asked to describe their thoughts about being physically and emotionally safe at the school. In terms of being physically safe, there were mixed responses. One student was upset because from his perspective, he spoke to a school leader about another student trying to attack him, and he felt nothing happened. Yet another student said that he knew one student was expelled from school. Another student said, “One kid is still really mean and throws his fist in the air. He got in trouble but is still acting the same way.” One student said, “We have talked, as a class, about being nice because we are with the same people in the classroom all year and we should be like a family.” Another student said, “The school leaders refresh all students on the rules at the beginning of each school year, and whenever we have a break and return to school.” Overall, students said they feel physically safe. Emotionally, one student said, “For the most part we all get along but there are several arguments in classrooms, hallways, and outside and I wish there were fewer of these.”

Students were asked to describe what they would tell a friend who was thinking about coming to Nevada Prep. One student said, “I would say the school is strict, advanced, we wear polo shirts, and I would tell them to come to the school. I would tell them the school is small and one big family and treat each other with respect for the most part.”

Classroom Environment and Instruction

Observation Rubric

A total of 9 elementary and 9 middle school classrooms 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: 1	TOTAL: 11	TOTAL: 6	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: 0	TOTAL: 11	TOTAL: 7	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 9 elementary and 9 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context.	The teacher states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage with the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	TOTAL: 0	TOTAL: 11	TOTAL: 7	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	TOTAL: 0	TOTAL: 7	TOTAL: 10	TOTAL: 0	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 9 elementary and 9 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 2	TOTAL: 10	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: 8	TOTAL: 9	TOTAL: 0	TOTAL: 0

Classroom Observations and Additional Comments

In a lower elementary classroom, the students worked in small groups. One group of five students worked with the teacher reading their text (interim assessment), another group worked on completing a worksheet on proper nouns, and another group was already using their headphones and devices. The students actively worked, and the teacher monitored the class as she assisted students.

In this early-grade classroom, there were 16 students and one teacher. Students were working on i-Ready (6), seat work (4), and small group (5). The teacher provided clear instructions for students to transition to a new listening center. The teacher provided strong feedback levels to students.

Students were testing on sight word recognition. The teacher said, "What's this word? Wow! Great job!" "You are rocking out! Great job," Students became partners to work on site words. Students are highly engaged. The teacher said, "Group C- Whisper please. How do you know if this is an informational text?"

In an upper elementary math classroom, students practiced multiplication skills (multiplying a 2-digit number by a 2-digit number). Two students demonstrated their work on the whiteboard to the class as their classmates watched them solve the math equation. The teacher then reviewed the response with the rest of the class, discussing the problem with the class and asked students to ask clarifying questions.

In this early-grade classroom, there were 15 students. The teacher worked with two students in a small group. She asked them for listening ears. She read the story but was interrupted by a student on a laptop needing some help. The teacher juggles both and provided feedback. The teacher said, "Good job, that is you being responsible." The teacher was very positive and provided a calm atmosphere for learning.

A teacher conducted small group instruction in an upper elementary class. A group of six joined the teacher on a kidney-shaped table focused on math orders of operation, while another group accessed their devices to log onto i-Ready. The last group used their math textbook to complete a lesson on math vocabulary. The students seemed engaged and committed to completing their tasks as the teacher led the table group.

In a middle to upper elementary classroom, there were 14 students and one teacher. The teacher was focused on the task that students were to complete. She provided examples and answers for students as the class moved forward. She asked, "What are synonyms?", which is a good, open-ended question. There was no discussion of any standard, purpose for learning, what students knew before they started, or how they would know they learned it. The focus was on completing the task, and not the learning or reason for the task.

Students in an upper elementary classroom engaged in small group instruction. The teacher displayed the rotation schedule on the screen as she worked with a small group on a kidney-shaped table, restating their text-dependent questions. Other students read chapter books, and a few were on their devices. The teacher actively monitored the classroom while she worked with the small group. The table group

displayed a high level of focus to complete the assignment and to use feedback and prompts provided by the teacher. The teacher asked students to come up and assist. But the teacher is doing the "heavy lifting" in this case. It appears easy for students to opt-out and not engage on this day.

In this upper elementary classroom, there were about 11 out of 16 students engaged. Students in small group (5) were somewhat engaged; however, the students were arguing and talking about multiplication tables it is not clear what the small group is supposed to be learning. There were 5 students sitting on a couch and not engaged. Two students sat at table groups and were wearing earphones and were learning on i-ready. There was a lack of learning for several students in this classroom.

This was an upper elementary English Language Arts class with one teacher and 16 students. A group of 4 students were working at a small table group with the teacher. These students were reading, writing, text evidence, highlighting. Teacher is positive, supportive, called students by first name, and provided clear expectations for moving from one activity to the other as well as time frames and a timer.

Middle school students worked on an ELA journal writing activity to describe a person's life. The teacher displayed brainstorming questions on the screen to help the students note their thoughts on their paper before the writing activity.

Middle school students learned about the nervous system. The teacher provided explicit instruction, reviewing major vocabulary as he presented slides on the nervous system. The students took notes as the teacher presented the information.

In this middle school ELA class, there was one teacher and 16 students. The teachers had an excellent rapport with students and called students by name, joked with them, and had 100% buy in with each student in the class. Students were volunteering to read a high-level text out loud to the class. The teacher had excellent questions: Why did you highlight that? Why did the author use data in the text? Students were highly engaged and were learning in this middle school ELA classroom.

In this science class, the teacher had middle school students read first one partner, A, and then partner B. Students were reading the SBAC test example material. The teacher was roaming the classroom to listen to different students read. The teacher stopped students and explained why it is important to practice reading the text. She explained that later, students would be contributing to an anchor chart and gave students a strong purpose for reading.

Middle school students learned about systems of equations by using graphing. The teacher busily went around the room, helping students as needed. The students actively worked on the assignment.

In this middle school ELA classroom, students (18) were completing an assignment on paper. The teacher was roaming the classroom providing support and feedback to each individual student as needed. The teacher said, "Give it a try and then I'll be back." There appear to be at least two students who do not speak English in this classroom.

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
Obtain a Sharps Receptacle	The school has a sharps receptacle located within the health station.	The SPCSA agrees with this and noted the receptacle was in place on the day of the site evaluation. This recommendation has been met.
Create a Pool of Potential Board Members	The school has been successful in obtaining new board members.	The school continues to require board members to receive proper training including the role of a board member and open meeting law. This recommendation has not been fully met.
Improve Family Engagement	School leaders reported that communication and relationship building has improved and taken place at the school.	The SPCSA agrees with this as noted in the notes from the family focus group. This recommendation has been met.
Chronic Absenteeism	School leaders reported that chronic absenteeism rates continue to be a challenge.	SPCSA staff agree and find that this recommendation has not been met.
Complete Operational Tasks in a Timely Manner	School leaders continue to struggle to meet and complete operational tasks and school deadlines.	For the third school year in a row, Epicenter tasks, as well as submissions required by statute or regulation are still in need of attention. This recommendation has not been met.

Operational Compliance Checks

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

Appendix A

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

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



2020-21 Fiscal Year: Financial Performance Framework

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

Nevada Prep

Address: 2525 Emerson Avenue, Las Vegas, NV 89121
Website: <https://www.nvprep.org/>
Enrollment: 246
Grades Served: 4-8

2020-21

Meets the Standard

2019-20

Meets the Standard

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

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

School

- ☐ Alpine Academy
- ☐ Amplus
- ☐ Beacon Academy
- ☐ Civica Academy
- ☐ Coral Academy of Science
- ☐ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern Nevada
- ☐ Elko Institute for Academic Achievement
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Girls Empowerment Middle School
- ☐ Honors Academy of Literature
- ☐ Imagine School at Mountain View
- ☐ Leadership Academy of Nevada
- ☐ Learning Bridge Charter School
- ☐ Legacy Traditional School
- ☐ Mater Academy of Nevada
- ☐ Mater Academy of Northern Nevada
- ☐ Nevada Connections Academy
- ☒ Nevada Prep
- ☐ Nevada Rise
- ☐ Nevada State High School
- ☐ Nevada State High School - Meadowood
- ☐ Nevada Virtual Academy
- ☐ Oasis Academy
- ☐ Pinecrest Academy
- ☐ Pinecrest Academy of Northern Nevada
- ☐ Quest Academy
- ☐ Signature Preparatory
- ☐ Silver Sands Montessori School
- ☐ Somerset Academy of Las Vegas



Nevada Prep

Address: 1780 N Betty Ln, Las Vegas, NV 89106
Website: <https://www.nvprep.org/>
Enrollment: 215
Grades Served: 3-8

2021-22 Fiscal Year: Financial Performance Framework

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

2021-22

2020-21

Notice of Concern

Meets the Standard

1. CURRENT RATIO

Meets Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Does Not Meet Standard

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

3. ENROLLMENT FORECAST ACCURACY

Not Rated

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

4. DEBT DEFAULT

Meets Standard

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

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN

Falls Far Below Standard

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

6. DEBT TO ASSET RATIO

Falls Far Below Standard

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

7. CASH FLOW

Meets Standard

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

8. DEBT OR LEASE SERVICE COVERAGE RATIO

Does Not Meet Standard

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

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

School

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

 Nevada State Public Charter School Authority The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.		2022-23 Fiscal Year: Financial Performance Framework	
Nevada Prep Address: 1780 N Betty Ln, Las Vegas, NV 89106 Website: https://www.nvprep.org/ Enrollment: 314 Grades Served: 3-8		2022-23 Notice of Concern	2021-22 Notice of Concern
1. CURRENT RATIO Falls Far Below Standard Is the school's Current Ratio at least 1.1?	2. UNRESTRICTED DAYS CASH ON HAND Falls Far Below Standard Is the school's UDCOH at least 60 days or 30 days with a positive trend?	3. ENROLLMENT FORECAST ACCURACY Falls Far Below Standard Is the school's Enrollment Variance 95% or greater?	4. DEBT DEFAULT Falls Far Below Standard Is the school in default of loan covenants or delinquent with debt service payments?
5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN Falls Far Below Standard Is the school's current year and three year aggregate Total Margin positive?	6. DEBT TO ASSET RATIO Falls Far Below Standard Is the school's Debt to Asset Ratio less than 0.90?	7. CASH FLOW Falls Far Below Standard Is the school's most recent year and three year aggregate cash flow positive?	8. DEBT OR LEASE SERVICE COVERAGE RATIO Does Not Meet Standard Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

Name

(Blank)

Alpine Academy

Amplus

Battle Born Academy

Beacon Academy of Nevada

CIVICA Nevada Career & Collegiate Acad.

Coral Academy of Science

Democracy Prep

Discovery Charter School

Doral Academy of Nevada

Doral Academy of Northern Nevada

Elko Institute for Academic Achievement

Equipo Academy

Explore Academy

Founders Classical Academy of Las Vegas

Freedom Classical Academy

Futuro Academy

Honors Academy of Literature

Imagine Schools at Mountain View

Leadership Academy of Nevada

Learning Bridge Charter School

Legacy Traditional School

Mater Academy of Nevada

Mater Academy of Northern Nevada

Nevada Connections Academy

Nevada Prep

Nevada Rise

Nevada State High School

Nevada State High School - Meadowood

Nevada Virtual Charter School

Oasis Academy

pilotED Schools - Cactus Park Elementary

Pinecrest Academy of Nevada

Pinecrest Academy of Northern Nevada

Quest Academy

Sage Collegiate Public Charter School

Nevada State Public Charter School Authority

2023-24 Fiscal Year: Financial Performance Framework

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

Nevada Prep

Address:

1780 Betty Ln, Las Vegas, NV 89156

Website:

<https://www.nvprep.org/>

Enrollment:

416

Grades Served:

KG - 08

2023-24

Pending

2022-23

Notice of Concern

1. CURRENT RATIO

Falls Far Below Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Falls Far Below Standard

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

3. ENROLLMENT FORECAST ACCURACY

Meets Standard

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

4. DEBT DEFAULT

Falls Far Below Standard

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

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN

Falls Far Below Standard

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

6. DEBT TO ASSET RATIO

Falls Far Below Standard

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

7. CASH FLOW

Falls Far Below Standard

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

8. DEBT OR LEASE SERVICE COVERAGE RATIO

Does Not Meet Standard

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

Microsoft Power BI

f

twitter

in

https://app.powerbigov.us/view?r=eyJrJoiMGM0ZWl4NjQtYjcxMi00MzY2LTkyNTEtZDZjOWU1NzBkNjE5IiwidCI6ImU0YTU0MGU2LWI4OWUtNGU2O...

1/1

Appendix F: SPCSA Financial Performance Framework Notices of Concern



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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

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

Via Electronic Mail

May 25, 2023

Nevada Prep
Board Chair Mr. Solorio
School Leader Mr. Blodgett
1780 N. Betty Lane
Las Vegas, NV 89106

Re: Final FY22 Financial Performance Ratings and Notice of Concern

Dear Mr. Solorio and Mr. Blodgett:

As you know, preliminary Financial Performance Framework results were provided to you on March 29, 2023. These results were formally adopted by the State Public Charter School Authority (SPCSA) on May 19, 2023, thus finalizing your school's Financial Performance Framework ratings for the 2021-22 school year.

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

Please note that the SPCSA also issued a Notice of Concern to Nevada Prep under the Financial Performance Framework and directed Nevada Prep to develop a financial performance improvement plan in collaboration with SPCSA staff. A written report on progress to date in implementing this plan is to be submitted to SPCSA staff no later than June 9, 2023.

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

We suggest a follow-up conversation in the coming weeks to discuss the current financial state of your school as well as next steps in order to meet the June 9, 2023, deadline. SPCSA staff can be available as early as May 30, 2023.

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

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

Sincerely,

A handwritten signature in blue ink, appearing to read "Michael", followed by a stylized flourish.

Michael Gawthrop-Hutchins, Management Analyst III, State Public Charter School Authority

Attachment 1: Financial Performance Framework Rating, SYE22

cc: Rebecca Feiden, Executive Director, State Public Charter School Authority
Ryan Herrick, General Counsel, State Public Charter School Authority
Melissa Mackedon, Chair, State Public Charter School Authority
Mark Modrcin, Director of Authorizing, State Public Charter School Authority
Danny Peltier, Management Analyst III, State Public Charter School Authority
Molly Burkhardt, Management Analyst II, State Public Charter School Authority



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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

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

Via Electronic Mail

July 8, 2024

Nevada Prep
Board Chair Ms. Patrice Tew
1780 Betty Ln.
Las Vegas, NV 89156

Re: Final FY23 Financial Performance Ratings and Notice of Concern

Dear Ms. Tew:

As you know, preliminary Financial Performance Framework results were provided to you on April 12, 2024. These results were formally adopted by the State Public Charter School Authority (SPCSA) on June 21, 2024, thus finalizing your school's Financial Performance Framework ratings for the 2022-23 school year.

A copy of these results can be found below.

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

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

This Notice of Concern serves as a reminder that the Charter School Performance Framework, which is incorporated into NV Prep's Charter School Contract, is meant to provide charter

school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time protecting charter school autonomy. Under the Charter School Performance Framework, a Notice of Concern represents Level 1 in the Authority's Intervention process. While we expect that the school will be able to remedy these issues without further action by the Authority, please note that Level 2 in the process is a Notice of Breach, and that a State Public Charter School Authority-sponsored public charter school entering Level 3 of the Authority's Intervention process may result in Charter School Contract termination proceedings being initiated under NRS 388A.330.

Nevada Prep's financial performance improvement plan must contain the following:

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

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

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

Sincerely,

Melissa Mackedon
Executive Director, State Public Charter School Authority

cc: John Haynal, Executive Director, Nevada Preparatory Charter School
Tonia Holmes-Sutton, Chair, State Public Charter School Authority
Katie Broughton, Director of Authorizing, State Public Charter School Authority
Mike Dang, Manager of Financial Performance, State Public Charter School Authority



STATE PUBLIC CHARTER SCHOOL AUTHORITY

3427 Goni Road, Suite 103
Carson City, Nevada 89706-7972
(775) 687-9174 · Fax (775) 684-8020

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

Via Electronic Mail

June 16, 2025

Nevada Prep Charter School
Board President Patrice Tew
1780 Betty Lane
Las Vegas, NV 89156

RE: FY 2024 Notice of Concern

Dear Ms. Tew:

On May 30, 2025, the SPCSA Board voted to issue to Nevada Prep Charter School a *Notice of Concern* with heightened monitoring under the Financial Performance Framework (FPF), based on the financial performance ratings resulting from its FY 2024 audited financial statements. Accordingly, Nevada Prep Charter School is required to participate in additional financial monitoring, which may include but is not limited to submitting and amending budgets, submitting monthly budget to actual reports, providing monthly evidence of payment to PERS, and providing ongoing access to accounting and financial records requested by SPCSA staff. The school is also expected to submit all information by the provided deadline and respond to SPCSA staff inquiries within three business days.

SPCSA staff will begin the heightened monitoring process with a meeting with a school leader, representative from the board, and back office provider to establish expectations around reporting and to get a deeper understanding of the organization of the school. The school will then be required to submit monthly budget to actual reports and evidence of payment to PERS via Epicenter. Additional information may be requested as the monitoring continues. SPCSA staff will follow up with email requests for any required additional information.

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

Please note that a *Notice of Concern* typically represents the initial action step on the FPF intervention ladder. Worsening financial performance and sustainability ratings may result in

escalation to a *Notice of Breach*. Continued severe financial performance and sustainability concerns may escalate further to a *Notice of Intent to Revoke* a school's operating contract, per the termination criteria defined in NRS 388A.330.

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

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

Sincerely,



Melissa Machedon

Executive Director, State Public Charter School Authority

cc: John Haynal, Executive Director, Nevada Prep Charter School
Tonia Holmes-Sutton, Chair, State Public Charter School Authority
Katie Broughton, Director of Authorizing, State Public Charter School Authority
Nate Hanson, Financial Performance Manager, State Public Charter School Authority

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



Nevada State Public
Charter School
Authority

2020-21 School Year: Organizational Performance Framework

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

Nevada Prep

Address: 2525 Emerson Avenue, Las Vegas, NV 89121

Website: <https://www.nvprep.org/>

Enrollment: 246

Grades Served: 4-8

2020-21

99.00
Meets Standard

2019-20

Meets Standard

SCORING TABLE

≥80
MEETS
STANDARD

<80
BELOW
STANDARD

1. EDUCATION PROGRAM

19 out of 20

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

2. FINANCIAL MANAGEMENT

20 out of 20

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

3. GOVERNANCE & REPORTING

20 out of 20

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

4. STUDENTS & EMPLOYEES

20 out of 20

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

5. SCHOOL ENVIRONMENT

20 out of 20

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



2021-22 School Year: Organizational Performance Framework

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

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

Nevada Prep

Address: 1780 N. Betty Lane, Las Vegas, NV 89106
 Website: <https://www.nvprep.org/>
 Enrollment: 215
 Grades Served: 3-8

2021-22

2020-21

90.00
 Meets Standards

Meets
 Standard

SCORING TABLE

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

EDUCATION PROGRAM

20 out of 20

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

FINANCIAL MANAGEMENT

18 out of 20

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

GOVERNANCE & REPORTING

12 out of 20

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

STUDENTS & EMPLOYEES

20 out of 20

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

SCHOOL ENVIRONMENT

20 out of 20

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



2022-23 School Year: Organizational Performance Framework

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

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

Nevada Prep Charter School

Address: 1780 Betty Ln, Las Vegas, NV 89156

Website: <https://www.nvprep.org/>

Enrollment: 314

Grades Served: 3-8

2022-23

Does Not Meet Standards

66.00

2021-22

**Meets
Standard**

SCORING TABLE

≥80
**MEETS
STANDARD**

<80
**BELOW
STANDARD**

EDUCATION PROGRAM

20 out of 20

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

FINANCIAL MANAGEMENT

13 out of 20

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

GOVERNANCE & REPORTING

8 out of 20

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

STUDENTS & EMPLOYEES

14 out of 20

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

SCHOOL ENVIRONMENT

10 out of 20

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



2023-24 School Year: Organizational Performance Framework

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

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

Nevada Prep Charter School

Address: 1780 Betty Ln, Las Vegas NV 89156

Website: <https://www.nvprep.org/>

Enrollment: 314

Grades Served: K-8

2023-24

2022-23

Does Not Meet Standard

Does Not Meet Standard

76.40

SCORING TABLE

≥80
MEETS
STANDARD

<80
BELOW
STANDARD

EDUCATION PROGRAM

19 out of 20

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

FINANCIAL MANAGEMENT

15 out of 20

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

GOVERNANCE & REPORTING

10 out of 20

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

STUDENTS & EMPLOYEES

12 out of 20

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

SCHOOL ENVIRONMENT

20 out of 20

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

Appendix H: SPCSA Organizational Performance Framework Notice of Concern

Joe Lombardo
Governor

STATE OF NEVADA

Melissa Mackedon
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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

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

Via Electronic Mail

March 1, 2024

Patrice Tew, Board President
Nevada Prep Charter School
1780 Beatty Lane
Las Vegas, NV 89156

Notice of Concern Due to Organizational Noncompliance

Dear Ms. Tew:

As you are aware, Nevada Prep Charter School received a rating of Does Not Meet Standards on the Organizational Performance Ratings for the 2022-2023 school year. As you are also aware, the State Public Charter School Authority voted at its March 1, 2024, Board meeting to issue a Notice of Concern based on the foregoing organizational noncompliance.

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

The SPCSA believes strongly in a quality public school of choice for every Nevada child. We hope that Nevada Prep Charter School will join us by improving its organizational compliance to above 80 points and a rating of Meets Standard, thereby increasing the number of high-quality SPCSA-sponsored charter schools.

Sincerely,

A handwritten signature in blue ink that reads "M. Mackedon".

Melissa Mackedon
Executive Director, State Public Charter School Authority

cc: John Haynal, Principal, Nevada Prep Charter School
Tonia Holmes-Sutton, Chair, State Public Charter School Authority

Katie Broughton, Director of Authorizing
Danny Peltier, Management Analyst III