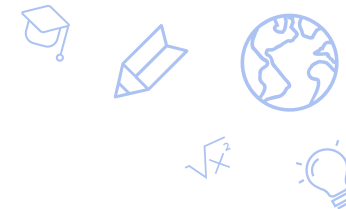


Site Evaluations 2026-2027 School Year

July 31, 2026



INTRODUCTIONS: SITE EVALUATION TEAM MEMBERS

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OVERVIEW



- SPCSA Value: Excellence Through Improvement
- Review of Site Evaluation Requirements, Purpose, and Focus
- Site Evaluation Overview
- Common Trends from 2025-2026
- Nevada's Process
- Moving Forward
- Questions and Closing Summary

Excellence Through Improvement

We establish clear, high expectations, constantly seek growth for ourselves through reflective practices and a growth mindset, and foster improvement for our schools.



LEGAL REQUIREMENTS



Site Evaluation Legal Requirements:

As approved by the Legislature, **NRS-388A.150**, the Authority is to *“provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain **high educational and operational standards**, preserve **autonomy**, and safeguard the interests of pupils and the community.”*

Additionally, **NRS 388A.223** outlines the monitoring responsibilities of the SPCSA, including the legal **requirement to conduct site evaluations** of each campus of a charter school it sponsors during the first, third, and fifth years after entering or renewing a charter contract.

*“Such evaluations must include, without limitation, evaluating pupil achievement and school performance at each campus of the charter school and identifying any deficiencies relating to pupil achievement and school performance. **The sponsor shall develop a plan with the charter school to correct any such deficiencies**” (NRS-388A.223i).*



SITE EVALUATION PURPOSE



- Gather formal and anecdotal evidence to support effective oversight.
- Strengthen the SPCSA's ongoing monitoring of sponsored schools.
- Evaluate alignment with the school's mission, vision, educational model, and approved charter contract.
- Assess organizational effectiveness and compliance with applicable laws, regulations, and charter requirements.
- Document school strengths, progress toward goals, and opportunities for continuous improvement.
- Incorporate best practices from nationally recognized charter school authorizers.
- Provide evidence to inform high-stakes decisions, including charter renewals and amendments.



SITE EVALUATION OVERVIEW



Comprehensive Site Evaluations (Years 1,3,5)

Year 1 - Full Site Evaluation

Year 3 - Full Site Evaluation;
Abbreviated for
4-Star and 5-Star Schools

Year 5 - Full Site Evaluation

Targeted Site Evaluations (Years 2,4,6)

Previous Deficiency or Strong
Recommendation

1-or 2-Star Schools

Operating Under an Academic or
Organizational Notice

SITE EVALUATION PROCESS



Pre-Site Evaluation Process

- Communicate with the school about upcoming site evaluation.
- Conduct pre-site meetings with schools and finalize the schedule for the day.
- Research school data and prepare focus group questions.
- Review the leadership presentation that has been submitted to Epicenter.
- Create the randomized faculty and staff focus group from the staff list submitted in Epicenter.
- View recent governing board school meetings.

School

- Attend virtual pre-site meeting.
- Complete Epicenter tasks.
- Prepare and coordinate focus groups.
- Prepare and deliver leadership presentation.



SITE EVALUATION PROCESS



Day of Site Evaluation

- Site evaluations one full day in most cases, with at least two SPCSA site evaluation team members.
- During the leadership focus group, reiterate the purpose of a site evaluation.
- Facilitate focus groups and record responses.
- Observe classrooms.
- Conduct routine checks.
- Identify strengths, challenges, and recommendations and debrief with the SE team.
- Identify and communicate compliance concerns.
- Debrief with school leaders on findings.
- Discuss previously issued notices.

Post -Site Evaluation Process

- Disaggregate information, summarize focus group responses, and classroom observational information.
- Write a summary of strengths, challenges and recommendations to produce the site evaluation report.
- Email draft and final site evaluation reports.
- Place the final report on the SPCSA webpage. ([2025-2026 SPCSA Site Evaluations](#))
- Attend the school's governing board meeting upon request.
- Follow through and monitor all needed improvement plans with the school leader if a strong recommendation or deficiency was issued.

2026-2027 SCHOOLS

WORKING DRAFT SCHOOL SCHEDULE



Academy of Math & Science - Nellis (AMS)	Pinecrest Academy - Cadence	Somerset Academy of Las Vegas - Aliante	Nevada State HS - Henderson/Downtown
Beacon Academy - East Sahara	Pinecrest Academy - Horizon	Somerset Academy of Las Vegas - Lone Mountain	Nevada State HS – Northwest
Beacon Academy - Flamingo	Pinecrest Academy - Inspirada	Somerset Academy of Las Vegas - Losee	Nevada State HS - Southwest
Democracy Prep (DPAC)	Pinecrest Academy - Sloan Canyon	Somerset Academy of Las Vegas - North Las Vegas	Nevada State HS - Sunrise
Elko Institute for Academic Achievement (EIAA)	Pinecrest Academy - St. Rose	Somerset Academy of Las Vegas - Sky Pointe	Nevada State HS - North Las Vegas
Explore Academy	Pinecrest Academy - Nevada Springs	Somerset Academy of Las Vegas - Skye Canyon	Nevada State HS - Summerlin
	Pinecrest Academy – Virtual	Somerset Academy of Las Vegas - Stephanie	
	Pinecrest Academy - Northern Nevada		

2026-2027 SCHOOLS

WORKING DRAFT SCHOOL SCHEDULE



Sports Leadership & Management Academy (SLAM)	Southern Nevada Trades High School (SNTHS)	Alpine Explore	Freedom Classical Academy
Strong Start Academy	Learning Bridge	Young Women's Leadership Academy (YWLA)	Futuro Academy
Mater Sahara	FuturEdge Charter School	Southern Nevada Trades High School (SNTHS)	Legacy - Southwest
Alpine Academy HS	The Delta Academy	Coral Academy of Science - Nellis AFB	Legacy - North Valley
Silver Sands Montessori School	Honors Academy of Literature		Legacy – Cadence
Imagine Schools at Mountain Vista	Nevada Virtual Charter School		Nevada Rise
Equipo	Vegas Vista Academy		ThrivePoint Academy

Site Evaluation Experience



The SPCSA aims to provide a high-quality site evaluation experience by:

- Utilizing effective communication.
- Providing meaningful feedback.
- Building strong relationships with stakeholders.

The SPCSA site evaluation team strives to meet each of these expectations by weaving the three key elements through each step of the site evaluation process: the pre-site evaluation, the site evaluation day at the school, and the post-site evaluation.



SAMPLE SCHEDULES



Sample Schedule #1

Time	Duration	Action
7:50-8:15	25 min.	All SPCSA staff arrive and settle into the designated space. Wi-Fi connectivity, a map of the school, and a list of substitutes for the day are provided.
8:15-9:45	90 min.	Leadership Presentation and Focus Group
9:45-10:45	60 min.	Morning classroom observations
10:45-11:30	45 min.	Student Focus Group
11:30-12:15	45 min.	Board Focus Group
12:15-12:45	30 min.	SPCSA Evaluators Lunch/Debrief
12:45- 2:00	75 min.	Afternoon classroom observation
2:30-2:45	45 min.	Faculty Focus Group
2:45-3:30	45 min	Family Focus Group
3:30-4:00	20 min.	SPCSA team debrief
4:00-4:30	30 min.	Debrief with the administration

Sample Schedule #2

Time	Duration	Action
7:45-8:00	15 min	SPCSA Team arrives and settles in. General info is provided.
8:00-8:45	45 min	Family Focus Group
8:45-10:50	125 min	Morning Classroom Observations
10:50-11:00	10 min	10-minute break
11:00-11:45	45 min	Student Focus Group
11:45-11:50	5 min	5-minute break
11:50-12:20	90 min	Leadership Presentation and Focus Group
12:20 -1:20	60 min	SPCSA Team Debrief/Lunch/operations/visual inspection of health and safety requirements
1:20 - 2:20	60 min	Afternoon Classroom Observations
2:20-3:05	45 min	School Board Focus Group
3:05-3:10	5 min	5-minute break
3:10-3:55	45 min	Staff Focus Group
3:55- 4:15	20 min	SPCSA Team Debrief/record evidence in the report
4:15- 4:40	25 min	SPCSA Debrief with Leadership Team/Site Evaluation concludes

RESPONSES FROM SCHOOL LEADERS



- “We appreciate the thorough and thoughtful feedback included in the report, both from the SPCSA team and the focus group participants. We are thankful for the collaborative relationship we enjoy with the Authority and our school community stakeholders.” *WYLEES*
- “We truly enjoyed having you and your team visit our campus. The report looks great, and our team appreciates the time, feedback, and support provided. We look forward to continuing to work hard every day and to our ongoing collaboration.” *CIVICA*
- “Thank you so much for the feedback and providing engaging our team in a positive and productive learning experience during this process.” *ThrivePoint Academy of Nevada*

RESPONSES FROM SCHOOL LEADERS



- “We really appreciate all of the time you put into our visit and this report. It was an honor to host Karen and Selcuk on campus.” *Doral Academy of Northern Nevada*
- “Thank you again for your thoughtful insight, helpful recommendations, and the time you spent with us. We appreciate how you acknowledged our challenges while also highlighting our current strengths. We’re grateful for your partnership and support as we continue to strengthen our systems and serve students well.” *Do & Be Arts Academy of Excellence*
- “Thank you for the thoughtful and thorough review of our school. I feel like you captured the essence of Horizon and gave us great feedback to continue our improvement and refinement efforts. It was a pleasure to have you at our campus and to share our school with you! There is a lot of great information and feedback in here that can guide us in our next steps. I really appreciate the time and care you took for our school.” *Pinecrest Academy Horizon*



COMMON TRENDS IN SCHOOLS 2025-2026

Strengths

- Intentional focus on data to drive instruction from leaders and teachers (reinforcement of the culture of continuous improvement).
- Focus on improving the consistent academic growth of subgroup populations.
- Raising student voice and engagement in the classroom.
- Increased levels of strategic teacher questioning.
- Stronger alignment of differentiated professional development to the needs of the student population served.

Areas for Improvement/Challenges

- Financial instability
- Reducing chronic absenteeism rates.
- Refining school-wide systems and structures of tiered support both academically and behaviorally (MTSS.)
- Increased parent involvement and engagement.
- In-depth professional development in trauma informed practices centered around strategic ways to address classroom emotional and mental health concerns to support students with learning.

DATA SUMMARY



Total Site Evaluations for 25-26 School Year

51 Schools

25-26 Classrooms Observed			
Elementary School	Middle School	High School	Total Classrooms Observed
667	360	218	1245

New Schools and/or Campuses	Targeted Site Evaluations	Schools Receiving Strong Recommendations	Schools Receiving Deficiencies
7	14	7	6

Ongoing Follow Up Meetings with Schools Holding a Strong Recommendation or Deficiency

14

DATA SUMMARY



Each site evaluation, on average, requires approximately 50 staff hours	Each site evaluation is conducted by a team of at least two SPCSA staff members	Each site evaluation report averages between 25-30 pages in length	During the 25-26 school year, the site evaluation team wrote approximately 1500 pages
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26-27 School Year: Projected

54 Schools

The number of Site Evaluations is subject to change depending on NSPF results and relevant data findings

What Sets SPCSA's Site Evaluation Process Apart



Evaluation Component	Nevada (SPCSA)	Other states	Nevada Standout
Frequency	Required site evaluations in Years 1, 3, 5, and renewal year.	Comprehensive inspections primarily during renewal, with targeted visits as needed (Massachusetts).	Provides more opportunities to identify strengths, address concerns, and monitor progress throughout the charter term.
Continuous Improvement	Strong Recommendations, Deficiencies, Improvement Plans, and ongoing monitoring.	Performance Improvement Plans primarily for schools needing intervention (Colorado).	Provides earlier intervention through Strong Recommendations before formal corrective action is necessary.
Stakeholder Voice	Structured focus groups with leadership, teachers, students, parents, governing board, and support staff.	Stakeholder interviews are incorporated into reviews but vary by purpose (Hawaii).	Consistent stakeholder input is collected during every formal evaluation.

MOVING FORWARD



- One of the SPCSA's values, 'Excellence through improvement,' serves as a pillar for the site evaluation team, and we are excited to enhance our practice of conducting quality site evaluations this coming school year.
- We are looking forward to the 2026-2027 school year.





Thank you!

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