



Nevada State Public Charter School Authority

Site Evaluation Report
Quest Preparatory Academy
Evaluation Date: 11/19/2020
Report Date: 12/31/2020

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Appendices

A: Nevada State Performance Framework

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

B: SPCSA Academic Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-Academic-Performance-Framework-Guidance-Document.pdf

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 11/19/2020 at Quest Preparatory Academy. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1st, 3rd, and 5th year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

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

SCHOOL BACKGROUND

Quest Preparatory Academy is located in Las Vegas, Nevada in a facility at 4025 N. Rancho Drive. The school serves 486 students (as of the most recent Validation Day in October 2020) in Kindergarten – 8th grade. The mission of Quest is: "Founded in 2008, Quest Academy is an academic institution that is dedicated to growth, perseverance, and academic achievement. We foster students' personal and intellectual growth so that they are prepared to be positively productive and engaged citizens of their communities. We pride ourselves on our familial environment, and caring and committed teaching, leadership, and support staff."

ACADEMIC PERFORMANCE

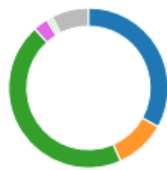
Quest Preparatory Academy Nevada School Performance Framework 2019

Quest Preparatory Academy serves 484 students in grades Kindergarten – 8th grade

Elementary

Quest Academy Northwest

School Level: Elementary School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 4025 N. Rancho Dr. Las Vegas, NV 89130



Student Race/Ethnicity

10.3% White
44.7% Blk/Afr Am
33% Hisp/Latino
3% Asian
0.6% Am Ind/AK Nat
0.6% Pac Isl
7.5% Two or More



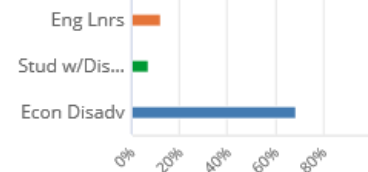
School Performance History

School Year	Index Score/ Star Rating
2017-2018	48.5 ★★
2016-2017	N/A N/A

School Year 2018-2019 Nevada School Rating

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

Alternative Student Groups



Middle

Quest Academy Northwest

School Level: Middle School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 4025 N. Rancho Dr. Las Vegas, NV 89130



Student Race/Ethnicity

12% White
51.7% Blk/Afr Am
24% Hisp/Latino
1.5% Asian
0% Am Ind/AK Nat
3% Pac Isl
7.5% Two or More



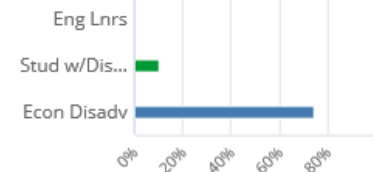
School Performance History

School Year	Index Score/ Star Rating
2017-2018	56 ★★★
2016-2017	N/A N/A

School Year 2018-2019 Nevada School Rating

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

Alternative Student Groups



Quest Preparatory Academy
Math and ELA Results
Nevada School Performance Framework
2019

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	28.6	54.5	48.5	29	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	70	75.2	67.2
Black/African American	11.5	31.3	32.3	10.1	30.6	28.8
Hispanic/Latino	32	44.6	39.6	28.5	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	42.7	58.2	55.3	20	59	52.9
White/Caucasian	72.2	62.2	59.3	52.7	61.1	57.2
Special Education	7.5	27.3	28.6	15	29.2	24.8
English Learners Current + Former	40.2	42.2	35.8	41.4	37.4	32.4
English Learners Current	26.3	32.3	30	30	25.5	
Economically Disadvantaged	24.1	39.7	39	27.2	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	33.8	60.1	57	34.6	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	50	76.2	74.1
Black/African American	19.1	40.8	42.6	18.6	40.5	39.6
Hispanic/Latino	45.2	51.1	48.2	37.5	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	42.7	63.7	64.4	53.2	67.1	62.6
White/Caucasian	50	66.7	67.4	47.2	65	65.7
Special Education	7.5	26.6	30	30	29.3	26.3
English Learners Current + Former	49.5	42.2	41.4	41.4	38.9	38.4
English Learners Current	26.3	29.3	15	15	22.8	
Economically Disadvantaged	29.3	45.3	46.8	36.3	40.4	44

Middle School Proficiency Rates

Math Proficient

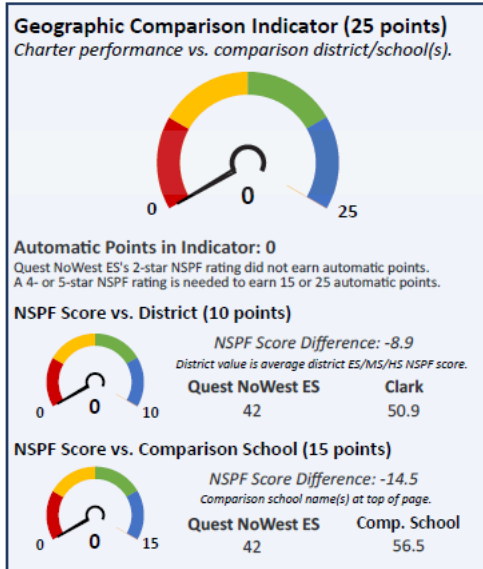
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	21.3	42.6	36.5	20.2	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	12.5	24.1	23.5	6.5	17.7	19.5
Hispanic/Latino	25.8	31.8	29.3	18.6	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	-	47.2	40.6	33.3	41.5	37.5
White/Caucasian	33.2	51.2	47.1	25	44.4	44.4
Special Education	0	12	18.6	0	11.5	14.3
English Learners Current + Former	14.1	26.8	20.2	22.2	22.2	16
English Learners Current	-	12.5	0	0	8.5	
Economically Disadvantaged	17.3	29	29.2	13.8	21.7	25.5

ELA Proficient

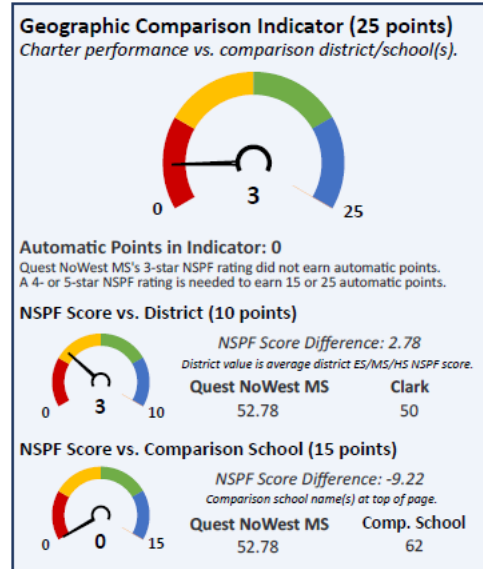
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	39.2	59.6	54.1	36.2	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	34.2	40.1	37.8	21.7	38.4	34.5
Hispanic/Latino	29.6	50.2	45.1	30.2	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	46.7	61	59.2
White/Caucasian	50	67.7	66.3	50	63.5	64.6
Special Education	18.1	19.8	21.9	25	20.7	17.8
English Learners Current + Former	14.1	42.7	24.3	40.7	34.8	20.3
English Learners Current	-	22	13.3	13.3	15.8	
Economically Disadvantaged	39.5	46.3	44.4	24.6	41.5	41.4

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

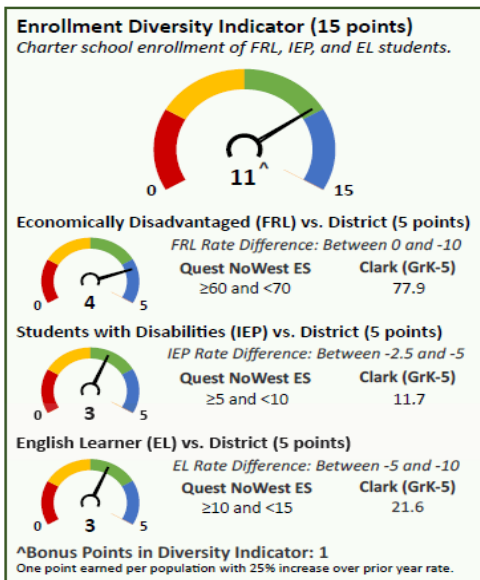


Middle School

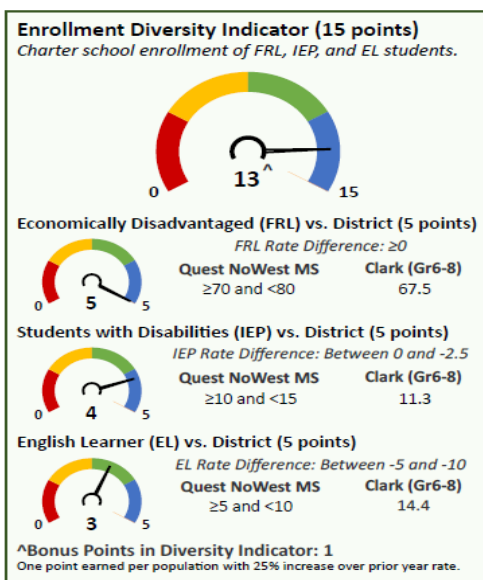


SPCSA Academic Performance Framework Diversity Comparison Results

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	5	30 minutes
Students	9	30 minutes
School Leadership	4	30 minutes
Staff	8	30 minutes

Governing Board:

- The governing board members were asked what their understanding of the key design elements of the school. Board members said their understanding was working on the academic achievements of students, leadership at the school, and growth of the students. When asked about the academic progress of the school and the information they receive about the academic results of the school, board members said they have been able to receive academic performance data from the school leader. Additionally, board members added that they have used last year's MAP assessments along with data that has been provided for this school year as well. Despite being a brand-new board, members said they feel as if they are receiving the information they need in order to make informed decisions. The board was asked how they orient the new members and since this is a brand-new school, the board members spoke about their own orientation over the last few months. Board members said the Ten Square Group had provided resources and training materials to help them understand what was expected of them as board members in overseeing the school. The board members also received financial information from school leaders so they could understand the financial health of the school. Board members also complimented SPCSA staff, including Mark Modrcin, for the assistance they have provided as they began service on the new governing board. Another board member added that they appreciated being allowed the opportunity to introduce themselves to the Authority and they were able to glean information about board service from watching the Authority and their meetings.
- Board members were asked about their plans for evaluation of the school leader and board members said they use an evaluation form that was provided through the Ten Square Group. Board members shared that the assessment will look at assessment, staff development, and the overall climate and culture of the school. The board members said that the evaluation performed under the receivership appeared to be well-received by the school leader, and the board is considering continuing with that evaluation format for future evaluations. Board members said they would be considering strengthening the evaluation more, but still incorporating some of the past evaluation tools into future ones. The board was asked how often they would be reviewing and updating the policy and procedures of the school. Members said they are in a "rolling" process at this time as they continue to settle into their new roles. Finally, members stated that they expect that as they become more accustomed to the board routine, they will have clear timelines and set dates for review of policies of the school.

- Board members were asked about the budget and finances of the school and how they will receive this information. The board said they have a standing agenda item at each meeting where they review the current financial and budget status of the school monthly. Board members said that being able to have frequent financial updates has been helpful to them and they intend to keep having frequent updates for the foreseeable future. The board members also complimented school leadership for their transparency with regard to the financial health of the school. Board members were asked how they would characterize each of the 5 members areas of expertise. Board members said that two of the 5 members have backgrounds in education both in K-12 and higher education. One of the board members is as an entrepreneur and is also a parent at the school. Another board member has a background in public relations and marketing and that person has extensive expertise in serving on public boards. When asked about the possibility of expanding the board, the board members said they were looking into this. When asked if they were targeting a certain expertise for future board members, they said they haven't discussed that fully yet, but they would like to see having board members with strong financial expertise along with board members who bring a fundraising background to the board.
- Finally, board members were asked if there was anything, they would like to add that may not have been asked during the focus group. One board member said that with their history at the school, they have seen school leadership improve. The board member said that one of the biggest issues in previous years at the school was the constant turnover of strong teachers. Under the current leadership they have been able to hire and retain high quality teachers which has improved the overall environment of the school. Another board member said that since they were brand new, they have seen the school from a fresh perspective. This board member indicated they are excited to complete this turnaround process and they have standing meetings with the school leader on a weekly basis. Additionally, the same board member shared the current school leader is strong and they [the school leader] have done so much to improve the school as a whole. A board member added that the other board members deserved credit for both serving and supporting the school. Overall, board members said that the Quest board does not consider itself micromanagers, but still holds their role in oversight and accountability in high regard. Board members were asked about their role in the continuing increase of enrollment over the next few years. Board members said that enrollment had increased recently, but they have not discussed the matter at a board meeting yet. The next board meeting has an enrollment item on their next agenda to discuss strategies to continue outreach to the community so the school can continue to increase its enrollment.

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

FOCUS GROUP SUMMARY continued

Parents/Families:

- Parents were asked how they felt the relationships between their children and their teachers have developed during this unique year. Parents responded by saying that overall things have been going really well. The teachers have been quick to respond in the event there are any issues. According to parents in the focus group, teachers have taken an interest in their children and they appreciate that. Another parent said the relationship their teacher has built with their child has meant so much to their child during this year, emphasizing that this year has been difficult, so knowing the teachers care and are there for the students has made it better than it might have been. Parents also said the teachers were able to catch on to teaching in an online environment so quickly which was very impressive. Another parent said that they appreciated that the elementary school teachers still keep in contact with former students when they move on to middle school. Finally, participating parents stated that they are never surprised by a grade their child receives and that transparency helps them understand how their child is doing in school. One parent said the rapport between the teachers and the students is so much better than what they had in their former school, and they have been able to tell the difference as early as the first week of school.
- Parents were asked how they know their children are learning, beyond just letter grades. Parents said their children talk about the lessons they are learning each day. Additionally, parents said the teachers take time to break down lessons for the children and they can see their children understand what they are learning much more than what had happened at previous schools. One parent said their 3rd grader explains the math problems to them and even corrects their parent when the parent is not understanding how to solve the problem. Another parent added that since the children have been learning in an online environment, they have been able to see the lessons being taught and they have been impressed at how the teachers are able to help their children through their lessons. One parent said they saw their child falling behind in their learning at a previous school, but since enrolling at Quest they have seen dramatic improvement in their child, and they feel like their child is catching up. Parents indicated the teachers at Quest are very communicative with their children also work to keep them informed as parents with the progress of their children in class. The teachers ensure the students don't become bored in class and add lessons if they see a child made becoming unmotivated.
- The parents have seen the teachers using different techniques to keep their children engaged in the lesson and the children enjoy the different ways they have been able to learn. Parents were asked if there was anything that was impeding the learning of their children other than the distance education aspects of the school. Parents said they think the teachers are doing a really good job. Each teacher has their own way of teaching, but those ways have been effective in keeping their students engaged in the subject matter. Parents also complimented the front office staff and how they are always there when a parent has a question. Parents said they would like to see more electives for the students so they can grow in areas they may not have been exposed to yet.
- Finally, parents were asked if there was anything else they would like to add before the focus group ended. One parent said that last year when the pandemic hit, they appreciated how quickly Quest responded to the situation. Parents recognized that not all schools are as lucky, and that the transition to distance education was slower in other schools. Parents commented that this took a weight off of their mind because the school was still there for the children. Parents said one thing they would like to see was the school expanding to high

school again because their children enjoy attending the school so much.

FOCUS GROUP SUMMARY continued

Students:

- Students were asked what motivates them to come to school each day. One student said they come to school learn every day. Another student said they really like history and math and those subjects are their favorite. A third student said they like their opportunity for a free education while others across the world don't have that chance. Still other students said their friends and teachers were reasons they like coming to school every day. Students were asked about their relationships with their teachers. One student commented that the relationships are really good at Quest, indicating that it has been tough because they have had to keep distance, but the relationships are still good. Another student said that it has been hard to get to know teachers online this year because sometimes the [internet] connection glitches. Students said their teachers are really positive with them. Students said the teachers are really helpful with their schoolwork.
- Students were asked if they have had any negative interactions with their teachers. Students said they had occasional negative interaction, with one student sharing that they had been put in the corner. Students were asked how they know they are learning this year and students said they know they are learning when they get compliments or awards from their teachers. Another student said they know they are learning when they finally understand a problem with which they have been struggling. Another student said they know they are learning when they can come back to something later and they still remember it. Students mentioned they have learned that they should always keep trying and never give up, while another student said they learned to take responsibility for their actions.
- Students were then asked if they felt like they were given an opportunity to participate in class, to which students responded "yes", they felt they had that opportunity. Students said their teachers are always trying to help them with their problems and other students can watch that and learn along with their classmates. The student group was asked if they have seen things that have stopped their classmates from joining online or coming to school. The students said that there are bullies at the school, and they intimidate them not to come to school. Some students commented that they saw that a lot last year. Students said the teachers and leaders tried to overcome that problem, but the focus group said that lots of students don't listen to teachers at all. Students were asked if it has improved this year, and they said yes it had, but probably only because the school is doing distance education. Another student said they felt it had improved because teachers have talked to parents of those students and that seemed to have help. Another student said they had seen other students follow the bullies, so they won't be bullied by themselves. One of the students said there is still been some cyberbullying. Students said they had seen students being mean to one another in the chat during class.
- Finally, students were asked if there was anything else, they would like to add to the discussion. Students stated that another element they really liked about the school was that teachers would take time out after class to help students with problems beyond just their schoolwork. Another student agreed that the teachers are helpful, and they have office hours where the students can get extra help. Students said that teachers would adjust the homework for them if they needed extra time for certain subjects, or if they don't have a good understanding of the key concept quite yet.

FOCUS GROUP SUMMARY continued

Leadership:

- The leadership team was asked in what ways they are working to ensure that students are engaged and challenged. The school leaders said teachers have been training and Quest has been adding engagement strategies throughout the beginning of the year. The school added *Jam Board* and *Near Pod* to increase the engagement. The leaders also spoke about *Dream 3000* and *Smarty Ant's* which have been used to fill gaps. The school leaders said that 3rd, 4th, and 5th grade have started interventions. The school leaders were then asked how teachers are able to foster the academic talk during this pandemic. The school leader said that as teachers have become more accustomed to the online platform, there has been more academic talk and rigor during class. Leadership indicated that teachers have been asked to move away from yes/no questions and say the student's names before asking a question to ensure the students remain engaged. Finally, the leadership team stated that the school has also emphasized higher order academic discourse over the year to promote strong discussion in classes.
- School leaders were asked how feedback has been given to students and the leaders said they have used the online platform to provide immediate feedback. Additionally, since assignments are online, they saved which has been a positive. Another leader said that last year it was easier to hold student conferences, but they have been working to improve that process this year. Leaders were asked how the student goals are determined and the school leaders said the goals are based on MAP growth. When a student receives a MAP result in the fall, the student's goal is set by using that MAP assessment result to help plan what the rest of the year will look like.
- The school leaders also commented that they have their teachers set goals as well. The school provided teachers with training for social and emotional learning at the beginning of the year. The school leader said they also ask teachers to plan out how they will achieve their goals by mapping out what that achievement will look like.
- The leadership team was asked how the school has been supported by outside experts. The school leaders said they have been supported by The Ten Square Group while the school was under receivership. The school has recently brought in Kagan to provide additional support. They have also been utilizing resources through their *Leader in Me* grant as well.

FOCUS GROUP SUMMARY continued

Staff:

- The staff shared that the distance education and hybrid models have made them adapt in a variety of ways. Staff indicated that they have had to become more flexible and become much more used to working in a digital environment. Additionally, staff said that it takes a lot longer to put together effective lessons with the digital aspects they need to consider. Other teachers said they have had to account for bigger learning gaps considering students have been learning virtually since March 2020. Another teacher said the internet is always an issue both at the school site and the students houses as well, which has added challenges that they would not otherwise encounter. A staff member said it has been tough on students, too, because some of their parents have lost their jobs which has put an added strain on households. Food insecurity has been a problem with Quest families as well, and teachers shared that they have tried their best to help students in need. Another teacher said grading has become much more difficult because it takes longer, and students need feedback on their results which has been taking longer when done in a virtual environment. According to staff, Kindergarten has been especially difficult because of the students age and comprehension challenges in an online learning environment. Finally, staff continues to try to ensure that both students who are attending in person and online both get the proper attention. Staff members shared that this balance is difficult because it is hard to divide that time equally.
- Regarding the office management side of staff, there have been challenges as well due to the virtual and hybrid instructional models. The office management staff shared they have felt fortunate to help provide a quality education to the students in the online environment. There has been a difference with regard to the performance of in-person and online students and the staff has tried to close that gap. Staff shared that Quest also received a grant to facilitate a day care on campus that has allowed students to attend in-person but still participate virtually. The staff was asked in what ways the leadership of the school solicits feedback from teachers. In response, staff stated that they have been provided resources to improve their ability to enhance their instruction through training. Another staff member said that leadership has an open-door policy which has allowed them to voice concerns on a variety of matters. Staff also said they feel supported by leadership because they don't aren't afraid that the leadership will not be responsive to their needs or concerns.
- Staff said that the school has sent out surveys to parents at the beginning of the year to solicit feedback from the parents about online learning. The school also sent the survey to staff to gauge what they needed as well, and staff members expressed appreciation for the opportunity to provide their own perspectives, too. A staff member who has been with the school for more than five years says that over the course of the last two years the staff has really come back together again which has been helpful in providing quality instruction. Additionally, the staff member commented that Quest has undergone many changes over the years and things seem to be getting back on track.
- Finally, staff was asked if there was anything they wanted to add in the focus group. Staff said the school now has a completely different feel now and has improved so much recently. One teacher said they were concerned on how they were being evaluated considering everything that has occurred over the past year. This staff member added that they worry that the teachers will lose their jobs due to poor test scores because of the pandemic.

CLASSROOM OBSERVATION TOTALS

A total of (12) classroom observations were conducted on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Distinguished Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Proficient Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Basic Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Unsatisfactory Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	Not Observed This criterion was not observed or rated.
	Total: 7	Total: 5	Total:	Total:	Total:
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 3	Total: 9	Total:	Total:	Total:
Areas 3 & 4 Managing Classroom Procedures Managing Student Behavior	Distinguished Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Proficient Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Basic Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Unsatisfactory Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	Not Observed This criterion was not observed or rated.
	Total: 2	Total: 10	Total:	Total:	Total:
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 5	Total: 6	Total:	Total:	Total: 1

II. CLASSROOM INSTRUCTION

Area 5					Not
	Distinguished	Proficient	Basic	Unsatisfactory	Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 6	Total: 3	Total:	Total:	Total: 3
Area 6	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Using Questioning and Discussion Techniques	A Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total:	Total: 9	Total:	Total:	Total: 3
	B Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
Total:	Total: 7	Total:	Total:	Total: 5	

II. CLASSROOM INSTRUCTION (continued)

II. CLASSROOM INSTRUCTION (continued)						
Engaging Students in Learning	Area 7 A	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
		Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 5	Total: 4	Total: 2	Total:	Total: 1	
	Area 7 B	Students make contributions to the representation of content.	There are appropriate activities and materials and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content or lack of lesson structure/pacing.	This criterion was not observed or rated.
Total: 7		Total: 4	Total:	Total:	Total: 1	
Using Formative Assessment in Instruction	Area 8 A	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
		Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 3	Total: 7	Total:	Total:	Total: 2	
	Area 8 B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
Total: 2		Total: 8	Total:	Total:	Total: 2	

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

Evidence of adapted materials/assessments: Area # 5

- Lessons are designed to encourage student curiosity and learning beyond classroom time: 4
- The explanation of the content is imaginative: 5

Evidence of questioning and discussion techniques: Area # 6

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

Evidence of engaging students in learning area: Area # 7

- Active learning is taking place (rather than just listening or viewing): 5
- Students are using reasoning and critical thinking: 4
- The lesson is rigorous and includes cognitively complex tasks:
- Students engage in several types of activities during the lesson including:
 - Speaking Writing Reading Listening Discussing Creating Problem Solving
- Cooperative groups: 3
- Student-led classroom:
- Technology is integrated into learning/outcomes: 12
- Project-based learning: 4

Evidence of Formative Assessment During Instruction: Area # 8

- Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 3
- Students incorporate the feedback by revising their work: 2
- Students receive frequent and meaningful feedback regarding their work: 3
- A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 6

ORGANIZATIONAL PERFORMANCE

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

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

Measure	Description	Evidence Collected Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation Classroom Observations	Quest curriculum support the NVACS, meets the high standards on EdReports, and creates culturally responsive and relevant instruction for Tier I, II, and III. Instructional staff align NVACS at the beginning of the year, evaluate mid-year and adjust and monitor alignment each year as may be necessary.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	Quest has instituted the <i>Leader in Me</i> program, with a five-year grant, to further its mission of fostering students personal and intellectual growth so that they are prepared to be positively productive and engaged citizens. Quest has formed a Lighthouse Committee to begin the undertaking of transforming to a leadership school that achieves Lighthouse status ¹ⁱⁱⁱ meaning a school that is a model of success for others. The committee ensures complete buy-in and participation from staff beyond the <i>Leader in Me</i> professional development sessions in furtherance of its mission.

¹ The Leader in Me Lighthouse School title is awarded by Franklin Covey to honor the attainment of a well-rounded leadership model. Lighthouse Schools serve as models of leadership and mentors to other schools.

1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	Special education students are provided services as outlined in their Individualized Education Plan (IEP). Plans are renewed at least yearly and based on data collected from teachers, other professionals working with the student, assessments, and parents.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	Quest's ELL Program follows the Immersion/Inclusion Model, with elementary-aged students also receiving services via pullout model. Individual ELL screener and WIDA assessment scores are analyzed to determine the areas of need for each student. Additional support such as after-school tutoring is prioritized when writing school grants benefiting ELL students. General education teachers receive annual training on how to effectively teach ELL students in their classrooms.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	Quest has a newly reconstituted governing board beginning last month (October 2020), and the board has already begun to meet consistently on a monthly basis. The board received extensive training in board governance and continues to have access to support with the Authority. Quest has been diligent in governance, especially in this difficult season. For instance, Quest currently has a ninety-eight on-time percentage in Epicenter reporting which is a significant increase over prior years.
3b	The school holds management accountable.	School Presentation	Quest assures that all staff, teachers, and administrators are evaluated on an annual basis per the school's personnel policy manual. For all personnel, periodic performance evaluations should be completed at least once per year and may be completed more often when appropriate. Instructional staff are evaluated using the Danielson model of evaluation with processes and procedures described in the faculty and staff guide
4a	The school protects the rights of all students.	School Presentation Classroom Observations	Quest is a <i>Leader in Me</i> school and works to build equity in the school by teaching self-awareness, holding high expectations for all students, and building authentic relationships through culturally responsive and equity practices. Quest is working to ensure curriculum provides opportunities for students to see themselves and others like them in fiction and non-fiction spaces. Additionally, staff practices and received training on active listening.

			<p>Quest utilizes a school-wide approach to Restorative Justice Practices to implement intentionally and systematically to create culture change and ensure success of all students. Restorative Practices are embedded into a Multi-tiered System of Supports (MTSS).</p>
5b	<p>The school complies with health and safety requirements.</p>	<p>School Presentation Classroom Observations</p>	<p>Quest changed vendors to be able to offer warm lunches (as opposed to cold in prior years) as well as offering Breakfast After the Bell and drive-through meal pick up for students participating in distance learning. Students have PE as part of their curriculum. Quest has chosen to support its families by instituting a hybrid learning model to support students with an in-person learning option while maintaining a safe percentage of attendees as approved by the SPCSA Board. Quest also instituted ACT (Acknowledge, Care, Tell) suicide awareness training through MindWise for staff and students.</p>

SITE EVALUATION FINDINGS

STRENGTHS

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

1. During the *Observation of Classroom Instruction* portion of the evaluation, the school, as a whole, provided evidence which fell into the highest rating, 'Distinguished' in four of eight areas which include:

Area 1- Highly respectful interactions within the classroom

Area 5- The purpose of the lesson is clear and connects with student's real life.

Area 7A- Students are highly engaged

Area 7B- Students are making contributions to the representation of content.

It was evident that the teaching staff is clearly committed and passionate about putting students first. SPCSA staff observed Quest staff putting forth a big effort to use students' names, smile, and offering many encouraging words to students. In addition, the Quest staff was seen being patient at times when students may have struggled with a camera, microphone, and/or with the technology fading in and out.

2. Quest is clearly committed to providing equitable access to a diverse, and innovative, education for all. They serve a high percentage of students, (93.92%) who qualify for free and reduced lunch. Other diverse learning groups include the school's ELL students (10.1%) and students with Special Needs (11.5%). Quest has made a point of hiring diverse staff that represent the student population.
3. SPCSA staff finds that Quest uses data driven decision making and has implemented internal data systems to track students' academic progress, (the student dashboard). Additionally, Quest has an established Student Support Team that meets regularly to support students and their teachers by using and tracking data from multiple sources to provide possible interventions and solutions to student/teacher concerns.
4. The school leadership and staff have implemented a growth mindset for leaders, self, and others. These include the *Leader in Me*, Student Learning Goals, Class Learning Goals, and School Learning Goals, Professional Learning Communities, and Restorative Justice Practices.

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. The school has had the challenge of using all technology for research-based practices in the distance learning model. Examples include breakout rooms in TEAMS, the student video off for equity issues, and teachers keeping up with the changing technology while adapting to the distance learning as well as all of the other changes.
2. COVID-19 has had a definite impact on families at the school and the school must compete with the home environment while trying to keep students engaged and using discourse during online lessons.
3. Quest has a newly established board and they are just beginning to work together and established relationships and cohesiveness as a group. This will require significant efforts and capacity building over the long-term, and while the school has shown progress in recent months, this work is certainly not helped by the ongoing pandemic.

RECOMMENDATIONS

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

1. The newly formed Quest board should continue to become solidified and prioritize plans to expand the Governing Board membership from five to seven or more and include consideration for seeking out candidates with financial and legal background and expertise. SPCSA staff recognizes that this important work takes time and cannot be rushed. Due to the ongoing pandemic, Quest is encouraged to prioritize this work so that additional members might be added before the 2021 – 2022 school year. Moreover, the current board should identify individuals with the appropriate skill set(s) and experiences that also complement the current board.
2. Continue with strong instructional practices, data-based decision making, data dashboard, and close monitoring of student achievement to increase student achievement levels. Continue the RTI process, and thoughtful use of technology to strengthen classroom learning environments and levels of student engagement.
3. During the student focus group, several students shared that there have been instances where students are afraid to attend school due to intimidation of other students. Although this group of students reported that these types of interactions are better during this school year, students expressed that they felt that these instances are less so due to the virtual learning and did not seem confident that school leaders had completely resolved the issue/s. Whatever the case may be, whether it is perceived or real, we recommend taking strong actions to assure that all students feel safe and welcome at the school. It is important that students understand that not only is the intimidation of others not acceptable, but that the adults at the school will do everything necessary to resolve this type of occurrence. It may be worth reviewing what actions students should take in the future if this happens again. It is important that the perception of safety be a priority at all times.

DEFICIENCIES

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

Quest Response:

Quest appreciates the State Public Charter School Authority providing feedback and support to ensure our school continues to grow and be successful for our students and families. With the understanding that the recommended items are provided so charters may increase their school-wide ratings as well as their overall success, Quest will work to expand our new governing board over the next year and continue with strong instructional practices, data-based decision making, and monitoring of student achievement. Quest will build upon our current actions to ensure that all students feel safe and welcome at the school. The school recognizes that the student focus group shared instances of perceived lack of safety. Steps have been taken during the previous school year and current school year to communicate to the school community that safety is a priority at all times to include implementation of *Leader in Me*, professional development, multi-tiered systems of support, and restorative practices.

The mission of Quest is to be an institution that is dedicated to growth, perseverance, and academic achievement. We foster students' personal and intellectual growth so that they are prepared to be positively productive and engaged citizens of their communities. This begins through a school wide approach as a leadership school. For the 2020-2021 school year, Quest was awarded a 5-year *Leader in Me* grant to implement the leadership model throughout the school. *Leader in Me* is a paradigm and culture shift for the entire community that begins with staff, and then with students. *Leader in Me* schools effectively address student safety and bullying through leadership development in both staff and students, which in turn shifts paradigms and creates a healthy school culture.

Please find the excerpt below from The *Leader in Me* website that articulates how Leader in Me supports a safe and welcoming school (<https://www.leaderinme.org/what-is-leader-in-me/>):

“They develop a staff that believes in their students, cares for their students’ well-being, and strives to uplift and inspire them each and every day. Educators lay the groundwork for a great school culture. As students interact with teachers who demonstrate respectful behavior, a ripple effect takes place within the school, and students begin to follow the example of their teachers and show more respect to their peers.

Leader in Me also deliberately focuses on developing student competencies such as teamwork, responsibility, collaboration, goal setting, and leadership. When these skills are integrated into the academic curriculum..., students embrace and implement these life skills. The skills become embedded in the culture of the school. Not only can this reduce bullying in schools, but it gives students a great foundation for future relationships.

Leader in Me Schools pursue providing their staff and students opportunities to lead certain aspects of the school. When the principal involves the staff and students in the direction, activities, and decisions of the school, both staff and students feel a greater commitment to improve the quality and performance of the school. Leader in Me proactively addresses school culture, and thereby reduces bullying.

The SEL curriculum by Leader in Me focuses on the personal and interpersonal leadership capacity of students, staff, and families. A heightened focus on SEL programs in school helps students understand the complexities facing the globally interconnected world.

As teachers implement the Leader in Me’s CASEL-endorsed SEL curriculum, these programs will help students develop competency in Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. These social-emotional strategies will more directly impact how “People acquire and apply the knowledge, attitudes, and skills to:

- *Understand and manage emotions*
- *Set and achieve positive goals*
- *Feel and show empathy for others*
- *Establish and maintain positive relationships*

While today’s modern educational approaches focus heavily on academic performance, most miss the crucial social-emotional learning component... Social-emotional learning bridges that gap, helping students develop other life skills they need to navigate the challenges of our growing interconnected workforce.”

Quest, through ongoing professional development and support, is giving teachers direct tools to make themselves better as models as they implement these tools daily. This improves the community’s ways of communicating, coping, and solving conflicts with a win-win mindframe.

In addition to Quest’s implementation of Leader in Me, the leadership team and staff are utilizing the results of both the Nevada Socio-Emotional survey for students in grades 5-8 as well as the student survey within the Measurable Results Assessment (MRA) completed with the Leader in Me program. On the MRA, an anonymous survey, students shared their thoughts about Quest such as “I like the staff there, they are nice to me and help me solve things I can’t do myself,” “I think the school is a wonderful place to make friends”, I think that the school has helped me with some of my academic goals.” This qualitative data, along with quantitative data from multiple choice answers, are important for monitoring of culture. These survey results assist in prioritizing topics and which socio-emotional skills Quest needs to focus on. Areas of focus are targeted during professional development. This year, Quest is focusing on student engagement and belonging to improve culture.

As additional tiers of support, Quest implements an anti-bullying program, Second Step, that is researched based and helps build trust and encourages all students and staff to be upstanders. This school year, Quest also provided professional development for staff in *ACT-Acknowledge, Care, and Tell* to recognize signs of suicide. When appropriate, Quest utilizes restorative practices as part of a multi-tiered system of supports that allow the school to respond in a way that holds high expectations for all students, builds authentic relationships through culturally responsive and equity practices. This intentionally and systematically creates culture change and ensures success for all.

Finally, the leadership team provides support for staff when a concern is noted or brought forth that allows for improvement and monitoring of growth through a data-driven action plan. The Student Support Team works with the counselors to reach out to students and provide regular meetings to address socio-emotional concerns if needed. Additionally, the Student Support Team thoroughly investigates all bullying reports. In SY 1920, there were 4 bullying incidents reported and 1 cyberbullying incident reported. All 5 were investigated and appropriate restorative practices were implemented. This was a significant decrease of

reported incidents from the previous year. This data tells us the structures and policies being put in place are providing a safer school culture. Throughout the first semester of SY 2021, there have been no reported incidences of bullying. With the online environment of distance education, Quest also addressed cyber bullying in our Acceptable Use Policy and is monitored by staff.

In conclusion, with *Leader in Me*, multi-tiered systems of support, restorative practices, professional development, and active monitoring of students' perceptions of safety at school, Quest will continue to take strong actions to assure that all students feel safe and welcome at the school.