Nevada State Public Charter School Authority

Site Evaluation Report
Sports Leadership and Management Academy of Nevada
Evaluation Date: 2/11/2021
Report Date: 3/5/2021

State Public Charter School Authority
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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 2/11/2021 at School Leadership and Management of Nevada. 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

School Leadership and Management of Nevada (SLAM) is located in Henderson, Nevada in a facility at 1095 Fielders Street. The school serves 1066 students (as of the most recent Validation Day of October 2020) in 6th through 12th grade. The mission of School Leadership and Management of Nevada is: "The mission of Sports Leadership and Management of Nevada (SLAM NV) is to prepare students for postsecondary studies and careers through an engaging educational program emphasizing sports leadership and management career preparation."

ACADEMIC PERFORMANCE

Sports Leadership and Management of Nevada
Nevada School Performance Framework
2019

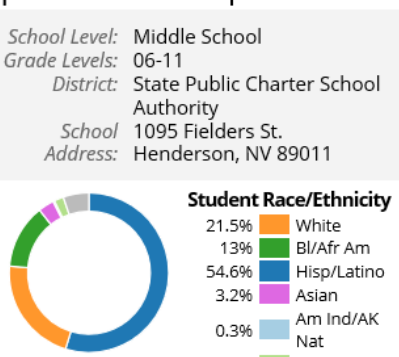
School Leadership and Management of Nevada serves 1066 students in 6th – 12th grade

Middle School

Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating

School Level: Middle School
Grade Levels: 06-11
District: State Public Charter School Authority
School Address: 1095 Fielders St. Henderson, NV 89011



School Type: *Charter SPCSA*
School Designation: ***TSI/ATSI***
95% Assessment Participation: *Met*

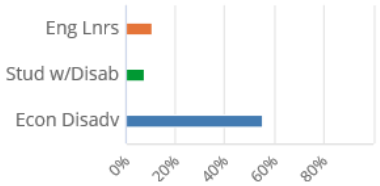
Student Race/Ethnicity

21.5%	White
13%	Bl/Afr Am
54.6%	Hisp/Latino
3.2%	Asian
0.3%	Am Ind/AK Nat
1.9%	Pac Isl
5.2%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	47.5 ★★
2016-2017	N/A N/A

Additional Student Groups

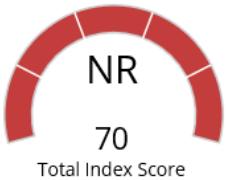


High School

Sports Leadership and Management Academy

School Year 2018-2019 Nevada School Rating

School Level: High School
Grade Levels: 06-11
District: State Public Charter School Authority
School Address: 1095 Fielders St. Henderson, NV 89011



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

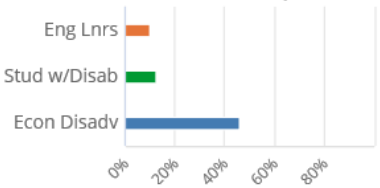
Student Race/Ethnicity

26.5%	White
10.5%	Bl/Afr Am
48.2%	Hisp/Latino
3.7%	Asian
0.2%	Am Ind/AK Nat
2.7%	Pac Isl
7.5%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	72 NR
2016-2017	N/A N/A

Additional Student Groups



Sports Leadership and Management of Nevada
Math and ELA Results
Nevada School Performance Framework
2019

Middle School

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	45.7	59.6	54.1	43.5	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	76.4	78.4	75.9	42.8	77.3	74.6
Black/African American	34.2	40.1	37.8	25.7	38.4	34.5
Hispanic/Latino	41.5	50.2	45.1	38.9	46.3	42.2
Pacific Islander	40	61.1	53.2	-	53.2	50.7
Two or More Races	59.2	66.7	61.3	39.2	61	59.2
White/Caucasian	55.6	67.7	66.3	56.4	63.5	64.6
Special Education	4.4	19.8	21.9	7.6	20.7	17.8
English Learners Current + Former	38.3	42.7	24.3	16.3	34.8	20.3
English Learners Current	13.6	22		9.5	15.8	
Economically Disadvantaged	39.6	46.3	44.4	36.3	41.5	41.4

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	30.8	42.6	36.5	27.8	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	47	66.2	58.6	42.8	64.1	56.4
Black/African American	25	24.1	23.5	17.1	17.7	19.5
Hispanic/Latino	26	31.8	29.3	18.5	26.1	25.5
Pacific Islander	30	44.8	36.9	-	34.9	33.6
Two or More Races	25.8	47.2	40.6	25.9	41.5	37.5
White/Caucasian	45.2	51.2	47.1	44.8	44.4	44.4
Special Education	6.5	12	18.6	0	11.5	14.3
English Learners Current + Former	21	26.8	20.2	3.6	22.2	16
English Learners Current	6.7	12.5		2.3	8.5	
Economically Disadvantaged	26.6	29	29.2	18.9	21.7	25.5

High School

Math Proficient **Math Proficient Points Earned: 3/10**

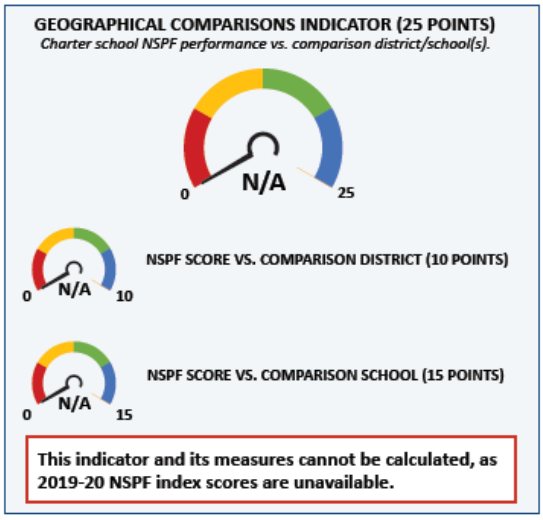
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	19.1	25.8	32.83	N/A	23.8	29.29
American Indian/Alaska Native	-	-	23.12	N/A	16.6	19.07
Asian	-	50	50.27	N/A	54.7	47.65
Black/African American	-	7.5	18.42	N/A	6.2	14.12
Hispanic/Latino	18.6	18.5	22.93	N/A	17.5	18.87
Pacific Islander	-	16	29.26	N/A	6.2	25.54
Two or More Races	-	26	36.96	N/A	26.1	33.64
White/Caucasian	16.6	32	44.25	N/A	28.4	41.31
Special Education	-	6	12.38	N/A	2.2	7.77
English Learners Current + Former	-	5	14.52	N/A	10.9	10.02
English Learners Current	-	0		N/A	2.4	6.96
Economically Disadvantaged	4	14.5	24	N/A	13.3	20.01

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

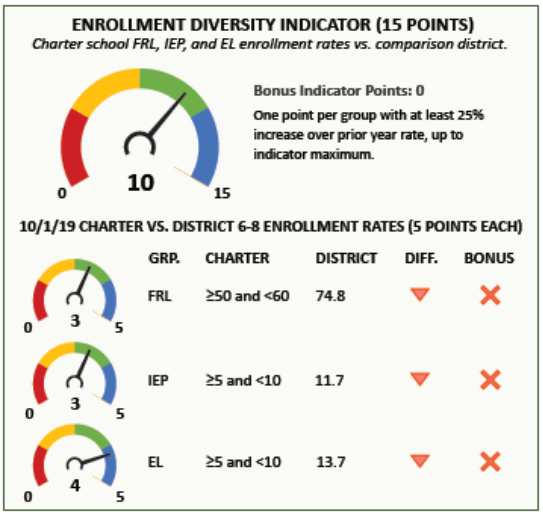
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	63.2	53.8	48.54	N/A	44.5	45.83
American Indian/Alaska Native	-	-	36.76	N/A	36.3	33.43
Asian	-	71	65.11	N/A	68.4	63.27
Black/African American	-	32.7	31.39	N/A	21.6	27.78
Hispanic/Latino	68.7	47.2	36.5	N/A	39.5	33.15
Pacific Islander	-	52	48.75	N/A	37.5	46.05
Two or More Races	-	62.5	58.07	N/A	46.9	55.86
White/Caucasian	55.5	59.7	62.25	N/A	50	60.26
Special Education	-	18.8	15.71	N/A	9	11.27
English Learners Current + Former	-	18.1	17.52	N/A	21.8	13.18
English Learners Current	-	10.5		N/A	9.7	6.9
Economically Disadvantaged	60	41.8	37.66	N/A	31.2	34.37

SPCSA Academic Performance Framework
Geographic Comparison Report

Middle School

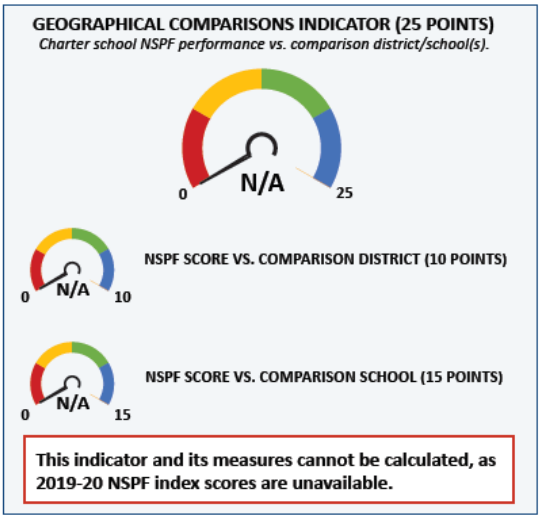


High School

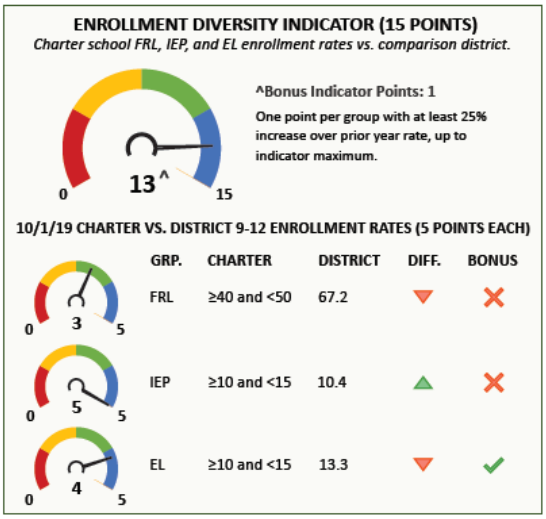


SPCSA Academic Performance Framework
Diversity Comparison Results

Middle School



High School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board[1]	3	30 minutes
Parents/Families	8	30 minutes
Students	7	30 minutes
School Leadership	7	30 minutes
Staff	8	30 minutes

Governing Board:

- Board members explained that they review academic information about the school three times per year, in the fall, winter, and spring. The board receives a detailed presentation about areas of strengths and challenges. Prior to each meeting, members receive a packet of information and during the meeting, the principal shares updates with regard to school related items. According to board members, the school is very aware of what they need to work on. When a person becomes a board member, there is an open forum for any questions the new person may have. A person from Academica trains the board members.

- The governing board evaluates the school principal, who in turn evaluates the rest of the leadership team. One of the goals of the school leader is to increase the Nevada School Performance Framework (NSPF) star ratings across grade configurations. Once the school leader has been evaluated, the board shared that they review the evaluation and have the opportunity to ask questions. Most of the board members try to get to the school and visit in order to experience firs-hand what is taking place.

- At every board meeting, Academica, the school's EMO, puts the financials together and they are reviewed by the board according to focus group participants. Board members reported that Academica does a great job of helping the board plan for future expenses and the group feels comfortable regarding where the school is going from a financial perspective. One member shared that the savings and overages come together well during the pandemic. The board shared that they feel very confident despite the fact that future revenues are still unknown. Board members stated that they will work together to come up with a solution once more concrete information is available.

- The board evaluates Academica using a survey on a yearly basis. Board members reported that parents are overall satisfied with the academic achievement of students. From a board perspective, parents are pleased and confident with what SLAM offers. Parents see the efforts of the school leaders, teachers, and the students and are excited. Board members describe SLAM as exciting and unique and are proud of the fact that the school is rare and stands out.

- The board reported that they see themselves as cohesive, a great team, and are excited that the SLAM foundation set up a vision board to guide the school. These include a playing field, finding donations, grants, and donors to support those efforts. A board member said, "The dream is there, the vision is there, things are dying down (with COVID), and we know what our next steps entail."

[1] Three members of the 7- member board participated. Quorum was not met, and Open Meeting Law was not violated.

Parents/Families:

- Family members shared that they are satisfied with the levels of communication at the school. One family member said that, at the middle school level especially, there are very strong levels of communication. Family members agreed that at the high school level, communication could improve a little bit more. Families said that the teachers know their children very well. They were happy to report that there have been some high-quality relationships between their children and their teachers. Parents went on to say they can tell that the teachers have built very strong relationships over time. In some cases, the student has the same teacher in more than one year and this gives students a sense of security as well as an on-going relationship with an adult who cares deeply for them. Families feel that their children are very challenged especially in the high school honors and AP classes. One proud mom shared that her son graduated last spring and is attending school at UNLV where he is on the Dean's list. She attributes his college readiness to the staff and curriculum at SLAM.

- Families members described teachers at SLAM as "on it" in regard to virtual classroom expectations for behavior. A family member shared that there was a situation at the school this year where there were some mean comments in the chat. But, when parents brought this to the attention of the teacher, it was addressed right away. A parent said that teachers are respectful about the cameras.

- When parents were asked about how they are able to track academic progress of their students, they said that there are two platforms used at the school. These are Google Classroom and Infinite Campus. Parents described Infinite Campus as difficult at times because sometimes a parent can think an assignment is missing or a student has a low grade when the assignment has not come due yet. A few families said that this situation has caused some stress and anxiety in their household between the parent and student. One parent praised the school for the restructuring that has taken place in 6th grade, even as recent as this week. They went on to explain that now there is an additional meeting with all of the 6th graders, staff goes over what is missing, and what 6th graders need to work on. Teachers are also available to provide additional assistance.

- Families feel that their children have not missed a beat with the schooling during the pandemic thanks to SLAM. Parents were very appreciative of all the work SLAM has done to emphasize the student athlete and the whole child. One parent shared, "I appreciate that they look at the whole child." Family members said they said that of course there are a few small changes that could be made but that they wouldn't put their children's education in anyone else's hands. One mother commented, "I love the SLAM family and my children will all stay at the school until they cross that stage during graduation."

Students:

- Students explained that one of the positives of online learning is that the teachers have been able to be better prepared to hold office hours and provide one to one academic support. But one of the downsides is the ability to participate in group discussions online. Students said it is hard to ask someone something right then and there in the online setting. Students added that another upside is that you can learn other student's names because they are right there on the screen. One downside that students shared is the technology because some students can't participate due to poor internet connections.

- Students said that they monitor their academic progress in many ways. One way is that the students can check grades online and this makes it important for teachers to enter grades in a timely way. Another student explained that she likes to look at the grades and ask teachers if there is any way she can improve. She went on to say that she then conducts a grade check on her own at the end of each week. Students are motivated to come to school because they like to learn about new things. Students also want to improve, growing their knowledge. Students said the teachers encourage them to go to school because they care about the students. One student said that when she sees that the teachers put so much work and preparation into the lessons in order to make them highly interactive, it makes her want to show teachers that she cares as well. Another student commented that her teachers make her feel cared about, not just as a student but as a whole person. Students were asked if they feel respected. One student said he feels respected but sometimes he thinks that the teachers don't get enough respect from students. Another student agreed, and there was some consensus among the students participating in this focus group that this lack of respect has something to do with the distance learning format.

- Students said that teachers share the expectations for behavior, but sometimes the expectations should be reviewed or shared with additional detail. Students said that there have been challenges with having everyone participate and teachers make it a part of the grade to participate in order to encourage those students who do not participate on their own in the virtual setting. Some of the students shared that they find it frustrating that teachers have to keep asking students to turn on the camera and end up giving extra credit for those who do turn on the camera.

- Students said they feel challenged in their classes. One student explained that she takes the most difficult classes, so she feels challenged and she said the lectures help her learn. The students said that the online format is more difficult, but students can get the help if they need it. From time to time, students said they have to research on their own. Students were appreciative of the sports programs offered SLAM. For example, one student explained that the sports medicine program has engaged her in great content and she is able to learn more about the subject. Students also like the small school feeling at SLAM and that the teachers want to get to know the students. One student said he feels the teachers care more and take time out of their day to make sure students are learning. For example, a math teacher will set up a meeting and find the time to help the students.

FOCUS GROUP SUMMARY continued

Leadership:

- The leadership team shared that when they walk through classrooms, the lesson objectives are always aligned to the standards. Leaders shared that they do their best to make sure that all students are engaged and challenged. According to the leadership team, the school uses breakout rooms to provide reading lessons based on level and the teacher can then pop into breakout rooms and ask higher level questions. The leaders praised teachers explaining that they are brilliant at using camera tricks that really engage the students. School leaders shared that they are proud that SLAM teachers have incorporated this on their own.

- School leaders said that they conducted a student survey in the fall to determine engagement levels of students. When the results came in, the school leaders said that the feedback to teachers was eye-opening. Leaders said that professional development impacts classroom instruction in many ways. In the beginning of the school year the teachers learned about many of the online platforms and instructional coaches modeled how to use them. Afterwards, school leadership stated that the staff broke out into smaller groups so that they could then join a group virtually. Staff were given the choice of which platform they wanted to learn more about. The leaders and instructional coaches reported that they do a lot of one-on-one coaching because teachers are in a different places based on their comfort level with technology.

- Another item that leaders said is important is taking time to analyze student data. Leaders said they help teachers to work on data analysis and help them improve student engagement opportunities. The school leaders reported that they use data to influence school-wide practices. The school has a data analyst who breaks down several types of information by teacher. School leaders went on to say that by approaching the work this way, SLAM staff can identify teachers who are good at remediation and others who excel at working with different levels of students.

- The leaders shared that during grade level and department meetings, the teachers are constantly looking at data and thinking about what systems are in place. Specifically, school leaders shared that teachers discuss what should be changed at the school. For example, in a 6th grade group, there was some behavior and attendance issues among students. In response, the group created a pep rally just for 6th graders. The enrichment teachers meet frequently as well according to school leaders, and they work to figure out how to pull small groups of students who require re-teaching. Then these teachers and collaborate with the grade level teachers regarding how to best support the classroom teacher to bring the student up to grade level.

FOCUS GROUP SUMMARY continued

Staff:

- The staff explained that the online learning format has been a challenge, but they have adapted to the virtual setting by learning how to use things within their student's homes, such as free apps in phones, and made them part of their classes. One teacher said that the labs, measurement of objects, and the element of physically touching objects in class are not possible, so the staff has worked on simulations and finding resources to interact with and try new things. In middle school science, teachers want the hands-on experience but cannot have it due to distance learning and space requirements of COVID. One teacher remarked, "I've been surprised at how capable the students are at doing the models this way." This teacher went on to indicate that he has learned from the students, saying, "I've learned that students had more digital skills than I thought." The same teacher shared that he has found ways for students to use the mouse pad and create 3-D drawings. Another teacher explained that in math, it is still very difficult to have students showing you that they understand. She remarked that, "We have to be creative with learning how to have students show you they understand and it has been a push to have students explain their thinking."

- Instructional staff explained that with regard to data driven decision making, they use exit tickets and surveys to determine how much students have learned. Then they subsequently can make immediate adjustments. A teacher said, "We can look at the data to see what is needed. For example, in social studies we needed to work on writing skills and we further enhanced this department wide." Another staff member added that teachers have given the students a voice and have learned to listen even more to what students say. Teachers use iReady diagnostics to see where a student is struggling, and then plan to address those needs accordingly.

- High quality teaching has many meanings for teachers at SLAM. Each day the instructors structure the lesson with an essential question, reiterate the question, provide the content, and go back and check for understanding of the essential question at the end of the time. The focus group participants explained that the leaders put out surveys that ask how new implementation is going.

- The school is highly supportive of students with special needs and those learning a new language. The staff shared that student IEPs are designed to be specific to each student, and that while some students are in a different place than others, the school employs teacher assistants to support the students requiring additional supports and services within the classroom. One teacher said she is so thankful for the teacher assistants, and that if a student needs the one-on-one help, the SLAM staff goes above and beyond. Teachers in the focus group indicated that new teachers feel well supported at SLAM because team members are there to support.

CLASSROOM OBSERVATION TOTALS

A total of 12 classrooms were observed for approximately 20 minutes on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Areas 1 & 2 **Creating an Environment of Respect and Rapport**	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 7	**Total: 4**	**Total: 1**	**Total:**	**Total:**
Establishing a Culture for Learning	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 5	**Total: 7**	**Total:**	**Total:**	**Total:**
	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: 7	**Total: 5**	**Total:**	**Total:**	**Total:**
Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 8	**Total: 4**	**Total:**	**Total:**	**Total:**

II. CLASSROOM INSTRUCTION					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real- life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 7	Total: 5	Total:	Total:	Total:
Area 6	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
A Using Questioning and Discussion Techniques	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total: 3	Total: 7	Total:	Total:	Total: 2
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: 4	Total: 6	Total:	Total:	Total: 2

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: 4	**Total: 6**	**Total: 1**	**Total:**	**Total: 1**
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: 8	**Total: 4**	**Total:**	**Total:**	**Total:**
	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: 8	**Total: 4**	**Total:**	**Total:**	**Total:**
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 7	**Total: 3**	**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: 7
☒ The explanation of the content is imaginative: 10

Evidence of questioning and discussion techniques: Area #6

☒ Questions are planned ahead of time and tied to learning target(s): 10
☒ Teacher questions are open ended: 8
☒ Teacher allows time for students to answer — 3 seconds or more: 10
☐ Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize:
☐ Teacher purposefully signals to entire group of students to wait/think before volunteering a response:
☒ Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 8

Evidence of engaging students in learning area: Area #7

☒ Active learning is taking place (rather than just listening or viewing): 9
☒ Students are using reasoning and critical thinking: 9
☒ The lesson is rigorous and includes cognitively complex tasks: 9
☒ Students engage in several types of activities during the lesson including:
☒ Speaking ☒ Writing ☒ Reading ☒ Listening ☒ Discussing ☒ Creating ☐ Problem Solving
☒ Cooperative groups: (#)
☒ Student-led classroom: (#)
☒ Technology is integrated into learning/outcomes: 10
☒ Project-based learning: 10

Evidence of Formative Assessment During Instruction: Area #8

☒ Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 8
☒ Students incorporate the feedback by revising their work: (#)
☒ Students receive frequent and meaningful feedback regarding their work: 8
☒ A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 10

Other:

ORGANIZATIONAL PERFORMANCE

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

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

Measure	Description	Evidence Collected Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation Classroom Observations	Curriculum: Study sync, Pearson realize, iReady, Edgenuity, IXL and Achieve 3000
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	Assessments: SBAC, iReady, ACT and Edgenuity, WIDA, Science Assessments, ACT prep courses
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	The school has a staff of eight special education aides to assist with IEP accommodations. There is a dedicated resource room location used when students require one-on-one assistance. Specialized study skill classes led by certified math and English teachers. Weekend and after-hours study halls to assist with academic understanding.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	The school provides specific elective courses for language learners. They are given access to Achieve 3000 to help build English reading and comprehension and vocabulary. Staff holds one-to-one conferences with students to review previous years scores and set goals for the current year.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	School operations are designed with the mission in mind-CTE, Lessons fused with sports topics, project based assessments, enrichment, and fundamental courses with emphasis on encouragement and growth. The SLAM board meets regularly, mandated testing performed, principals attend meeting and summit, K-5 extension going through three bodies for approval and support.
3b	The school holds management accountable.	School Presentation	All staff evaluated using C. Danielson framework, Assistant Principals evaluated by the School Principal.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	There is a diverse staff and Restorative Justice, Community Liaison, and counselors at the school. There is a focus on relationship building, social -emotional learning, additional help, tutoring, as well as counselor presentations to students.
5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	List includes the following: Counseling Department Restorative Justice Model Closed campus Health office and Hazel Health Hybrid and Health Safety Safe Voice Go Guardian Parent student handbook, and employee handbook

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. In spite of the school operating during the COVID 19 pandemic, SPCSA evaluators found strong evidence of high levels of student engagement and relevancy as well as student voices during classes. Almost all of the observed classrooms were found to be interesting, with diverse distance learning activities as well as thoughtful content and assignments linking directly to students' interests. SPCSA evaluators witnessed several examples of the explanation of content being imaginative, and students contributing to the observe lesson by participating and/or explaining concepts to their peers. Examples include:

    - Peer review of writing
    - An energy dating game
    - Group project creating a window for advertisement
    - Group project creating trading cards for characters
    - Volunteer of sharing of student independent writing journal writing
    - A Collaboration Board
    - Multiple break out rooms
    - Student reflection of what students' think should be on the end of course exam and why
    - Kahoot for analyzing text structure
    - Multiple examples of formative assessment
    - Many examples of the use of exit tickets,
    - High level math class with a healthy back and forth between instructor teaching and checking for understanding.

    To be clear, this school has demonstrated the use of dynamic instructional techniques. During the Leadership Focus group, one of the leaders shared that the school gave a survey to students in the fall to determine how students feel that distance learning is meeting their needs. SPCSA staff found the teachers putting forth great effort to enhance the learning experience for students, establish positive student engagement, and develop student led conversations. The entire SLAM staff is to be commended for these outstanding efforts.

2. There is a strong track record of academic growth at the school. When the school was rated as 2-star, the administration and staff worked collaboratively to make system-wide changes and offer two types of math and ELA classes. In one of the classes, students received and learned grade level content, standard material and skills. In the other, students were taught and coached to master other academic skills needed as a focused remediation framework.

3. The school has continued to improve the diversity of students enrolled at SLAM, and the school is somewhat representative of the community it serves. According to the 2019 Enrollment Diversity Indicators under the SPCSA Academic Framework, SLAM received 13 of a possible 15 points total. This can be broken into three sections. First, within the FRL (Free and Reduced Price Lunch) portion, the school received a 3 of 5 possible points. In the second section, the IEP (Individual Education Plan) the school received a 5 out of 5 possible points with the number of students enrolled with an IEP higher than the district average. In the final and third section, EL (English Learners), the school received 4 out of 5, with one bonus point (5 of 5) for an annual increase within this enrolled population of more than 25%. This attention to providing equitable access to provide Nevada families with access to this high-quality school is a strength. In addition, SLAM is working to increase the access to students including those from historically underserved student groups, (FRL, IEP, and EL). These actions and achievements are in direct alignment with the SPCSA strategic plan.

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. With students entering SLAM school at the 6th grade level, there is often a one or two grade level discrepancy between the student's tested grade level and the K-5 grade levels. The school is working diligently to continue to examine their data, improve classroom instruction, and extend the learning to students at the 5th grade level beginning in the 21-22 school year.

2. SLAM has noticed that there is a lower-than-expected final score in the math portion of the ACT. This is a challenge that the school is currently working to improve.

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. It is recommended that SLAM board examine their current method of evaluating the EMO, Academica. Although the survey method provides information regarding the perception of effectiveness, a more comprehensive, and objective evaluation tool has the potential to guide the board in assessing achievements, improving upon effectiveness, and ensure that the EMO is functions effectively as possible. SPCSA staff would be happy to work with the SLAM Academy board regarding this recommendation to ensure that the current evaluative method is enhanced.

2. The current system for tracking student progress occurs in both Google Classroom and Infinite Campus. At times, the Infinite Campus can appear to have a missing assignment or poor grade because the assignment isn't due yet. Consider educating family members, either through training or more clear communication, so as to avoid anxiety and stress in some households.

3. With the growth of the student population and adding Kindergarten - 5th grade during the 21-22 school year, be mindful of the quality of instruction at all levels as this significant growth takes place. Parents and students shared their appreciation for the small setting that is currently provided at SLAM, and the degree to which they receive responses to inquiries. Take care to attend to details and overall satisfaction with the school as the growth takes place.

4. The SPCSA strongly suggests that board training be provided annually to the SLAM Board by a third-party neutral vendor. Training for the board should not be provided by a school's EMO, or CMO due to the possibility of a conflict of interest. Additionally, onboarding of the board members should be done by other board members or by an outside neutral vendor, and not by Academica.

5. According to the latest star rating, SLAM has sufficient levels of science proficiency. However, it is recommended that the school consider ways to improve proficiency outcomes in the area of middle school science. It is 23.8% for middle as compared to the district of 44.7.

DEFICIENCIES

There were no deficiencies identified for SLAM during this site evaluation.