



Nevada State Public Charter School Authority

Site Evaluation Report: TEACH Las Vegas
Evaluation Date: 11/18/2021
Report Date: 12/21/2021

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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/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND



INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on November 18, 2021, at Teach Las Vegas. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

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

SCHOOL BACKGROUND

TEACH Las Vegas is in Las Vegas, Nevada in a facility at 4660 N. Rancho Drive. The school serves 112 students (as of the most recent Validation Day) in Kindergarten through 7th grade. The mission of name of school is: "To create a high quality, innovative K-12 teaching and learning environment in North Las Vegas that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2021

Teach Las Vegas serves 112 students in Kindergarten through Seventh grade. As Teach Las Vegas opened in 2021, no academic performance data has been measured and cannot be displayed.

Math and ELA Results Nevada School Performance Framework 2021

N/A

SPCSA Academic Performance Framework Geographic Comparison Report

N/A

SPCSA Academic Performance Framework Diversity Comparison Results

N/A

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

| Group | Number of Participants | Duration of Focus Group |
|------------------------------|------------------------|-------------------------|
| Governing Board ¹ | 2 | 30 minutes |
| Parents/Families | 7 | 30 minutes |
| Students | 7 | 30 minutes |
| School Leadership | 4 | 30 minutes |
| Staff | 5 | 30 minutes |

Governing Board¹:

1. The board members reported that TEACH is moving in a positive direction. They are excited to see the comradery of the teachers and the school leaders. Board members said they are dedicated to making sure that students come first, and the staff needs are met. One board member commented, “Considering how late things got started for our school, being able to start on time is a semi-miracle.” Board members explained that they want to keep an eye on the instructional data at the school and realize that this is a tough time to open a charter school if they don’t grow and expand. The board is committed to growing and getting bigger.
2. The board does not have special committees yet, but as they grow and get bigger this is something they have talked about forming and this topic is on the agenda for the next board meeting. Board members shared that they are not sure what an ideal size for the board would be but they are working on increasing at least two to four additional board members.
3. Board members explained that they meet monthly right now, and occasionally hold an additional meeting. The meetings, they said have a typical cadence which includes a financial update, how things are going, a report from the executive director, and talking about student learning. One board member said, “Andrea always gives an update which keeps us abreast of how the school is functioning. Andrea has great communication with us, and we look for ways to support the school and leader. The California TEACH team has started to help us understand our role as board members. Trainings include good governance, and sub-committees, items to be aware of so that we can get things accomplished. The Teach CMO Team, Beth is part of the CMO responsible for the board.

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

1. Parents said they learned about TEACH from a variety of sources. One parent said her sister recommended TEACH to her. Another parent's friend, who is a teacher at TEACH, recommended the school to her and her friend's son graduated from another TEACH school in the Los Angeles area. A third parent shared that her child got accepted into a magnet school, but she chose TEACH instead. A fourth family member heard about the school on social media.
2. When family members were asked about how their children's' experience has gone so far at TEACH, one parent said her son was getting bullied at his last school and everything is so much better at TEACH. One parent said her son did not like school but since coming to TEACH he loves school. A third parent added that TEACH is like family, that the staff knows everyone by name, and that there is a diverse student population attending the school. This parent went on to state that this is the first time her son has had a black male teacher. The parent explained how representation has made a difference in her son's love for school. Family members in the focus group said their children are making friends and are excited to be at school.
3. Parents were asked about the types of connection, feedback and challenges their children are experiencing at TEACH. One parent said her kids have a connection with the teachers and love school. Another parent said that the things her children learn at TEACH are on a higher level from what they were learning in the other school. For example, this parent shared that her kindergartener is reading books and knows all letter sounds, and went on to say that during parent teacher conferences, her child's teacher reviewed her child's strengths and weaknesses and provided a plan of action. Parents in the focus group reported that concerns are addressed right away at the school. For example, one parent had a concern with the uniforms, and the school staff addressed it right away. Another parent had questions about homework and emailed staff, and the parent shared they received a response right away. One parent said her children had COVID and were out for two weeks. During this time, the parent shared that the staff drove to her house to drop off schoolwork and supplies. Another parent said every time she needs a translator or interpreter, the TEACH staff provides one.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Students said that they like coming to TEACH each day, sharing that they feel that they are learning a great deal but also know that they can ask the teacher for help when necessary. One student commented, "If you don't understand something that the teacher taught, they will go back and teach it to you again. [Our teachers] give you a lot of encouragement." Students described the classroom environment as being like a family and reported feeling very comfortable. One student explained, "I see my classroom as my group of help learning supporters, and I ask my friends for help and receive it." Students said that if someone is feeling sad, the teacher encourages students to take deep breaths and offers them time to relax within the classroom. Eventually, students indicated that the teacher sits with students to help them feel better and more comfortable.
2. Students were asked how they keep track of their learning. Students explained that for every lesson the teacher gives details and explained that usually the students understand it. When learning something new, students said that the explaining may take place several times to help with the new learning. Students explained that they keep track of learning how to monitor their behavior in the classroom. One student commented, "The way we track our learning is by using these things called color clips. The pink means you are a rockstar, but the purple means you had a rough day, the orange means you need to fix it and red means that the teacher will call the parents." Other students explained that it is possible to track their achievement levels on work assignments through Google Classroom. In addition, students shared that some teachers send assignments home to show family members.
3. Students said that they greatly appreciate the fact that teachers at the school pay attention to you if you need help. One student commented, "Our teacher gives us a break if we need one and we know we can trust any staff to help us if we are having a rough day." Another student commented, "I would never leave this school because I would be leaving the warmth, kindness, love and respect that is here at TEACH. I wouldn't want to leave the principal either because she is very good to all of us students." A third student added: "I tell my friends that this is a good school, and it is actually fun being here. Our teachers here are amazing, and we learn so much."

FOCUS GROUP SUMMARIES

Leadership:

1. The school leaders shared that they see the school as having many strengths. When the numbers to open the school within the initial enrollment audit on June 16, 2021, were reported at 42, the leaders worked extremely hard to raise enrollment. Leaders stated that they managed to triple the number of students enrolled and now have approximately 120 students enrolled. In addition, there is a current wait list of 12 students. School leaders added that another strength is the school's intervention strategies which focus on small group instruction. There are four teachers pulling small groups of students for Tier II, and III instruction and leaders indicated that they believe this is working well for identified students.
2. Leaders shared information about the status of technology at TEACH Las Vegas. They explained that the school is a one-to-one campus and that every student in grades K-7 is provided a Chromebook. These Chromebooks remain on campus unless a student is absent because of COVID-19 according to school leaders. If that occurs, the Chromebook is sent home so the student can log on daily and participate virtually for academic and social growth. Leaders also stated that all students also attend a technology class twice a week to enhance their knowledge and ability leverage various virtual platforms.
3. The school is highly committed to a Character Education program according to the school leadership team. TEACH Las Vegas aims to create a safe, loving, and energetic learning environment for all students, and leaders explained that at TEACH there are three-character traits that are followed: love, respect, and kindness. Staffing wise, school leaders shared that TEACH has seven teachers: three are licensed in Nevada and four are enrolled in an alternative route to licensure (ARL) program. School leaders shared that they use Amplify as part of their intervention program and reported that they have already seen growth in the first quarter. Per school leaders, the intervention team of four works together with the teachers to ensure that students are receiving the interventions they need and that those interventions are also being carried over into the classroom setting.

Staff:

1. During the staff focus group, much discussion centered on the first semester at TEACH Las Vegas given it is in its first year of operations. One staff member explained that she is happy to be at the school and heard about teacher openings from a friend who works at Explore, which is co-located at the same facility. TEACH staff said that the school administration is friendly, and one staff member said she chose to work at TEACH because the administrative team agreed to help develop her skills as she is a 1st year teacher.
2. Staff was asked about their views on student learning. One staff member said that students participate in lessons and are excited when they arrive at TEACH. Staff said that they review learning goals with students to make sure students are aware. The staff added that they work as a team to close gaps by reviewing and reteaching standards from the previous year. TEACH staff remarked about learning haps and one 5th grade teacher said that this is the first year that she has kids in her class that are unable to read. Staff said they check for understanding by asking questions, using exit tickets, and using formative assessments. Teachers added that they have students check their own understanding of content. Another teacher shared that she has students turn in their work to a green, yellow, or red basket based on their level of understanding (green= I understood the standard, yellow=I still need some help understanding the standard, red= I do not understand the standard).
3. When asked about what they like about working at TEACH, teachers said that they like how supportive the administration team is and they feel cared about. One person commented, "I love

the school leader because she has a great personality and is very supportive – she is not too far removed from the classroom and will come and help out in the classroom if needed.” Staff said that school leadership understands that they have a life outside of the classroom and this is greatly appreciated. One staff shared that due to some health conditions, they need to leave early somewhat frequently. When this was communicated with the principal, she was told that she should go to her appointments and that the principal would cover her class. The staff said that the principal comes into classrooms often, gives really good feedback and that she is encouraging.

CLASSROOM OBSERVATION TOTALS

A total of 5 classrooms² 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 Establishing a Culture for Learning | Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject. | Classroom interactions reflect general warmth and caring and a genuine culture for learning. | Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning. | Classroom interactions between the teacher and students are negative and do not represent a culture for learning. | This criterion was not observed or rated. |
| | Total: 2 | Total: 3 | Total: 0 | Total: 0 | Total: 0 |
| | Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning. | Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject. | Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement. | Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work. | This criterion was not observed or rated. |
| | Total: 0 | Total: 5 | Total: 0 | Total: 0 | Total: 0 |
| | Distinguished | Proficient | Basic | Unsatisfactory | Not Observed |
| Areas 3 & 4 Managing Classroom Procedures | Classroom routines and procedures appear seamless and student behavior is entirely appropriate. | Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time. | Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time. | Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time. | This criterion was not observed or rated. |
| | Total: 1 | Total: 4 | Total: 0 | Total: 0 | Total: 0 |
| Managing Student Behavior | There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative. | Teacher responds to student misbehavior in ways that are appropriate and respectful of the students. | Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful. | Teacher is unsuccessful in monitoring student behavior. | This criterion was not observed or rated. |
| | Total: 3 | Total: 2 | Total: 0 | Total: 0 | Total: 0 |

² Due to lower than anticipated student enrollment, TEACH has five homeroom classrooms, some of which are split grade levels. SPCSA staff observed each of these classrooms.

CLASSROOM OBSERVATION TOTALS

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

CLASSROOM OBSERVATION TOTALS

| II. Classroom Instruction (continued) | | | | | |
|--|--|---|--|---|---|
| | Distinguished | Proficient | Basic | Unsatisfactory | Not Observed |
| Area 7 A Engaging Students in Learning | Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement. | Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students. | Students are partially engaged throughout the lesson. | Students are not at all intellectually engaged in significant learning. | This criterion was not observed or rated. |
| | Total: 3 | Total: 2 | Total: 0 | Total: 0 | Total: 0 |
| | Students make contributions to the representation of content. | There are appropriate activities, and instructive representations of content. | The representation of content or structure/pacing is uneven. | There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing. | This criterion was not observed or rated. |
| | Total: 2 | Total: 3 | Total: 0 | Total: 0 | Total: 0 |
| | Distinguished | Proficient | Basic | Unsatisfactory | Not Observed |
| Area 8 A | Students are aware of the learning goals/targets for themselves during this instructional timeframe. | Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe. | Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe. | Students are not aware of the learning goals/learning target during this instructional time frame. | This criterion was not observed or rated. |
| | Total: 2 | Total: 2 | Total: 0 | Total: 0 | Total: 1 |
| Using Formative Assessment in Instruction B | The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount. | Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount. | At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount. | The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observe where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount. | This criterion was not observed or rated. |
| | Total: 2 | Total: 2 | Total: 0 | Total: 0 | Total: 1 |

Additional information about the classroom observations shared here when applicable

1. A read-aloud activity was the primary activity during an elementary school classroom observation. All students appear to be engaged in the lesson and were seen following along in their individual books. The pacing of the lesson seems appropriate.
2. Most students appeared willing to participate when questions are asked by the teacher.
3. In an early elementary classroom, one half of students were seen working on early ready skills while six students were in small group instruction with the teacher. Evaluators noted that the teacher was practicing letter and sounds, having the students say the sound, trace the letter with their finger, and then erase the letter.
4. A classroom providing small group instruction was observed. Two students were with the teacher. There was excellent teaching observed, including instruction that guided students to write letters and practice their sounds. The teacher asked one Spanish speaking student to assist their partner, an ELL student, by explaining the directions.
5. A lower elementary grade teacher was observed providing instruction using individual computers for all students. The teacher circulated and provided feedback to students in an expressive way. Students were seen as engaged and were discussing why answers were correct or not.
6. A middle school grade teacher introduced the objective and connected it to student's prior knowledge of the standard. The teacher was able to demonstrate effective whole group, small group, as well as independent student instruction. Observers noted that the teacher had excellent use of pacing.
7. A middle school group of students had meaningful discourse on the lesson standard. One student asked another student in the group to explain their strategy. The student shared out how they got their answer.

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 outline any questions or potential concerns.

| Measure | Description | Evidence Collected |
|---------|---|--|
| 1a | <p>The school implements material terms of the education program.</p> <p>Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area.</p> <p>The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.</p> | <p>TEACH Las Vegas implements vetted curricular materials to align with the NVACS in multiple ways. The curriculum purchased by TEACH Las Vegas has been previously used by the school leadership team at another charter school which has been successful according to the NSPF ratings for that school. TEACH Las Vegas is a one-to-one campus as every student in grades K-7 is provided a Chromebook. These Chromebooks remain on campus unless a student is absent because of COVID-19. If that occurs, the Chromebook is sent home so the student can log on daily and participate virtually for academic and social growth. All students also attend a technology class twice a week to enhance technology knowledge and their ability to use virtual platforms. TEACH implements a character education model focused on creating a safe, loving, and energetic learning environment for all students. There are three-character traits followed: love, respect and kindness.</p> |
| 1b | <p>The school complies with applicable education requirements.</p> <p>Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements</p> | <p>Positions for the school were posted on Indeed, a website for employers to advertise job openings, and referrals from the staff were considered. There are 7 teachers, 3 licensed in Nevada and 4 in an ARL program.</p> |
| 1c | <p>The school protects the rights of students with disabilities.</p> <p>Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student. A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.</p> | <p>The process used to ensure decisions made by the IEP team are communicated to all staff. IEP's are distributed and signed for by all staff who need access to individual students, specifically general education teachers as well as specialists. All staff is part of the MDT (Multi-Tiered Differentiation Team) because they are such a small campus. If a general education teacher is not available, TEACH has the luxury of staff knowing every student so they can easily fill in with valuable input. TEACH uses a contracted speech pathologist and school psychologist when necessary.</p> |

| Measure | Description | Evidence Collected |
|---------|---|--|
| 1d | <p>The school protects the rights of ELL students.</p> <p>Examples:</p> <p>A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p> | <p>Basic Methods: Labeling items in classroom, pairing students with bilingual peers, leveraging bilingual staff members who can translate for students, parents, and teachers. Intensive Methods: curriculum that is based in EL research, recurring staff development focused on improving the academic growth for the EL population, and utilizing Title III grants for professional development, including instructional conversations and literature logs through Vanderbilt University. Trainings will begin January 2022.</p> |

| Measure | Description | Evidence Collected |
|---------|--|---|
| 3a | <p>The school complies with governance requirements.</p> <p>Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.</p> | <p>The board meets monthly and is currently planning to expand to seven members.</p> |
| 4a | <p>The school protects the rights of all students.</p> <p>Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline-(discipline hearings, suspension and expulsion policies and practices, protects student information.</p> | <p>The student application window for the upcoming school year will begin each October 1st, or approximately ten months prior. All applications that are submitted between October 1st and noon Pacific time on November 15th will be included in the lottery to be held on the first business day after the November 15th deadline. If the number of applicants does not exceed the space available at the school, then each applicant will be enrolled. After the initial lottery, applicants will be enrolled as they are received for as long as space is available. When space is no longer available, interested applicants will be put on a waitlist and will be invited to enroll as space becomes available in the appropriate grade level in the order that the application was received. The determination of available spaces is based on grade-specific seat capacity and the number of returning students. Siblings of students enrolled at TEACH Las Vegas will be given preference. If a lottery is held, the names of all students whose parent or legal guardian has completed an application will be selected at random. The process will be video-recorded, and the original lottery list will be printed and stored in the school's office. Typically, within three days, TEACH Las Vegas will notify via email or phone call the applicants that were selected to enroll through the lottery.</p> |
| 5b | <p>The school complies with health and safety requirements.</p> <p>Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.</p> | <p>The Crisis/Emergency Plan has been validated by the CEP committee. They have met twice since July 15, 2021 and have revised and approved the plan. TEACH LV EOP plan includes all natural disasters, regular emergency drills, suicide protocols, and all other emergency plans. All staff have been given a copy and it has been reviewed at staff meetings. Nursing Services: TEACH LV has a full-time FASA who dispenses medication, conducts COVID protocols, keeps daily logs of students going home sick, and oversees the daily well-being of students. Food Services: TEACH LV receives its food daily from Better 4 U Foods and two staff members who have valid SNHD cards. Four additional staff members have appointments to get SNHD cards. The school employs a cleaning crew that comes nightly, and trash pick-up occurs three days each week. The school also has a heavy-duty COVID disinfectant sprayer that is used in the classrooms daily, and the school ensures that all staff, students, and parents wear masks.</p> |

Measures of Progress from Previous Site Evaluations

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

N/A

SITE EVALUATION FINDINGS

STRENGTHS

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

1. The school has been successful in opening a new charter campus during a challenging time given the ongoing COVID-19 pandemic, which has impacted numerous elements of the proposed school. This involved hiring staff, organizing classrooms, enrolling students, and creating/implementing several procedures that were nuanced or responsive to health requirements. The school has tripled their enrollment since their initial enrollment audit on June 16, 2021, beginning with 42 students. Currently, TEACH has approximately 120 students enrolled.
2. The interventions created and implemented at the school were observed by SPCSA staff. This is a small school, and the small group instruction was found to be exemplary. Four teachers are primarily tasked to conduct this small group instruction, and Tier III and Tier II students are pulled daily. The SPCSA team observed one small group session with two students that exhibited high levels of engagement, student talk and a differentiated format for the two EL students. Other small groups were observed and found to be of high quality with high levels of student learning taking place, an excellent pace of instruction, and low number of students to teachers. The school reports that they have already seen growth in the first quarter. The team of four works together with teachers to ensure that students are receiving interventions and understand that those interventions are also being carried over into the classroom setting.
3. The operations at the school are in strong alignment to the school's mission and vision. There was ample evidence of school leaders and staff putting students first and possessing a strong belief that students can learn and achieve. Examples include the Executive Director conducting small group counseling sessions, the Assistant Principal researching and creating thoughtful small group instruction schedules, and several examples of students receiving individual feedback during instructional time in the classroom.
4. The school's pillars of success: love, respect, and kindness, are posted within the hallways and classrooms, and these pillars were mentioned within both the leader and student focus groups. As one student said, "At this school the Principal will show you love, respect, and kindness, and if you went to another school, this would not be the case." Based upon this unprompted response during the focus group, it is apparent that the school places a clear emphasis with staff and students on living the pillars each day at the school.
5. Despite being open for only a few months, the school has a diverse student population that aligns with the spirit of the SPCSA Academic and Demographic Needs Assessment. Validation day information indicates that over 90% of currently enrolled students qualify for Free or Reduced-Price lunch. This is well above the SPCSA average. Additionally, over 25% of students identify as English Language Learners.

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. As reported by the school leader, the curriculum arrived at the campus much later than originally anticipated due to shipping delays. Receipt of these materials made it difficult to deliver important training prior to the school year beginning. Additionally, staff and leadership noted that finding the time after the school year began to conduct this training has been a challenge.
2. The school leadership staff reported that required paperwork, meetings, reports, and trainings are very time consuming and limit the amount of time spent on student success, school improvement, and building relationships. SPCSA staff recognizes that the inaugural year of operations for schools is challenging, and that the number of requirements can be substantial.
3. TEACH currently shares a campus with another charter school, Explore. Because the buildings and space between the two school must be shared, this has been a challenge that was noted during the staff and leadership focus groups. While there are certain financial benefits afforded to both schools under these arrangements, it creates unique logistical challenges that are ongoing throughout the year.
4. Students returning to in-person-learning after 18 months or more of virtual instruction have, in some cases, developed an unfamiliarity with routine school procedures. This is particularly challenging to younger students that have yet to experience formal, in-person instruction without COVID-19 protocols or modifications. For this reason, TEACH staff have been faced with many challenges to meet the social emotional needs of students. While not unique to TEACH, this is an important detail that was illuminated throughout the site evaluation process.

RECOMMENDATIONS

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

1. Continue to support the school staff and each other throughout this inaugural year of operation. The SPCSA recommends that the school community continue to work closely together to meet the social emotional and academic needs of the students, particularly as statewide health and safety requirements continue to remain in place.
2. As the school and board prepare for the 2022 – 2023 school year, it will be important to ensure that the school is fully enrolled to maintain financial stability. The TEACH Las Vegas leadership team and board should continue to prioritize student recruitment and enrollment, and work to ensure that student transportation is available for the upcoming school year as proposed in the charter application. While this is a sizeable expenditure, it also has the potential to positively impact student enrollment in the years ahead as it makes the school more accessible to students and families.

3. During multiple focus groups, it was shared with SPCSA staff that the non-traditional layout of the campus can make monitoring and enforcing common student behavior expectations more difficult. This co-location of the facility with Explore Academy enhances this concern. SPCSA staff encourages the TEACH community to develop and emphasize school wide expectations for different areas of the school including the playground, bathroom, cafeteria, classrooms, hallways, and the parking lot. This is particularly important during arrival and dismissal which may help minimize safety and behavior concerns. Additionally, TEACH should continue to stay in open communication with Explore Academy regarding these expectations so that all parties can work collectively to maintain a safe learning environment.
4. During the board focus group, participants shared that board training is a priority, but that it is mainly completed through the CMO. While the CMO can certainly help governing boards hold public meetings and remain in compliance with the Open Meeting Law, SPCSA staff recommends that formal good governance training for the board be facilitated by a third-party since the governing board is ultimately responsible for holding the CMO accountable. The SPCSA is happy to provide several options to the board for this purpose, and notes that more information will be available regarding future board trainings in the months ahead due to changes resulting from the 2021 legislative session.
5. At the time of the site evaluation, the governing board of TEACH Las Vegas was made up of five members. While acceptable, this can lead to possible quorum issues if one or more members is absent from public meetings. Prior to the 2022 – 23 school year, SPCSA staff recommends that TEACH Las Vegas look at expanding the current board to seven members, which would allow for the board to increase its capacity and add members with complementary skill sets and areas of expertise. SPCSA staff recognizes that identifying and vetting prospective board members is time-consuming but believes that adding capacity can only strengthen governance practices in the years ahead.

DEFICIENCIES

There were no deficiencies identified for TEACH Las Vegas during this site evaluation.