



Nevada State Public Charter School Authority

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

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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 January 26, 2022, at Nevada Prep. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. During the 2021-2022 school year, the SPCSA will differentiate levels of oversight. Schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern Notice of Breach or Notice of Termination will have a differentiated procedure for their site evaluation. Nevada Prep Elementary meets this criterion and has been scheduled for a full site evaluation. The purpose of the site evaluation in this instance is to provide follow-up and documented progress toward improvement.

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

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

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

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

SCHOOL BACKGROUND

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

ACADEMIC PERFORMANCE

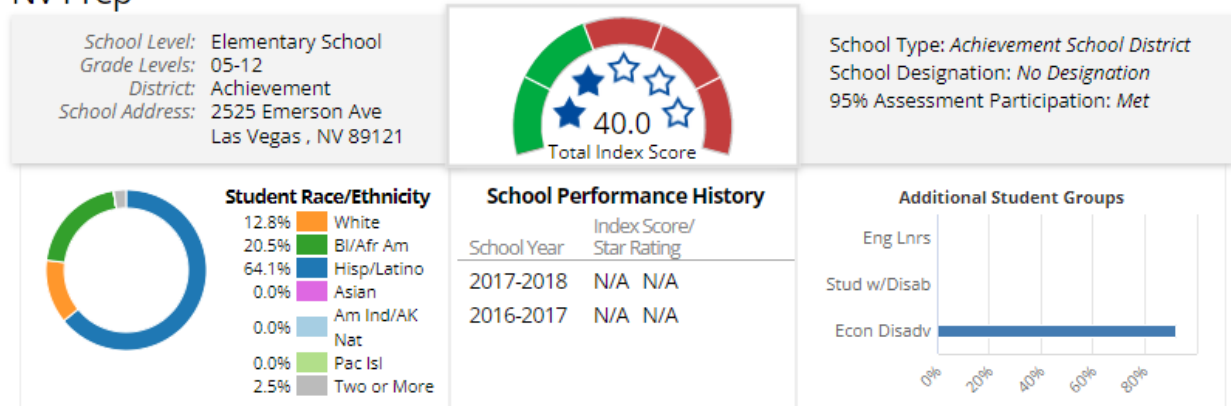
Nevada School Performance Framework 2019

Nevada Prep serves 215 students in grades 3 through 8.

Elementary School

NV Prep

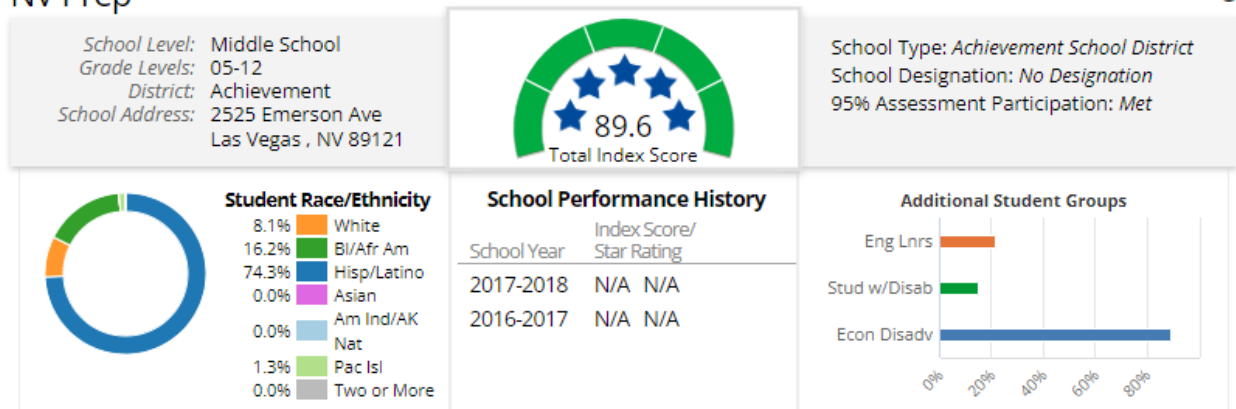
School Year 2018-2019 Nevada School Rating



Middle School

NV Prep

School Year 2018-2019 Nevada School Rating



Nevada Prep
Math and ELA Results
Nevada School Performance Framework
2019

Proficiency Rates

Elementary School

Math Proficient

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

ELA Proficient

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

Nevada Prep
Math and ELA Results
Nevada School Performance Framework
2019

Proficiency Rates

Middle School

Math Proficient

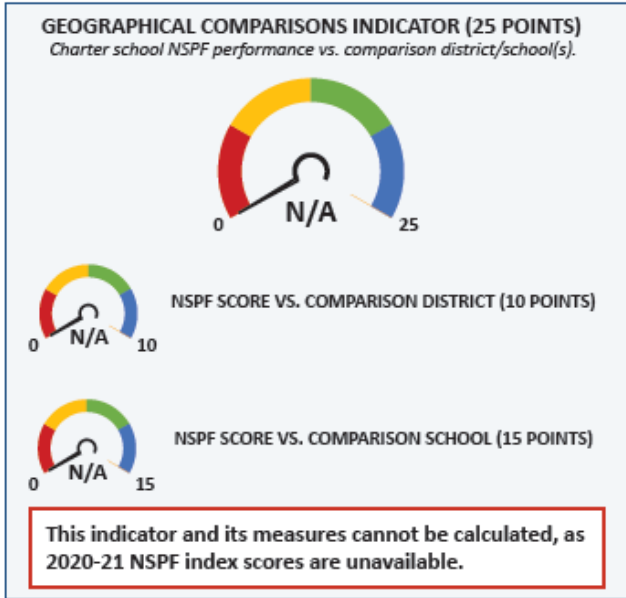
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	42.8	42.7	36.5			33.2
American Indian/Alaska Native	-	-	28.4			24.6
Asian	-	-	58.6			56.4
Black/African American	30.0	35.5	23.5			19.5
Hispanic/Latino	45.2	50.0	29.3			25.5
Pacific Islander	-	-	36.9			33.6
Two or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

ELA Proficient

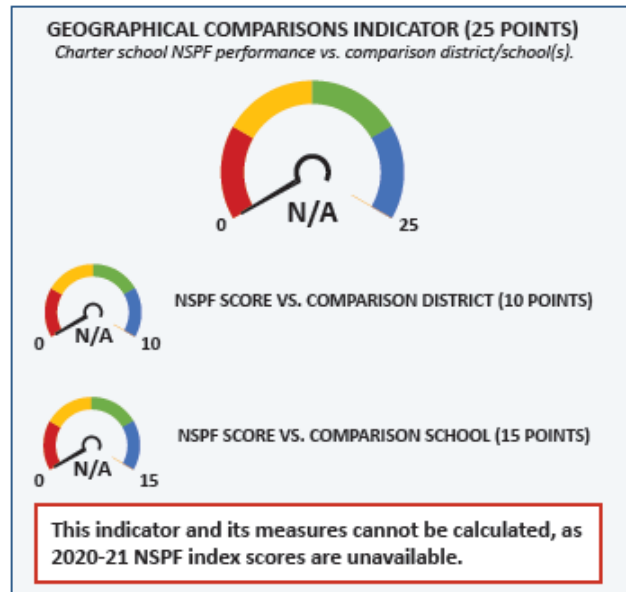
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	48.5	52.4	54.1			51.7
American Indian/Alaska Native	-	-	43.4			40.5
Asian	-	-	75.9			74.6
Black/African American	40.0	49.7	37.8			34.5
Hispanic/Latino	50.9	55.7	45.1			42.2
Pacific Islander	-	-	53.2			50.7
Two or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

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

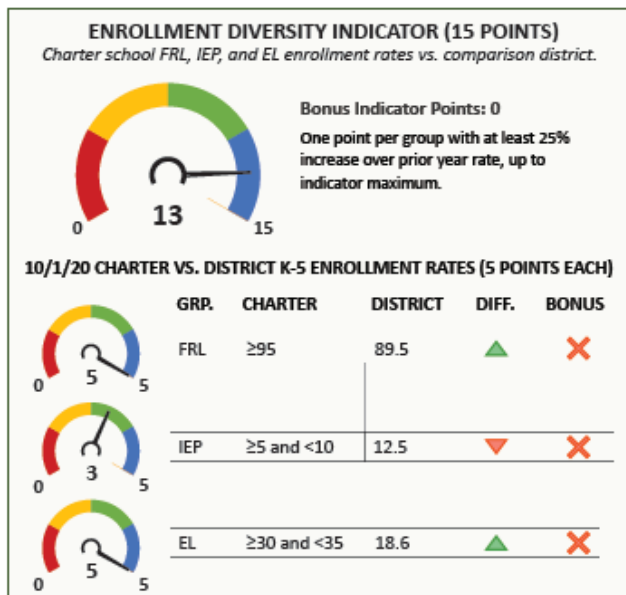


Middle School

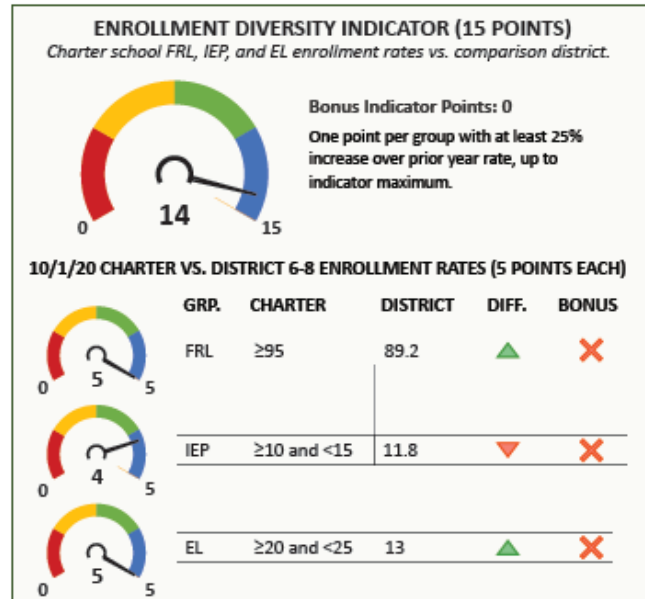


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

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

Governing Board¹:

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

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

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

CLASSROOM OBSERVATION TOTALS

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

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

CLASSROOM OBSERVATION TOTALS

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

CLASSROOM OBSERVATION TOTALS

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

Additional information about the classroom observations shared here when applicable

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

ORGANIZATIONAL PERFORMANCE

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

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

Measure	Description	Evidence Collected
1a	<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>Information collected indicates that all scholars have a six-period school day. Core Math, Math Power Hour (interventions), Core ELA, ELA Power Hour, PE/Art (on alternating school days), and Science/Social Studies. Power Hour classes are intervention periods where multiple teachers work with small groups and provide 1:1 tutoring. Scholars who already exceed standards in math or ELA participate in a choice-driven independent study group. Primary math curriculum is Illustrative Mathematics. Primary ELA curriculum for all grades is EL Education. Various digital tools support interventions (e.g., Kahn Academy, Teach TCI (Science Alive), and Reading Plus) All curriculum is based on the Nevada Academic Content Standards.</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>Based on small staff size, all teacher hires at NV Prep are licensed teachers. Instructional assistants and support teachers also have their teaching license. Not all instructional assistants need to be licensed educators, but as the school grows, NV Prep plans to help all instructional assistants secure substitute teaching licenses, so they are eligible to cover classes when needed.</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.</p> <p>A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.</p>	<p>The school has Diagnostic Assessments (included for placement and content selection in digital programs, to assess reading level, etc.) as well as Formative Assessments (administered constantly, ranging from checks for understanding during lessons to exit tickets to quizzes). The Interim assessments (MAP Growth Assessment). Sped/GenEd faculty</p>

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

ORGANIZATIONAL PERFORMANCE

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

<p>School staff ability to address previous recommendations</p>	<ol style="list-style-type: none"> 1. Prioritize governance training for the 2021 – 22 school year. 2. Continue to refine and work to ensure transportation routes are cost-effective. 3. Develop the Parent Advisory Group for stronger implementation and recognition.
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<ol style="list-style-type: none"> 1. Governance training has been completed. Board succession planning is the focus for the current academic year. 2. Nevada Prep has moved stops closer to where most families live and is hopeful this has provided a solution to this challenge (see nvprep.org/bus2021 and transportation map.) The transportation program operates at much lower per-student cost than any of the three outsourced transportation services that provided quotes to Nevada Prep. Buses are purchased used for \$10,000, compared to CCSD, buses that are purchased new and transitioned out of service while they have much useful life remaining. 3. Parent Advisory Group is more recognizable and reports regularly to the governing board. Efforts to share responsibilities is ongoing.
<p>The reasons school will require additional time to fully address the recommended items.</p>	<p>As the impact of COVID continued into this schoolyear, the NV Prep team continues to develop the Parent Advisory Group. The transportation work will continue to be refined during the next school year.</p>

SITE EVALUATION FINDINGS

STRENGTHS

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

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

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

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

CHALLENGES

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

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

RECOMMENDATIONS

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

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

DEFICIENCIES

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