Nevada State Public Charter School Authority

Site Evaluation Report: Quest Academy
Evaluation Date: 3/10/2022
Report Date: 5/6/2022

State Public Charter School Authority
   775-687-9174
   1749 North Stewart Street Suite 40
   Carson City, Nevada 89706
   2080 East Flamingo Road, Suite 230
   Las Vegas, NV 89119

Contents

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 March 10, 2022, at Quest Academy. 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 began to differentiate levels of oversight. The 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. Quest Academy Elementary School 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

Quest Academy is in Las Vegas, Nevada in a facility at 4025 N. Rancho Dr. The school serves 475 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of Quest Academy is: "Founded in 2008, Quest Academy is an academic institution that is dedicated to growth, perseverance, and academic achievement. We foster students' personal and intellectual growth so that they are prepared to be positively productive and engaged citizens of their communities. We pride ourselves on our familial environment, caring and committed teaching, leadership, and support staff."
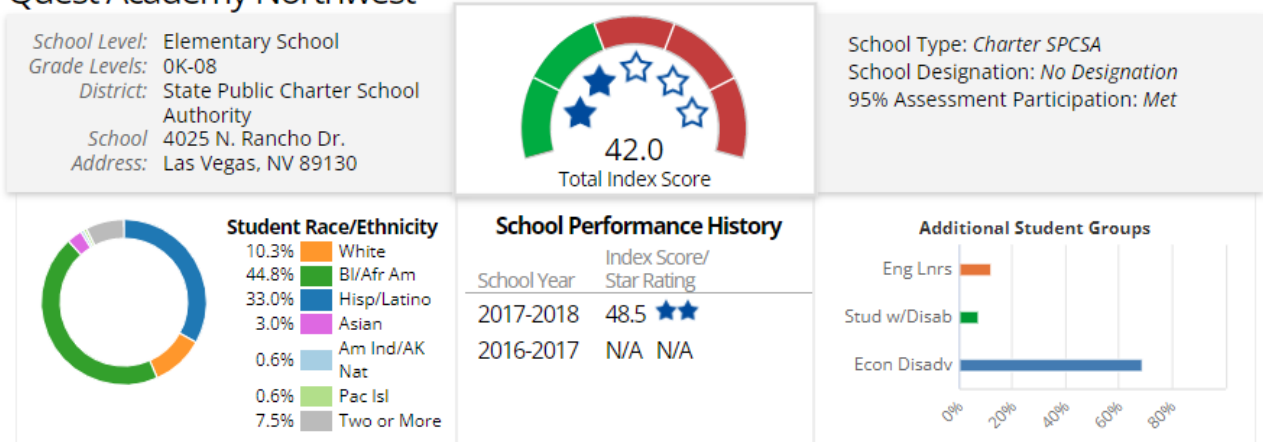
ACADEMIC PERFORMANCE

Nevada School Performance Framework
2019

Quest Academy serves 475 students in kindergarten through 8th grades.
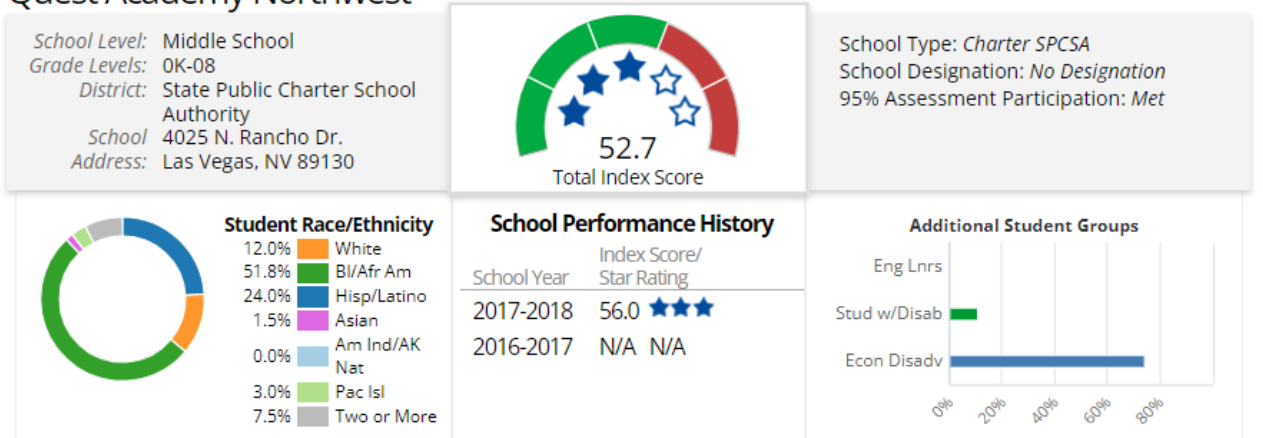
Elementary School

Quest Academy Northwest

School Year 2018-2019 Nevada School Rating

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

42.0
Total Index Score

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

Student Race/Ethnicity
10.3%	White
44.8%	Bl/Afr Am
33.0%	Hisp/Latino
3.0%	Asian
0.6%	Am Ind/AK Nat
0.6%	Pac Isl
7.5%	Two or More

School Performance History

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

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

Middle School

Quest Academy Northwest

School Year 2018-2019 Nevada School Rating

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

52.7
Total Index Score

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

Student Race/Ethnicity
12.0%	White
51.8%	Bl/Afr Am
24.0%	Hisp/Latino
1.5%	Asian
0.0%	Am Ind/AK Nat
3.0%	Pac Isl
7.5%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	56.0 ★★★
2016-2017	N/A N/A

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

Proficiency Rates

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	28.7	54.5	48.5	29.0	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	-	75.6	68.8	70.0	75.2	67.2
Black/African American	11.5	31.3	32.3	10.1	30.6	28.8
Hispanic/Latino	32.0	44.6	39.6	28.5	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	42.8	58.2	55.3	20.0	59.0	52.9
White/Caucasian	72.2	62.3	59.3	52.7	61.1	57.2
Special Education	7.6	27.4	28.6	15.0	29.2	24.8
English Learners Current + Former	40.2	42.3	35.8	41.4	37.4	32.4
English Learners Current	26.3	32.4		30.0	25.5	
Economically Disadvantaged	24.1	39.8	39	27.2	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	33.9	60.1	57	34.6	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	50.0	76.3	74.1
Black/African American	19.2	40.9	42.6	18.6	40.5	39.6
Hispanic/Latino	45.2	51.1	48.2	37.5	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	42.8	63.8	64.4	53.3	67.1	62.6
White/Caucasian	50.0	66.8	67.4	47.2	65.0	65.7
Special Education	7.6	26.7	30	30.0	29.3	26.3
English Learners Current + Former	49.5	42.2	41.4	41.4	38.9	38.4
English Learners Current	26.3	29.4		15.0	22.8	
Economically Disadvantaged	29.3	45.4	46.8	36.3	40.4	44

Quest Academy
Math and ELA Results
Nevada School Performance Framework
2019

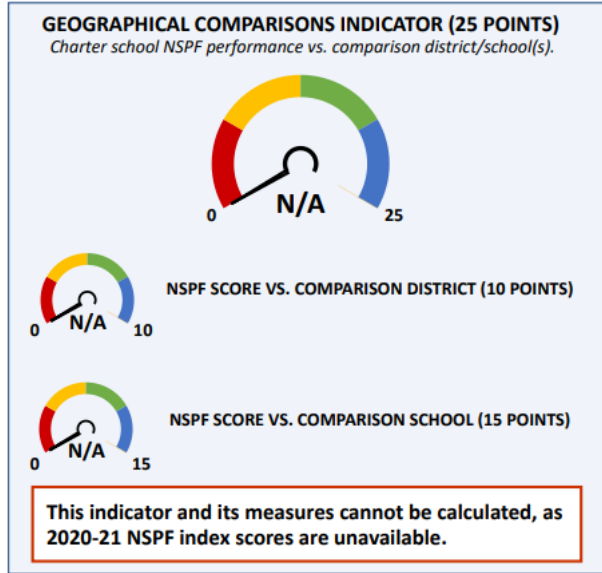Proficiency Rates

Middle School

Math Proficient

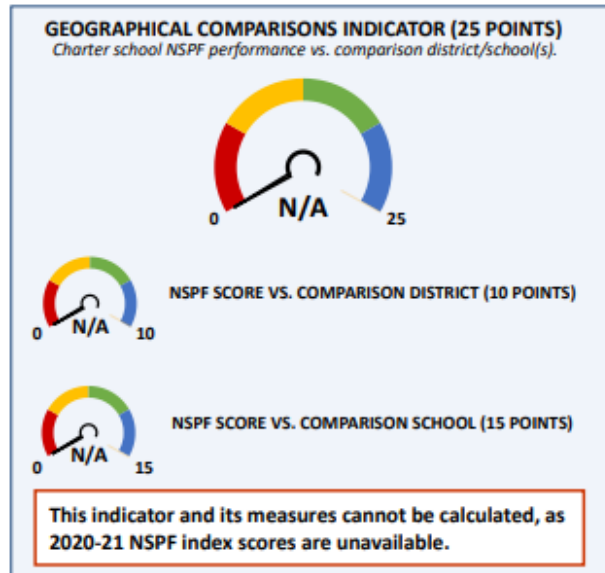| Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	21.3	42.6	36.5	20.2	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	12.5	24.2	23.5	6.5	17.7	19.5
Hispanic/Latino	25.9	31.9	29.3	18.6	26.1	25.5
Pacific Islander	-	44.9	36.9	-	34.9	33.6
Two or More Races	-	47.3	40.6	33.3	41.5	37.5
White/Caucasian	33.3	51.3	47.1	25.0	44.4	44.4
Special Education	0.0	12.1	18.6	0.0	11.5	14.3
English Learners Current + Former	14.2	26.9	20.2	22.2	22.2	16
English Learners Current	-	12.6		0.0	8.5	
Economically Disadvantaged	17.4	29.0	29.2	13.8	21.7	25.5

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	39.3	59.6	54.1	36.2	56.1	51.7
American Indian/Alaska Native	-	61.3	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	34.3	40.1	37.8	21.7	38.4	34.5
Hispanic/Latino	29.6	50.3	45.1	30.2	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	46.7	61.0	59.2
White/Caucasian	50.0	67.8	66.3	50.0	63.5	64.6
Special Education	18.1	19.9	21.9	25.0	20.7	17.8
English Learners Current + Former	14.2	42.7	24.3	40.7	34.8	20.3
English Learners Current	-	22.0		13.3	15.8	
Economically Disadvantaged	39.5	46.4	44.4	24.6	41.5	41.4

SPCSA Academic Performance Framework
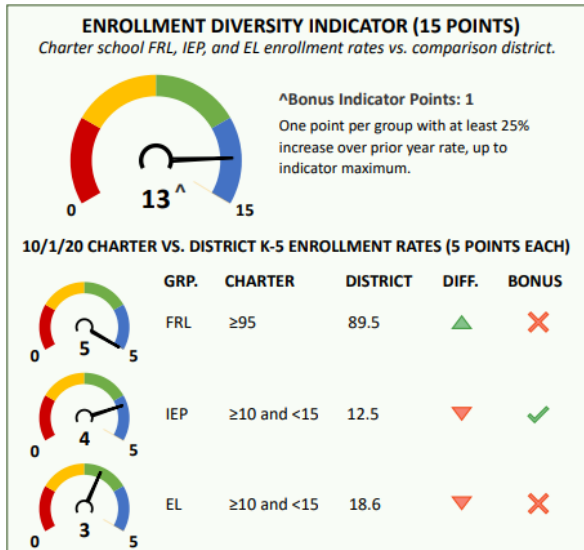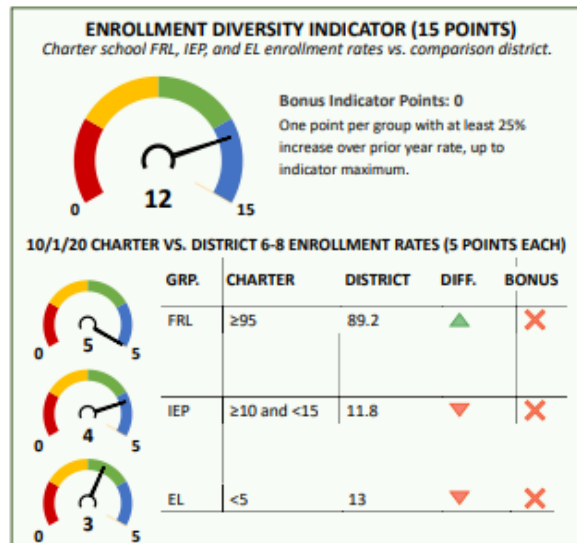## Geographic Comparison Report

Elementary School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
Charter school NSPF performance vs. comparison district/school(s).

N/A
0   25

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)
0 N/A 10

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)
0 N/A 15

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

Middle School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
Charter school NSPF performance vs. comparison district/school(s).

N/A
0   25

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)
0 N/A 10

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)
0 N/A 15

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
Charter school FRL, IEP, and EL enrollment rates vs. comparison district.

13^
0   15

^Bonus Indicator Points: 1
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
0 5 5	FRL	≥95	89.5	▲	✗
0 4 5	IEP	≥10 and <15	12.5	▼	✔
0 3 5	EL	≥10 and <15	18.6	▼	✗

Middle School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
Charter school FRL, IEP, and EL enrollment rates vs. comparison district.

12
0   15

Bonus Indicator Points: 0
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
0 5 5	FRL	≥95	89.2	▲	✗
0 4 5	IEP	≥10 and <15	11.8	▼	✗
0 3 5	EL	<5	13	▼	✗

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	10	30 minutes
Students	11	30 minutes
School Leadership	4	45 minutes
Staff	9	30 minutes

Governing Board[1]:

1. Two of the five board members participated in the focus group and explained that things are going well since the board reconstituted in October of 2020. The board was previously meeting about once per month because some of the members were not familiar with board procedures. Board members shared that they currently meet bi- monthly now that they have become more experienced with board operations and processes.

2. Board members commented they stay informed about the academic status of students at Quest through updates during board meetings from the principal. The principal tracks Leader in Me Goals[2] as well as student learning assignments. This information is shared with the board on a routine basis. When asked what's the board members understanding of academics at this time, one board member said, "I would say that the school is on a good trajectory. We had our challenges during COVID which included technology and getting assignments completed by students. Now the school leader has been able to address these obstacles. There is a great deal of opportunity to improve, and we all work toward school initiatives to keep the momentum going."

3. Members of the governing board said their board is made up of dedicated people who have the vision to support the school and students. One member provided details regarding the ways in which individual members bring a variety of expertise to the board. For example, there is a business owner, licensed teacher, parent, and a Chief Operating Officer of a local hospital. The board expressed that the financial status of Quest Academy is concerning to board members. They are prioritizing plans to add two new members to the existing board by the May 2022 meeting.

FOCUS GROUP SUMMARIES

---

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

[2] Leader in Me provides schools a holistic approach to education which is intended to empower educators with effective practices and tools to teach more effectively, improve the culture of a school, and align systems to drive results in academics.

FOCUS GROUP SUMMARY continued

Parents/Families:

1. Family members unanimously agreed strong levels of communication are in place at Quest Academy. Families reported they receive quick responses to questions and concerns from both the teachers and school leader. Parents said that all members of the staff stop and give parents their attention during drop off time. According to parents, the school leader sends out e-mail messages on a frequent basis. She is careful to constantly keep families informed. One parent commented, "If a teacher is going to be replaced or there is an issue at school, we know about it before the children return home from school that day."

2. Parents were asked if they believe their children are challenged at Quest. Families shared they have seen several instances where learning was somewhat challenging. Families said that there are many positive relationships between their children and the teachers. This seems to provide trust and an openness for students to ask questions when they are confused or uncertain. Parents commented, "There are many opportunities to learn at Quest." One parent explained, "My child had to do a wax museum project and she learned typing, public speaking, and how to research." Another family member commented that her son is performing above grade level in math and the teacher has provided extension work so that his achievement levels continue to rise. Parents communicated that their children look forward to coming to school each day. One parent commented, "My child thinks his teacher is his best friend." Another parent said, "My son is coming out of his shell thanks to his teacher." Overall, parents voiced that they see Quest Academy as a big family and are appreciative of the rigorous education as well as the relationships with staff that support the students.

3. Parents said they were invited to attend conferences virtually this year. One parent said, "We sign on to Infinite Campus to view grades and assignments. We are provided with our child's MAP (Measures of Academic Progress) scores as well." Some of the family members had suggestions for improvement at the school. These include a playground and more outside space created for children and more extracurricular activities. Families said that they find it difficult to leave Quest when it comes time for high school and suggested that Quest consider adding a high school.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Students shared they enjoy attending Quest Academy and appreciate the several opportunities to obtain extra support for academics should they feel it necessary. Quest has time before school to work on assignments beginning at 7:30 am. Since school begins at 8:30 am, students appreciate that teachers will work with them in the mornings. Students said they feel comfortable asking their teachers for help. One student said, "I can ask a teacher and my peers can help me if I don't understand. In addition to the morning support time, Quest offers tutoring on Mondays and Tuesdays after school according to focus group participants. Students said they feel safe at school each day. One student commented, "Students are nice and teachers are helpful and ask me how I'm doing. I feel accepted and welcome and there are teachers standing in the hallways and available if needed."

2. Students like knowing what they are supposed to learn and stated that the white board in the classrooms lists the standards and objectives for each subject. Students monitor their learning by creating goals and tracking progress toward these goals. One student said, "We take notes and then we have notebook checks where we can catch up with things we are missing. We also set long term goals and think about things like what we want to do in the future." One student commented, "I like thinking about the future and the possibilities that lay ahead."

3. Students shared several ideas for improving Quest Academy in the future. Although volleyball, basketball and flag football are offered, students would like additional sports and activities after school. Students said they look forward to an upcoming out of state field trip to Astro camp and would like additional experiences such as this in the future. Students are hoping that field day will return this year in the late spring and suggested that all grades and students participate. One student commented, "If we have field day again, I would like to see field day for elementary and middle school be the same day. I have younger siblings and it would be nice to see them participate." Students suggested the school provide additional opportunities to volunteer and to improve internet access. The middle school students requested more bathroom stalls and mirrors on the walls of the restrooms. Students in middle school would like to have lockers at the school to prevent them from having to carry around heavy books from class to class. Students firmly expressed that despite the suggestions, they like their teachers, friends and learning at Quest.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

1. The school leader shared information about returning to school this fall of 2021. She said it was difficult in terms of student social emotional, physical, and academic achievement levels. "All of this was a challenge due to COVID. When students returned to school they had to be taught how to follow procedures and interact with each other as well as school staff." The school leaders and staff made sure that students understood the behavior expectations in each area of the school including the classrooms, hallways, bathrooms, and lunchroom. By focusing on *The 7 Habits of Highly Effective People,* as well as emphasizing the importance of classroom meeting time, the staff at the school were successful in taking a step back and addressing this need. According to the principal, Quest has held assemblies and used the SEL plan to focus on the positive events at the school. Thorough the Leader in Me grant, the school has been creating leadership roles in the classroom and at the school as shared by the school leader. This was helpful as students are taught that being a leader requires a person to self -regulate. Selected sections of Covey's book *(The 7 Habits of Highly Effective People)* are read during the morning announcements to emphasize and review the importance of self-improvement.

2. Quest is data focused and has created and implemented action teams to analyze student achievement data for each content area as detailed by the school leader. These teams also review curricular materials if there is a consideration for altering curriculum. The school leader shared that the assessments at Quest are taken on a 6–8-week cycle and student growth is examined after each assessment. Student accountability is discussed at the school and students are encouraged to think about how accountable they see their actions. During professional development days, the staff takes time to inspect and study the patterns of strengths, opportunities for growth. The staff subsequently works collaboratively to plan for implementation of revised plans of instruction.

3. Quest has implemented procedures to provide specific targeted supports for their English Language Learners and Students with Special Needs. These supports are reviewed at the beginning of the school year for all staff. A set of clear procedures for IEP meeting steps has been established. The school leader stated that a Special Education training is conducted and staff uses a mock IEP and is informed about ways to best plan instruction for students within the classroom based on goals and modifications within the IEP. During the school year, each member of the IEP team uses a shared document with a service log, including the date and time of service, activity, and staff notes. The general education teachers are included in this process as they are members of the IEP team. The English Language Coordinator trains and collaborates with classroom teachers throughout the year. The school leader said they discuss and plan ways to best improve instruction for each individual EL learner. Quest stresses that methods for EL students are good for all students.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:
1. Staff members shared that this school year has been challenging in several ways. Both academic learning and social emotional skills were at lower-than-normal levels in the fall. It appeared that several students had difficulty knowing how to interact with others and there was a lack of empathy in some cases. Several staff members noted that students returned to in person learning in the fall, disconnected and angry. Some students had a lack of patience with themselves and with others. Staff shared that they have been modeling the social emotional support behaviors. One staff member commented, "Being back in person has provided the opportunity for staff to support students to focus on the growth mindset. For example, students are re-learning manners, sportsmanship, and teamwork."

2. To help overcome the loss of learning during the previous pandemic school year of 2020-2021, staff have several supports in place that were shared during the focus group. The English Language coordinator organizes tutoring for students. The ELA and Math interventionist use MAP (Measures of Academic Achievement Data) to organize intervention groups for grades three through five. Groups are fluid which means that individual students may enter or be removed from support depending on assessment results. The school has an after-school tutoring program which includes the English Language Learners, Students in Special Education, and those students having scored less than the 25% percentile on the MAP scores. The number of teachers available to tutor students has increased from seven to ten per focus group participants.

3. Staff members had a few suggestions for improving Quest Academy. Several staff would like to see an outside space for the middle school students get some fresh air during the school day. Staff are concerned about their school leader having the capacity to keep taking on so many responsibilities. Staff commented that parents are going straight to the school leader rather than to individual teachers to talk about classroom and student related issues. Staff would like to see communication between the school leader and themselves take place more quickly to help staff respond to new information in a preventive fashion rather than a reactive fashion. Staff expressed concern that the school leader is dealing with too much. For example, staff shared that she conducts behavior investigations then must follow-up with staff, student, and family once the investigation has concluded. She is the athletic director and coaches as well. One teacher commented, "The Leader in Me program allows for us to solve problems. Many of us on staff have the capability to help our school leader. For me, teaching and the success of Quest is not just my job, it is my life."

CLASSROOM OBSERVATION TOTALS

A total of 21 classrooms were observed for approximately 15 minutes on the day of the site 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: 5	Total: 16	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: 1	Total: 20	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: 3	Total: 18	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: 18	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: 5	Total: 16	Total: 0	Total: 0	Total: 0
	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: 21	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: 1	Total: 20	Total: 0	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:** 18	**Total:** 0	**Total:** 0	**Total:** 0
B	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: 6	**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: 7	**Total:** 14	**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 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: 5	**Total:** 16	**Total:** 0	**Total:** 0	**Total:** 0

Additional information about the classroom observations shared here when applicable

- In one kindergarten classroom, students completed an English language arts lesson in table groups of four. The lesson included letter and number recognition. Students engaged in social skills by engaging in turn taking, cooperative decision making, choral response, and following directions.
- In one elementary classroom, students worked in small groups to answer text dependent questions. The teacher facilitated student discourse. Most students were on task.
- In one elementary classroom, the teacher provided whole group instructions and demonstrated math strategies. The teacher utilized scaffolding strategies to guide students to the correct answer.
- In a middle school classroom, the teacher broke down the objective into how we do it and what we do. She asks for a student volunteer to repeat back the directions to assure that students understand.
- In one social studies classroom students viewed a newsclip of current events and responded to focused questions with a partner. Students practiced turn-taking and active listening skills. Students shared their discussions with the whole class. The instructor used academic vocabulary and provided affirming feedback for students use of academic vocabulary and social skills engagement.
- In one elementary classroom, the teacher reviewed the corrected answers from the homework assigned the previous night. Students followed a routine to turn in their homework. The teacher divided her class up for daily interventions. Some students left the room to receive interventions from another classroom teacher. The teacher provided interventions to the group of students who remained with her. The teacher reviewed spelling patterns and blends.
- In this middle school classroom, students use laptops to further read the same text. The teacher asks students to talk among themselves as they fill out a cause-and-effect graphic organizer. The teacher keeps the pace moving and lets students know how much time they answer a question. The answers are checked so misconceptions or correct answers are well known to all.
- In one elementary small group classroom, the co-teacher provided small group instruction on spelling patterns. Other students worked independently on activities. The other co-teacher walked around the classroom to provided individual support.
- In one elementary classroom, the teacher introduced the classroom objectives and asked students to recite them.
- In one elementary classroom, the teacher divided the classroom up to play a competitive game. The team who won was bragging, which is against their classroom expectations. One student from the opposing team raised his hand tell the teacher. The student also reminded the class of the expectations. This level of accountability allowed students to reflect and make better choices.
- In one elementary school classroom, students read the objectives for the lesson. The teacher further explained the objectives and academic vocabulary.

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	The school implements material terms of the education program. 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. 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.	Quest uses action teams to provide input regarding the selection of used curriculum. All curriculum is checked to make sure Nevada Academic Content Standards are present. A year long curriculum map is created. Teachers create pacing guides to ensure all standards are taught. A curriculum map, and scope and sequence have been provided. Quest celebrates families and diversity and values preparing students to become engaged citizens.
1b	The school complies with applicable education requirements. Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and Assessments/Data requirements	Quest recruits and hires staff via job postings, on their school website, and social media outlets. In partnership with UNLV, the school can promote a career pipeline leading to possible certification and teaching endorsements when possible. Quest provides professional development for staff which can be used to renew license, seek continued education or additional certification. Continued education is rewarded through a multitiered pay scale. Quest's instructional model is evaluated using diagnostic, formative, interim and summative assessments. Quest implements MAP (Measures of Academic Progress) Growth Assessments three times per year K-8 in Reading and Math and 3-8 in science.

1c	The school protects the rights of students with disabilities. 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.	At the beginning of the year a Special Education training and informational meeting is held. IEP accommodations page are distributed to staff members, who are informed of the location of the special education folder for additional information. The special education team meets with the teachers involved in educating students with IEPs. Staff who work with the student are asked to provide their observations by completing a questionnaire. After an IEP meeting, teachers are informed of any changes in the new IEP. The Special Education Team uses a service log to note the date, time of services, activity, and other details. Contracted service providers also use logs to document delivery of services.
1d	The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologie3s to provide EL students with meaningful access to content. A description of how EL students are acquiring English language skills in all four domains (e.g. listening, speaking, reading, and writing) A description of how EL student progress within the four domains is monitored.	Teacher training begins prior to the start of the school year. The EL Coordinator continues to work with classroom teachers in improving instruction for EL students and provides feedback to the administration on teachers' implementation of EL strategies. EL teaching methods include Can Do philosophy, Direct Method-English Language Exposure and Kagan Strategies. Quest conducts ACCESS Testing, MAP Growth Testing, After School tutoring with pre and post exams. Students have individual EL folders and receive feedback from subject area teachers.

Measure	Description	Evidence Collected
3a	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.	Quest Academy's governing board was established in October 2020 at the conclusion of receivership status. As of February 2022, the governing board consists of five volunteer non-compensated members, including a Board Chair, a Vice Chair and a parent member that meets a minimum of every other month and follows Nevada state Open Meeting Laws. The current board has a range of experience that allows for proper oversite and includes a licensed educator with many years of education experience, two members with years of charter consulting experience, a member with marketing expertise, a private business owner and the Chief Operating Officer of a local hospital. One of the governing board's objectives for the next twelve months is to add two additional members to further expand the boards' qualifications. Quest governing board has a Code of Ethics and adheres to state open meeting laws. Training is provided using training material from the SPCSA. Quest Academy is not a part of a charter network but is instead a stand-alone charter which allows for all funding to be spent at Quest Academy towards Quest's stated goals.
4a	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.	Quest Preparatory Academy determines which applicants to accept based on a lottery system. The lottery is conducted in accordance with NRS 388.456(2). Guidelines establish these enrollment priorities. Siblings of a pupil currently enrolled, children of a governing board member or person employed by Quest and then remaining applicants.
5b	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.	Quest practices routine safety drills and staff receive training annually. Quest participates in quarterly safety meetings with the SPCSA. Students have access to Safe Voice. Staff have badges with Safe Voice information on the badge for easy reference. Safe Voice information can be found throughout the hallways and offices.

ORGANIZATIONAL PERFORMANCE

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.	
School staff ability to address previous recommendations	1. It was previously recommended that the board continue to become solidified and prioritize expansion of members from five to seven or more. This is in progress at this time. 2. It was previously recommended that Quest continue implementation of strong instructional practices, data-based decision making, data dashboard and monitoring of student achievement levels. (Addressed/completed). 3. It was previously recommended that Quest take strong actions to assure that all students feel safe and welcome at the school. (Addressed/in progress due to COVID and distance learning consequences for the school community in particular the students).
Evidence the school can provide to support the implementation of previous recommendations.	1. The board is continuing to reach out to expand to seven members for the next school year. The board has two additional members to consider at the next board meeting to take place in May 2022. 2. Strong instructional practices continue as does data-- based decision making, data dashboard, and monitoring of student achievement. Intervention planning is utilized at all grade levels. 3. Quest continues to prioritize students' social emotional needs. The scores continue to increase on all metrics on the Nevada Social Emotional Survey.. Quest is in year 2 of Leader in Me implementation as well as continuing to use 2nd Step Anti-- Bullying program.
The reasons school will require additional time to fully address the recommended items.	1. The board will continue to require additional time to add two new members to the bard. At this time, this is anticipated to take place by May of 2022.o the board until those members have been added. 2. Strong instructional practices will continue to require additional time due in part to the distance learning which took place during the COVID pandemic. 3. The progress measured by the SCSEL survey is significant. Specifically, improvement was noted in the areas of engagement, safety, and social emotional competence.

SITE EVALUATION FINDINGS

STRENGTHS

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

1. Quest Academy has strong data driven decision making capabilities and procedures, and examples of this were shared as well as observed during the site evaluation. The school defined internal data systems to track students' academic progress. The Student Support Team decisions are based on information from all areas including academic as well as social emotional qualitative and quantitative data. Teachers receive feedback regarding their teaching on a regular basis. This feedback is provided frequently after classroom walk throughs, and formal classroom teaching observations. School wide trends for instruction are identified for professional development. Quest conducts several types of assessments which help inform and monitor the status of each individual student. The staff at Quest take extra time and effort to examine student data patterns and ask questions. For example, in one grade level, students at the proficient level (per MAP) did not grow academically as was expected but the students below grade level had high levels of growth. This observation led the academic team to put an emphasis on increased levels of opportunity for learning for those students considered proficient.

2. Quest Academy promotes a "Growth Mindset" for staff and students. The Leader in Me program which utilizes the principles of Covey's "7- Habits" supports the school mission and goals. The "Seven Habits" are posted in common areas and in each classroom. Faculty model the seven habits and reference the habits throughout lessons. Staff verbally acknowledge students' implementation of seven habits in the classroom and the common areas. Several opportunities to interact are available and students may play educational games such as Uno during lunch recess time.

3. The Quest Academy leader and school staff are dedicated to improving overall academic scores during this school year. Tutoring and targeted intervention time have taken place throughout this school year. Teachers were observed as reflective of their pedological practice and adjusted instruction accordingly. Learning goals and daily objectives were visibly posted in classrooms on the day of the site evaluation. A purposeful use of instructional time and transitions were observed to be clearly planned, well designed, and implemented. The elementary school classes had whole class, partner, and small group learning opportunities. The teaching staff and staff encouraged academic discourse in all grades.

4. There are strong levels of communication and rapport between the school leader, staff, family members, and students at Quest. Families reported their appreciation of excellent communication to and from teachers and the school leader at the school. Parents explained that their students love school and do not want to stay home. Students feel safe in asking their teachers for extra help if they do not understand a concept.

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. Students' mental well-being after being isolated from teachers and peers through distance learning due to COVID has been a challenge for staff, school leaders, families, and the studnets themselves. The staff must work with students to increase student self-awareness in how they communicate with peers and staff, how they self-regulate, and resolve conflicts.

2. The distance learning time during the COVID pandemic created a loss of learning. For example, Quest students currently in second grade have lost much of their early educational experience which has accelerated the achievement gap.

3. Quest serves a large transient population and many families facing economic difficulties. Young children growing up in poverty may have challenges with cognitive literacy and ability as some begin school both academically and socially behind. Some low-income students can experience issues with physical and cognitive development and limited access to healthcare.

4. Leaders, teachers, students, and families expressed concern over the limited ability for Quest middle school students to spend some time each day outside. The middle school students are inside the building all day as Quest currently has very little space designated on the perimeter of the school for these students.

5. According to school staff, the school leader is highly dedicated to the success of the school but may be over committed to a high number of tasks and responsibilities. Many single site administrators face similar challenges, and Quest staff is concerned that the school leader may be stretched very thin. This concern was magnified given the COVID restrictions of the previous academic year. Staff would like to see another person hired to support or invited to assist where they can and take on active roles in this area.

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 Quest pursue Multi-Tiered System of Support (MTSS) opportunities through the SPCSA. Members of the leadership team mentioned there are behavioral and academic learning challenges resulting from the ongoing COVID-19 pandemic. 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.

2. The SPCSA evaluation team recommends that Quest school leader and board develop of a plan to overcome the limited outside space for the middle school students. This work may already be under way. It is recommended that the plan of action be created, shared with stakeholders, and implemented as soon as possible.

3. When it is safe to do so, SPCSA recommends the school team consider bringing back extra-curricular activities like field day, and additional sports, The students, and family members requested this during the focus group portion of the evaluation. A plan and subsequent communication to families and students is recommended.

4. It is recommended that the school board evaluate the school leader on an annual basis This is an important function of the board. It is recommended this take place no later than July 2022. If the board requires examples from other charter school boards because they would like to change or improve the way the school leader evaluation is conducted, the SPCSA can provide several resources.

5. The SPCSA staff recommend that the school board appointment two more members of the board by July 2022. This was a previous recommendation during the 20-21 school year evaluation and has yet to take place. Understanding that recruiting an experienced and willing person to serve on the board will take some time, it is further recommended that the Quest Board develop a pool of identified individuals with special backgrounds to fill vacant board seats more quickly in the future. SPCSA staff suggests that individual school board members reach out to local community organizations that are service-oriented to identify prospective members.

DEFICIENCIES

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