



# **Nevada State Public Charter School Authority**

## **Site Evaluation Report: Discovery Charter Schools Las Vegas – Hillpointe**

Evaluation Date: 4/7/2022

Report Date: 5/31/2022

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

Introduction and School Background .....	3
Academic Performance .....	4
Focus Group Summaries .....	8
Classroom Observation Totals .....	12
Organizational Performance.....	16
Site Evaluation Findings .....	20

# 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](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](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 April 7, 2022 at Discovery Charter School Las Vegas (DCSLV) Hillpointe. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

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

## SCHOOL BACKGROUND

DCSLV Hillpointe is in Las Vegas, Nevada in a facility at 8941 Hillpointe Rd. The school serves 339 students (as of the most recent Validation Day) in kindergarten through 8<sup>th</sup> grade. The mission of name of school is: "To promote a safe, nurturing environment which fosters student success through community involvement, progressive educational practices, and innovative use of technology."

# ACADEMIC PERFORMANCE

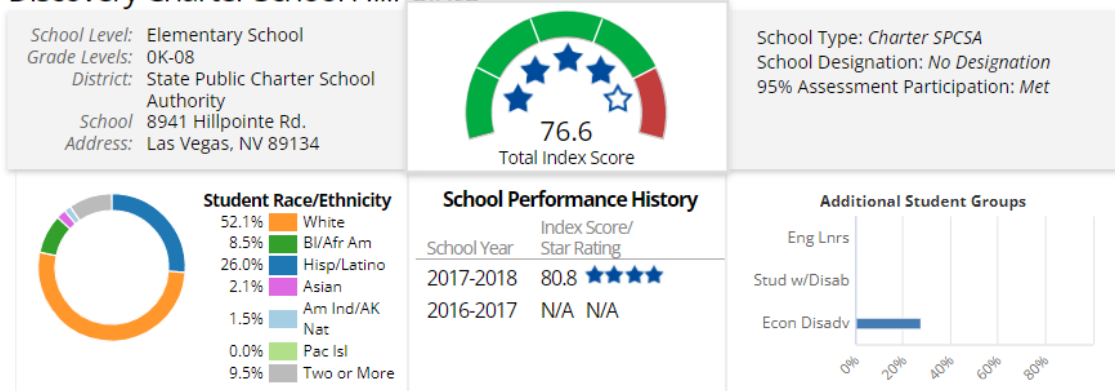
## Nevada School Performance Framework 2019

DCSLV Hillpointe serves 339 students in grades K – 8.

### Elementary School

#### Discovery Charter School HillPointe

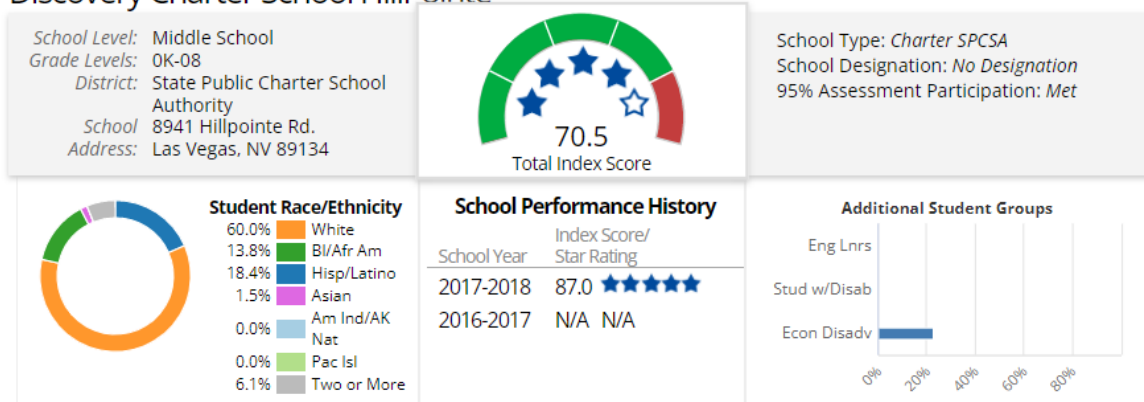
School Year 2018-2019 Nevada School Rating



### Middle School

#### Discovery Charter School HillPointe

School Year 2018-2019 Nevada School Rating



# DCSLV Hillpointe 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	53.3	54.5	48.5	45.6	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	-	75.6	68.8	-	75.2	67.2
Black/African American	-	31.3	32.3	-	30.6	28.8
Hispanic/Latino	52.6	44.6	39.6	50.0	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	-	58.2	55.3	-	59.0	52.9
White/Caucasian	59.8	62.3	59.3	50.0	61.1	57.2
Special Education	-	27.4	28.6	-	29.2	24.8
English Learners Current + Former	-	42.3	35.8	-	37.4	32.4
English Learners Current	-	32.4	-	-	25.5	-
Economically Disadvantaged	36.3	39.8	39	50.0	33.1	35.7

#### ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	50.6	60.1	57	53.2	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.3	74.1
Black/African American	-	40.9	42.6	-	40.5	39.6
Hispanic/Latino	47.3	51.1	48.2	50.0	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	-	63.8	64.4	-	67.1	62.6
White/Caucasian	55.0	66.8	67.4	55.5	65.0	65.7
Special Education	-	26.7	30	-	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.4	-	-	22.8	-
Economically Disadvantaged	36.3	45.4	46.8	37.5	40.4	44

### Middle School

#### Math Proficient

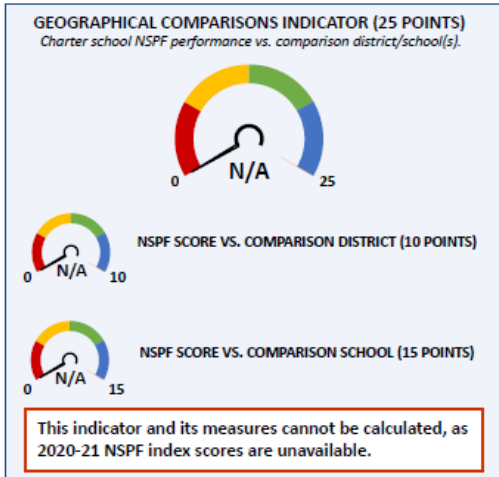
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	32.8	42.6	36.5	39.6	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	-	24.2	23.5	-	17.7	19.5
Hispanic/Latino	33.3	31.9	29.3	30.7	26.1	25.5
Pacific Islander	-	44.9	36.9	-	34.9	33.6
Two or More Races	-	47.3	40.6	-	41.5	37.5
White/Caucasian	35.8	51.3	47.1	48.7	44.4	44.4
Special Education	-	12.1	18.6	-	11.5	14.3
English Learners Current + Former	-	26.9	20.2	-	22.2	16
English Learners Current	-	12.6	-	-	8.5	-
Economically Disadvantaged	20.0	29.0	29.2	18.7	21.7	25.5

#### ELA Proficient

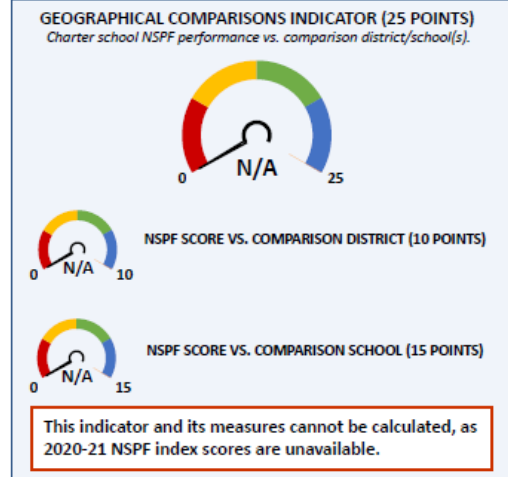
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	54.6	59.6	54.1	49.2	56.1	51.7
American Indian/Alaska Native	-	61.3	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	-	40.1	37.8	-	38.4	34.5
Hispanic/Latino	58.3	50.3	45.1	46.1	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	-	61.0	59.2
White/Caucasian	66.6	67.8	66.3	56.1	63.5	64.6
Special Education	-	19.9	21.9	-	20.7	17.8
English Learners Current + Former	-	42.7	24.3	-	34.8	20.3
English Learners Current	-	22.0	-	-	15.8	-
Economically Disadvantaged	46.6	46.4	44.4	18.7	41.5	41.4

# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School

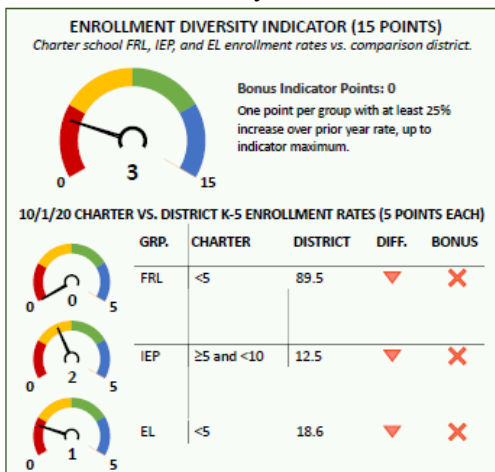


## Middle School

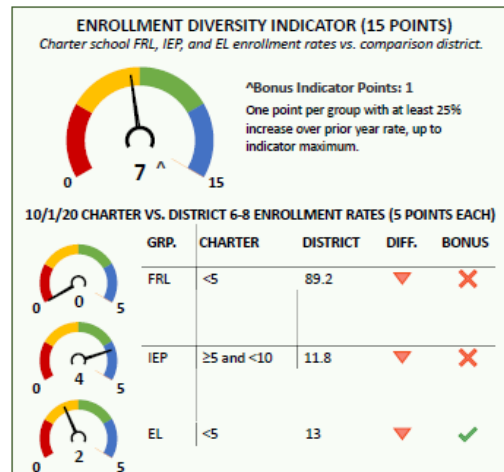


# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School



## Middle School



# FOCUS GROUP SUMMARIES

---

## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	6	30 minutes
Students	6	30 minutes
School Leadership	2	30 minutes
Staff	7	30 minutes

### Governing Board<sup>1</sup>:

The governing board focus group was conducted with the DCSLV board members which apply to both DCSLV Sandhill and DCSLV Hillpointe campuses.

1. Members of the board shared their perspective regarding academics during the 2021-2022 school year. One said, “While the Sandhill campus is focused on closing achievement gaps of diverse student groups, the DCSLV Hillpointe campus has a higher star rating and is focused on improving targeted areas specific to the needs of the school.” Another board member stated, “The principal shares data with the teachers weekly. Campuses have been working on Smarter Balanced Assessment Consortium (SBAC) and i-Ready<sup>2</sup> assessment preparation.” The board also indicated there is caution and concern for misusing data, so leadership has been very careful in how they read, present, and make decisions regarding student academic data. The board shared they are provided reports regularly from leadership.
2. Current areas of specialty representation on the board include a parent on the governing board who has a background in human resources, an attorney, a former educator, and members with a background in finance and real estate. One board member said, “We do not have a current pool to recruit new members to the board. There has been a desire to create a resource pool of folks who may be able to step into the board as others’ terms expire.” The principal is evaluated yearly by the board through a formal process according to focus group participants.
3. Members of the governing board communicated the principal keeps the board up to date on post pandemic challenges regarding student behavior, loss of learning, and bullying. The board approved of hiring a counselor and reported it has helped tremendously in the 2021-2022 academic year. Counselors have been able to assist students and families struggling with life disruptions, such as trauma, divorce, loss of employment, etc. A board member articulated, “The campuses feel inviting, warm, and welcoming. There is not a sense of tension with the teachers or students. There is a sense of safety and comfort. There are a lot of smiles when I enter the schools.” The board does not communicate directly with the families. There are some families who attend the board meetings every month. Leadership communicates with families, providing summaries or updates on board decisions.

---

<sup>1</sup> Two members of the Five member board participated. Quorum was not met, and Open Meeting Law was not violated.

<sup>2</sup> i-Ready Learning is a digital instructional resource assessing students with grade-level materials in reading and math.

# FOCUS GROUP SUMMARIES

---

## FOCUS GROUP SUMMARY continued

### Parents/Families:

1. Parents are excited that students are back at school and learning in-person. Students are excited to socialize with their friends now that school has normalized in-person learning hours. A few parents indicated their children like to stay after school and talk to the teachers. A few parents said their children can't wait to return to school on Monday mornings. During COVID, DCSLV Hillpointe offered hybrid learning in place of in-person learning. A parent shared his child felt lost and confused "without a consistent routine or social cues to assist her in self-regulating behaviors" during hybrid learning. One parent explained in their house they refer to last year and distance learning as "The Lost Year; she felt lost all year long." Another family member in the focus group said his daughter was depressed during COVID. "She didn't know if she should even go outside for a walk. Coming back to school she was nervous and then two weeks later she is happy and joyful again."
2. Parents in the focus group described staff as being "really engaged with the students and their learning." Teachers test weekly as there are i-Ready targets to meet. Teachers set up weekly homework in ClassDojo<sup>3</sup> indicating where students should be with the i-Ready lessons. Families appreciate the G.A.T.E.<sup>4</sup> program beginning during the 2021-2022 academic year and feel it has been beneficial to student academic learning. Families receive weekly emails from the school entitled, "The Weekly Hoot", as well as an email from the homeroom teacher. School events and testing information are communicated through the teachers to the student. Several parents in the focus group felt despite the weekly emails and ClassDojo access, "communication is not consistent across grade levels or teachers. Sometimes different software platforms indicate different information and it's confusing." Parents stated different grades have different communication avenues making consistency in communication as well as which platform to use for accurate information puzzling.
3. Families in the focus group expressed they feel welcome at the school. They felt there were opportunities for families and parents to volunteer at school events and activities. Several families indicated the community feel of the school has made a difference in students' approach to learning and their academic performance. A parent affirmed, "The school feels warm and welcoming. The teachers are nice, patient, and willing to work with students. They are there for the holistic child." Families agreed DCSLV Hillpointe "is part of the family." Several parents provided examples of teachers taking negative events and turning them into learning opportunities. "If students enter an altercation, the teachers will engage with the students and work with them, so the student learns something and goes away feeling good about the situation." One parent said her child came to DCSLV Hillpointe with several needs. "Faculty, staff and service providers rallied around my child, and he has flourished. He's now in GATE."
4. Families were asked if there was one thing they could add to DCSLV Hillpointe what would it be. Family members said a library would be a nice addition. A few others suggested that the middle school should offer more electives, or accelerated options.

---

<sup>3</sup> ClassDojo is digital sharing platform allowing teachers to document student behaviors and academic notes for families via a web browser.

<sup>4</sup> G.A.T.E. is the acronym for Gifted and Talented Education. The Office of Educational Research and Improvement in the U.S. Department Education define G.A.T.E. students as: "Children with outstanding talent performing at a remarkably high level of accomplishment when compared with others of their age, experience, or environment."



# FOCUS GROUP SUMMARIES

---

## FOCUS GROUP SUMMARY continued

### Students:

1. Students described what they like about attending DCSLV Hillpointe. Students in the focus group said they like having a support dog on campus. One student said, "We get along with each other in class. Everyone is friendly, kind, and approachable." Students said they like the activities they get to do in class to learn. At DCSLV Hillpointe there is a community school garden. Students across grade levels get to work in the garden. Several students in the focus group indicated the adults at DCSLV Hillpointe are open to listening to students. There is confidentiality when students share things with administration according to focus group participants. Students said they feel safe at school.
2. Students were asked to share something they had learned during the 2021-2022 academic school year. A few students mentioned they enjoyed using math to solve the mysteries. Many students in the focus group mentioned the school science fair project as an example of how much of their learning was project based. One student described students building a car using a balloon as propulsion in elementary science. A student who participated in the GATE program stated, "We are currently doing an environmental project that is to be presented to the school on ways to recycle, compost, etc."
3. Students shared their learning experiences during the 2021-2022 academic year. A student stated, "At the beginning of this year, school was easy. Now it has gotten more challenging." A few students said they feel they forgot things in math during COVID and had to re-learn things once school began to normalize with in-person learning. Long division was a mathematical concept cited by several of the focus group participants that needed revisiting. Most of the students in the focus group said they knew they had forgotten some concepts learned in earlier grades during the pandemic. Many appreciated the teachers for reviewing materials they felt they forgot or needed refreshing. Some students said they felt "caught up" and others in the focus group said they are "still catching up."

### Leadership:

The leader focus group was conducted with the school leaders which apply to both DCSLV Sandhill and DCSLV Hillpointe campuses.

1. Leadership reported the school communicates with families through email, Facebook, and ClassDojo. Leadership described the color-coded handout and flyer system they utilize for sending information home to families. Leadership provided the example of flyers printed on blue paper indicate the document is to be signed by a parent or guardian and returned to the school.
2. Leadership stated the DCSLV Sandhill campus serves at-risk students. Leadership brings faculty and staff together and provides professional development. Professional development focuses on EL strategies and supports for EL students. Leadership reported three students currently have an IEP at the Sandhill campus and there are open seats at DCSLV Sandhill. The DCSLV Sandhill campus provides transportation for sixth graders to be bussed to the DCSLV Hillpointe campus.

# FOCUS GROUP SUMMARIES

---

## FOCUS GROUP SUMMARY continued

3. Members of the leadership team indicated the school holds monthly grade level data talks during teachers' preparation periods. Professional Learning Communities (PLCs) analyze academic data to inform instructional decisions during the monthly data talks. One member from the leadership team said, "Student data is color coded on an excel spread sheet. Intramural and extramural testing data is examined for growth or regressions." Leadership said the part-time SPED teacher at the DCSLV Sandhill implements the IEPs and provides SPED services. Leadership communicated the SPED facilitator at DCSLV Hillpointe supports students and serves both the DCSLV Sandhill and SCSLV Hillpointe campuses. Leadership reported 2021-2022 was the first year DCSLV Sandhill has had a SPED teacher on-site. Leadership explained support for SPED and EL populations primarily occurs through pull outs with the literacy specialist, who holds a TESOL certificate. Additionally, EL students utilize the Imagine learning online curriculum software to improve language skills.
4. Leadership shared there are plans to increase special populations at both the DCSLV Sandhill campus and DCSLV Hillpointe campus by being more intentional in tracking data of students currently enrolled. Second graders have not had any formal education because COVID disrupted early formative education leadership explained. Leadership expressed confidence the SPED population will grow once current second grade students are evaluated during third grade.

### Staff:

1. Staff reported ways they are working to close achievement gaps. One interventionist said, "I use data to drive grouping decisions for interventions in reading and math, and enrichment strategies." Faculty and leadership reported incentives are provided for students to practice their i-Ready skills. Staff members said, "There are coffee gift cards for a 'latte growth,' pizza parties, field trips, bowling, and glow-in-the-dark parties. Parents donate items for these incentives." Staff reported they meet monthly with administration for data chats to discuss growth. One staff member reported, "Kindergarten and first grade meet together, second grade and third grade meet together, fourth and fifth grade meet together, and middle school collectively meets." Faculty from DCSLV Hillpointe said they meet with the Sandhill faculty about every other month and share ideas after looking at student academic data. Staff shared they analyze data at the beginning of the year to create student groups for interventions.
2. Staff shared services and interventions are provided to students learning English (EL) as well as students with an Individual Education Plan (IEP). For students in need of targeted intervention strategies, faculty explained how small groups are utilized to assist in learning. One faculty member said, "We break the learning down into smaller bites with differentiated groups of four. If the area is a little more general, we will go up to groups of six." Staff reported they make sure students' school-wide receive Tier 1 supports regarding academic achievement as well as best practices in addressing challenging behaviors. Staff reported the IXL<sup>5</sup> online learning platform can be translated to Spanish in math for EL students in middle school. A middle school faculty member said, "In middle school, I think it is easier to scaffold. Teachers will meet with the students during the specials time, before school, or during lunch. Students also meet with the interventionist."

---

<sup>5</sup> IXL is a personalized learning platform with a comprehensive k-12 curriculum, individualized guidance, and real-time analytics.

# FOCUS GROUP SUMMARIES

---

## FOCUS GROUP SUMMARY continued

3. There is not an official teacher mentor program at DSCLV Hillpointe according to faculty and staff participating in the focus group. One staff member said, “We are all very close and mentorship happens naturally. I can easily partner with someone if I need help.” Staff said the administration is open to faculty sharing thoughts about ways to improve or enhance things at the school. Teachers in the focus group provided examples of working for other schools where they felt discomfort talking to leadership. “At DCSLV Hillpointe that has never been a problem. Faculty feel leadership is receptive, welcoming, and considerate of faculty,” one staff member said. Several faculty members appreciated the principal’s encouragement for a work life balance. One faculty member provided an example of a conversation with the principal where the faculty member was willing to take on an added responsibility at the school. “The principal said to me, ‘I like the enthusiasm but let’s talk about how much time you have to dedicate to this idea. Where can you fit this in your personal life.’”

# CLASSROOM OBSERVATION TOTALS

A total of 9 classrooms were observed for approximately 15 minutes on the day of the site evaluation.

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Areas 1 &amp; 2</b>  <b>Creating an Environment of Respect and Rapport</b>  <b>Establishing a Culture for Learning</b>	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.
	<b>Total: 2</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	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.
	<b>Total: 1</b>	<b>Total: 8</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Areas 3 &amp; 4</b>  <b>Managing Classroom Procedures</b>	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.
	<b>Total: 2</b>	<b>Total: 6</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>
	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.
	<b>Total: 4</b>	<b>Total: 4</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>

# CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<p><b>Area 5</b></p> <p><b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b></p>	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.
	<b>Total: 4</b>	<b>Total: 5</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<p><b>Area 6</b></p> <p><b>A</b></p> <p><b>Using Questioning and Discussion Techniques</b></p>	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.
	<b>Total: 0</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 2</b>
<p><b>B</b></p>	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.
	<b>Total: 1</b>	<b>Total: 5</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 3</b>

# CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 7</b>  <b>A</b>  <b>Engaging Students in Learning</b>	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.
	<b>Total: 4</b>	<b>Total: 4</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>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.
<b>B</b>	<b>Total: 3</b>	<b>Total: 6</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 8</b>  <b>A</b>	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.
	<b>Total: 2</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Using Formative Assessment in Instruction</b>  <b>B</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.
	<b>Total: 1</b>	<b>Total: 8</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>

Additional information about the classroom observations shared here when applicable:

1. In one elementary classroom, students concentrated on math skills creating a menu for a mock food truck business. The food truck project contained several parts and extended over several days. Students were provided prompts. A few examples of included 6 menu items for \$3, ingredients cost \$1 each, condiments cost \$1. Students determined the cost of menu items, supplies, and revenue needed. Students could work independently or in pairs.
2. In one elementary classroom, students worked on phonics activities. The co-teachers facilitated the activity and walked around to provide one on one support.
3. Students worked in small groups brainstorming things they could control and things they could not control. Students could not duplicate answers. They wrote their thoughts on sticky notes and then they posted their sticky notes on a classroom display and discussed their answers as a whole class.
4. A teacher sang the lyric “we don’t talk about Bruno” from the movie *Encanto* to transition the class from one activity to another.
5. A classroom used color to identify different parts of speech. For example, verbs were to be colored green, prepositions blue, adverbs yellow.
6. A classroom located in the middle school building serves as the GATE, Makerspace (a place where students can go and have some quiet time to make things) and STEAM (science, technology, education, art and math) classroom. GATE students were working with robots and programming them on iPads. The STEAM middle school made objects using the 3-d printer and the computer software Tinkercad. Examples included planters, owls (the school mascot) and rocket ships with a stand.

# 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>K-8 uses i-Ready Math and Ready Math for the core curriculum. The pacing guide covers all grade levels NVACS in 36 weeks. The i-Ready portion is based on student diagnostics given three times per year. The DCSLV campuses offers strong academics and employs curriculum chosen for each grade level based on results that increase proficiency. The school welcomes families on campus and recruits volunteers routinely.</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>DCSLV campuses have had 98% of teachers return for the past three years, with just one position that needed to be filled due to a vacancy. MAP testing for grades k through eighth grade as well as SBAC are conducted.</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 identifies students with IEPs to classroom teachers. Data talks are attended by the Special Education facilitator to discuss status of learning and students that may need additional testing. Confidential copies of IEP are given to all staff who work with the students. Student levels of learning as well and achievement are monitored and measured monthly. IEP goals are monitored monthly.</p>



<p>1d</p>	<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>Teachers receive training through Wonders and Imagine Learning. The EL population has recently increased from 12 to 47, over three times in the past year. Based on this drastic increase teachers will begin receiving formal, specific training to meet the needs of the EL population. Currently, students have access to Imagine Learning and Wonders resources. There are two bilingual staff members; one has an English Language Acquisition and Development certification (formerly TESL). The school supplies translations for Spanish speaking family members during conferences, phone calls, and written communication. In addition to WIDA scores, teachers, literacy specialists, speech therapist, special education facilitator and administration track EL students' progress. Portfolios are maintained and each student is tracked on a minimum monthly basis. Each teacher maintains a spreadsheet tracking progress for reading data points.</p>
-----------	--	--

# ORGANIZATIONAL PERFORMANCE

Measure	Description	Evidence Collected
3a	<p>The school complies with governance requirements.</p> <p>Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.</p>	<p>The Board of Trustees meets a minimum of six times per year and follows state open meeting law. Bylaws and financial board policies are updated. Composition of the board includes human resource, finance, legal, and community and parent representation. Minutes and agendas are posted according to open meeting law and all meetings are offered in compliance with the law.</p>
4a	<p>The school protects the rights of all students.</p> <p>Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.</p>	<p>DCLSV is a free tuition and public sponsored school. During the non-lottery season, if a seat is available at any time it can be offered to an interested student. For upcoming school year, all interested families enroll in via a lottery to apply for open seats. Once the lottery closes at the end of February, seats are filled in this order: Returning students, siblings of returning students, staff and board member children are filled first due to preferences, with remaining seats assigned by lottery. Remaining seats from lottery are offered to waitlisted students. DCLSV strives for restorative justice with board approved policies and in cohort 1 of MTSS. No hearing or expulsion has taken place since 2019.</p>
5b	<p>The school complies with health and safety requirements.</p> <p>Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.</p>	<p>The crisis emergency response plan addresses emergencies and assigns staff to specific roles. Drills are practiced school wide. My Better Lunch is offered to Hillpointe campus students. Professional custodial services are in place at both campuses. Locks and security alarms are maintained at both campuses.</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"> <li>1. Standards focused on daily lessons</li> <li>2. Website remodel for communication hub</li> <li>3. Professional Development on Engagement</li> <li>4. Transitions to be more organized</li> <li>5. EL program enhancements</li> </ol>
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<ol style="list-style-type: none"> <li>1. Addressed through Professional Learning</li> <li>2. Website</li> <li>3. PD has been administered to increase student understanding of content.</li> <li>4. Transitions have been modified to be more organized. <ul style="list-style-type: none"> <li>• Implementation of MTSS</li> <li>• Expectations for each location of the school have been taught to students.</li> </ul> </li> <li>5. EL program is undergoing several enhancements. <ul style="list-style-type: none"> <li>• Training for staff</li> <li>• Imagine Learning and Wonders resources for students</li> <li>• Hired bilingual staff</li> <li>• Translate for families during conferences, phone calls, and written communication</li> <li>• Created systems to track EL student's progress</li> </ul> </li> </ol>
<p>The reasons school will require additional time to fully address the recommended items.</p>	<p>Recommendations from the site evaluation have been addressed. Currently, due to the pandemic, new challenges of student learning loss, some unwanted student behaviors and regressive social-emotional learning skills have emerged. The board, leadership team and staff are working diligently to address the needs of students.</p>

# SITE EVALUATION FINDINGS

---

## STRENGTHS

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

1. DCSLV Hillpointe provides a strong community and small learning environment for children, families, and staff, which students and families regularly highlighted as reasons for attending. Many stakeholders cited the DCSLV Hillpointe community's family feel, small class sizes, and dedicated staff as important reasons for choosing this school during many focus groups. The governing board at DCSLV Hillpointe is positive, well-informed, cohesive, and works closely with the principal. This has resulted in a community garden, families volunteering at the school, and families helping with community events such as classroom incentive parties.
2. DCSLV Hillpointe provides a support dog to assist in addressing students social-emotional needs. Participants from the families, staff, students, board, and leadership focus groups explained ways the service dog has assisted students with anxiety. Leadership provided several qualitative cases of how student misbehaviors are cut short because of the service dog presence. Students are provided opportunities to feed or walk or play with the on-site service dog. The administration indicated that the dog is used primarily for trauma. For example, leadership explained, "One of our students had a death in his family. The student requested to see the service dog. The service dog comforted the child as he cried. Soon after, the child was ready to go back to class." Leadership reported they are working to get an additional service dog for the school. Leadership shared, "The service dog helps with marketing. When families see the dog on the Facebook page, many families want to attend the school. Several families expressed they have boys with anxiety and want to enroll at DCSLV because the dog will help to alleviate the anxiety."
3. By showing clear school-wide expectations for students throughout the school, DCSLV Hillpointe has taken a proactive and preventative approach to student behavior and social-emotional challenges. Expectations were posted in the corridors, classrooms, and bathrooms, for example. Throughout the day, SPCSA employees observed students meeting the school's expectations. DCSLV Hillpointe staff were also noticed by SPCSA officials diverting undesirable behavior by restating the desired expectation. SPCSA staff observed DCSLV Hillpointe staff providing positive feedback and incentives to students who demonstrated the school's expectations.
4. DCSLV Hillpointe's leadership is a strength. DCSLV Hillpointe's capacity to address to address post pandemic challenges has been recognized a strength by SPCSA staff. Leadership specified they are implementing MTSS through the SPCSA to address post pandemic challenging behavioral and social-emotional concerns. Leadership stated they are working with families to address chronic absenteeism. Leadership indicated they are tackling achievement disparities by improving capacity through training, professional development, PLCs, leadership, and coaching. The DCSLV network believes small class size contributes to more focused student attention. DCSLV Hillpointe provides proactive supports to address post pandemic challenges, such as a counselor, interventionists, Social-Emotional Learning (SEL) support, Response to Intervention (RTI), and a literacy coach. Additionally, DCSLV Hillpointe provides GATE services to students. Forty students qualified for GATE this year in grades kindergarten through grade eight. DCSLV Hillpointe has also added a STEAM for middle school and a Makerspace<sup>6</sup>. Leadership reported they have implemented new incentives for students who reach their goals, such as field trips, taking the students ice skating, and bowling.

---

<sup>6</sup> A makerspace is a collaborative workspace inside a school, library or separate public/private facility for making, learning, exploring and sharing that uses high tech to no tech tools.

## CHALLENGES

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

1. The return to in-person learning during the 2021-2022 school year, according to school leadership, amplified achievement level gaps. Throughout the pandemic, DCSLV Hillpointe provided distance learning. According to leadership, classroom management and behavioral issues increased as a result of students being removed from the structure and routine of the in-person school day during hybrid instruction. COVID had a massive effect on the math, writing, and speaking skills of early elementary students. During COVID, second graders in particular suffered significant losses in formal education. Learning loss, the need to revisit previously learned content, and the significance of practicing good manners and civility when interacting with others were all mentioned in leadership, family, and student focus groups. The SPCSA staff is cognizant of the pandemic's continuous challenges.
2. Leadership reported that DCSLV Hillpointe has challenges with increasing the number of diverse students who receive free and reduced lunch (FRL), are English learners (EL), and/or learners with individualized education plans (IEP). DCSLV Hillpointe is still working on ways to address this challenge. According to the SPCSA's student enrollment data for the 2021-2022 school year, FRL has increased at DCSLV Hillpointe 16.9%. Although DCSLV Hillpointe have increased their FRL enrollment numbers, they are still below the SPCSA's average of 43.4%. Despite the fact that DCSLV Hillpointe has increased their IEP enrollment numbers from 7.3 to 8.9%, they are still below neighboring zone public schools and SPCSA's average of 9.8%. DCSLV Hillpointe has increased their EL enrollment numbers from 1.4% to 3.3%. DCSLV Hillpointe's EL enrollment numbers are far below the SPCSA's average of 8.8%.

## 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. DCSLV Hillpointe has joined the MTSS Cohort through the SPCSA to help improve student engagement. MTSS provides supports and training to assist school leadership and staff address gaps in academic achievement as well as best practices in addressing challenging behaviors. SPCSA staff recommend DCSLV Hillpointe continue to work on the implementation of MTSS through the SPCSA. The foundation is set for DCSLV Hillpointe to move to Tier 2 and Tier 3 MTSS supports. Thoughtful and proactive DCSLV Hillpointe supports in terms of planning and building strong instruction will assist interventionists, counselor and teachers frame effective small group and one to one instruction for further student academic and behavioral growth. MTSS offers a systematic platform for improving student outcomes through focused core instruction, preventative and proactive support, and intensive interventions regarding academics, social-emotional learning, and behavior.
2. SPCSA site evaluation staff observed the majority of the nine classrooms to be in the distinguished and proficient categories on the Classroom Observation Totals rubric (COT). According to the SPCSA evaluation team, DCSLV Hillpointe hopes to provide a distinguished classroom experience for all students. SPCSA staff recommend DCSLV Hillpointe provide opportunities for students to contribute more to their own learning and represent classroom content through questioning, discussion, and engaging strategies (areas 6A and 7B of the COT) to help frame advances in; a) improving the quality of classroom instruction and student learning, b) providing higher level questions and discussion techniques throughout lessons to foster learning for all students, and c) implementing new ways of engaging students, and d) providing all students with challenging and differentiated instruction.
3. SPCSA staff recommend DCSLV Hillpointe formalize a plan for student enrollment to increase diverse student groups who receive free and reduced lunch (FRL), are English learners (EL), and/or learners with individualized education plans (IEP) at the DCSLV Hillpointe campus. Additionally, please continue to work on increasing diverse student groups through community outreach partnerships. SPCSA staff can be available to discuss next steps with the school leadership and board if at all helpful as many schools in the SPCSA portfolio are prioritizing this work.
4. The SPCSA site evaluation team recommends DCSLV develops and maintains a prospective board member resource pool. SPCSA staff recommend the school board build a resource pool of possible board member candidates to call upon and formally recruit in the event an opening on the board exists. Having a collection of possible candidates well ahead of any openings on the board will help fill vacant seats more quickly. The SPCSA site evaluation team recognize the unique challenges of filling board vacancies at a public charter school. Identifying possible future board members proactively may alleviate trying to identify members if there is an emergent or unexpected vacancy. A list of potential board candidates will assist in ensuring the board remains a diverse set of individuals with varying experiences that can ultimately benefit the school. SPCSA staff recommend the board pursue board training opportunities to enhance the skill set of board members.

## DEFICIENCIES

There were no deficiencies identified for DCSLV Hillpointe campus during this site evaluation.