



# **Nevada State Public Charter School Authority**

## **Site Evaluation Report: Discovery Charter School Las Vegas - Sandhill**

Evaluation Date: 4/7/2022

Report Date: 5/31/2022

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# Appendices

## A: Nevada State Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

## B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-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

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## 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) Sandhill. 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. 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. The purpose of the site evaluation in this instance is to provide follow-up and documented progress toward improvement. Given that DCSLV is in their fifth year of operation, this site evaluation is part of the regular evaluation cycle.

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 Sandhill is located in Las Vegas, Nevada in a facility at 3975 S. Sandhill Rd. The school serves 111 students (as of the most recent Validation Day) in kindergarten through 5<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 Sandhill serves 111 students in grades K – 5.

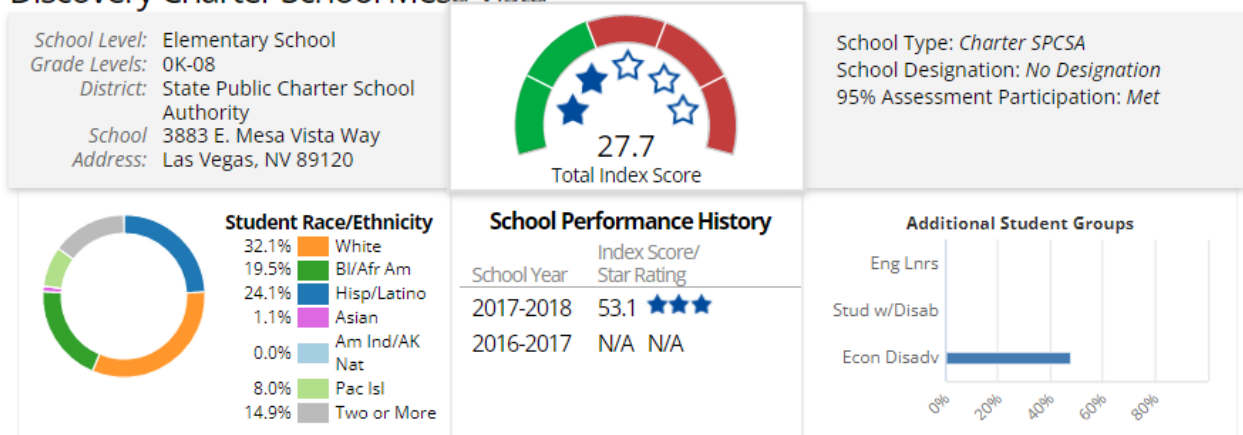
Note:

Discovery Mesa Vista Elementary and Middle Schools reflect the 2018-29 NV Report Card data for Discovery Sandhill.

Elementary School

Discovery Charter School Mesa Vista

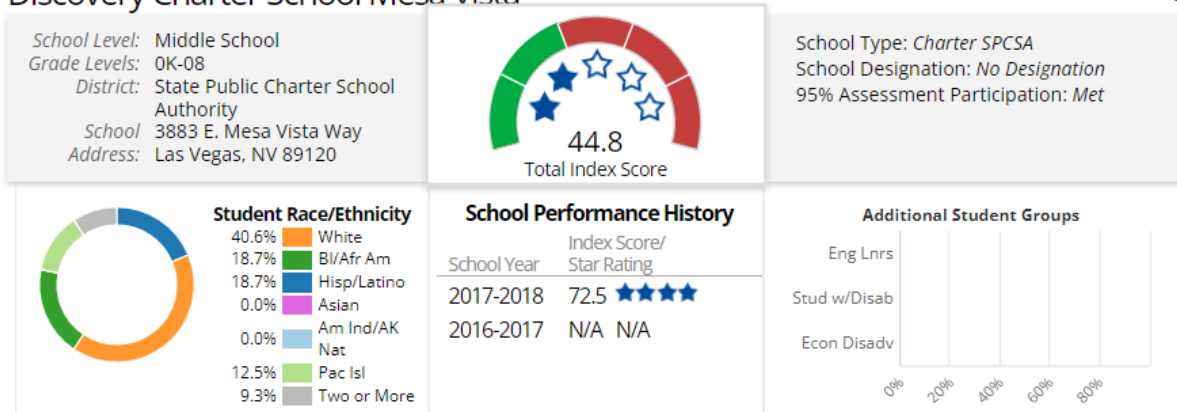
School Year 2018-2019 Nevada School Rating



Middle School

Discovery Charter School Mesa Vista

School Year 2018-2019 Nevada School Rating



# DCSLV Sandhill

## Math and ELA Results

### Nevada School Performance Framework

### 2019

Note: DCSLV Mesa Vista Elementary and Middle Schools reflect the 2018-29 NV Report Card data for DCSLV Sandhill.

#### Proficiency Rates

#### Elementary School

##### Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	37.5	54.5	48.5	36.7	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	-	44.6	39.6	8.3	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	-	62.3	59.3	52.0	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	23.0	39.8	39	-	33.1	35.7

##### ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	40.6	60.1	57	44.9	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	-	51.1	48.2	16.6	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	-	66.8	67.4	64.0	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	23.0	45.4	46.8	-	40.4	44

#### Middle School

##### Math Proficient

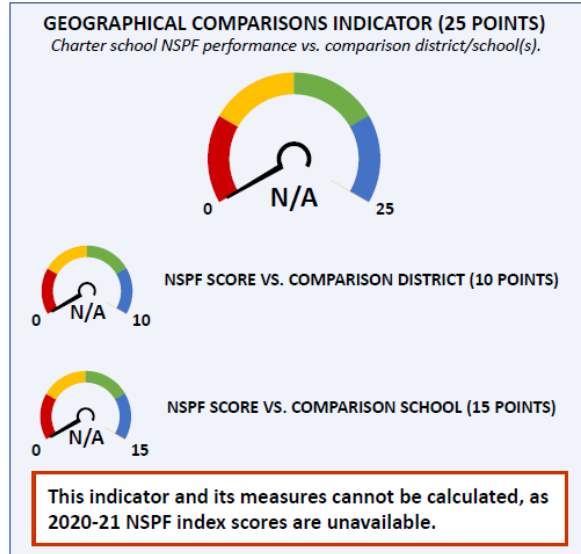
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	16.6	42.6	36.5	23.5	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	-	24.2	23.5	-	17.7	19.5
Hispanic/Latino	-	31.9	29.3	-	26.1	25.5
Pacific Islander	-	44.9	36.9	-	34.9	33.6
Two or More Races	-	47.3	40.6	-	41.5	37.5
White/Caucasian	-	51.3	47.1	33.3	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	-	29.0	29.2	-	21.7	25.5

##### ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	50.0	59.6	54.1	52.9	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	-	50.3	45.1	-	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	-	67.8	66.3	53.3	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	-	46.4	44.4	-	41.5	41.4

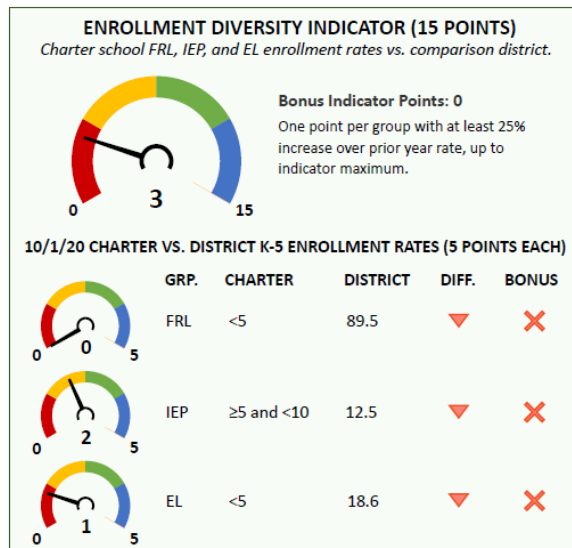
# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School



# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	6	30 minutes
Students	19	30 minutes
School Leadership	2	30 minutes
Staff	8	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.

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<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

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## FOCUS GROUP SUMMARY continued

### Parents/Families:

1. When asked if families could describe the quality of instruction at DCSLV Sandhill, Parents shared they appreciated that fourth and fifth grade has two teachers for each grade. The two teachers for each grade have distinctly different personalities. One parent said, “The teachers motivate the children in different ways.” Several parents appreciated how DCSLV Sandhill schedules time for the older students to work with the younger students. One described, “There is a sort of mentorship that emerges from those mixed age group.” Several parents expressed appreciation for the small class sizes at DCSLV Sandhill. Another parent said, “My child needed a lot of help in one area and the teacher took the time to really sit with him and really help him learn.”
2. Several parents reported the school utilizes email, telephone, and ClassDojo<sup>3</sup> to communicate with families if there is something in need of attention. One parent said, “I know how my child is doing all the time. I can log into Class Dojo every day and see how my child is doing.” A few parents said they would like greater and more frequent communication from the school. One parent said, “Communication with the school when my son transferred here was not as successful as it could have been. I was not notified of my child’s progress until the report card came out. I was surprised his grades had dropped several grades and we were not notified of his progress. We had been calling the school regularly to get information and it just wasn’t there.” Another parent said, “I felt the teachers spoke more to the students about school related items than the families. I learned about new clubs’ word-of-mouth from my child rather than from the school. I hear about a lot of things at the last minute.” Another parent said, “My child is in a class of eight students, and I don’t hear anything from the teacher. Class Dojo doesn’t tell me how my child is doing in reading. I hear from the reading specialist through my child, but the reading specialist does not assign the grade.” Families said a disconnect exists between the communication to families and the report card grade. One parent said, “There is a problem when I have received notes saying my kid is doing well, and then the report card did not reflect that my kid was doing well.” All parents in the focus group said they really liked the individual focus on student learning, but direct communication to families could be better. Families agreed that consistent communication to parents across the school would be really appreciated.
3. Parents are very concerned about bullying at DCSLV Sandhill. Parents conveyed there was a very serious bullying incident that is still not fully resolved. Parents expressed grave concern that the bullying students are still at this school. Parents shared their disappointment that school communication with parents has not been clear regarding discipline challenges and finding a resolution. Additionally, parents suggested they would like to have tutoring offered. One parent said, “There used to be a before school tutoring program, and I wish they would bring it back.” Many families shared they want to volunteer and participate at the school but have not been offered the opportunity. According to the families in the focus group, DCSLV Sandhill used to have parental volunteer opportunities but not in the last four years.

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



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

### Students:

1. Students described what they like about attending DCSLV Sandhill. One student said, "It's a community." Everyone is very nice and kind." Another student stated, "I learn a lot more here than my previous school. The staff are really nice. The playground may be small, but there is a lot to do. Students and adults are really kind. The principal will listen and take care of any problems we have." Another student said, "We have a camera club and a newspaper club. We do the clubs after school. We publish a newspaper for the school once a month."
2. Students were asked to share the concepts they learned this school year. Several students in the focus group relayed what they have learned about history, informational and narrative texts, and writing good essays. One student indicated, "I learned how to write a good essay and make hooks in expository texts." Another student stated, "We are currently learning about the Second Continental Congress." Students said in mathematics they have learned how to divide whole numbers by fractions, and how to multiply and divide fractions.
3. Students shared things they would like to change at the school. One student stated, "If I could change something, I would add more playground equipment. I would also add more school supplies like scissors and markers." Another student said, "Students need to be more careful with the technology. Students have removed keys on the keyboard or messed up the hinges." Students also reported they would like a consistent calendar for ancillary activities. Several students agreed and explained, "Right now the schedule will say P.E. one day and then it will be changed to art." Many students in the focus group said they were disappointed when the schedule was changed without notice. One student replied, "It would be nice to have a separate art area and it would be nice to have a dedicated gym space." Others nodded and indicated that PE classes and art shared the same space. Students also communicated they would like a taller fence to keep balls from going over the fence.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

### **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.
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 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 DCSLV 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. When asked how staff use data to make instructional decisions, faculty shared data aids in setting the pacing. One staff member said, "If students are struggling with content, I can slow down and be more focused and intentional with instruction. The data assists faculty in determining where students are doing well and where students need more focused attention." Faculty report they use a diagnostic at the beginning of the year to determine where student learning levels are. Staff members said the information from the beginning of the year assists teachers in setting the starting point for instruction. "We use MAP testing for reading. DCSLV Sandhill uses the Wonders reading program." One staff member stated, "There is one teacher per grade. Fourth and fifth grade has two teachers." One teacher plans and facilitates social studies, writing, and English language arts (ELA). The second teacher plans and facilitates lesson in math and science.

2. Faculty report they feel supported by administration at DCSLV Sandhill. Teachers indicated administration at DCSLV Sandhill are invested in who they are as teachers and their professional goals. "I have had more professional conversations at DCSLV Sandhill than I have at any other school I have worked at." Staff frequently speak about the needs of the students with leadership and interventionists. Professional development days allow teachers to be able to interact with each other. One teacher said they felt less judged about their capabilities at DCSLV Sandhill than he felt at other schools.
  
3. Staff in the focus group reported there has been some loss of learning and social emotional regression from students during the global pandemic. A few faculty members said students lost personal accountability and responsibility during COVID. One staff member stated, "When we went hybrid, several students just stopped doing work. Many parents didn't stay on-top of their kids to complete work. So, when students came back to in-person learning, there was a lot of catch up to do." According to staff, a contracted counselor comes in weekly and directs focused lessons with students regarding social-emotional skills, according to staff and faculty in the focus group.

# CLASSROOM OBSERVATION TOTALS

A total of 10 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: 3</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: 9</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: 8</b>	<b>Total: 0</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: 3</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>

# CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 5</b> <b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	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: 1</b>	<b>Total: 8</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 6</b> <b>A</b> <b>Using Questioning and Discussion Techniques</b>	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: 3</b>
<b>B</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.
	<b>Total: 0</b>	<b>Total: 7</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: 0</b>	<b>Total: 9</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</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: 4</b>	<b>Total: 5</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</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: 1</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 2</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.3	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.
	<b>Total: 0</b>	<b>Total: 9</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>

Additional information about the classroom observations shared here when applicable:

1. In one Special Education (SPED) classroom, the Response to Intervention (RTI) specialist provided one-on-one individualized supports and interventions.
2. In one elementary education classroom students were working on division proficiency. Students worked as a whole class solving problems to warm-up for individual demonstration of knowledge. Students self-selected which individual digit they wanted to test their proficiency, dividing by 3,4,5,6,7, etc. The teacher facilitated student work by walking around the room and monitoring progress.
3. In one SPED room, the SPED specialist provided small group instruction on phonics and phonemic awareness.
4. In one lower elementary classroom, the teacher facilitated time for students to vote on which of three books they would write about. The teacher promoted student voice by giving them choice in content.
5. In one elementary classroom, the teacher read a text to the class whole group. While reading, the teacher stopped to ask questions and define academic vocabulary. After reading the text, the teacher reviewed the purpose of the lesson and made connections to the text.
6. Students in a lower elementary classroom was provided small group reading intervention with the teacher. The teacher progress monitored one student while the other students worked on an activity. The students were able to work in front of an affirmation mirror. There were several positive statements on the wall above the mirror (I can do anything, I am awesome, I am beautiful, and I am Kind.) When progressing monitoring the student, the teacher explained how the student did last time and asked the student to see how they might do today. The teacher said, "I noticed you skipped this word twice. Do you know how this letter sounds?" Teacher took notes and moved on to the second student for progress monitoring.
7. In one lower grade classroom, the teacher asked students questions and students responded. The teacher provided feedback about the students' answers.

# 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.</p> <p>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 English Learners (EL) 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 for grades k through 8 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 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 and achievement are monitored and measured. IEP goals 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 (formerly TESL) English Language Acquisition and Development (formerly TESL). The school supplies translation 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>
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# 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 via a lottery to apply for open seats. Once 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 the remaining seats assigned by lottery. 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>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. ELL 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

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## STRENGTHS

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

1. DCSLV Sandhill provides a tight 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 Sandhill community's family feel, small class sizes, and staff going above and beyond as important reasons for choosing this school during many focus groups. The governing board at DCSLV Sandhill is powerful, positive, well-informed, cohesive, and works closely with the principal.
2. The service dog assists anxiety issues with students. 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 Discovery because the dog will help to alleviate the anxiety."
3. By showing clear school-wide expectations for students throughout the school, DCSLV Sandhill 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 monitored students meeting the school's expectations. DCSLV Sandhill staff were also noticed by SPCSA officials diverting undesirable behavior by restating the desired expectation. SPCSA staff observed DCSLV Sandhill staff providing positive feedback and incentives to students who demonstrated the school's expectations.
4. SPCSA employees consider DCSLV Sandhill's leadership to be a strength. DCSLV Sandhill's capacity to address the prior site evaluation's suggestions displays good leadership. Leadership stated 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 stated they are tackling achievement disparities by improving capacity through training, professional development, PLCs, leadership, and coaching. DCSLV believes small class size contributes to more focused student attention. DCSLV Sandhill provides proactive supports to address post pandemic challenges, such as a counselor, interventionists, SEL support, SPED services, RTI, and a literacy coach.

## 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. Leadership reported that DCSLV Sandhill has challenges with increasing the number of diverse students who receive free and reduced lunch (FRL), are English learners, and/or learners with special needs. Currently, DCSLV Sandhill has 50 open seats. DCSLV Sandhill 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 Sandhill to 31.6%. Although DCSLV Sandhill has increased their FRL enrollment numbers, they are still below the SPCSA's average of 43.4%. Although DCSLV Sandhill has increased their IEP enrollment numbers from 5.4 to 7.9%, they are still below neighboring zone public schools and SPCSA's average of 9.8%. DCSLV Sandhill has increased their EL enrollment numbers from 2.7% to 10.8%. DCSLV Sandhill's EL enrollment numbers are above the SPCSA's average of 8.8%.
2. School leadership indicated the return to in-person learning during the 2021-2022 school year accentuated achievement level gaps. During the pandemic, DCSLV Sandhill offered on-line instruction. Classroom management and behavioral issues arose because of students being removed from the structure and routine of the in-person school day during hybrid instruction, according to leadership. COVID had a significant impact on early elementary students' math, writing, and speech skills. Second graders in particular suffered significant losses in formal education during COVID. Leadership, family, and student focus groups all mentioned learning loss, the need to revisit previously learned content, and the importance of practicing good manners and civility when interacting with others. SPCSA staff is aware of the ongoing challenges and difficulties posed by the pandemic.

## 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 Sandhill has joined the SPCSA's MTSS Cohort to help improve student engagement. MTSS provides supports and training to help school leaders and staff address academic achievement gaps as well as best practices for dealing with challenging behaviors. SPCSA staff advise DCSLV Sandhill to continue working on MTSS implementation through the SPCSA. The groundwork has been laid for DCSLV Sandhill to transition to Tier 2 and Tier 3 MTSS support. In terms of planning and building strong instruction, thoughtful and proactive DCSLV Sandhill support will assist interventionists, counselors, and teachers in framing effective small group and one-on-one instruction for further student academic and behavioral growth. MTSS provides a systematic platform for improving student outcomes through targeted core instruction, preventative, and intervention measures.
2. Most of the ten classrooms were observed by SPCSA site evaluation staff to be in the distinguished and proficient categories on the Classroom Observation Totals rubric (COT). The SPCSA evaluation team believes DCSLV Sandhill would like to provide a distinguished classroom experience for all students. SPCSA staff recommend DCSLV Sandhill 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 recommends DCSLV Sandhill continue to prioritize student achievement given the two-star rating. The school may wish to develop a formal plan, which may include professional development, data-based decision making, targeted instruction, and interventions to meet students needs. SPCSA staff can be available to discuss next steps with the school leadership and board as needed.
4. SPCSA staff recommends DCSLV Sandhill work to ensure communication and parent involvement at the school and classroom level is consistent. The school may elect to develop a plan that addresses staff expectations for parent communication (e.g., frequency, method, and consistency). Additionally, DCSLV may wish to consider the best avenues for parent concerns, issues, and suggestions for improvement.
5. The SPCSA site evaluation team recommends that DCSLV Sandhill formalize a plan to increase enrollment of diverse student groups who receive free and reduced lunch (FRL), are English learners (EL), and/or have individualized education plans (IEP). Formalizing a plan may include board and leadership training on diversity efforts, successful recruitment of diverse and historically marginalized populations, and 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.
6. SPCSA staff recommends the DCSLV Sandhill board and leadership develop a comprehensive plan to increase student applications, acceptance, and enrollment. Leadership reported that DCSLV Sandhill has a number of open seats. The school may wish to highlight DCSLV Sandhill's highly personalized approach to student learning and school community. Exploring marketing opportunities, community outreach, on-site tours of school facilities, and virtual presentations of school offerings may all be part of the school-wide increased enrollment plan. DCSLV Sandhill is encouraged to collaborate with a group of parents and families to include student success stories as a means of increasing communication with feeder schools and prospective students.
7. 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 Sandhill during this site evaluation.