



Nevada State Public Charter School Authority

Site Evaluation Report: Quest Preparatory Academy

Evaluation Date: 9/21/2022

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Contents

Introduction and School Background	3
Academic Performance	4
Focus Group Summaries	7
Classroom Observation Totals	10
Organizational Performance.....	14
Site Evaluation Findings	17

Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 9/21/2022 at Quest Preparatory Academy (Quest). 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. Schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern, Notice of Breach, or Notice of Termination will have a differentiated procedure for their site evaluation. Quest is in year three of their charter contract and operating under a Notice of Concern, thus meeting the criteria for a comprehensive site evaluation.

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.

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

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

SCHOOL BACKGROUND

Quest Academy is located in Las Vegas, Nevada in a facility at 4025 N. Rancho Dr. The school serves 475 students (as of the most recent Validation Day) in kindergarten through 8th grade¹. The mission of Quest is: "Quest Preparatory Academy believes that every student and their success matters! We strive to cultivate a learning environment where students have optimal opportunities to grow and learn and become leaders now and in the future."

¹ Because the Quest site evaluation occurred before the enrollment count for 2022 – 2023 was finalized, this information may be dated at the time this report is released.

ACADEMIC PERFORMANCE

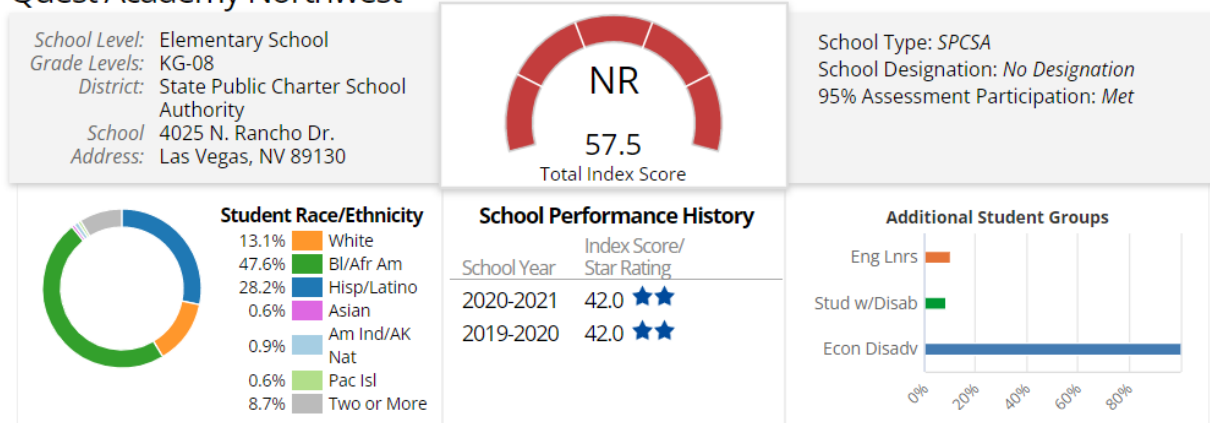
Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Elementary School

Quest Academy Northwest

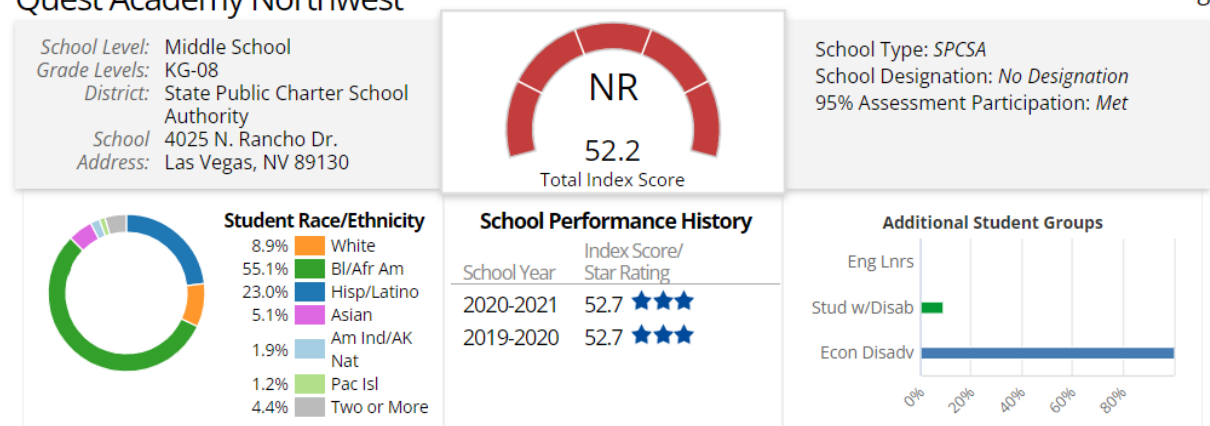
School Year 2021-2022 Nevada School Rating



Middle School

Quest Academy Northwest

School Year 2021-2022 Nevada School Rating



Math and ELA Results Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Elementary School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	27.0	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	-	72.8	70.4			
Black/African American	22.2	30.3	35.7			
Hispanic/Latino	30.2	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	10.0	55.6	57.5			
White/Caucasian	54.5	60.7	61.3			
Special Education	27.2	26.3	32.1			
English Learners Current + Former	35.2	34.9	39			
English Learners Current	18.1	25.5				
Economically Disadvantaged	27.0	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	38.3	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	-	74.9	76.7			
Black/African American	26.9	39.8	45.4			
Hispanic/Latino	44.1	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	50.0	61.5	66.2			
White/Caucasian	63.6	65.5	69			
Special Education	9.0	25.5	33.5			
English Learners Current + Former	52.9	37.4	44.4			
English Learners Current	27.2	24.4				
Economically Disadvantaged	38.3	42.8	49.4			

Middle School

Math Proficient

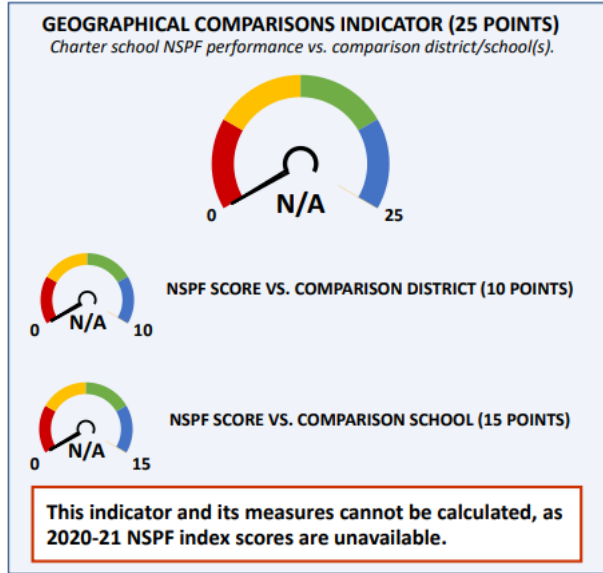
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	13.1	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	-	62.7	60.6			
Black/African American	5.1	18.2	27.3			
Hispanic/Latino	14.7	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	-	41.8	43.6			
White/Caucasian	38.4	48.1	49.8			
Special Education	<5	9.7	22.7			
English Learners Current + Former	17.6	20.1	24.2			
English Learners Current	-	7.6				
Economically Disadvantaged	13.1	23.9	32.7			

ELA Proficient

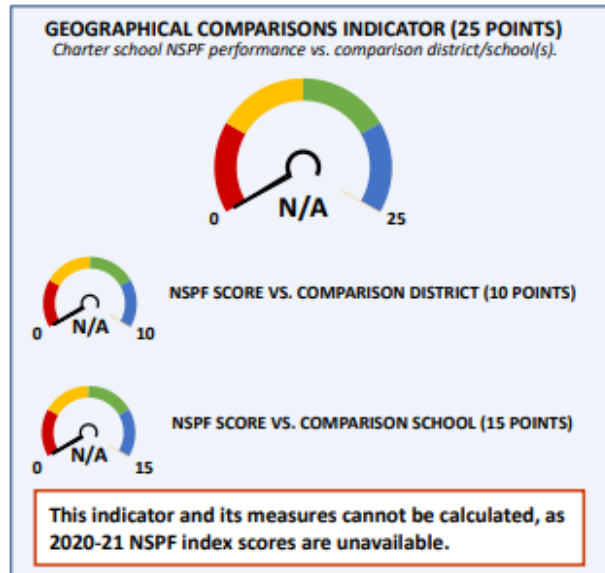
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	35.1	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	-	79.0	77.1			
Black/African American	21.7	41.1	40.9			
Hispanic/Latino	47.0	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	-	64.6	63.2			
White/Caucasian	61.5	67.2	68			
Special Education	7.6	18.0	25.8			
English Learners Current + Former	35.2	38.8	28.1			
English Learners Current	-	16.7				
Economically Disadvantaged	35.1	45.9	47.1			

SPCSA Academic Performance Framework² Geographic Comparison Report

Elementary School

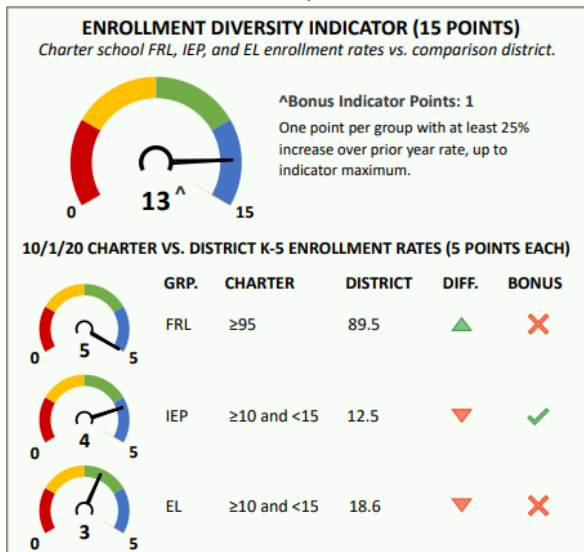


Middle School

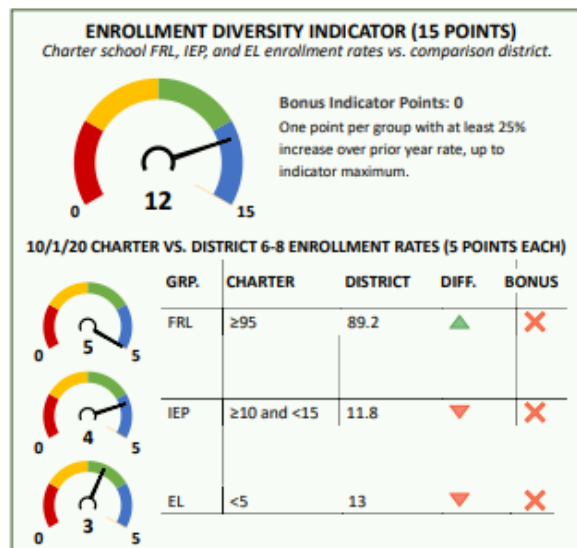


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



² Because the Quest site evaluation occurred before the adoption of 2021 – 2022 academic performance results by Authority, this may be dated at the time this report is released.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	8	30 minutes
Students	8	30 minutes
School Leadership	3	30 minutes
Staff	9	30 minutes

Governing Board³:

- The governing board at Quest meets every other month and is comprised of five board members. Focus group participants shared that the board were voting to expand board membership from five to seven members at the September 2022 board meeting⁴. Three board members are licensed educators. Members with experience and expertise as a parent, charter consultation, marketing, business ownership, and as a Chief Operating Officer comprise board representation.
- Financials are provided and discussed at each board meeting by school leadership according to board members. Revenue changes, projections, and grants approved or disproved as well as upcoming expenses, cash flow, budget and actual expenditures are discussed. Variations are also projected along with risk assessment. Budget updates are sent bi-monthly to the board in between meetings to safeguard the board is kept current with the finances at Quest.
- Board members shared that academic data is provided and discussed at each board meeting by school leadership. The governing board recognizes the substantial academic growth of the school from the 2021-2022 academic year. Although there are no Star ratings for the 2022-2023 academic year due to the impact of COVID on learning during the 2020-2021 and 2021-2022 school years, Quest elementary grades gained 15.5 index points on the Nevada School Performance Framework. The governing board attributes this growth to Quest leadership and intentional systems to close achievement gaps.

Parents/Families:

- Families reported teachers academically challenge students. Students are challenged to build self-confidence, socialize, build leadership, and share knowledge in their classes. Families shared examples of students thinking they would never be in honors classes and are now currently thriving in advanced academic courses. Parents described how teachers differentiate instruction by breaking students into reading groups based on their ability. One parent said, "Students are challenged to do better than they were yesterday and progress." Parents also reported that staff and leadership actively listen to student voices. Families complimented teachers and supported how they challenge students to learn and grow personally and academically.
- Families are pleased that extracurricular activities have returned to Quest post-COVID. Families shared students are involved in sporting activities such as football, bowling, basketball, t-ball, soccer, and volleyball. Activities are also offered for students who cannot attend events right after

³ Two members of the five member board participated. Quorum was not met, and Open Meeting Law was not violated.

⁴ The Quest Board meeting was scheduled to occur the same day of the site evaluation. SPCSA staff confirmed the board took this action shortly after the site evaluation.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

school, for example, plays, musical performances, and a formal Japanese tea ceremony. During the summer, students have opportunities to attend summer school and/or attend Astro Camp. Fundraising helps offset costs to the school.

- Families were complimentary when speaking about the front office staff, who make parents feel at ease for their children's safety and well-being. Parents feel that the staff genuinely cares about the growth, well-being of the students. Response to parental concerns and questions are timely, communication is attentive and keeps families "in-the-know." Several examples were provided during the focus group where staff will telephone frequently regarding events of the day, so parents are aware of events or circumstances when they pick up their children after school. The front office lets families know immediately if there is a change in staff, a teacher taking extended leave, or a new teacher is hired.

Students:

- Students said they feel most connected with academic activities when working with others or in a group. Students indicated rubrics are used for behavior as well as academic assignments. Students value knowing exactly how an assignment will be graded and can refer to the rubric for detailed information. Students reported teachers let students know if they need to spend more time on an assignment, and where they need to direct their attention. Teachers communicate regularly with students on their academic progress, so students know if they are doing well or need to work harder in an area.
- Students said they are motivated to attend school by their teachers, their friends, and their peers. Students appreciate being given time daily to socialize with peers and discuss learning. Students said their homeroom teachers and counselors are helpful and make it comfortable to share any personal challenges or concerns. Students shared Quest is organized, clean, and safe.
- Students indicated behavioral expectations are very clear at all times. There are posters throughout the classroom and school reminding students of behavioral expectations. Teachers share their expectations for behavior when they begin class by going over the standards and the voice levels appropriate for the activities. These are also written on the board. One student indicated, "There is never a point where I don't know what I am doing."

Leadership:

- Leadership indicated faculty and staff share in school leadership responsibilities where appropriate. Responsibilities are distributed based on talent and strengths. The school principal believes this approach "empowers people to tap into their strengths and grow personally." For example, staff organize and lead the training of instructional aides. Another example was given where students trust sharing personal challenges with a specific teacher. That teacher is now a member of the safety and student support team. Faculty also approach leadership with creative ideas and leadership listens and assesses what the idea might look like short term and long-term. A crochet group with adults and students is an example. Leadership strives to ensure staff feel heard.
- Leadership reported ongoing attention to address chronic absenteeism. Although absenteeism has decreased from the 2021-2022 school year, it is an ongoing challenge. The student support team regularly examines the data on chronic absentees and supports families in understanding the

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

importance of being at school. The school has three tiers of leveled support, including mental health supports. Staff communicates with parents when a doctor's note or counselor's note is needed for recording purposes. When students return to school from an absence, faculty and staff are intentional in welcoming students back, verbally telling them, "We missed you," and "we are glad you are back". Focused individualized attention has helped reduce absenteeism.

- School leadership shared that Quest implements the Leader in Me program for cohesive school-wide positive behavior support. Attention to mental health has been a targeted focus during the 2022-2023 academic year. Building students' self-efficacy through conversation in and out of the classroom provides consistent communication about what it means to be a leader. Students are asked how they can demonstrate leadership skills every day, even in small ways. The student success advocate emphasizes communication and using words intentionally because words have meaning and impact.

Staff:

- Faculty indicate students have many opportunities to use academic language in settings outside the classroom. Middle school and upper elementary students participate in assisting students in lower grades during tutoring time. Older students read aloud to younger students during tutoring time, giving students a chance to implement vocabulary. Students are encouraged during math to participate in "math speak" to integrate math vocabulary and teach their peers mathematical concepts. Summarizing, explaining, and re-stating the concept facilitates using academic language. Faculty reported students like to use big words when they talk. Teachers said students often use their home language rather than academic language and re-directing them to implement academic language is a continual process.
- Faculty shared the Leader in Me behavior support program embedded school-wide contains dedicated time during the school day for students to exercise oral communication demonstrating academic language. For example, students plan school-wide activities and take an active leadership role in assemblies. Currently, students are working on scripting and creating a new commercial for the school.
- Teachers said they differentiate instruction to respond to student academic needs, meeting students at their current level of understanding. For example, teachers will ask students to visually depict in a drawing the abstract vocabulary word helping students scaffold their knowledge and understanding of abstract terms. Text selection may vary in reading based on students' reading ability. Teachers reported using flashcards, highlighting, and color-coding text, kinesthetic activities, kinetic movement, and manipulatives across grade bands and content areas to support student learning. Teachers also embed activities where students can speak with their peers about the content. Think pair share, shoulder partners, turn and talk were some examples provided during the staff focus group. Teachers will develop content questions relating to student experience or develop questions that ask students to think about the future. Teachers appreciate when questions are student generated as it assists them in knowing where the student's level of understanding is and where the student obtained a particular concept.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 29 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 7	Total: 21	Total: 0	Total: 1	Total: 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 3	Total: 25	Total: 0	Total: 1	Total: 0

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's 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 of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 6	Total: 22	Total: 0	Total: 0	Total: 1
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 4	Total: 24	Total: 1	Total: 0	Total: 0
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 2	Total: 21	Total: 2	Total: 1	Total: 3
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 4	Total: 22	Total: 2	Total: 1	Total: 0

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and 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 differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 9	Total: 19	Total: 1	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 8	Total: 20	Total: 1	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable

- In one middle level math class, students solved word problems as a class. The rapport between the teacher and the students was respectful with the teacher referencing students as 'sir' and Mr. and Ms. and the student's last name. Students also referred to the teacher as 'sir' or their surname.
- In one first grade classroom, the teacher had her back to the students during instructional time. Students were viewing a video. Most students were off-task asking their peers what they were supposed to be doing. Some students were writing on paper, some talking, and some were watching the video. It was unclear why students were watching the video and what they were to be learning from the video. The teacher had to re-direct students' attention often.
- In one middle school science classroom, students presented to the whole class information on kinetic energy and reviewed academic vocabulary.
- In one lower grade elementary class, the teacher was imaginative with explaining blending letters for young learners. Learners are comfortable speaking up. The teacher pairs students with others, gives a word to practice blending. Highly engaging and interactive.
- In one lower grade classroom, the teacher speaks in a clear understandable voice and includes students in the learning by asking them questions, using turn and talk and by listening to what students say to one another.
- In several middle school classrooms behavioral expectations were visible on the board for all students to see. There was consistency across all classrooms addressing voice level and asking for peer assistance prior to asking the teacher for assistance.
- In one lower grade classroom, students are engaged practicing writing letters in response to the sound the teacher makes. The teacher gives feedback to each student individually.
- In one middle level English language arts classroom, the teacher used positive transition phrases between activities, stating "now we are going to move to our next adventure." Students were engaged and eager to share their learning with the whole class.
- In one elementary classroom, students worked in small groups and the teacher provided targeted interventions.
- In one middle level science class, students drew diagrams to demonstrate a lunar eclipse and a solar eclipse. Students labeled their illustrations.
- In one middle school history class, students read aloud sections of text about ancient Egypt. Students sounded out academic vocabulary with the assistance of the teacher and answered questions about the reading on a worksheet.
- In one lower elementary classroom, the teacher provided small group instruction.
- In one middle school classroom, the teacher asked text-dependent questions about representative government. Students read the text on their laptops to find the answers.
- In one middle school math classroom, students worked independently to solve math problems. The teacher provided one on one support to students as needed.
- In one elementary classroom, the teacher provided targeted interventions to students in small groups.
- Students rotated smoothly to different classrooms to focus on targeted skills based on RIT scores.

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, visual inspection 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.

Indicator	Measure Description	Evidence Collected
<p>Indicator 1: Education Program</p>	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>As presented during the leadership presentation, action teams provide input regarding the selection of used curriculum at Quest Academy. Curricular materials align to Nevada Academic Content Standards. A year-long curriculum map assists with teachers' pacing guides. Instructional staff review pacing quarterly and adjust pacing guides for optimal learning. The Leader in Me program is embedded in the culture and climate of the school to prepare students with life skills such as effective communication, critical thinking, initiative taking, goal setting, valuing diversity, and achieving goals. The school protects the rights of students by ensuring student files are kept in a secure location. Classroom observations indicated students with an IEP or learning English as a new language have supports. Classroom observations confirmed that the educational program conforms with the charter and that curricula aligns to NVACS.</p>
<p>Indicator 3: Governance and Reporting</p>	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>As of July 2022, the Quest Academy governing board consists of five non-compensated members, including a Board Chair, a Vice Chair and a parent member that meets every other month and follows Nevada state Open Meeting Laws. The board voted to expand the board from five to seven members at the September 2022 meeting. The current board membership has a range of experience and expertise (licensed educator, charter consulting, marketing, business owner, and Chief Operating Officer, parent). Training is provided using training material from the SPCSA. Quest Academy is a</p>

		stand-alone charter, allowing funding to be spent toward Quest's stated goals.
Indicator 4: Students and Employees	Measure 4a: Student records under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately	Student and faculty records are stored under lock and key in secured offices.
Indicator 5: School Environment	Measure 5b: <ul style="list-style-type: none"> • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration 	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, as well as an active food service permit. The site evaluation team visually checked and located two cots, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.

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>Summary of recommendations from most recent Site Evaluation</p>	<ul style="list-style-type: none"> • Implement multi-tiered system of support (MTSS) to address social-emotional, behavioral, and learning loss resulting from COVID. • Develop a plan to overcome limited outside space for middle school students. • Bring back extra-curricular activities when safe to do so. • Evaluate the school leader on an annual basis. • Consider adding two new board members to ensure governance duties can progress.
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations</p>	<ul style="list-style-type: none"> • The leadership and student support team chose to utilize the Leader in Me as the framework from which to operate. • Quest is in the process of building a turf field adjacent to the middle school and elementary school. Quest has also done exploratory steps for the land in front of the school. • Quest held a Field Day in May 2022. Spring sports included soccer and boys' volleyball. This fall, Quest has five flag football teams, two volleyball teams, and one t-ball team. The school has started a drum line. • The board is in the process of evaluating the school leader. • The board had a resignation and added a new member in July 2022. That kept the board at five members. September 20, 2022, the board voted on two additional members to expand to seven members.
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>Quest leadership believes that recommendations from the 2021-2022 Site Evaluation have been addressed.</p> <p>SPCSA staff agrees with this assessment, and concluded that the board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students using data to inform decisions.</p>

SITE EVALUATION FINDINGS

STRENGTHS

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

- Quest serves a high number of students receiving Free or Reduced-Price lunch (FRL), English Learners, and students and/or learners with special needs who have an Individualized Education Plan (IEP). According to the SPCSA's student enrollment data for the 2021-22 school year, 94% of the student population qualify for free or reduced lunch (FRL), 9% have an IEP, and 9% are English learners (EL). Two of the categories (FRL and EL) categories are above the SPCSA's average in serving diverse student populations. The faculty and staff at Quest mirror the diverse student population. New staff hired for the 2022-2023 academic year identify as Hispanic and Latino. The school is commended for representing the community it serves.
- Quest leadership and staff improved overall academic scores in elementary grades with a gain of 15.5 index points on the Nevada School Performance Framework. Leadership and staff attribute dedicated and purposeful efforts to maximize student learning for this gain. Efforts include small class sizes, tutoring, targeted intervention time, and well-designed instructional time. A student success advocate and instructional coach have been added to staff during the 2022-2023 academic year. Learning goals, daily objectives for academics and behavior were visibly posted in classrooms on the day of the site evaluation. Quest modified third, fourth and fifth grades by RIT⁵ reading scores for targeted intervention, capitalizing on content area strengths of teachers. Intervention rotates every other day between English language arts and math. Learning during intervention time is differentiated. For example, all students may be working with the same text, but based on the student's RIT level, what they do with that text will vary according to the student's ability. In math, daily fluency with math facts is emphasized, embedding purposeful partnerships where students coach each other based on their RIT band. Teachers meet with the instructional coach weekly to discuss progress and plan.
- Quest has strong data driven decision making capabilities and procedures. The school tracks students' academic progress through internal data systems. The Student Support Team bases decisions on information from academic and social-emotional qualitative and quantitative data. Quest conducts several types of academic assessments which help inform and monitor the academic progress of each student. Faculty are trained on how to read and make instructional decisions based on data sets. Teacher feedback is provided frequently after classroom walk throughs and formal classroom teaching observations. School-wide trends for instruction are identified for professional development or individual mentoring.
- The leadership at Quest is perceived to be a strength by SPCSA staff. Administration's ability to address the recommendations from the previous site evaluation demonstrates effective leadership. Leadership reported they are continually working to address challenging behavioral and social-emotional needs by continuing the Leader in Me program both within and outside the classroom. Leadership reported they address learning gaps by building capacity through training,

⁵ RIT stands for Rasch Unit and is a measurement indicating the difficulty level at which a student is answering about 50% of the questions correctly on the Measures of Academic Progress test (MAP).

professional development, and progress monitoring. The principal reported Quest has reinstated numerous extracurricular activities once safety was established post-COVID. Field day returned spring 2022. Sports (bowling, football, soccer, T-ball, basketball, volleyball), clubs (plays, drum line, music), and school-side opportunities for families (Japanese tea ceremony, grown-ups with donuts, coffee with the principal) offer students a wide-ranging choice of events in which to participate. Summer school and Astro camp occur during the summer months. One specific example in which the principal listened to stakeholders and implemented a creative work-around came when teachers, students, and families expressed concern over the limited ability for middle school students to spend some time each day outside. Middle school students continue to eat lunch in the classroom and do not have a dedicated outdoor space. The principal listened to this concern and created a bi-monthly Friday lunch where all middle schoolers share lunch in the gym. Students can sit and socialize with their friends and/or walk around.

- SPCSA staff finds that school climate and culture has positively contributed to high morale at Quest Academy. The student and staff focus groups spoke to feeling confident in their ability to thrive at Quest. Faculty enjoy coming to work and feel their voices are heard. Students are comfortable talking with adults and sharing when they need assistance. Families appreciate the communication channels and how easy it is to speak with Quest personnel. Parents feel comfortable when contacting teachers regarding their child(ren)'s academic progress and making seeing current grades. The school educates parents on how to access, log-in and regularly check the academic progress of their child(ren).

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.

- Hiring qualified, licensed teaching staff is a challenge. Many schools nationwide are having difficulty hiring teachers. The school leader is highly dedicated to the success of the school. In addition to her leadership role, the principal is currently teaching two math classes in the absence of a middle school math instructor.
- Chronic absenteeism is an ongoing challenge at Quest. While strategies put in place during the 2021-2022 academic year have assisted in greater attendance during the opening months of the 2022-2023 school year, absenteeism remains a concern. Leadership continues to strategize ways to communicate with families, encouraging them to bring their children to school.

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.

- Quest increased their governing board membership from five to seven members in September 2022. Additionally, terms expired for prior members and new board members have joined the governing body. To ensure effective governance and meaningful oversight of school performance, operations, and financials, the SPCSA recommends the board obtain appropriate third-party training in a timely and reasonable manner from an experienced, third party. As the governing body builds capacity and expertise to successfully oversee a school consider ways to develop and implement a system for on-boarding for new members, or when the composition of the board changes.

- SPCSA staff recommend Quest continue strategizing ways to address challenges regarding chronic absenteeism with families. School leadership acknowledged chronic absenteeism is an ongoing challenge, precipitated by serving a large transient population with economic difficulties. Some low-income students can experience issues with physical and cognitive development and limited access to healthcare. Children in poverty may have challenges with cognitive literacy and may be behind both academically and socially. Being absent from school further widens the scholastic and social gap.
- SPCSA staff recommend Quest continue targeted, differentiated interventions to further the gains in academic growth. Consider strategizing ways students can use academic language inside and outside the classroom. Continue with strong instructional practices and close monitoring of student achievement to increase student academic achievement levels and social-emotional growth. SPCSA staff can connect Quest leadership with other charter schools within the Agency that have identified strong instructional practices for academic growth as a strength.
- SPCSA staff recommend Quest consider ways to recruit and hire teachers to fulfill staffing needs. SPCSA staff encourage Quest create a formalized contingency plan should a critical position go unfilled for several months. It is further recommended that Quest consider developing a pool of substitutes from which to draw upon to fill teaching vacancies.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Quest during this site evaluation.

DEFICIENCIES

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