



# Nevada State Public Charter School Authority

## Site Evaluation Report: Nevada Rise Academy

Evaluation Date: 10/18/2022

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# 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

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 10/18/2022 at Nevada Rise Academy (NVRA). 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. NVRA is in year three of their charter contract, thus meeting 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

NVRA is located in Las Vegas, Nevada in a facility at 2525 Emerson Ave. The school serves 365 students (as of the most recent Validation Day) in kindergarten - fifth grade<sup>1</sup>. The mission of name of school is: "Through rigorous academics, high-quality instruction, and intentional character development, Nevada Rise Academy Charter School places every kindergarten through 5th grade student on a path to college and ensures each student has access to life's fullest opportunities."

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<sup>1</sup> Because the NVRA 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

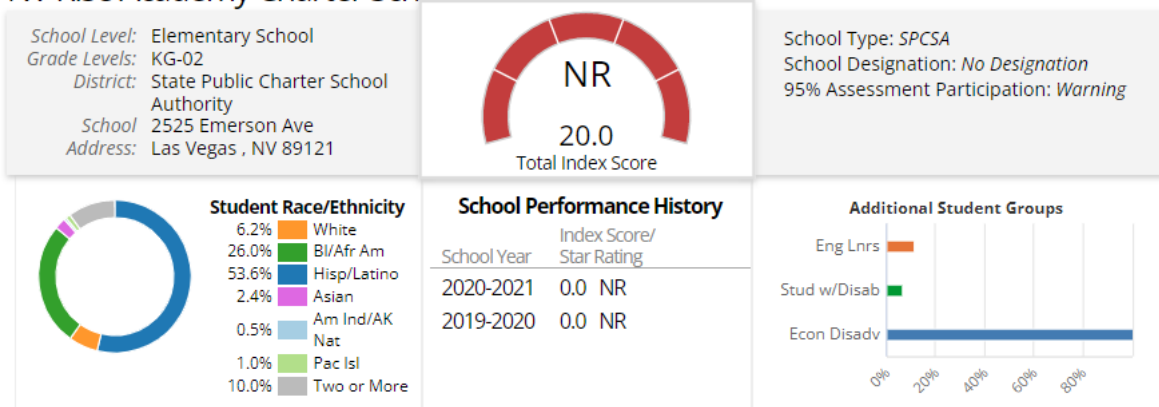
## Nevada School Performance Framework 2022

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

Elementary School

NV Rise Academy Charter School

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

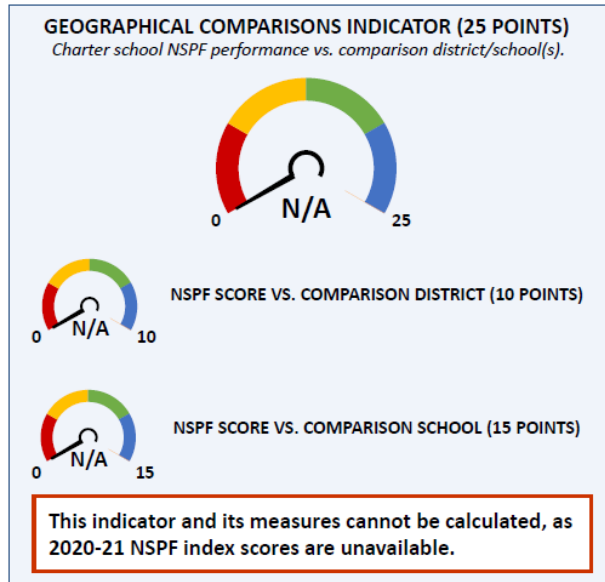
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	16.2	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	-	72.8	70.4			
Black/African American	18.1	30.3	35.7			
Hispanic/Latino	14.5	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	7.1	55.6	57.5			
White/Caucasian	-	60.7	61.3			
Special Education	<5	26.3	32.1			
English Learners Current + Former	8.0	34.9	39			
English Learners Current	8.7	25.5				
Economically Disadvantaged	-	35.6	42			

#### ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	31.5	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	-	74.9	76.7			
Black/African American	21.2	39.8	45.4			
Hispanic/Latino	34.5	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	35.7	61.5	66.2			
White/Caucasian	-	65.5	69			
Special Education	18.1	25.5	33.5			
English Learners Current + Former	24.2	37.4	44.4			
English Learners Current	21.9	24.4				
Economically Disadvantaged	-	42.8	49.4			

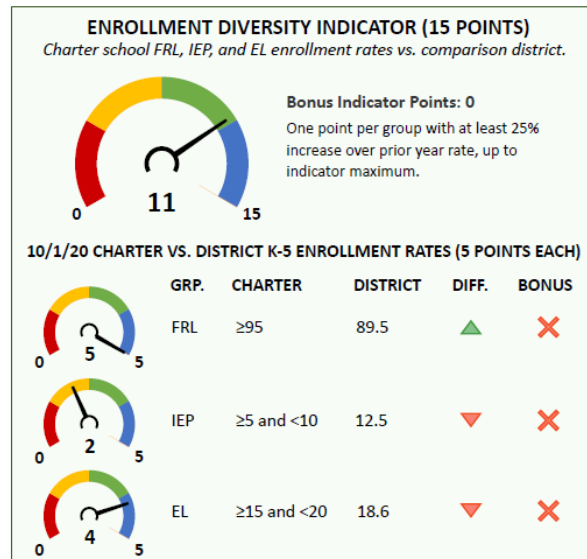
# SPCSA Academic Performance Framework<sup>2</sup> Geographic Comparison Report

## Elementary School



# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School



<sup>2</sup> 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

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	4	30 minutes
Parents/Families	7	30 minutes
Students	9	30 minutes
School Leadership	2	30 minutes
Staff	6	30 minutes

### Governing Board<sup>3</sup>:

- Participants in the governing board focus group said physical space is at the forefront of every governing board discussion. NVRA has added a grade and increased enrollment every year since opening in 2018. NVRA leases school space from Paradise Church. Parking spaces, classrooms, office space, restrooms, an auditorium for performances, and common spaces (entrance, lunchroom, kitchen) are included in the lease. Attempts to purchase the land and the building from the church have been unsuccessful on two separate occasions. Participants shared that the board and the executive director are exploring other options for locating and procuring school facilities.
- Governing board members shared a retreat is planned for the NVRA Governing Board and school leadership. There are strategic priorities on the retreat agenda that include “facility and the future, funding and fundraising, board recruitment, absenteeism and truancy, and academic progress.” Five of the founding board members serve as current board members, providing institutional history over a six plus year span. The board is considering growing to a 15-member board.
- Governing board members in the focus group reported that NVRA’s financial framework aligns with SPCSA’s financial performance framework. Additionally, EdTech financial services provide a monthly finance report to the board and an EdTech representative attends every board meeting to discuss and answer questions regarding finances. Governing Board members said they believe they have been effective conservators of state funds positioning them to solidly entertain opportunities for facilities to ease the space and growth concerns.
- Board members indicated they are involved in academics and academic performance patterns. The executive director provides a report at every board meeting that includes academics, attendance data, faculty trends, and budget information. The board sees chronic absenteeism and truancy patterns tied to academic progress. One board member said, “We are laser focused on developing strategies to address the absentee challenge. We receive a consistent message on how leadership is addressing the absences with resources and attention to the issue. The executive director is very driven to improve academic success.”

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<sup>3</sup> Four members of the ten member board participated. Quorum was not met, and Open Meeting Law was not violated.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

### Parents/Families:

- Families in the families and parents focus group indicated the school and teachers reinforce the Student Success Profile (SSP) in the form of RISE<sup>4</sup> values aligned with NVRA's mission and vision. Students are referred to as scholars at NVRA. Each scholar is a member of a crew (grade). The RISE values serve as expectations for behavior and communication across all stakeholders at the school, scholars, staff, and leadership. Parents report their children often use accountable talk stems at home by using such phrases as, "to add on...", "to build upon...", "I agree with you because...", and so forth. Families shared they are encouraged to remind their children of the RISE values at home. If a scholar needs behavioral support, parents are asked to reinforce the good behaviors at home as outlined in the RISE values.
- Families in the focus group said the school effectively communicates with families. Teachers and school staff know all the children by their first name and welcome them in the car line every morning. One parent shared she was surprised at how quickly faculty and staff knew her child's name upon enrolling at the school. Parents said they also listen to the school's radio station for school information. NVRA broadcasts on 1660 AM and loops the program for 24 hours each day of the week so families can access the information at any time. Focus group participants indicated the radio programming includes morning announcements, teachers introducing themselves, and highlighting scholars' birthdays. Allowing scholars to guest DJ, as well as listing upcoming school and community events. Information about free city and community offerings are also conveyed. Parents said community resources are available at every school event, often in the form of a manned table, flyers, or a speaker.
- Focus group participants reported leadership and teachers provide their personal cell phone numbers to parents so parents may reach out if they need assistance or have questions about what scholars are learning. The teachers put academic materials on ClassDojo<sup>5</sup> a week ahead so families know what scholars will be learning that week. This includes due dates of assignments as well as class quizzes and tests. Parents said teachers also create and upload videos about individual scholars letting parents know how their scholar is progressing with learning. Videos are also created showing directions or processes so parents can learn how to help scholars at home. Materials from ClassDojo are duplicated on the NVRA website so if scholars lose something, they can retrieve the information or materials.

### Students:

- Scholars in the focus group said they create their own learning goals using benchmarks. Scholars shared they meet with their teachers individually, review their MAP<sup>6</sup> scores each quarter and have a conversation about growth mindset. Several scholars said teachers tell the class what the learning goal is and then ask scholars how they plan on meeting that goal. Scholars said they have many options for meeting the goal. They also said at the end of the 21-22 academic year, there was a dress up party for scholars who met their learning goals.
- Scholars participating in the student focus groups indicated teachers provide feedback quickly on their assignments. For math, scholars use EnVisions<sup>7</sup> and can easily see how they are progressing. With

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<sup>4</sup> RISE is an acronym for Relentless learning, Independent hearts and minds, Socially conscious collaboration, and Enduring personal growth.

<sup>5</sup> ClassDojo is a digital sharing platform that allows teachers to document the day in class and share information with families via a web browser.

<sup>6</sup> MAP is an acronym for Measures of Academic Progress. MAP is a computerized adaptive assessment measuring reading and math.

<sup>7</sup> EnVisions math is an electronic interactive program that combines problem-based learning with visual learning.



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

writing assignments, scholars receive feedback within one to two days. Scholars also reported teachers using RISE values in the class to check for understanding. Scholars described using individual whiteboards to indicate on a scale from one to five how comfortable they felt with the material. They can also draw a question mark on their whiteboard if they need the teacher to answer a question. Teachers also use fist-to-five, thumbs up, and other accountable talk hand gestures to check for understanding.

- Scholars in the focus group said they appreciate the STEAM<sup>8</sup> infusion through their classes. Currently, scholars are preparing a stage presentation for Hispanic Heritage Month. Each grade decides what their crew will perform. It can be a dance, a pageant, a skit, a speech, etc. Older grades produce, direct, choreograph, build sets, and control lighting. Scholars described the science tracks for upper grade students, agriculture, robotics, and infection detection. Scholars said in agriculture they were experimenting with wheat grass to see what conditions wheatgrass can survive. In robotics, scholars shared they are building small robots and adding sensors for movement. In the infection detection class, scholars are testing different soaps to see which ones clean a particular substance of hands more effectively.

### Leadership:

- During the leadership presentation, leadership at NVRA indicated they are not pleased with assessment scores from the 2021-2022 academic year. Leadership reported they are currently working on data tracking and core assessments. The executive director of the school said, “We have a fierceness of attention to increasing performance.” The literacy program for crews in kindergarten, first and second grade include one hour of standards-based core instruction, one hour of focused differentiated small group instruction, and 45 minutes of literacy lab. Third through fifth grade crews receive one hour of core, standards-based instruction, one hour of All Block<sup>9</sup>, and one hour of life science lessons (Discovery Education). All grades receive 60 minutes of math instruction daily leadership presented.
- Leadership reported MAP benchmark assessments serve as the most significant standardized assessment each year for NVRA. The data from MAP testing provides feedback around instructional practices, helps teachers create intervention groups, and helps set crew level and schoolwide academic goals. NVRA partners with MyEducationData<sup>10</sup> allowing teachers, parents, and scholars to see academic progress in real time according to the leadership presentation. Leadership said formative assessments such as exit tickets are used by teachers every day to determine if scholars are meeting learning goals. Based on the results, teachers adjust upcoming lesson and small group configurations. Leadership utilized the WIDA and MAP results to discover writing was a weakness. NVRA curriculum has been modified according to leadership to infuse writing throughout all content areas and grade levels for the 2022 -2023 academic year to increase fluency. NVRA leadership said that the school uses Writing by Design<sup>11</sup> as the writing curriculum.
- Leadership disclosed attendance patterns thus far in the 2022 -2023-year mirror those of the 2021-2022 academic year. Leadership provided the SPCSA site

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<sup>8</sup> STEAM is an acronym for science, technology, engineering, art, and math.

<sup>9</sup> All Block is designed for extra practice and support of the components of literacy, independent reading, additional work with complex texts, reading and speaking fluency, writing practice, word study and vocabulary.

<sup>10</sup> MyEducationData is an online educational portal that enables parents the ability to track their child’s academic information.

<sup>11</sup> Writing By Design is a writing program undergirded by the six traits of writing. The program is aligned to common core and state standards.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

evaluation team with a line graph depicting absenteeism is trending the same as last year. NVRA has a truancy diversion program. Leadership indicated that they track attendance data to identify causes of an absence more accurately, as well as the length of absences, and patterns of days being missed. Every scholar enrolled commutes to the school; there are no scholars who walk from home to school as shared in the focus group. Leadership and staff have increased the frequency of conversations with families regarding attendance and adjusted the school's communication tone. The executive director expressed, "We struggle to convey how important it is to be in school since we have a four-day school week." Leadership further explained several families are still concerned about contracting COVID. Families have communicated that transportation is an issue, citing rising gas prices or the inability to provide transportation or afford transportation if a family vehicle breaks down. Leadership and the governing board have been in regular communication strategizing ways to further address chronic absenteeism.

- During the leadership presentation, NVRA leadership described how STEAM is embedded across grade spans and content areas using tools such as data visualization or fine art imagery to deepen scholars' understanding of science, math, and technology by integrating concepts and practices of the arts. Scholars leverage both hard and soft skills to solve problems within the four-day school week. Faculty engage in collaboration, professional development (PD), and professional learning communities (PLC), as well as independent faculty planning time on Fridays. School leadership structures RTI (responsive to intervention) discussions as well as conversations about scholars with special needs, exceptional learners, and English language learners (ELs). Leadership said they schedule time to telephone families to discuss positives and push-in supports at home. The school is open to the community on Fridays. Scholars, families, and community members are invited to participate in such activities as cooking club, hair braiding club, Lego club, Harry Potter club, and hair braiding club. Soccer and mixed martial arts were examples of Friday sporting opportunities shared during the focus group. Pottery classes, art classes, and sign language are also offered according to leadership. School leadership reported approximately 100 people attend these events every week. Leadership said Fridays provide scholars an opportunity to engage in inter-generational conversation skills and learn social skills such as turn-taking.

### **Staff:**

- During the staff focus group session, faculty reported focused efforts to manage learning loss due to chronic absenteeism. Absenteeism remains a persistent challenge according to teachers. Several teachers said because NVRA has a four-day school week, any absence is magnified with the loss of learning time. Teachers indicated they post the weekly objectives, standards, and activities online. Families and scholars can access these materials at any time and remain current with work. Faculty said they work one-on-one with scholars who have been absent or need extra support.
- Staff reported that every NVRA classroom has one teacher and two associate teachers. "Having several teachers in the classroom is conducive for small group, and/or one-on-one interaction as one teacher can work with the whole class and the others can focus on targeted student support," said one teacher. The special education instructor said, "I try to go into the class and work with scholars on skills. There are both push-in and pull-out services for scholars to receive targeted support." The SPCSA site evaluation team observed small group, one-on-one and push-in and pull-out instruction occurring throughout the day both inside the classroom and in common areas. Teachers in the focus

group said scholars who have been absent also work with other crew members during class time to catch up on missed information. Focus group participants said faculty encourage parents to notify teachers and the school if families are aware of a planned absence. Teachers said they are hopeful that advance notice of an absence allows teachers to prepare packets of materials in addition to the online resources that can be worked on independently while away from school.

- The SPCSA site evaluation team asked faculty and staff how they embed the mission and vision of the school in their classroom. Faculty in the focus group session indicated they spend a considerable amount of time on character building. One teacher explained, “Each teacher chooses a RISE value for the day and learning throughout the day references back to the RISE value of the day. For example, the teacher may choose respect as the RISE value. Scholars are asked ‘what does respect look like?’ and the scholars will discuss and provide examples.” Other teachers nodded and added that throughout the day scholars hold each other accountable by reminding peers if behavior is respectful or not. At the close of the school day, there is a whole class de-brief in which scholars can summarize their day and experiences with the RISE value for that day.

# CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 21 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Classroom Learning Environment is Conducive to Learning</b>	<p>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.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>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.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	This criterion was not observed or rated.
	<b>Total: 9</b>	<b>Total: 11</b>	<b>Total: 1</b>	<b>Total: 0</b>	
<b>Establishing a Culture for Learning</b>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	This criterion was not observed or rated.
	<b>Total: 8</b>	<b>Total: 12</b>	<b>Total: 1</b>	<b>Total: 0</b>	

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<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 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.
	<b>Total: 10</b>	<b>Total: 10</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>
<b>Students' Cognitive Awareness of Learning Goals/Targets</b>	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.
	<b>Total: 13</b>	<b>Total: 8</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Quality and purpose of questions</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: 4</b>	<b>Total: 11</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 5</b>
<b>Opportunities for student discourse and student use of academic language</b>	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.
	<b>Total: 6</b>	<b>Total: 13</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 2</b>

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Intellectual Engagement in Learning</b>	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.
	<b>Total: 10</b>	<b>Total: 10</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Using Formative Assessment in Instruction</b>	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.
	<b>Total: 7</b>	<b>Total: 13</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>

Additional information about the classroom observations shared here when applicable:

- Scholars emphasized RISE values chorally responding to teacher prompts. Scholars began class by stating the RISE values of confidence. Social skills are reinforced continually by teacher prompts.
- In one upper grade class, scholars were taking a math exam. The teacher redirected off-task scholars by reminding them of the routines and procedures of the class. An associate teacher worked with EL scholars and students with an IEP at a small table, encouraging scholars to use appropriate math vocabulary in English.
- In one upper elementary classroom, the teacher-led discussions about the book *Esperanza Rising*. Scholars worked in groups and led discussions on predictions about the text.
- In one elementary classroom, the teacher facilitated discussions on a poem authored by Walter Dean Myers. Scholars used accountable talk stems to participate in discussions. The teacher encouraged scholars to use accountable talk sentence starters, such as, “to add on,” “to build upon,” “I agree with you because,” “I disagree with you because,” etc.
- In one lower elementary classroom, scholars solved mathematical equations during independent practice. The teacher walked the room, observing student work and providing suggestions and tips to help scholars solve the equations. The teacher provided encouragement and applauded student thinking and solving skills modeling accountable talk.
- During one targeted intervention the instructor guided a small group of scholars through individualized learning tasks specific to each student in the group. Scholars were highly engaged in the learning.
- In one small group, special education and English learner pull out, the teacher provided targeted interventions to scholars.
- In one upper elementary classroom scholars solved math equations by explaining their process with a peer. Scholars made connections to their academic work with the RISE value they were focused on for that day.
- In one elementary classroom scholars corrected misspelled words and errors in grammar. Scholars raised their hands and offered a suggestion on how to correct one error. The class used accountable talk hand gestures to agree and disagree. The whole class gave vocal encouragement when scholars provided the correct response.
- Scholars practiced writing paragraphs in one elementary classroom. Many scholars were off-task and the teacher struggled with classroom management.
- In one elementary classroom, scholars worked independently to make grammatical corrections to sentences. The teacher called on scholars to share their thinking.
- In one elementary classroom, one teacher led whole-group instruction. Another teacher provided targeted interventions to one student.
- In one elementary classroom, scholars rotated to different stations and worked on targeted skills activities. The teacher pulled small groups to provide targeted instruction.
- Some upper elementary classrooms put on a performance for Hispanic heritage month. Teachers explained expectations for behaviors. Scholars followed expected behaviors.
- Fourth grade scholars practiced their performance for Hispanic Heritage Month celebration for families in the auditorium. Fifth grade participated as the audience. Scholars played the instruments, choreographed the dance and performed the dance. The audience clapped and provided oral encouragement aligned with the schoolwide RISE values.

# 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><b>Indicator 1:</b> Education Program</p>	<p><b>Measures 1a and 1b:</b> 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><b>Measures 1c and 1d:</b> 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>The school implements the material terms of the education program. Curricular materials align to Nevada Academic Content Standards. NVRA uses the following curricular materials that are aligned to the Nevada State Standards: EL education, Envisions, Project Lead the Way, Project Aware, and iReady. EL students and students with special needs are not excluded from progress monitoring in the general education space. Specialized populations are integrated through all grades at NVRA. The SPCSA SE team observed targeted interventions with small group, push-in-and pull-out activities in six different classrooms. 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><b>Indicator 3:</b> Governance and Reporting</p>	<p><b>Measure 3a:</b> The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>The NVRA Board meets every other month and as needed. Board members shared that they participated in new Governance training and reviewed the SPCSA Governance Standards during the August 2022 meeting. Board members completed Build, Excel, Sustain (BES) training. Within the past three to four months, the Board has participated in SPCSA training assisting them with information on growth</p>



		of the governing board and hiring a fundraising consultant.
<b>Indicator 4:</b> Students and Employees	<p><b>Measure 4a:</b> Student records under lock and key/stored appropriately</p> <p><b>Measure 4d:</b> Personnel files are under lock and key/stored appropriately</p>	Student and faculty records are stored under lock and key in a secured room.
<b>Indicator 5:</b> School Environment	<p><b>Measure 5b:</b></p> <ul style="list-style-type: none"> <li>• Evacuation plans for classrooms are posted</li> <li>• The school has fire extinguishers on all floors which are tagged</li> <li>• Active permit for food service (if applicable)</li> <li>• Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration</li> </ul>	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 a cot and a refrigerator for student medication in the nurse's office. There was no receptacle for the disposal of sharp objects. Please see the Recommendation section of this Site Evaluation Report for next steps to ensure this is readily available in the nurse's office and can be locked as may be necessary.

## 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>	<ol style="list-style-type: none"> <li>1. SPCSA recommends the school board and leaders closely monitor the school's capacity to maintain the mission and vision of the school as NVRA continues to grow and expand.</li> <li>2. NVRA should make sure the school's Special Education policy and procedure manual is complete and updated on a regular basis.</li> </ol>
<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>	<ol style="list-style-type: none"> <li>1. NVRA shared that they have never had a 'normal' year, and when coupled with increasing enrollment/growth, has presented extraordinary challenges the last several years. <ul style="list-style-type: none"> <li>• Year 1: Opening year</li> <li>• Year 2: Transition to distance learning due to pandemic; added a grade</li> <li>• Year 3: Full distance learning due to pandemic; added a grade</li> </ul> </li> <li>2. There is currently an IEP team. The SPED director is a part-time teacher. The SPED policy and procedure manual is an on-going process. NVRA is interviewing for a dedicated special education teacher to ensure compliance with state policies and procedures, including updating NVRA's manual.</li> </ol>
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>NVRA leadership believes that recommendations from the 2021-2022 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address prior recommendations is ongoing as NVRA continues it's slow growth model. The 2022-2023 academic year will allow NVRA to assess the school in a non-growth year for the first time.</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

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## 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.

- NVRA was observed to have an ethnically diverse student population, an ethnically diverse faculty and staff, and an ethnically diverse governing board. SPCSA staff recognize diverse demographics across school stakeholders as a strength when identifying, understanding, and responding to needs of the school's population. The NVRA governing board has strong retention with five founding board members serving as current board members.
- SPCSA staff recognize the innovative STEAM school model at NVRA. The STEAM model allows scholars to interconnect concepts across grade bands and content areas. Students take ownership of arts performances and select which strand of science they would like to focus, robotics, agriculture, or infectious diseases. Classes at NVRA are inclusive; all learners are integrated in classes and content areas. SPCSA staff observed formative assessment consistently being used in classes through hand gestures, choral responses, and verbal cues such as, "I want to build on ..." that undergird the RISE values. The use of accountable talk in the classroom and in common areas is evident in discourse between scholars, teachers, and leadership. The four-day school week provides faculty time to professionally plan and collaborate with colleagues while scholars and families can participate in clubs and enrichment classes.
- Leadership and the governing board are focused on academic gains. Coaching protocols, interventions, professional development, and wrap-around services have been targeted to increase student learning gains during the 2022-2023 academic year. SPCSA observed one teacher and two associate teachers in each classroom delivering small group instruction, push-in and pull-out services. The crew mentality is modeled throughout the school beginning with the morning staff huddle held every morning prior to the start of classes. Currently, morning huddle emphasizes exceptional learners for general education teachers.

## 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.

- Space is limited at NVRA. As the school shares space with a church, negotiating common space has been very challenging and limited. Leadership said, "We have over 200 students on one floor with only a few restrooms. Fortunately, we are grandfathered in, so we meet code. It is just not conducive or optimal for student needs." NVRA had not been able to use the portables until this year despite paying for them. Leadership indicated the county bureaucracy to occupy the space was difficult. Attempts to purchase the building have been unsuccessful and new facilities are being explored.

- NVRA has added a grade every year since opening in 2019 presenting challenges to staffing and capacity. The 2023-2023 school year will be the first year the school will operate without adding a grade. As leadership said, “We need more space. We are bursting at the seams because of enrollment.”
- Student attendance is struggle despite enhances and increased resources to combat chronic absenteeism. While NVRA is using internal tracking codes more accurately to identify the causes of an absence, attendance for 22-23 mirror the 21-22 school year. Families are encouraged to submit an absence form electronically. NVRA looks for patterns in which days are missed through the myeducationdata tracking system. Leadership is aware that every NVRA family commutes to the school and transportation is a contributing factor to attendance. Families cite rising gas prices as one reason for keeping scholars at home. Additionally, if a vehicle needs repair, many NVRA families do not have the resources to pay for immediate repair or the means to put their child on public transportation. Leadership and the governing board have been in regular communication to strategically address absentee challenges.

## 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.

- Academic data from 2021-2022 indicates NVRA has an index score of 20. There are no Nevada State 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. SPCSA staff recommend NVRA continue building capacity and agency to fill learning gaps to increase student performance. Focus on ways to build and monitor academic gains by continuing to collaborate with stakeholders for student outcomes to increase student achievement. SPCSA staff recommend NVRA consider building agency and capacity for Total Physical Response (TPR) strategies, increase interventions to under-resourced communities, and continue to build intentional undergirding for EL scaffolds, writing, and speaking skills. “Successful learning experiences that focus on high-order competencies are critically important for students to improve their academic performance and thus narrow the achievement gap” (Yang, Y., van Aalst, J., & Chan, C. K. K., 2020).
- SPCSA staff recommend NVRA develop a robust cadre of specialists and teachers who are adept at meeting the needs of specialized student populations. SPCSA staff observed one teacher and two associate teachers in every classroom as reported by school leadership. Because NVRA integrates specialized student populations across all grade bands and content areas, it is important to ensure students and faculty have learning support. “When low achievers are provided appropriate instruction, they can engage in higher order thinking” (Zohar & Dori, 2003). Efforts to improve students’ academic achievement and develop “higher order competencies require corresponding higher teacher expectations and support” (Yang, Y., van Aalst, J., & Chan, C. K. K., 2020).
- SPCSA staff recommend NVRA continue strategizing ways to address chronic absenteeism & truancy. Communication with families and educating them on the importance of attending school and maintaining learning progress are crucial to scholarly success. NVRA may want to consider purchasing bus passes from the Las Vegas regional Transportation Commission (RTC). The RTC offers reduced bus passes for students.
- SPCSA staff recommend NVRA obtain a receptacle for the disposal of sharp objects used for medical purposes within 30 days to be compliant with Nevada State Law NAC 444.00747. Nevada state defines a sharps container as “a receptacle that is commercially manufactured, rigid and puncture-

resistant for the disposal of sharps with required labeling that, when sealed, is leak-resistant and cannot be reopened without great difficulty” ([NRS 439.200](#)).The SPCSA can assist and guide NVRA in procuring a sharps receptacle, which are relatively inexpensive.

## **STRONG RECOMMENDATIONS**

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

## **DEFICIENCIES**

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