Nevada State Public Charter School Authority

Site Evaluation Report: **Sports Leadership and Management Academy (SLAM!)**
Evaluation Date: 10/12/2022
Initial Draft Report Date: 12/30/2022

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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 10/12/2022 Sports Leadership and Management (SLAM). 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. SLAM is in year three of their charter contract 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.

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

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

SCHOOL BACKGROUND

SLAM is located in Henderson, Nevada in a facility at 1095 Fielders Street. The school serves 1626 students (as of the most recent Validation Day of October 2020) in kindergarten through 12th grade[1]. The mission of School Leadership and Management of Nevada is: "To prepare students for postsecondary studies and careers through an engaging educational program emphasizing sports leadership and management career preparation."

[1] Because the SLAM 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

Sports Leadership and Management Academy — School Year 2021-2022 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-12
District: State Public Charter School Authority
School Address: 1095 Fielders Street, Henderson, NV 89011

NR
60.0
Total Index Score

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

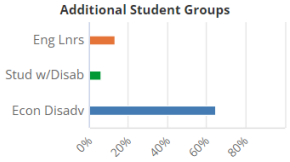
Student Race/Ethnicity

12.5%	White
9.1%	Bl/Afr Am
59.7%	Hisp/Latino
2.3%	Asian
0.0%	Am Ind/AK Nat
4.1%	Pac Isl
12.1%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	N/A N/A
2019-2020	N/A N/A

Additional Student Groups



Middle School

Sports Leadership and Management Academy — School Year 2021-2022 Nevada School Rating

School Level: Middle School
Grade Levels: KG-12
District: State Public Charter School Authority
School Address: 1095 Fielders Street, Henderson, NV 89011

NR
57.5
Total Index Score

School Type: *SPCSA*
School Designation: ***TSI/ATSI***
95% Assessment Participation: *Met*

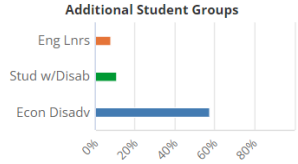
Student Race/Ethnicity

16.5%	White
14.9%	Bl/Afr Am
53.3%	Hisp/Latino
2.4%	Asian
0.3%	Am Ind/AK Nat
2.1%	Pac Isl
10.1%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	68.0 ★★★
2019-2020	68.0 ★★★

Additional Student Groups



High School

Sports Leadership and Management Academy — School Year 2021-2022 Nevada School Rating

School Level: High School
Grade Levels: KG-12
District: State Public Charter School Authority
School Address: 1095 Fielders Street, Henderson, NV 89011

NR
73.5
Total Index Score

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

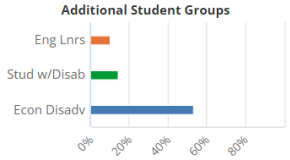
Student Race/Ethnicity

16.9%	White
11.7%	Bl/Afr Am
59.2%	Hisp/Latino
3.2%	Asian
0.3%	Am Ind/AK Nat
2.3%	Pac Isl
6.0%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	70.0 NR
2019-2020	70.0 NR

Additional Student Groups



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	31.0	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	-	72.8	70.4			
Black/African American	40.0	30.3	35.7			
Hispanic/Latino	24.5	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	46.1	55.6	57.5			
White/Caucasian	31.0	60.7	61.3			
Special Education	29.1	26.3	32.1			
English Learners Current + Former	22.7	34.9	39			
English Learners Current	20.5	25.5				
Economically Disadvantaged	26.8	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	36.1	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	-	74.9	76.7			
Black/African American	45.0	39.8	45.4			
Hispanic/Latino	30.4	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	50.0	61.5	66.2			
White/Caucasian	34.4	65.5	69			
Special Education	20.8	25.5	33.5			
English Learners Current + Former	31.2	37.4	44.4			
English Learners Current	26.4	24.4				
Economically Disadvantaged	30.2	42.8	49.4			

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	26.4	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	53.8	62.7	60.6			
Black/African American	18.4	18.2	27.3			
Hispanic/Latino	24.1	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	30.1	41.8	43.6			
White/Caucasian	35.4	48.1	49.8			
Special Education	5.5	9.7	22.7			
English Learners Current + Former	14.4	20.1	24.2			
English Learners Current	7.5	7.6				
Economically Disadvantaged	24.8	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	38.4	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	61.5	79.0	77.1			
Black/African American	31.5	41.1	40.9			
Hispanic/Latino	34.0	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	46.2	64.6	63.2			
White/Caucasian	53.1	67.2	68			
Special Education	11.1	18.0	25.8			
English Learners Current + Former	28.8	38.8	28.1			
English Learners Current	<5	16.7				
Economically Disadvantaged	37.1	45.9	47.1			

High School

Math Proficient — **Math Proficient Points Earned: 1/10**

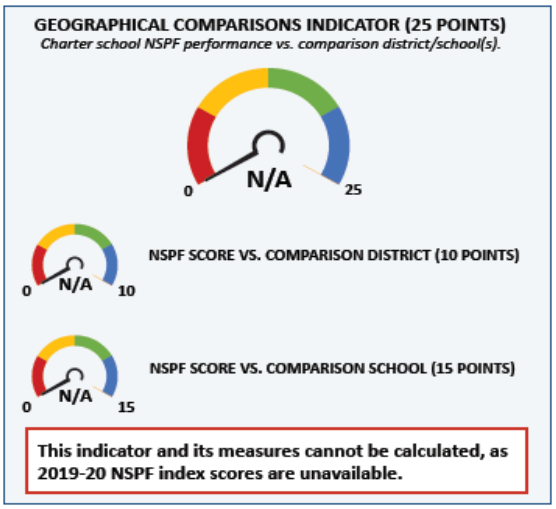
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	7.4	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	-	55.1	52.76			
Black/African American	<5	10.2	22.5			
Hispanic/Latino	5.7	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	-	31.9	40.11			
White/Caucasian	26.6	33.8	47.04			
Special Education	<5	6.6	16.76			
English Learners Current + Former	<5	<5	18.8			
English Learners Current	<5	<5	16.04			
Economically Disadvantaged	5.8	14.6	27.8			

ELA Proficient — **ELA Proficient Points Earned: 5/10**

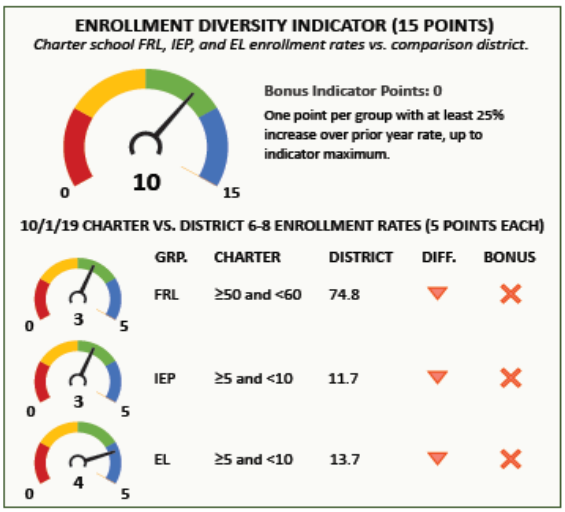
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	45.7	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	-	78.7	66.85			
Black/African American	50.0	40.6	34.82			
Hispanic/Latino	43.2	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	-	60.5	60.16			
White/Caucasian	66.6	65.7	64.14			
Special Education	6.2	16.5	19.92			
English Learners Current + Former	12.5	12.5	21.64			
English Learners Current	<5	9.2	15.98			
Economically Disadvantaged	51.0	43.4	40.77			

SPCSA Academic Performance Framework[2]
Geographic Comparison Report
Elementary School Data Unavailable

Middle School

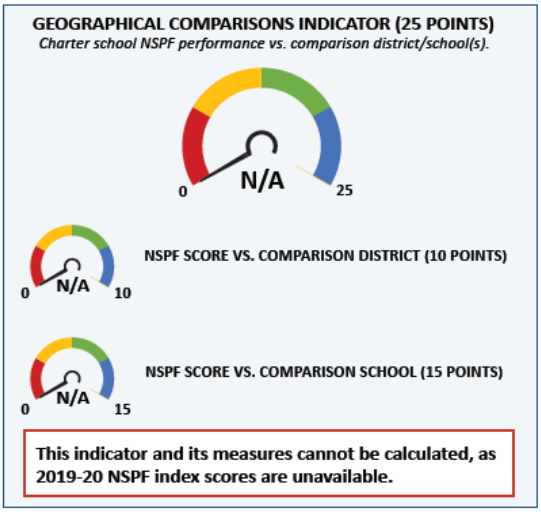


High School

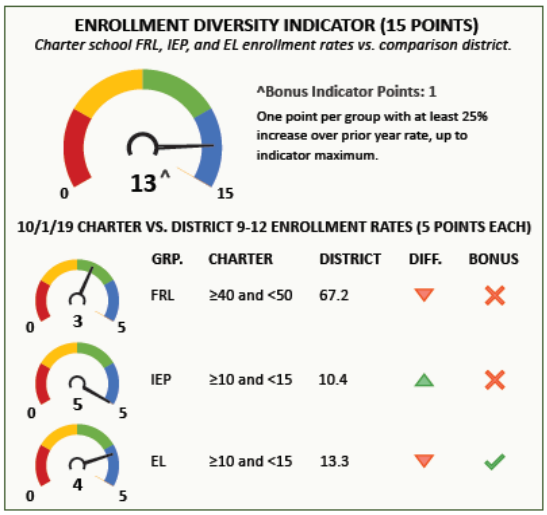


SPCSA Academic Performance Framework
Diversity Comparison Results
Elementary School Data Unavailable

Middle School



High School



[2] Because the SLAM 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	9	30 minutes
Students	10	30 minutes
School Leadership	7	30 minutes
Staff	10	30 minutes

Governing Board[3]:

- Members of the governing board reported that five of the seven seats for SLAM's governing board are filled. One board member shared, "We currently have two openings to fill on our governing board. We'd prefer someone with backgrounds in finance, legal, or education to fill the open seats." Another board member explained, "Academica conducts the onboarding for new board members including open meeting law, finances, funding, etcetera."

- The governing board members discussed the previous recommendation for the site evaluation held on 2/10/21, which recommended the SLAM board examine their current method of evaluating the EMO, Academica. One board member stated, "We evaluated our EMO, and it went well. We conducted a survey and reviewed the comprehensive results. All of the board members submitted responses. Once a year the EMO is evaluated. The state statute requires the board to really dive deeply into deciding where and how the EMO supports the school and governing board. The evaluation process was restructured so that if there are concerns, we make recommendations and suggestions on how the EMO can assist greater."

- Members of the governing board reported they meet once every two months and as needed. Board members shared the expertise that each board member brings to the full board. One board member stated, "We have a parent, non-profit representative, educator (principal at Coral Academy), Golden Knights representative, and director of ticketing at LV Raiders on our governing board."

Parents/Families:

- Families confirmed that tracking their child's progress on Infinite Campus[4] and Myeducationdata[5] has improved this school year. One parent explained, "We mainly check Infinite Campus. Myeducationdata syncs to Infinite Campus so there's no problem getting the information." While there has been improvement, there are still challenges. One parent reported, "It is difficult to navigate to get the assignments. For example, understanding what is late and what is upcoming is not clear. There has not been any

[3] Two members of the seven-member board participated. Quorum was not met, and Open Meeting Law was not violated.
[4] Infinite Campus is a comprehensive, web-based K-12 student information system (SIS) with real-time access to administration, instruction, communication, curriculum, reporting, and more.
[5] Myeducationdata is an online system used to support schools in making data-based decisions.

FOCUS GROUP SUMMARY continued

training for parents on how to use or access Infinite Campus. There is no phone number to call if we need assistance."

- Families agreed that overall, the teachers provide high-quality instruction. One parent elaborated, "The instruction is clear. They speak life into the kids. Teachers are accessible emotionally to students." One parent explained, "The students are held accountable, so the aspect of personal responsibility motivates them, and this speaks to high quality." Another parent shared, "There was a change in some classes last year. The quality of instruction went way down with the new teachers and students' grades suffered. The prior teacher sent a weekly review of topics and what is upcoming. For families, it felt like they just hired anybody to have a body in the classroom." Another parent said, "The relationships between the teachers and students were quickly felt in student motivation. We noticed and were concerned. We even came to school to observe in the classroom to see what caused the happiness and joy in their child to deteriorate."

- Families in the focus group shared that the front office is not very responsive to parents. One parent explained, "The front office ignores emails or phone calls and gets snarky sometimes in responses." Families shared, "We have communicated to the administration that we want to know right away if there is a problem with our child's learning. There are challenges with admin, front office, or teachers communicating." Families shared that sometimes their child is used as the middleman between the school and the parents. Another parent said, "We don't like the kids being used as the go-between."

Students:

- Students shared they have had several opportunities to participate in student-led activities. One student said, "In math we solve a lot of equations on the board. Our teacher wants a lot of participation from us." Another student shared, "In chemistry, we have a project every week where we present as a group. Our Career Technical Education (CTE)[6] classes are very student lead as well. We organize activities or create things that can be implemented school-wide. Students communicated, "Many teachers give us hands-on activities. We have a project every week and we present every other week. In history, we reenact a lot of events from US history."

- Students discussed several methods for tracking their progress or checking their grades. Students vocalized, "We use Infinite Campus. It tells us the due dates and grades. We also get emails about upcoming due dates. In some classes, we get rubrics on projects and criteria. On daily assignments, we are told how to complete an assignment. Most assignments are put on Google Classroom and then grades are put there and then transferred to Infinite Campus. Graded assignments and feedback are fairly quick."

- SLAM students affirmed their teachers check to make sure they understand the lessons

[6] Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners.

FOCUS GROUP SUMMARY continued

through multiple avenues. Students revealed, "Our teachers check for understanding through quizzes, i-Ready[7] percentages, and growth checks in the middle of the year on i-Ready. During a lesson, the teacher will ask questions to see if people understand the lesson" Students said they feel comfortable telling teachers during class if they don't understand the content. Students shared, "We know the older we get, we have to be responsible for our learning. We either work on our own to find resources or seek time to meet with a teacher." Another student explained, "Study Hall class is held once a week for middle school and high school students to get assistance for an hour and a half with specific classes." Students reported they really like study hall and feel it's helpful.

Leadership:

- Leadership reported SLAM received an 80% satisfaction rate on a student and family survey given during the 2022-23 school year. Leadership elaborated, "Providing more differentiation was a trend that came through in the responses. Providing more purposeful multicultural instruction was another trend. Multiculturalism is infused in the content, but students don't always see it. So now professional development and targeted reference to the content is a focus to orient the students."

- Leadership disclosed they feel SLAM has been able to effectively extend the vision and mission of the school to kindergarten through grade five students. Leadership explained, "Adding grades kindergarten through fifth was a need. The older grade students assist elementary grade students with learning. High school student aides can work with elementary students. Student tutors help with the book fair. The older students operate as role models for the younger grades."

- Leadership shared several ways SLAM is working to close opportunity gaps. One member of leadership communicated, "We have implemented power hour at the elementary level to provide students with an hour of ELA instruction targeted to student needs. We also provide additional tier 1 and tier 2 supports through i-Ready and Smarty Ants[8]." Another member of leadership stated, "We offer accelerated classes in sixth, seventh and eighth grade. Students get a semester of Academy Programs, such as sports medicine, marketing, and video production so they have exposure and can choose which program they like for 9th grade."

- Leadership described how the school implements remediation so as to help students stay on-grade level or make significant gains. Leadership shared, "Students have a dedicated enrichment teacher who collaborates with the student's grade level teacher. The enrichment teacher covers the standard a week prior to the grade level teacher. After the grade level teacher provides instruction, the dedicated enrichment teacher remediates."

[7] iReady Personalized Instruction provides students with lessons based on their individual skill levels and needs, so your student can learn at a pace that is just right for them.

[8] Designed for all students in grades PreK-1, Smarty Ants® is an effective, research-driven solution that differentiates instruction and accelerates students on the path to foundational literacy – all in an engaging, interactive, learning environment.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

One member of leadership said, “Kids at SLAM need to be at school. They cannot maintain on their own. We were able to regain a lot of learning loss once students came back to school.”

Staff:

- Staff members shared that SLAM provides targeted support to students in efforts to close opportunity gaps. One staff member explained, “In elementary we have Power Hour by ability level daily and we progress monitor them. We tailor learning according to group needs. In middle and high school, we have enrichment classes in English language arts and math, so the students get a foundational class that supports the content classes. We use i-Ready and reading levels are checked at elementary to see growth.”

- Staff members reported things that have been put in place this year at SLAM to support student growth on the science proficiency. One staff member said, “In elementary, we try to intermingle science with our other content areas. We have a science curriculum and science kits. In middle school, we plan lessons to overlap science and math standards. Our semester projects are heavily science related.”

- Staff reported they provide students with opportunities to participate in student-led activities daily. Staff members stated, “We provide opportunities at least once a class period. We try to use Kagan[9] throughout the day. Math talks are being incorporated to allow students to discuss their thinking. This training starts in kindergarten. In English, there are different presentations throughout the year.”

[9] Kagan Structures are instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 38 classrooms were observed for approximately 15 minutes each 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:** 20	**Total:** 5	**Total:** 2	**Total:** 4
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: 8	**Total:** 18	**Total:** 4	**Total:** 2	**Total:** 6

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: 8	**Total:** 26	**Total:** 1	**Total:** 1	**Total:** 2
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: 9	**Total:** 24	**Total:** 5	**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:** 6	**Total:** 1	**Total:** 8
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: 3	**Total:** 22	**Total:** 6	**Total:** 2	**Total:** 5

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: 4	**Total:** 24	**Total:** 6	**Total:** 3	**Total:** 1
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: 3	**Total:** 25	**Total:** 4	**Total:** 0	**Total:** 6

Additional information about the classroom observations shared here when applicable:

1. In one middle school math enrichment class, students solved mathematical problems on laptops. The instructor walked around the class, checking on student progress and assisting students. Students supported their table partners by explaining concepts or sharing tips on solving the equation.
2. In one middle school classroom a student stood in the middle of the room and yelled she didn't care anymore and kicked her chair. The teacher did not respond. The class as a whole was supposed to be working independently on their laptops. Laptops were open, but students were disengaged, off-task, and talking with their peers about non-academic things. One student ground her heel into the floor showing others how to leave marks on the floor.
3. In one elementary classroom, a small group of students listened to the teacher sound out phonograms and the students wrote down the letters that made the sounds. The rest of the class used their laptops for spelling. The teacher rotated the small group.
4. In one enrichment class, students were throwing things and yelling. The teacher went from student to student and individually conferenced with each student on updating their i-Ready tracker information. The teacher did not address the class as a whole.
5. Outside of one sixth grade classroom, the teacher reprimanded a student in the hallway in a very harsh tone.
6. In one upper elementary classroom, the teacher provided targeted math interventions to a small group of students. Some students worked on i-Ready on their laptops and other math activities.
7. Students participated in a carousel activity in a high school English class. Small groups traveled from one poster prompt to another, discussing how and why they would respond to the prompt on sticky notes.

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
Indicator 1: Education Program	**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. **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.	The mission of Sports Leadership and Management of Nevada (SLAM NV) is to prepare students for postsecondary studies and careers through an engaging educational program emphasizing sports leadership and management career preparation. SPCSA site evaluators observed classrooms where the mission was evident. Teachers monitor student language development through use of these two programs. The process used by the special education department to ensure staff is aware of the students and their specific learning plans includes adding all current teachers to their IEP plan in Infinite Campus.
Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	SLAM governing board meetings are posted and open to the public. Agendas and minutes

		are included for community review. Board members complete board training. The SLAM Foundation conducts visits/walk-throughs. Accreditation through Cognia occurred during the 21-22 SY.
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:** • 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 and elevator 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.	
Summary of recommendations from most recent site evaluation	• It is recommended that SLAM board examine their current method of evaluating the EMO, Academica. • Update the current system for tracking student progress as it occurs in both Google Classroom and Infinite Campus. • With the growth of the student population and adding Kindergarten - 5th grade during the 21-22 school year, be mindful of the quality of instruction at all levels as this significant growth takes place. • The SPCSA strongly suggests that board training be provided annually to the SLAM Board by a third-party neutral vendor. • It is recommended that the school consider ways to improve proficiency outcomes in the area of middle school science.
School assessment of progress made against recommendations and evidence provided, or reasons the school believes additional time may be necessary to fully address past recommendations.	• Leadership reported SLAM utilizes a survey to evaluate the services provided by Academica. This is a work in progress as SLAM looks to refine and improve the process moving forward. • Leadership reported that Google classroom is no longer used for grading. Parents are provided information on how to use Infinite Campus and My Education Data in tandem. • Leadership reported that per student and family surveys, they are satisfied with the school. • Leadership shared they attend State of Nevada-sponsored training • Leadership reported they continue to use Inspire Science curriculum (NGSS aligned), provide RPDP training, and have a licensed 8th-grade science teacher.
SPCSA staff assessment based upon findings during site evaluation.	SLAM leadership believes that recommendations from the 2021-2022 Site Evaluation have been addressed. 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.

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.

- SLAM's student population is representative of the community it serves. According to the 2022 Enrollment Diversity Indicators under the SPCSA Academic Performance Framework, SLAM received 13 of a possible 15 points total. This can be broken into three sections. First, within the Free and Reduced-Price Lunch (FRL) section, the school received three of five possible points. In the second section, Individual Education Plan (IEP), the school received five out of five possible points with the number of students enrolled with an IEP higher than the district average. In the final and third section, English Learners (EL), the school received four out of five, with one bonus point (five of five) for an annual increase within this enrolled population of more than 25%. In addition, SLAM continues to work on increasing student enrollment numbers including those from historically underserved student groups. These actions and achievements are in direct alignment with the SPCSA's strategic plan.

- SPCSA site evaluators recognize SLAM's CTE program as a strength. Leadership explained, "Students get a semester of academy programs, such as sports medicine, marketing, and video production so they have exposure and can choose which program they like for 9th grade." Leadership reported that there are 600 high school students in the CTE program with about 200 in each class offering. Another member of leadership shared, "Many students said at graduation that the CTE programs are what kept them at SLAM and encouraged them to graduate."

- SLAM has a strong approach to closing opportunity gaps. Leadership shared, "We have implemented enrichment courses and power hour to focus on filling skill and content gaps for grade-level standards." SPCSA site evaluators observed several instances of targeted interventions being provided to students.

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.

- SPCSA evaluators observed the shared space with public parks and the city of Henderson to be a challenge. Leadership reported they search the parks and tunnels every morning for people who may be unhoused. Several families expressed concern about after-school safety as there are no adults present after school. Several families reported they do not get off work until 6 pm and are concerned about their kid's safety. One parent said, "My child has called me after school concerned for her safety."

- Classroom management is a challenge in some classrooms. Expectations for behavior were not clear for students in some instances. SPCSA evaluators observed loss of instruction as a result of

SITE EVALUATION FINDINGS continued

classroom management issues. SPCSA evaluators observed the pacing to be slow is some classes, which caused some missed opportunities for learning.

- School-wide expectations for students in different locations of the school were not clear to SPCSA evaluators. SPCSA evaluators observed students playing in the bathrooms and hallways. Paper towels were left around the bathroom entrance area on the floor. Trash and food were left outside of the school near the cafeteria. SPCSA evaluators observed students hanging out in the hallways after the passing periods.

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.

- It is recommended by SPCSA evaluators that SLAM works on ways to bolster student engagement and develop a common language for expectations within the school. SPCSA evaluators observed several instances of students displaying off-task behaviors in different locations of the school. SPCSA evaluators observed some teachers using harsh tones when redirecting unwanted student behaviors. Expectations for various locations of the school were not clear to SPCSA evaluators. This may include ongoing professional development for staff on the following topics:
    - Classroom management
    - School-Wide expectations
    - Student Engagement

- It is recommended by SPCSA evaluators that SLAM's governing board provide onboarding training to new board members separate from Academica Nevada. SPCSA believes this will increase new board members' understanding regarding the history of the school, the climate and culture of the school, the goals, and the uniqueness of SLAM Nevada. Additionally, the governing board holds the charter with the State of Nevada and is responsible for evaluating the performance of all vendors, including Academica Nevada.

- SPCSA evaluators recommend SLAM develop a plan to bolster communication with families. Participants in the family focus group shared they would like the communication with SLAM staff to improve. The plan may include opportunities for families to provide suggestions and concerns.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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