



# **Nevada State Public Charter School Authority**

## Site Evaluation Report: Amplus Academy- Rainbow

Evaluation Date: 11/30/2022

Initial Draft Report Date: 1/23/2023

State Public Charter School Authority  
775-687-9174  
1749 North Stewart Street Suite 40  
Carson City, Nevada 89706  
2080 East Flamingo Road, Suite 230  
Las Vegas, NV 89119

# Contents

Introduction and School Background .....	3
Academic Performance.....	4
Focus Group Summaries .....	7
Classroom Observation Totals .....	12
Organizational Performance.....	16
Site Evaluation Findings .....	18

## Appendices

### A: Nevada School Performance Framework

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

### B: SPCSA Academic Framework

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

### C: SPCSA Organizational Framework

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

# INTRODUCTION AND SCHOOL BACKGROUND

---

## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 11/30/2022 at Amplus Academy (Amplus) Rainbow campus. 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 or a Targeted evaluation. Amplus Academy Rainbow 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.

Members of the SPCSA evaluation team will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately after the final classroom rubric ratings. Using information obtained from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will summarize results for schools within the report. Observations and take-aways regarding some of the Organizational Framework components will be summarized and outlined in this site evaluation report.

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

Amplus Academy Rainbow is located in Las Vegas, Nevada in a facility at 7077 W. Patrick Lane. The school serves 626 students (as of the most recent Validation Day) in kindergarten through 5th grade. The mission of Amplus Academy Rainbow school is: "Amplus Academy operates as a free public charter school that welcomes and honors all. Our intent is that our students acquire knowledge and skills to become esteemed, distinguished, and productive citizens who preserve the pillars of a free and just society."

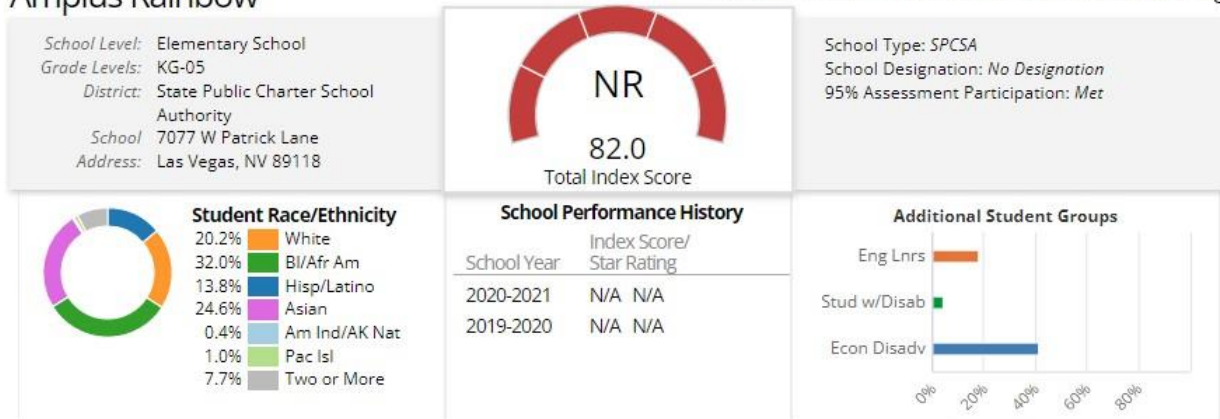
# ACADEMIC PERFORMANCE

## Nevada School Performance Framework 2022

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

### Elementary School Amplus Rainbow

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	59.5	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	67.1	72.8	70.4			
Black/African American	52.0	30.3	35.7			
Hispanic/Latino	54.0	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	46.6	55.6	57.5			
White/Caucasian	72.0	60.7	61.3			
Special Education	58.3	26.3	32.1			
English Learners Current + Former	54.9	34.9	39			
English Learners Current	42.1	25.5				
Economically Disadvantaged	58.6	35.6	42			

##### ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	67.9	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	75.7	74.9	76.7			
Black/African American	59.1	39.8	45.4			
Hispanic/Latino	62.1	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	60.0	61.5	66.2			
White/Caucasian	81.8	65.5	69			
Special Education	33.3	25.5	33.5			
English Learners Current + Former	58.4	37.4	44.4			
English Learners Current	40.3	24.4				
Economically Disadvantaged	65.5	42.8	49.4			

# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School

**GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)**  
SPCSA school NSPF performance vs. comparison district/ school(s).

**25/25** 15 automatic points in indicator.  
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

**NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**

**10/10** NSPF score difference of 32.9 between school (82 points) and comparison district (49.1 points).

**NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**

**15/15** NSPF score difference of 33.5 between school (82 points) and comparison school (48.5 points).

# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School

**ENROLLMENT DIVERSITY INDICATOR (15 POINTS)**  
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

**10/15** Indicator bonus points for: FRL EL.  
One bonus point per group with 25%+ increase over prior year.

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**3/5** School FRL rate of  $\geq 40$  to  $< 50\%$  compared to district GrK-5 FRL rate of  $> 95\%$ .

**1/5** School IEP rate of  $< 5\%$  compared to district GrK-5 IEP rate of 11.9%.

**4/5** School EL rate of  $\geq 15$  to  $< 20\%$  compared to district GrK-5 EL rate of 19.3%.

# FOCUS GROUP

## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board <sup>1</sup>	2	30 minutes
Parents/Families	7	30 minutes
Students	10	30 minutes
School Leadership	7	30 minutes
Staff <sup>2</sup>	10	30 minutes

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

- Two members of the board participated in the focus group and said they stay well informed about academics and events taking place at both campuses. Board members reported that prior to each board meeting, they receive a packet of information to review ahead of time, giving them opportunity to formulate questions in preparation for the board meeting. During the board meeting, the Amplus Managing Director provides a detailed report which includes updates relevant to academic performance, finances, and operational events. One board member commented, “We have worked on transparency and making sure we, as a board, are doing everything with fidelity.”
- One of the participants in the focus group was a member of the board when Amplus transitioned away from the previous EMO<sup>4</sup> and became an independent public charter school. This member commented, “We transitioned during the pandemic, and it was a learning curve. The organization, the strategic planning, and aligning our practices to the mission and vision has been a major focus of our oversight. We had a tremendous amount of growth and change these past two years and are looking at a strategic plan which will include both short-term and long-term goals. We are considering finances, student academics and increasing the number of members on our board.” The current board has five members, and the board would like to expand to seven.
- Board members have several areas of expertise including two members with educational experience, one with finance, and another with a background in health insurance. Members shared they are interested in filling two positions with a person who has a legal background, as well as one or two parents whose children attend Amplus. Members shared that there are currently three special committees: school improvement, educational curriculum, and financial oversight.
- Board members reported that they would like to see an increase in the number of students within special populations at the school: students enrolled in Special Education, those learning to speak English, and students eligible to receive free and reduced lunch. One member commented, “A school lunch program, and maintaining strong academic outcomes for all students is under discussion. We have discussed developing a football field, increasing our financial stability, and fine-tuning our strategic plan to develop all of these initiatives.

<sup>1</sup> A single board governs both the Durango and Rainbow campuses.

<sup>2</sup> The members of the staff group were comprised of individuals from both Amplus campuses.

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

<sup>4</sup> EMO is an acronym for Education Management Organization which is a for-profit educational organization that operates public charter schools in the United States.

#### Parents/Families:

- Parents were asked about the relationships between the teachers and students, and how they felt about that aspect of the school. One parent said, “The relationships are very strong, and the teachers have gone above and beyond to help my child find learning to be interesting.” Another parent said, “I really appreciate the connection my children have with their teachers.” Family members said the school has done a great job addressing issues that arise and have worked to create clear rules and expectations with students since then beginning of the school year.
- Parents said that overall communication between themselves and the school has been excellent. Parents said the school leaders and staff have been very responsive and this has been appreciated. Parents said they believe Amplus Academy Rainbow is very welcoming, and families find that refreshing. Parents said the school truly cares about the wellbeing of all children which isn’t always the case at other schools. One parent commented, “The Rainbow campus is relatively small since it is a K-5 set up. I find it to be friendly. It feels like everyone knows each other.”
- When parents were asked about the traffic both before and after school, family members at Amplus Academy Rainbow said the traffic issues had been greatly improved. One person said, “The pick-up and drop-offs are run very well and organized.” Another parent said that some parents arrive in the pick-up line up to an hour before students are released. The parent found this to be frustrating because this action can cause traffic to back up and there is “no need to arrive early.” The parent added there is nothing the school leaders or other parents can do about people arriving early for drop-off and pick-up.

#### Students:

- Students said they have been taught about the Amplus Standards for conduct. When students began the school year, the Amplus standards were introduced in an assembly. A student said, “There was a video we watched in class about how to act and behave. Our teachers also introduced the standards, and we were paired with a buddy who taught them to me.” Students said they talk about the standards throughout the year, not just at the beginning of the year. “The teacher uses the projector and shows the standard on the board. We also have posters in the classes and in the hallways to let us know what the standards are, and we can reference them,” a student confirmed.
- Students spoke about the pace and rigor of classroom instruction they have experienced. A student commented, “In math, I feel like they go a little too fast. We are working on numbers with division.” Another student said they were learning fractions, and “I think it is going a little fast too.” One student said he was in the GATE program. He said, “I struggle to keep up because GATE<sup>5</sup> is held into the middle of the day. The teacher lets us talk to her if we need help.” Two students said they feel like they are missing out on learning when GATE interrupts the regular classroom instruction.

---

<sup>5</sup> GATE: Gifted and Talented Education This involves a broad group of special practices, procedures, and theories used in the education of children who have been identified as gifted or talented.



## FOCUS GROUP SUMMARY continued

- Students shared information about their learning. One student said, “We are learning about fractions and unit fractions. I found those really interesting. When I learned about them in second grade I was confused. Now in third grade I understand them, and I find them interesting.” Another student said, “In social studies, I found the Pyramid War interesting.” Another student said their class is learning about the Vikings and found how they traveled far away fascinating. One student said he learned how to filter water in science. He said, “We used cotton balls, coffee filters, and soil. We made observations as to what the water looked like once it was filtered.” Another student said they were learning about Nevada history, Sarah Winnemucca, and the Comstock Lode.
- Student responses to the question of having opportunities to discuss learning topics varied. One student said they did not have many opportunities in an upper-grade classroom to speak with their peers. Another student said they start science class by talking to their partner. A student commented, “Some other classes let us talk to partners, but we have to ask the teacher when we don’t understand. We have chances to observe and make questions about the work and sometimes we can communicate with a partner to answer the questions we formulated during observation.”

### Leadership:

- Amplus school leaders shared information about changes that have taken place at both campuses since they separated from their EMO and are now fully self-managed. Stakeholders are currently focusing on creating a more refined and meaningful student experience. One leader commented, “We review the mission and vision every few years. We have undergone three revisions to our charter in the past year and are taking a break from re-writing amendments. The topic of the school lunch program was addressed. One school leader explained, “Our current facility was designed without a proper lunchroom. Now we want to offer lunch and serve a higher free and reduced lunch population. We need to conduct a capital campaign to develop and launch a lunch program and have a cafeteria.” The Amplus leadership team is continuing to work with their governing board and inform the board of the school’s needs.
- School leaders described some of the differences between the Durango and Rainbow campuses. Leaders said the Durango campus has students who have started with the charter and stayed. There are several family members in different grades at Durango. The Rainbow campus has newer families. Instructionally, there is a good balance at each school. A cross section of new and veteran teachers are at both campuses.
- School leaders explained progress in the area of Social Emotional Learning (SEL) and Restorative Justice Practices. One leader said, “The faculty refer back to the AMPLUS standard repeatedly for Multiple Tiered System of Support (MTSS)<sup>6</sup>. There are six tenants of Amplus. Academic instruction is tailored to building academic success and personal responsibility.”

---

<sup>6</sup> MTSS-Multiple Tiered Systems of Support is a systematic, continuous improvement framework in which data-based problem solving and decision is practiced

## FOCUS GROUP SUMMARY continued

- Leaders explained that expectations for student conduct are infused in instruction and displayed within common areas, such as the playground, restrooms, and outside of the school during student drop-off and pick up. One leader said, “When Amplus separated from the EMO, a new culture had to be re-created and has been emphasized throughout the school day.” Another school leader added, “When this new culture was rolled out last year, invitations for families to attend and understand implementation of the Amplus Standard went out. We provided professional development on this topic and oriented faculty in the summer. The first few weeks of school, students were taught about the Amplus Standard.”
- Leaders spoke about instructional expectations. Leaders shared that they expect to see character development within classrooms. For example, one leader explained, “The students should know how to come to a table, have manners, and how have a conversation.” Leaders expect academic content to be culturally responsive. One leader said, “In a social studies classroom, students should be learning about a worldview, not just a national view. There should be a genuine honest relationship between students and teachers.” Leaders reported information about a new Gifted and Talented Education (GATE) program this year with fifty students enrolled.
- In terms of retaining staff at Amplus Academy, leaders said they have received a grant to support improved teaching through professional learning and have reimbursed educators with \$48,000.00 to this end. School leaders reported there are five teachers on staff working to become Nationally Board Certified.<sup>7</sup> In addition, Amplus reimburses teachers who are working to obtain their master’s degrees, teaching licensees, and substitute teaching requirements for licensure. The Federal Covid relief funds received have helped Amplus in ensuring there are paras and specialists available in all classrooms.

### Staff:

- The staff focus group was combined of individuals from both the Durango and Rainbow campuses. They described the difference between the two campuses. One person expressed that there is an obvious difference in one campus being K-5, while the other is K-12. Another staff member shared that both faculties care about students and each other. One teacher said, “The faculty and staff meetings are combined and take place at one campus on an alternative basis.” Another person said, “The Rainbow campus is a little bit more intimate and quieter. There is a difference in energy between the two schools. The Durango campus feels like a city vibe and the Rainbow campus feels like a country vibe.”
- Staff spoke about Professional Learning Communities<sup>8</sup>, (PLCs). Staff explained that students are released early on each Wednesday and PLC meetings are held per grade level. The first meeting of the month is designed as a vertical alignment, with grade level teams meeting with those at teaching grades above and below what they teach. The second half of the month is designed for teams to meet in grade same grade teachers create common assessments and review summative and formative classroom data to strategize and implement teaching strategies to improve learning.

---

<sup>7</sup> National Board Certification is a national professional certification available in education and provides numerous federal benefits to teachers students and schools. It was designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools nationwide.

<sup>8</sup> PLC-an acronym for Professional Learning Communities defined as a group involved in which teachers collaborate to review student data and improve instructional outcomes.

- Teachers described how data analysis and PLC meetings are intertwined. Teachers said they are trained through professional development on evaluating student data. One teacher said, “The school uses 70% as passing and this is considered mastery. Exit tickets are used daily.” Teachers said that grade level teams select the instrument they will use to assess student learning and to examine during the PLC time. One teacher remarked, “We fill out a PLC agenda weekly that we complete. The PLC agenda is very helpful because it maximizes our time and helps to focus our attention.”
- Teachers shared information about the paraprofessionals at Amplus Academy. Staff explained that teachers who have only had one year with a para-pro are still navigating the relationship however, those having worked with a paraprofessional for a longer period of time have things working very fluidly and productively. One person said, “The paraprofessionals have their own training, and they enter the classroom trained to interact with students. However, there is not a checklist or set of expectations on the teacher/paraprofessional dynamic and not a school-wide program to orient the para-pro/teacher relationship.” On short days, teachers meet with paraprofessionals and prepare for upcoming lessons.
- Members of the staff focus group spoke about several positive changes have recently taken place at both campuses. One person remarked, “Leadership seems to listen to us more and this has helped with morale and efficacy.” The group was impressed that the school leader conducted “stay interviews” last year, in which the leader took time to meet individually with the staff. Staff was asked what is important to them, their career, and what makes them want to stay at Amplus. Several members of the group said that the staff feels like family. One person explained, “We feel like a team, and we are encouraged to improve and finish our education or take it to the next level.” Members said they feel they are contributing to meaningful work by teaching at Amplus Academy. Teachers said, “Parents donate, fundraise, and are very generous. Staff said that parents trust the teachers so much that teachers find this very touching. One staff member commented, “Parents and families come from all over the valley and the parents are positive.” Several family members contribute with their time and want to help if there is a specific need.”

# CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 19 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.  Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.  Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	<b>Total: 6</b>	<b>Total: 11</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 1</b>
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.
	<b>Total: 6</b>	<b>Total: 12</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>

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: 4	Total: 13	Total: 1	Total: 0	Total: 1
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 4	Total: 13	Total: 2	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: 13	Total: 2	Total: 0	Total: 2
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: 5	Total: 7	Total: 7	Total: 0	Total: 0

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 2	Total: 12	Total: 5	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 3	Total: 13	Total: 2	Total: 0	Total: 1

Additional information about the classroom observations shared here when applicable

- In one elementary classroom, students worked independently on activities. The teacher utilized a cup system to assess students' level of support. Students placed a green cup on their tables to show they didn't need help and understood the concepts. Students placed a yellow cup on their tables if they needed some support. Students placed a red cup on their tables if they did not understand the concepts and needed targeted support.
- This mid-level elementary classroom had a teacher who was excited about the content and had strong relationships with the students. Students were asked to take out their white boards and write the name of a part of the body from yesterday's lesson. The teacher was able to see who knew it, and who spelled it correctly. Then she modeled this on the white board. Students were highly engaged in the learning. Students were actively engaged through participation, not just watching. Students were reading, writing, listening, and speaking.
- In this mid-level classroom, the teacher had recognized that the students needed to move. She had them stand up and move around a bit. She talked about the importance of bones. Students were required to sit still and listen to what the teacher had to say. They did not speak, read minimally, and did not write. The teacher did the speaking, reading, writing, and asking of questions while the students were listening and able to respond to teacher questions. Several students rose their hands but only one student was allowed to respond.
- In one elementary class the teacher led students through a reading and asked focus questions about the reading. Students raised their hands and were called upon by the teacher to answer.
- In one elementary class, students created sentences using adjectives with a peer. Partners identified the parts of speech with their peers as they developed their sentences. The teacher pulled a small group of students who had been previously absent to work with her at a side table. The teacher employed guiding questions to assist students in identifying the parts of speech and developing grammatically appropriate sentences that included adjectives.
- Students discussed a reading passage identifying parts of speech with a partner in one elementary classroom while the teacher worked with a small group for targeted ELA intervention.
- There is one teacher, two additional adults and 27 students in this classroom. The teacher used an exit ticket at the end of the math lesson on number lines and the "I can" statement was written on the white board and matched the assessment on the exit ticket. The two other adults in the room provided very small amounts of support. One straightened the desks and the other watched from the side of the classroom. Student engagement was observed to be relatively low. The teacher was the only person in the room who was talking, reading, writing, and the students took on a passive role. Students were learning about the bones in their bodies, but in this classroom, they did not appear engaged or excited. Many students raised their hands to answer questions, but only one student was provided the opportunity to answer.

# 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	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	Amplus Academy Rainbow is implementing material terms of their educational program. Site evaluators reviewed curricular materials and determined they are aligned to Nevada Academic Content Standards. Observations included evidence of students receiving small group instruction and interventions.
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	Per Board Focus Group and Leadership Focus Group, the Amplus Academy Board is following governing board policies.
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately</p>	Student and personnel files were observed to be locked and stored in a secure location.
Indicator 5: School Environment	<p>Measure 5b:</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 two cots, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.



## Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

<p>Summary of recommendations from most recent site evaluation.</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to contribute more to their own learning and represent classroom content .</li> <li>• Engage students in learning to a greater extent to improve the quality of classroom instruction and student learning, increase the number of higher-level questions and improve discussion techniques throughout lessons to foster learning for all students. Implement new ways of engaging students in the learning process and provide all students with challenging and differentiated instruction. Continue to collaborate and analyze data to inform curricular and instructional decisions.</li> <li>• Pursue Multi-Tiered System of Supports (MTSS) with fidelity.</li> <li>• Formalize a plan to increase enrollment of diverse student groups who receive free and reduced lunch, are English learners, and/or learners with individualized education plans. Formalizing a plan may include board and leadership training on diversity efforts, successful recruitment of diverse and historically marginalized populations, and community outreach partnerships.</li> <li>• SPCSA staff recommend Amplus continue to work on efforts to address staffing challenges. Continue to recruit student teachers to fill vacant positions.</li> </ul>
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<ul style="list-style-type: none"> <li>• Professional Development opportunities have included course offerings in instructional priorities such as higher-level questioning, student engagement, and differentiated instruction methods.</li> <li>• September professional development included analyzing student data, and this will continue in January. Amplus is using time during weekly grade level meetings to understand student data and improve instruction.</li> <li>• Implementation of a clear set of behavior expectations to improve MTSS with fidelity has taken place.</li> <li>• School leaders stated that enrollment diversity continues to grow.</li> <li>• School leaders shared that there is a decrease in teacher and staff turnover at both campuses. The school leader conducted exit and staff remaining interviews with every member of the staff at the end of the 21-22 school year.</li> </ul>
<p>Reason's school believes additional time will be needed to fully address the recommended items, if any.</p>	<p>Several forms of evidence are included within the report to indicate progress. Classroom observations indicate levels of classroom environment have improved. According to members of the leadership and staff focus groups, levels of staff turnover have decreased. Professional development has been implemented to help staff analyze student testing data and create small group instruction. Reteaching and interventions take place in response to data results with flexible groups. The MTSS Golden Arrow expectations were visible in each classroom. Student teachers are within the school and some previous student teachers have been hired. Amplus school leaders/members of the governing body continue to consider a weighted lottery. Improvement in student engagement continues to be an opportunity for improvement.</p>

# SITE EVALUATION FINDINGS

---

## STRENGTHS

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

- The Amplus governing board members have worked collaboratively in the transition away from the previous EMO and have become more representative of their core values. According to members of the governing board, this process has been both challenging and rewarding. It involved intense and insightful discussions as well as a drive to stay focused on defining the school. The outcome has been a realization of focused short-term and long-term goals. The board has been highly reflective and involved in building this foundation. Board members provided oversight to this rebranding and aligned the school's policies and procedures to match the mission and vision of the school. This work was evident throughout the site evaluation.
- At both Amplus Durango and Rainbow campuses, school staff, and leaders have taken a proactive and preventative approach to address student behavior and social-emotional concerns by displaying clear school-wide expectations for students throughout the school. For example, expectations were posted in the hallways, classrooms, and bathrooms. The SPCSA site evaluation team observed students following the school-wide expectations throughout the school. Additionally, the SPCSA site evaluation team observed school staff redirecting unwanted behaviors by restating the desired expectation. The SPCSA site evaluation team also observed staff providing positive feedback and rewards to students who demonstrated school-wide expectations.
- At both the Durango and Rainbow campuses, the leadership team has been highly communicative, engaged, and dedicated to working alongside the governing board to align the operations at the school to match the vision and mission. The mission and vision were rewritten. Leaders conducted professional development to integrate and inform Amplus staff and family members of the new vision and mission and worked to implement a new set of expectations for student behavior. The expectations were based on the "Amplus Standard" and students were taught about these expectations at the onset of the new 2022-2023 school year. This set of expectations for conduct is displayed in classrooms throughout both the Durango and Rainbow campuses. It is clear that strong levels of communication are present at Amplus.
- Another strength at both the Durango and Rainbow campuses was the knowledgeable use of data-based decision-making. These data-driven decisions allow teachers to be more responsive to students. The scheduled professional development and continuous practice of looking at what students need to know, what they know, and the actions are taken when students do not learn are critical component that has been built into the operations at both Amplus campuses. This process has helped create more sophisticated instructional lesson plans. Plans are more relevant and customized to meet the needs of students. The two campuses have weekly PLC meetings which involve a review of student data, the creation of small group instruction, and decisions about re-teaching critical objectives and learning targets.

- Another strength at both campuses is the proactive response to staffing shortages. Amplus has been successful in retaining high quality individuals and establishing a positive and motivational work environment. As noted in the leadership focus group summary, school leaders used grant funding to support teachers seeking national board certification with five teachers on this path. The school reimbursed teachers to obtain both their master's degrees and their teaching licenses. Additionally, and as noted in the staff focus group summary, staff were impressed that the school leader conducted "stay interviews" last year. The leader took time to meet individually with the staff. Staff was asked what is important to them, their career, and what makes them want to stay at Amplus. It is evident that Amplus leaders have been successful in overcoming staffing shortages.
- The Rainbow campus has a strong index score as reflected in the Nevada State Performance Framework 82. This index score is reflective of high levels of student achievement and is considered to be a strong rating. This indicates a robust dedication and a continued focus on student learning outcomes.
- The Rainbow campus was successful in creating strong student connections to real-world events. There were several instances in which the lesson taking place in the classroom clearly connected to students' life experiences. The explanation of content was imaginative and, in several instances, students participated and or explained concepts to other students. This is reflected in both the classroom rubric totals and in the additional comments about classrooms. In addition, students within the focus group were excited and could very clearly verbalize what they have been learning. From the student description, it is clear that students are enjoying their learning and appreciate the real-world context.

## 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.

- According to school leaders, the facility at the Rainbow campus requires some changes prior to designed without a proper lunch program. The school wants to offer lunch to students at both campuses and is working to develop and launch a school lunch program at both campuses. School leaders continue to work with their governing board to move this forward.
- The number of students within the special populations of IEP (Individual Education Plan) and ELL (English Language Learners) continues to be comparatively lower than that of the school district and the SPCSA. It is important to note that Amplus Rainbow campus received bonus points for making at least 25% growth in the areas of FRL and EL, indicating growth has taken place in these areas. More detailed information is provided on pages five and six of this report.

## 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.

- As noted in the challenges portion of this report, Amplus school leaders and governing board members are working collaboratively to implement a school lunch program at both the Durango and Rainbow campuses. The SPCSA recommends this work continue as this will help the school offer more services to students and families. Additionally, this would be an important step in eventually offering the National School Lunch Program which can provide added benefits to students qualifying for free and reduced price lunch.
- Consider an onboarding process for paraprofessionals and teachers to develop a rapport with each other as well as a system for working together in the classroom. Consider including the development of common goals, classroom routines, and a shared vision for students.
- As was stated within the “Challenges” portion of this report, the number of students within the special populations of IEP (Individual Education Plan) and ELL (English Language Learners) continues to be comparatively lower than that of the school district and the SPCSA. It is recommended the Amplus Rainbow campus make progress in this area using intentional marketing and outreach methods. It is important to note that Amplus Rainbow campus received bonus points for making at least 25% growth in the areas of FRL and EL, indicating growth has taken place in these areas. More detailed information is provided on pages five and six of this report.
- There is room for improvement in the area of “Intellectual Engagement” as documented on page 14. Five classrooms were rated “Basic”. This indicates that students within five classroom settings were “partially intellectually engaged”. The pacing of the lesson in these five classrooms was inconsistent. A specific example of this took place in a few classrooms where students completed work packets in table groups while the teacher worked with a small at a side table. Many students completed the packet quickly and became restless. Time management and providing students with differentiated tasks to complete while the teacher continues to work with a small group of students will assist students in remaining on task as well as remaining intellectually engaged throughout the learning time. Within the “Student Discourse” sub-category, as documented on page 14, there were seven classrooms rated “Basic”. This indicates that within seven classrooms students were provided limited opportunities for discourse. With five classrooms rated “Distinguished” within this sub-category, there may be ample opportunity for educators to learn strategies to bring school-wide levels to “Proficient” and “Distinguished” which will most likely improve student learning and outcomes.

## STRONG RECOMMENDATIONS

There are no strong recommendations identified for Amplus Rainbow during this site evaluation.

## DEFICIENCIES

There are no Deficiencies identified for Amplus Rainbow during this site evaluation.