



Nevada State Public Charter School Authority

Site Evaluation Report: Nevada Prep
Evaluation Date: 2/15/2023
Initial Draft Report Date: 3/17/2023

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

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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 2/15/2023 at Nevada Prep. 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. Nevada Prep. is in Year three and is operating under a Notice of Concern for the Elementary School. The SPCSA Board directed staff to conduct additional monitoring and oversight late last year.

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

Nevada Prep is located in Las Vegas, Nevada in a facility at 1780 N. Betty Lane. The school serves 283 students (as of the most recent Validation Day) in 3rd through 8th grade. The mission of name of school is: "With a focus on academic achievement and leadership development, Nevada Preparatory Charter School (Nevada Prep) educates every fourth-through eighth-grade student for success in high school, college, and life."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2022

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

Elementary School

Nevada Prep Charter School

School Year 2021-2022 Nevada School Rating

<p><i>School Level:</i> Elementary School <i>Grade Levels:</i> 04-12 <i>District:</i> State Public Charter School Authority <i>School:</i> 1780 Betty Lane <i>Address:</i> Las Vegas , NV 89156</p>	<p>NR 12.2 Total Index Score</p>	<p>School Type: SPCSA School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>						
<p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 3.7% White 32.0% BI/Afr Am 64.1% Hisp/Latino 0.0% Asian 0.0% Am Ind/AK Nat 0.0% Pac Isl 0.0% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>40.0 ★★</td> </tr> <tr> <td>2019-2020</td> <td>40.0 ★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	40.0 ★★	2019-2020	40.0 ★★	<p>Additional Student Groups</p> <ul style="list-style-type: none"> Eng Lnrs: ~35% Stud w/Disab: ~10% Econ Disadv: ~85%
School Year	Index Score/Star Rating							
2020-2021	40.0 ★★							
2019-2020	40.0 ★★							

Middle School

Nevada Prep Charter School

School Year 2021-2022 Nevada School Rating

<p><i>School Level:</i> Middle School <i>Grade Levels:</i> 04-12 <i>District:</i> State Public Charter School Authority <i>School:</i> 1780 Betty Lane <i>Address:</i> Las Vegas , NV 89156</p>	<p>NR 74.4 Total Index Score</p>	<p>School Type: SPCSA School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Warning</i></p>						
<p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 7.4% White 25.3% BI/Afr Am 63.5% Hisp/Latino 2.4% Asian 0.0% Am Ind/AK Nat 1.2% Pac Isl 0.0% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>89.6 ★★★★★</td> </tr> <tr> <td>2019-2020</td> <td>89.6 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2020-2021	89.6 ★★★★★	2019-2020	89.6 ★★★★★	<p>Additional Student Groups</p> <ul style="list-style-type: none"> Eng Lnrs: ~35% Stud w/Disab: ~10% Econ Disadv: ~85%
School Year	Index Score/Star Rating							
2020-2021	89.6 ★★★★★							
2019-2020	89.6 ★★★★★							

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	18.3	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	-	72.8	70.4			
Black/African American	13.3	30.3	35.7			
Hispanic/Latino	21.8	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	-	55.6	57.5			
White/Caucasian	-	60.7	61.3			
Special Education	-	26.3	32.1			
English Learners Current + Former	29.4	34.9	39			
English Learners Current	25.0	25.5				
Economically Disadvantaged	-	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	18.3	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	-	74.9	76.7			
Black/African American	13.3	39.8	45.4			
Hispanic/Latino	21.8	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	-	61.5	66.2			
White/Caucasian	-	65.5	69			
Special Education	-	25.5	33.5			
English Learners Current + Former	29.4	37.4	44.4			
English Learners Current	25.0	24.4				
Economically Disadvantaged	-	42.8	49.4			

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	27.2	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	-	62.7	60.6			
Black/African American	17.9	18.2	27.3			
Hispanic/Latino	31.7	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	-	41.8	43.6			
White/Caucasian	-	48.1	49.8			
Special Education	8.3	9.7	22.7			
English Learners Current + Former	30.9	20.1	24.2			
English Learners Current	25.0	7.6				
Economically Disadvantaged	-	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	39.6	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	-	79.0	77.1			
Black/African American	25.6	41.1	40.9			
Hispanic/Latino	44.6	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	-	64.6	63.2			
White/Caucasian	-	67.2	68			
Special Education	25.0	18.0	25.8			
English Learners Current + Former	40.2	38.8	28.1			
English Learners Current	30.0	16.7				
Economically Disadvantaged	-	45.9	47.1			

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

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

0/25 0 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)

0/10 NSPF score difference of -36.9 between school (12.2 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15 NSPF score difference of -35.8 between school (12.2 points) and comparison school (48 points).

Middle 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 29.7 between school (74.4 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 50.4 between school (74.4 points) and comparison school (24 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.

12/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5 School FRL rate of $\geq 95\%$ compared to district GrK-5 FRL rate of $>95\%$.

2/5 School IEP rate of ≥ 5 to $<10\%$ compared to district GrK-5 IEP rate of 11.9%.

5/5 School EL rate of ≥ 30 to $<35\%$ compared to district GrK-5 EL rate of 19.3%.

Middle School

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

15/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5 School FRL rate of $\geq 95\%$ compared to district Gr6-8 FRL rate of $>95\%$.

5/5 School IEP rate of ≥ 10 to $<15\%$ compared to district Gr6-8 IEP rate of 11.9%.

5/5 School EL rate of ≥ 25 to $<30\%$ compared to district Gr6-8 EL rate of 13.6%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	45minutes
Parents/Families	5	30 minutes
Students	9	30 minutes
School Leadership	2	45minutes
Staff	7	30 minutes

Governing Board¹:

- Members of the school board said they are currently looking for a few additional members for the board. As shared during the focus group, board members indicated that they are hoping to find a person with accounting or financial background as well as a parent at the school. Board members said that it is the responsibility of the whole board to review and monitor the financial status of the school. One board member commented, “We do have one person who has financial expertise, and we know we can lean on. We have expertise on the board in the areas of banking, business management.”
- During the focus group, members were asked how the board is kept informed about the academics at the school. One board member commented, “[Our school leader] sends reports before the quarterly meetings take place. These reports include curricular assessment data. Then at the board meeting, this information is presented.” Another board member shared, “We have not done a deep dive with i-Ready assessments with the school leader, but there is always an agenda item that covers school academics.” Board members shared that they like to look at the individual growth of students as well as compare data with students at nearby schools. One board member commented, “We care a lot about students getting into high school at magnet or private high schools in the area.”
- The school board members were asked about their understanding of chronic absenteeism. One member said that it has been difficult with families and students absent for a number of reasons. One board member explained, “We had a family that had a fire at their house and the school and board supported the family’s transition to new housing. We have strong relationships with family and staff. The fact that we provide transportation helps get students to school. We should look stronger this year when it comes to absenteeism.”
- The board shared some financial best practices. They explained that they look at budgets and reports on a routine basis as well as have an annual audit conducted. One member said, “We ensure funding aligns to what it is slated for and we are looking to increase enrollment because larger numbers of students allow us to provide more services to students.” The participating board members within the focus group went on to say that they are always looking for funding sources.

¹ Two members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated.

Parents and Families:

- Parents shared some of their experiences regarding NV Prep. One parent said her child is in his first year at the school and she appreciates how organized and helpful the school has been in providing services and instruction for her special needs child. Another parent commented that she greatly appreciated the one-on-one attention and instruction at the school. One parent said she had a difficult time with one of her children who was experiencing bullying issues at a previous school. Since enrolling at NV Prep, her child is excited about coming to school.
- Parents were highly impressed with the levels of communication between themselves, teachers, and school leaders. One parent said they have several children at NV Prep. The parent commented, "The school is very good at communicating each child's needs. We worked with the school to create a behavioral plan to put into place both at school and at home." Another parent said her child had serious behavioral concerns – since being here, however, her behavior and attitude have drastically improved. A third parent said they are very grateful and appreciative of the special services that are provided. She said, "I appreciate the many text messages, telephone calls, and conversations that take place in the car line. I know that if anything happens at the school, I will be informed right away."
- If a student is absent from school, parents said that teachers will send work home so the student does not get behind. One parent said, "We like the Monday through Thursday schedule because we can have an extended weekend." Another parent had a suggestion for improvement. She said, "It is difficult when students within the same family attend different schools and have a Monday through Friday schedule. I would like all grade levels at this school such as PreK-eighth grade. A third parent suggested the school offer more sports and extra-curricular activities."

Students:

- Students shared that they are learning about several exciting topics. These included fossils and layers of rock, argumentative essays, fractions, and division as well as black history, earthquakes, tectonic plates, statistics, and probability. Students said they were excited to come to school to learn but also to socialize with others. One student remarked, "The most exciting part of school is spending time with other students. I like to work with different people in class. I can work with others who are struggling to solve problems." Another student added, "I get along with my teachers. I come to school so I can grow in the areas I am not good at. I want to go to a good high school. I don't want to be at home, not doing anything." A third student said, "I don't like school, but I like the activities at school such as community circle, school dances, and pizza parties."
- Students were asked about types of activities at school that allow them to speak with other students. One student remarked, "We have these types of activities almost every day. School leadership wants us to get along, so we have lots of time to talk to each other. In some classes we are supposed to do our work individually, so we don't get to speak with each other. In some classes, we are asked to turn and talk with another student. we have to turn and talk."

FOCUS GROUP SUMMARY continued

- Students were asked to explain types of feedback they receive from different teachers in regard to their learning. One student said, “We get feedback when we are stuck on a question. The teachers show us how to work out and answer different types of questions and math problems.” Another student said, “We know how we are doing in testing and I know how I have grown. I understand how I am doing in my classes. We are grouped together during intervention times to improve our learning. In ELA we get written feedback. One student talked about school rules. She said, “The school rules are brought up in community circle. We are challenged to find better solutions to issues with others and learn to have better reactions to situations. We also have school traits. If we exemplify those we get “shout-outs” and team points.”

Leadership:

- School leaders said that they are working on making growth in terms of student achievement. The leader said that proficiency levels for grades three and four were really low. He attributed these low levels to students’ needing to build up strong reading foundational skills. The school leader commented, “Many of our third graders haven’t had real school until last year due to COVID.” In contrast, the middle school is doing better. The school leader commented, “We have had students enrolled in our school at the middle school level for several years and they are doing much better.”
- The school leader reported the prioritization at the school had been on the construction permits and the “headache of a new building” which, in turn, led to cascading problems in other areas. In addition, he admitted that the SPCSA recommended the school leader improve on communication and timely submission of required documents such as the SPP, but he has not improved. He stated, “Give me an “F” I am not a business leader.” Additionally, he communicated that he will not be returning to his position next year.
- School leaders spoke about students learning English and those with Individual Education plans. One leader commented, “Word of mouth has brought several families with students having an IEP to the school. We have been successful in exiting the EL and SPED students of programs.” The school leader explained, “All our scholars have a six-period school day. We have core math, and math power hour, which is our intervention time, Core English Language Arts ELA power hour, and offer Physical Education and Art on alternating school days as well as science and social studies. During power hour, multiple teachers work with small groups of students and provide some scholars one on one tutoring. Students who exceed standards in math or ELA, participate in a choice-driven independent study group during this time.”
- The school leader explained several helpful measures that take place on Fridays at Nevada Prep. The school leader said, “We have Professional Learning Communities (PLC) meetings, co-planning time, and collaboration. For example, our Special Education teachers plan specialized instruction together with the general education teachers. They co-plan upcoming weekly activities to focus learning outcomes in a way to benefit students.” Another school leader said that the MTSS (Multiple Tiered Systems of Support), are operated and facilitated by cohorts during this school year. Each cohort has 10-15 students and staff talk about support for students during the RTI (Response to Intervention) meetings. There are meetings to discuss i-Ready data, overall data, and the next steps in the process.

Staff:

- Members of the staff focus group shared that they believe staff morale has fluctuated during this school year. One person explained, “There are new people and roles are changing. On the Friday professional development days we have the opportunity to bond as a staff. The communication is collaborative is very much appreciated. There is an effort here to have a work life balance. Morale has fluctuated because of the many changes here.” Staff said that behavioral expectations of the school and individual classrooms is communicated to students often. Staff members said they have a school-wide system so that the rules are common to all. One teacher said, “We use ClassDojo to give students points for on-task behavior. The students have bought into this and strive to get points from their teachers.”
- Staff reported having strong family involvement at the school. One teacher said, “There is buy-in from families because we garner a great deal of positive public relations from families through word of mouth. We build relationships and know the families feel they are partners in their children’s conversations. It is easy to communicate with families because the families feel comfortable in reaching out when they have a concern.”
- Staff members highlighted the Financial Literacy class. Teachers said students must check stock markets and learn to use a software application. Others said that they have created tasks and activities that show students how what they are learning transfers to life skills. Some examples included keeping a budget, coding, sports statistics, physics, and the relation to sporting events. One staff member commented, “We have a maker space in computer science with three-dimensional printer capability. Teachers said that all students receive feedback about their learning during core classes-Power Hour. The feedback is tailored to their individual scores and students can re-take modules until they get a score they are pleased with.” A member of the teacher staff described it this way, “Students know the expectations, and when things are due. Students know where they stand grade wise by checking Google Classroom.”

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

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

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
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: 4	Total: 14	Total: 1	Total: 1	Total: 1
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: 4	Total: 16	Total: 1	Total: 0	Total: 0

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 6	Total: 13	Total: 0	Total: 1	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: 2	Total: 17	Total: 1	Total: 1	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: 0	Total: 12	Total: 2	Total: 1	Total: 6
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: 0	Total: 12	Total: 2	Total: 1	Total: 6

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: 6	Total: 12	Total: 2	Total: 1	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: 2	Total: 16	Total: 2	Total: 0	Total: 1

Additional information about the classroom observations shared here when applicable

- This was an enrichment class on financial literacy. There was one teacher and thirteen 3rd grade students. They were taking a pre-assessment on the computer.
- In a classroom, students worked independently on i-Ready activities. The teacher worked one on one with students and provided feedback.
- In one middle-level class students completed an exercise on financial literacy. Students were given a hypothetical salary, researched used vehicles, and places to live. Students explained in writing their selections, completing a spreadsheet demonstrating their budget.
- In an 8th grade writing/ELA class there were 4 adults and 28 students. One adult is teaching, another is roaming the classroom providing students support, another adult is a one on one aide with a students with special needs. The other adult is observing the teacher, a teacher himself to provide feedback and collect and share ideas on best practices in teaching.
- In a elementary classroom, each co-teacher pulled small groups and provided targeted interventions to students. The remainder of the students worked independently on i-Ready online skills.
- In a middle school class math class, students worked independently on computers. Teacher provided one to one support as needed and answered questions. There were several visuals posted on classroom walls. Example: chart paper with examples of math problems such as ratios, percentages, decimal/money/scale factor, units of measure
- There were 23 students and one teacher in this middle school math class. Teacher encouraged students to work together or alone to complete the math problem. Classroom was comfortable and it appears students can be themselves and learn together.
- There was one teacher and 18 students in this middle school ELA class. Students seemed restless. The teacher encouraged students to work on the lesson and said, "I'm giving a DOJO point for those on task."
- Students completed a mid-term assessment on their laptops. The teacher walked the room to be available to students who had questions.
- Students completed a pre-assessment individually on their laptops to create a baseline for the teacher to drive instruction.

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>	Nevada Prep 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 and Leadership Focus Groups Nevada Prep Board is following governing board policies.
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately</p> <p>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"> • 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 some classrooms; however, several classrooms were missing this information. Tagged fire extinguishers were visually observed throughout the building and common areas. The site evaluation team visually checked and located one cot, a refrigerator. A receptacle for disposing of sharp objects was missing.

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"> • SPCSA staff recommended NV Prep develop a robust plan to increase student applications, acceptance, and enrollment to optimize the new building. NV Prep leadership should highlight NV Prep's highly individualized approach to student success. • It was recommended the leadership team work together to cultivate and delegate some of the responsibilities that are operationally important. When possible, consider the idea of delegating operational tasks such as overseeing those internal systems operate in an on-time and functional manner. The SPCSA notes there have been late submissions within Epicenter. Items to be completed ahead for this site evaluation were also received late. • SPCSA staff recommend NV Prep pursue Multi-Tiered System of Support (MTSS) opportunities through the SPCSA.
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations</p>	<ul style="list-style-type: none"> • Nevada Prep leadership reported a focus on building and construction rather than a strong focus on increasing student outreach and the number of applications. • Nevada Prep leadership reported they were unsuccessful in this area. • MTSS was not pursued as of yet.
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<ul style="list-style-type: none"> • The previous challenges remain and the three previously stated recommendations continue to apply.

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.

- Nevada Prep has a diverse student population that aligns with the spirit of the SPCSA Academic and Demographic Needs Assessment. Validation day information indicates there are currently a high number of students enrolled who qualify for Free or Reduced-Price lunch. This is well above the SPCSA average. Additionally, the school serves a fair number of students qualifying for special education services, and students qualifying for English language services and supports.
- Students stated during focus groups that they are happy attending Nevada Prep. Positive interactions between teachers and students within classrooms and in common areas were evident. Teachers and students engaged in eye contact and conversations easily. Students spoke highly of their teachers and recognize their hard work. Students reported they feel comfortable with staff because staff has taken time to build relationships and trust with students.
- Nevada Prep offers students an atmosphere of strong academic engagement with small ratios of students to adults. There were several instances of positive relationships and a caring supportive school community for students and staff. Examples included small group discussions, financial literacy classes, and student-led discussions in classrooms. There is a clear focus at Nevada Prep on subject matter relevance within classrooms and students have opportunities to take part in a nurturing learning environment that is highly personalized.

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.

- Low student enrollment at Nevada Prep was mentioned as affecting testing data by both the leadership team and the staff focus groups. The small enrollment population of Nevada Prep results in a small “n” size in testing and data reporting overall. Small class sizes and student absences can correlate adversely to overall reports. As a result, this makes reporting a challenge for the school and limits available data.
- The leadership team expressed responsiveness to completing SPCSA data reports, routine submissions, along with responding to SPCSA delegates in a timely manner as a challenge. Like all public charter schools sponsored by the SPCSA, it is important Nevada Prep demonstrate it can meet deadlines consistently and place a higher priority on submitting required paperwork in a timely manner. However, it can be more challenging in a small-school environment.

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.

- With the current school leader position becoming available, it is recommended the board begin to find a replacement as soon as possible. If possible, and to ensure more continuity during the transition, Nevada Prep may benefit if a new person could work alongside the existing school leader for a time in order to train and become aware of the many duties of the position prior to their departure. This might also help shorten their learning curve, thus leading to a more optimal start to the 2023 – 24 school year.
- It is recommended the leadership team work together to cultivate and delegate some of the responsibilities that are operationally important. When possible, consider the idea of delegating operational tasks such as overseeing those internal systems to help ensure routine, required submissions are completed on-time. The SPCSA notes there have been many late submissions or failure to submit tasks within Epicenter, some of which are required by statute or regulation. As a result, the school earned 90 points out of 100 under the 2021 – 2022 SPCSA Organizational Performance Framework. While this still meets performance expectations, and Nevada Prep is a smaller school with fewer full-time staff than some sponsored charter schools, this is a lower score than prior years. Improving this trajectory will be critical for the school moving forward. It is Nevada Prep's responsibility to maintain compliance with all requirements.
- During the site evaluation, it was observed that the school's elevator tag and a sharp receptacle container were not in place. Additionally, some classrooms did not appear to have evacuation plans visible for students, staff and visitors. Nevada Prep should ensure that these items are resolved within 30-days of this report being published.
- It is recommended that the school staff continue working to improve NSPF index score at the elementary level. Both growth and proficiency levels have room for improvement. Continued monitoring of student needs for specific academic skills and interventions within grade levels for third, fourth, and fifth is recommended. It should also be noted that the Authority directed staff to conduct additional monitoring of Nevada Prep during the 2022 – 23 school year. Performance will need to improve under the NSPF to avoid possible intervention by the SPCSA.
- It is recommended the Nevada Prep board determine a method to create a pool of possible replacements for the board. Moving forward, it is important that at least two replacements are identified. In addition, proper board training including the role of a board member and open meeting law should be provided. Please reach out to SPCSA for additional assistance in this area.
- SPCSA staff recommend NV Prep pursue Multi-Tiered System of Support (MTSS) opportunities through the SPCSA. An MTSS grant would provide funding and coaching resources specifically for the needs of NV Prep. Leadership mentioned there were several challenges resulting from the ongoing COVID-19 pandemic, such as students performing at grade-level and social-emotional state. MTSS opportunities through the SPCSA have the potential to provide staff access to tier 1, 2, and 3 training and resources to address these challenges

The three previously stated recommendations continue to apply.

- SPCSA staff recommended NV Prep develop a robust plan to increase student applications, acceptance, and enrollment to optimize the new building. NV Prep leadership should highlight NV Prep's highly individualized approach to student success.
- It was recommended the leadership team work together to cultivate and delegate some of the responsibilities that are operationally important. When possible, consider the idea of delegating operational tasks such as overseeing those internal systems operate in an on-time and functional manner. The SPCSA notes there have been late submissions within Epicenter. Items to be completed ahead for this site evaluation were also received late.
- SPCSA staff recommend NV Prep pursue Multi-Tiered System of Support (MTSS) opportunities through the SPCSA.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

The following deficiency has been issued as a result of the site evaluation having taken place on 2/15/2023. This is consistent with any oversight practices set out in the Charter School Performance Framework.

Deficiency Finding:

Nevada Prep Academy must comply with NRS 385A.650, which directs all public schools to prepare and submit a Site Performance Plan (SPP). This document is used by SPCSA staff to conduct routine oversight, and is also embedded into the Site Evaluation process. At the time of the Nevada Prep site evaluation, the school had not submitted its SPP despite multiple reminders from the SPCSA.

As a result of this deficiency, Nevada Prep will be required to undergo a site evaluation during the 2023 – 24 school year. The school will also be directed to submit a plan for the 2022 – 23, in addition to develop a plan for its 2023 – 24 SPP to ensure it is submitted in a timely manner.