



Nevada State Public Charter School Authority

Site Evaluation Report: **Signature Preparatory**

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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	11
Organizational Performance.....	15
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 February 24, 2023 at Signature Preparatory. 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.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

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

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

SCHOOL BACKGROUND

Signature Preparatory is located in Henderson, Nevada in a facility at 498 South Boulder Highway. The school serves 978 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of Signature Preparatory is: "Our mission is to provide the best educational experience to as many students as possible in a moral and wholesome environment."

ACADEMIC PERFORMANCE

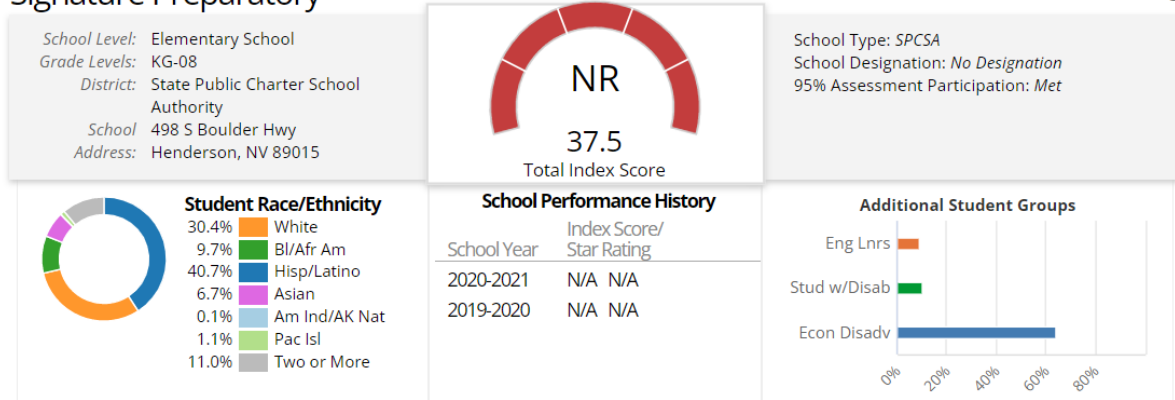
Nevada School Performance Framework 2022

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

Elementary School

Signature Preparatory

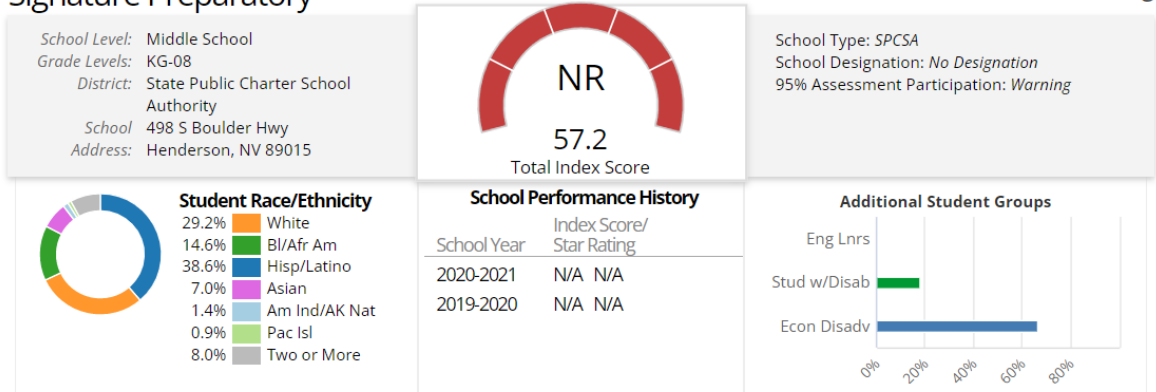
School Year 2021-2022 Nevada School Rating



Middle School

Signature Preparatory

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	30.2	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	64.7	72.8	70.4			
Black/African American	20.8	30.3	35.7			
Hispanic/Latino	22.8	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	25.9	55.6	57.5			
White/Caucasian	36.9	60.7	61.3			
Special Education	20.8	26.3	32.1			
English Learners Current + Former	15.0	34.9	39			
English Learners Current	11.5	25.5				
Economically Disadvantaged	27.6	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	46.4	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	70.5	74.9	76.7			
Black/African American	33.3	39.8	45.4			
Hispanic/Latino	36.9	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	51.8	61.5	66.2			
White/Caucasian	56.9	65.5	69			
Special Education	8.3	25.5	33.5			
English Learners Current + Former	24.0	37.4	44.4			
English Learners Current	11.5	24.4				
Economically Disadvantaged	41.5	42.8	49.4			

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	21.1	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	30.7	62.7	60.6			
Black/African American	<5	18.2	27.3			
Hispanic/Latino	21.6	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	15.3	41.8	43.6			
White/Caucasian	25.4	48.1	49.8			
Special Education	<5	9.7	22.7			
English Learners Current + Former	22.8	20.1	24.2			
English Learners Current	-	7.6				
Economically Disadvantaged	19.5	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	50.5	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	69.2	79.0	77.1			
Black/African American	25.2	41.1	40.9			
Hispanic/Latino	50.0	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	38.4	64.6	63.2			
White/Caucasian	59.6	67.2	68			
Special Education	12.9	18.0	25.8			
English Learners Current + Former	54.9	38.8	28.1			
English Learners Current	-	16.7				
Economically Disadvantaged	43.9	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).

5/25 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 -11.6 between school (37.5 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

5/15 NSPF score difference of 3.7 between school (37.5 points) and comparison school (33.8 points).

Middle School

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

16/25 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)

6/10 NSPF score difference of 12.5 between school (57.2 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

10/15 NSPF score difference of 14.7 between school (57.2 points) and comparison school (42.5 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.

11/15 Indicator bonus points for: FRL.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

4/5 School FRL rate of ≥ 60 to $< 70\%$ compared to district GrK-5 FRL rate of $> 95\%$.

4/5 School IEP rate of ≥ 10 to $< 15\%$ compared to district GrK-5 IEP rate of 11.9%.

2/5 School EL rate of ≥ 5 to $< 10\%$ 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.

13/15 Indicator bonus points for: FRL.
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 ≥ 60 to $< 70\%$ compared to district Gr6-8 FRL rate of $> 95\%$.

5/5 School IEP rate of ≥ 15 to $< 20\%$ compared to district Gr6-8 IEP rate of 11.9%.

2/5 School EL rate of $< 5\%$ 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	30 minutes
Parents/Families	13	30 minutes
Students	11	30 minutes
School Leadership	3	30 minutes
Staff	13	30 minutes

Governing Board¹:

- Members of the governing board indicated that having ownership of the school building through the bond process has placed them in a better financial position. “There is a new finance team in place that has provided a clearer picture on the cash flow.” The board receives “a full budget report at least quarterly. We rely on the financial sub-committee to examine things before we as whole board do. We rely on our financial expert, the CPA, to also provide information.” Governing board members also said they receive an advance copy of the audit. Audits are due December one of each year. The SPCSA reviews the audits about five months after the close of the previous fiscal year.
- Members of the governing board are aware of school academics and absenteeism. One board member shared, “Absentee reports comes in with the academic reports. Absenteeism has been the biggest conversation and concern. It has such a big impact on our ratings.” Another board member added, “Leadership is very open in having conversations with the board. We know what the school is implementing and how they are communicating with families. The principal talks about trends in proficiency, progress, and growth at each board meeting. “We get a document a few weeks before the board meeting electronically. The board can read these documents and then formulate questions to ask leadership. One board member said, “[The principal] has a passion for student growth. We are proud of our growth in middle school math proficiency. We are progressing. We are not where we want to be, but we are proud of the upward trend. We have talent with our leadership and we as a board are always asking, ‘how can we be effective board members to help the school excel and expand?’”
- Signature Preparatory recently had a board member resign but indicated that it was important to fill this vacancy quickly to ensure strong governance and sufficient capacity at the board level. The board voted on an educator to fill this vacancy at the last board meeting. The board has also submitted paperwork for Charter One Nevada to operate as its EMO². The transition will occur sometime during the summer of 2023.

Parents/Families:

- Families were asked how they chose Signature Preparatory and knew it was the correct fit for their family. Many parents said they knew they wanted a charter school. Several parents said they heard about Signature Preparatory on a Fox 5 local television report. “We contacted the school and within an hour, the school called us back. We have been with the school since it opened and couldn’t be happier.” Another parent said they toured the school and during the tour it “just felt right. It clicked

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

² Educational Management Organization (EMO).

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

and it was a good overall feel for our family. There is a passion for children and learning here.” Other parents said they appreciated Signature Preparatory “wanted to get students back into the classroom and begin learning during the pandemic lockdown.” Many parents expressed the importance of the RAISE³ values. “RAISE values were important to us. The values and morals reflect our family values. I like that it ties into students daily learning discourse.”

- Families view the hands-on learning experiences, interventionists, and student support as beneficial to student learning. “Students are made to feel welcome when they need extra help, and the teachers are accommodating. One parent said elementary school students are receiving a very high-quality education.” Overall, families felt “elementary teachers are amazing. “Teachers have been able to differentiate learning so my child can learn at her pace.” Families especially like the Walk-to-Read⁴ program and felt students are reading quality books. “My child works and reads with others who are at the same reading level.” Parents of middle school students agreed that the elementary experience was quality. “However, in middle school, I don’t receive communication from teachers even when I initiate a dialogue.”

Students:

- Students indicated they are learning a wide array of things across content areas and grade bands. Eighth graders said they have completed literary analyses, examined how seasons are formed in the atmosphere and used critical thinking to write an essay on a given prompt. Middle school students said courses in financial literacy, entrepreneurship, and college research undergird the school’s focus on making leaders. Middle school students described some teachers create an open environment where “we are comfortable asking and answering questions” with peers. “We have Socratic seminars occasionally. As groups, we create and answer our one question for the seminar.” Students in elementary classes said their content area studies are scheduled and visible in their classrooms. Reading, writing math, social studies, and centers are scheduled daily. Elementary grade students said they infrequently have opportunities to speak with other students about their learning.
- Students in the focus group reported teachers know the students well. Several students said they appreciated teachers coming to student sporting events. One student shared, “During SBAC I got really stressed and emotional and my teacher helped me calm down.” Students also said teachers are comforting and helpful when students are not as successful on an academic assignment or struggling with the grades they would like to receive. One middle student said, “Teachers notice if middle school students are off. They can see it on our faces or how we are acting. They will ask how we are doing and pull us aside. They ask, ‘do you have what you need?’”
- Students said they would appreciate a stronger focus on the RAISE values as “Students need to be more personally responsible when they are not being monitored.” One student said, “In middle school students can get chaotic when no one is watching.” Several students agreed that a reinforcement of the RAISE values as personal practice would be helpful. “We should be doing these things because we are good people, not just because someone is watching.

³ RAISE values stand for respect, accountability, integrity, service, and excellence.

⁴ Walk-to-Read is a dedicated block of time during which students receive foundational skills instruction aligned with their needs in small groups. Small groups are populated with students who have the same skill-set.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

- The leadership team at Signature Preparatory reported using ESSER funds to purchase one-to-one technology supports during the pandemic lockdown. Chromebooks were purchased for all students in order for them to have learning access while at home. Signature Preparatory also purchased and implemented the software platform Lexia⁵ according to school leadership. Some of the ESSER funds were also used to hire and retain a behavioral strategist. Leadership said they are “looking at title funds to replace items previously paid for by ESSER monies. We are looking at grant avenues as well.”
- Leadership indicated summer professional development (PD) “focused on chronic absenteeism. We have implemented something called Everyday Eagles to acknowledge those who are present. When students are in attendance, they get to color in a calendar spot on their individual calendars. After they have populated 95% of the calendar, they can receive items. For example, they can choose to have the principal come in and read to the students, receive eagle wings, or wear jeans on Friday.”
- Leadership said they have also concentrated on ways to communicate more with families about absences. Absenteeism at Signature Preparatory increased from 33% during the 2021-2022 academic year to 37% for the 2022-2023 year. Along with “Coffee with Carey” where the principal meets with families and speaks about school events, attendance, and academic concerns, “Pop-up with the Principal” has been added as another opportunity for families to interface with school leadership via electronic meetings. The school has developed a relationship with TPOP⁶ this year to also assist with chronic absenteeism.

Staff:

- Faculty and staff said they “love the RAISE Values here and how building character is just as important as academics.” Many focus group participants said they followed Dr. Roybal-Benson to Signature Preparatory because, “I felt we had the same views on education.” Another said, “His views and mine on education are aligned.” Faculty reported healthy staff morale. One teacher said, “We mesh well. We are very comfortable speaking with administration and can receive assistance quickly if we have questions.” Elementary faculty and staff reported having the same preparation period together within each grade band “gives us the time to bond and work together.” Related services (special education, health, social work speech pathology), said they meet together to check on student assessments. “You feel supported as a related service. We want to be here rather than folks who feel we are stuck here.” Faculty and staff said everyone at the school is accessible and supportive.
- Teachers described the types of feedback they provide students on their learning progress. One teacher said, “I have a teatime with my students where they can come to me, and we have a conversation one-on-one.” Several teachers said some of the software applications used for instruction allow teachers to write notes to provide immediate feedback. “The teacher can type feedback to students. For example, “look back over numbers three through five; or, read this passage

⁵ Lexia is an interactive computer program designed to help students master foundational reading skills through constant personal learning assessment.

⁶ Truancy Prevention Outreach Program (TPOP) provides intensive in-home and community based services to identify, address and eliminate the root causes of chronic absenteeism.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

more carefully and revisit your written response.” Teachers also said they use rubrics often to assist students with guidelines before they begin an assignment. A few teachers said they like the software application *No Red Ink* because it “does not allow students to move forward until they get the question correct.”

- Teachers were asked to discuss absenteeism and their experience with student learning loss due to absenteeism. One teacher said, “Absences are really difficult because the ones who need the most service are the ones most absent.” Several teachers agreed. “It is challenging to carve out the one-to-one time to catch the student who has been absent when I have other students that need instruction. So many of them are at different levels of learning and all can use individualized attention.” Middle school teachers described how software applications are used to communicate assignments more than in elementary school. One middle school teacher said, “In middle school, everything is posted in Google Classroom. There is no excuse for not completing the work. Every child has a Chromebook and can check their laptop for assignments and activities to stay current when they are absent.” A second teacher said, “Even when things are posted, we still have students who do not complete their assignments. This is when I have a conversation with them about the RAISE values and how the A in RAISE stands for accountability. I ask them where and how they are demonstrating accountability when they do not complete the posted assignments.”

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 18 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: 12	Total: 1	Total: 0	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: 6	Total: 12	Total: 0	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: 1	Total: 14	Total: 0	Total: 0	Total: 3
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: 8	Total: 10	Total: 0	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: 3	Total: 6	Total: 2	Total: 0	Total: 7
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 3	Total: 12	Total: 0	Total: 0	Total: 3

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: 11	Total: 7	Total: 0	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 8	Total: 9	Total: 0	Total: 0	Total: 1

Additional information about the classroom observations shared here when applicable

1. In one elementary school classroom, students were provided opportunities to engage with peers to discuss problems and collaborate on solutions. Students then shared responses out at the end of work time in addition to responding to scaffolded questions from the teacher. The teacher was clear in providing feedback and providing follow-up support to individual students and small groups as may have been necessary. Students demonstrated a clear understanding of classroom expectations and adhered closely to these during transitions from small group to whole group instruction.
2. Walk to Read was occurring in one elementary school classroom, with all students appearing to be engaged in their group activity. Students demonstrated awareness of classroom expectations throughout the observation. The teacher leveraged appropriate questions for the small group activity in the back of the room, asking follow-up questions to assess student progress.
3. After a brief transition, students began Walk to Read activity by chanting phonics during a video-led activity. Student engagement was high, and it was clear the students were happy and excited to participate, signaling an exceptional learning environment.
4. In one elementary school classroom, students were provided opportunities for small group activities and discourse on a generated topic by the teacher. The assignment was to create a skit with classmates. Generally, students were engaged in completing that activity and demonstrated that they understood classroom expectations through their actions.
5. Students compared fractions by interacting as a whole class with the instructor. The teacher asked students to read aloud, then the teacher asked direct questions of the students about the story problem. The teacher asked students to clarify how they arrived at their response. Students responded by explaining their thinking.
6. Students rotated among language arts centers in one early elementary school class. The teacher interacted with a small group of students as students read aloud and answered questions about comprehension. Another group of students read chapter books silently. Others completed spelling on their chrome books, and a fourth group completed writing tasks at their desks with their table partner.
7. In this early elementary classroom, the teacher employed manipulatives to help students understand the concepts of the moon and its phases. Students used Oreo cookies to show these phases over the course of the month.
8. Students interacted as a whole class during music, clapping along with the rhythm. All students were engaged.
10. In one middle school project-based learning lesson, two math classes combined to determine mean, median, mode and range, using team made automated vehicles. The teams consisted of a driver, a mechanic, a data analyst, and a data tracker. The activity was student directed and facilitated, with support from teachers as needed.
11. In one elementary classroom, students worked on Lexia, an online reading program that providing targeted skills practice. The lesson objectives were posted on the board. The expectations were posted on the walls. The teacher walked around and provided one on one support to students. The students were engaged in the lesson.
12. In one middle school social studies classroom, students felt comfortable raising their hand for assistance. The instructor and two aides immediately responded to the needs of the students. Students researched Da Vinci's The Last Supper and created a slide with facts about DaVinci and his painting.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed, visual inspection and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Indicator	Measure Description	Evidence Collected
<p>Indicator 1: Education Program</p>	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>Signature Preparatory implements the material terms of the education program. Curricular materials align to Nevada Academic Content Standards (NVACS). Classroom observations confirmed the educational program conforms with the charter and that curricula aligns to NVACS. Signature Preparatory uses a strategic approach to ensure all campus staff who work with students with disabilities, with an IEP or 504 are aware of all decisions, goals, accommodations, modification, and SDI. Student WIDA reports are accessed to determine levels of listening, speaking, reading, and writing. Signature Preparatory also uses MAP data and the diagnostic tool within Lexia.</p>
<p>Indicator 3: Governance and Reporting</p>	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>Signature Preparatory complies with governance requirements with applicable laws, bylaws, and the charter. Board members have undergone training and plans are underway to ensure that open meeting law requirements have been met. As previously noted, the governing board of the school has moved with urgency to fill vacant board seats.</p>
<p>Indicator 4: Students and Employees</p>	<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>	<p>Student and faculty records are stored under lock and key in a secured office.</p>

<p>Indicator 5: School Environment</p>	<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 	<p>The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.</p>
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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"> • Develop a year-long calendar that includes school events and important dates so parents can schedule to volunteer to participate and/or chaperone. • Continue multi-tiered systems of support (MTSS) efforts and move to Tier 2 and Tier 3 supports. • Increase classroom instructional practices from proficient to distinguished.
<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>	<p>School leaders shared several forms of evidence toward progress for recommendations.</p> <ul style="list-style-type: none"> • Signature Preparatory has implemented a year-long calendar that includes school events and important dates so parents can schedule to volunteer to participate and/or chaperone. • Signature Preparatory has implemented And built about tiered support systems for students. • Increase classroom instructional practices from proficient to distinguished is ongoing.
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>Signature Preparatory leadership believes many recommendations from the 2021- 2022 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address student growth and proficiency is ongoing.</p> <p>SPCSA staff agrees with this assessment, and concluded the board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students using data to inform decisions.</p>

SITE EVALUATION FINDINGS

STRENGTHS

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

- SPCSA site evaluators observed Signature Preparatory to have a teaching staff who utilized several best practices and modeled the school's RAISE values. Teachers transitioned from whole group, small group, and independent instruction seamlessly. In several classrooms, teachers set the purpose of the lesson, provided opportunities for student's voice, and reviewed academic vocabulary. Students were observed to be comfortable within their learning environments, sharing concerns and thoughts with adults at the school. In many cases, the SPCSA evaluation team observed teachers working individually with students providing clear and timely formative feedback during a lesson and motivating students to more in-depth learning. Teachers used academic language consistently across all content areas and grade levels. Teachers do not reduce the vocabulary of the content. Teachers set appropriate and achievable academic goals. Students respond with modeled academic vocabulary.
- Signature Preparatory provides a positive learning environment for students and families. SPCSA site evaluators observed students following expectations in different locations of the school. Signature Preparatory visually displays clear school-wide expectations, core values, and RAISE values for students throughout the school. Teachers redirected students and provided positive feedback to students who displayed the expected behaviors. Teachers created a safe and positive learning environment where students felt safe expressing themselves with the adults at the school and their peers.
- School-wide expectations for academics and behavior at Signature Preparatory are communicated through multiple mediums. The adults at the school model behavior, posters are in common areas and in classrooms, and electronic platforms are used to communicate expectations with families. Academic and behavioral expectations are aligned with Signature Preparatory's mission and are undergirded by the RAISE values and principles of moral character.
- Signature Preparatory possesses a strong sense of professional community. The staff and family focus groups spoke highly of the support they receive from leadership and one another in building and maintaining a school culture centered around the RAISE values. In the early elementary grades, teachers work with students to define, understand, and implement the RAISE values within the school and in daily personal habits.
- Signature Preparatory has an ethnically diverse faculty and students that closely resemble the neighborhood in which the school resides, which aligns to the SPCSA strategic plan. A diverse teaching staff offers "small but meaningful role model effects when students are taught by teachers of the same race" (Goldhaber, Theobald, Tien, 2019). Further, "Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork" (American Council of Education, 2021).

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.

- Leadership reported challenges with chronic absenteeism. Chronic absenteeism is 37% at the elementary and middle-school level. While leadership has strategized ways in which to communicate and educate parents on the benefits of being in school and how attendance correlates to academic success and has also taken additional steps to proactively address this issue, chronic absenteeism remains a challenge.
- Academic proficiency, especially at the middle school in math and English language arts (ELA) is a concern. The principal shared students transferring from feeder charter schools are sometimes behind or near proficiency. A concerted effort to address math and ELA deficiencies are an ongoing conversation with leadership, the governing board, and teachers.
- Limited space for the school in terms of the campus and facilities is a challenge as reported by leadership, students, and staff. Leaders reported that the school community would like to add additional programs for students, but they are increasingly out of classroom space to provide the expansion of such programs. A library has been a desired item for many stakeholders and space has not allowed for adding one. Physical resource challenges mentioned by leadership and staff include space for interventionists, strategists, pull-outs, and special space for populations. Currently, these small groups and staff are portable and rotate to rooms when a class is at a specials class or at lunch. said, "The cash flow is not available at the moment to build more facilities." Students in middle school would like a space to check in at the middle school building. When a student is tardy or not feeling well, they have to take all of their items with them to the elementary building and it is cumbersome.

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.

- SPCSA staff recommend Signature Preparatory continue implementing tier two and three MTSS and provide PD on tiered supports. Several faculty members suggested training for tier two and three student success would enhance their skillset. Strong PD and supports in place will also allow greater classroom discussions that promote peer-to-peer dialogue. Signature Preparatory has laid a solid foundation for behavioral and academic learning with the RAISE values as well as utilized the SPCSA's MTSS tier one supports.
- As Signature Preparatory continues strategizing ways to decrease chronic absenteeism, SPCSA staff recommend Signature Preparatory continue reaching out to families on the importance of school attendance and academic success (Rothman, 2001). The school leadership team telephones families when an absence occurs and requests medical documentation to ensure absences can be excused. Please continue efforts to increase student school attendance and educate families on the "direct correlation between good attendance and student achievement" (DeKalb, 1999).
- Participants in the family focus group expressed a desire to assist their learners at home. Faculty in the faculty/staff focus group shared many parents have requested tutorials on how to utilize the

school-wide software learning applications and/or understand how to tutor their children at home. SPCSA staff recommend Signature Preparatory consider ways in which to educate families with tools and skills so families can be strong partners in their children’s learning and assist at home. Perhaps a designated evening time monthly or bi-monthly in which families attend and participate in workshops geared to home support may help. These “Parent University” sessions may offer parents a math class, a tutorial in editing essay papers, an introduction to the school-wide learning software applications or inform parents on Nevada state attendance laws and underscore the relationship between school attendance and student success. Signature Preparatory has a robust social media presence. Recording and uploading the “Parent University” tutorials might be another opportunity to reach families with information.

- As Signature Preparatory continues efforts to increase student academic growth and proficiency ratings, SPCSA staff recommend leadership consider offering school-wide training on effective test-taking strategies. The site evaluation team observed classroom environments conducive to learning. Students were overall engaged with the learning and knew the expectations. Students could explain the objective and often used academic vocabulary, mirroring the teacher’s language. The lessons were age and grade appropriate. Classroom engagement seems incongruous with current index scores for the school. Test anxiety⁷ may have a causal relationship with state assessments. Consider PD on testing anxiety and implement school-wide discussions and strategies on test taking skills.
- Middle school classrooms were observed to have evacuation backpacks, but evacuation plans are not posted and visible in the classrooms. Teachers reported the evacuation plans are inside the backpacks. However, for fire safety, evacuation plans need to be posted near the exit of each classroom.
- SPCSA staff recommend that Signature Prep pursue expanding the board membership from five to seven members to continue to build capacity and ensure strong oversight of the school as more students attend. It is also suggested that the board create a timeline to become more intentional and successful with both adding these members and planning the required training.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

There were no deficiencies identified for Signature Preparatory during this site evaluation.

⁷ “Test anxiety is a psychological condition in which people experience extreme distress and anxiety in testing situations. While many people experience some degree of stress and anxiety before and during exams, test anxiety can actually impair learning and hurt test performance”(Doherty and Wenderoth, 2017).