



# Nevada State Public Charter School Authority

## Site Evaluation Report: **Learning Bridge Charter School** Evaluation Date: 4/25/2023

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# Appendices

## A: Nevada School Performance Framework

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

## B: SPCSA Academic Framework

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

## C: SPCSA Organizational Framework

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

# INTRODUCTION AND SCHOOL BACKGROUND

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 4/25/2023 at Learning Bridge Charter School. 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. During the 2021-2022 school year, the SPCSA began to differentiate levels of oversight. The schools identified as having a rating of a two-star or below, those schools with a Notice of Concern, Notice of Breach, or Notice of Termination as well those with outstanding site evaluation deficiencies or strong recommendations will undergo a differentiated procedure. Learning Bridge elementary meets this criterion of a targeted site evaluation due to their two-star status as well as a strong recommendation issued during the 2012-2022 school year. The purpose of this site evaluation is to provide follow-up and documented progress toward improvements in academic success.

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

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

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

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

## SCHOOL BACKGROUND

Learning Bridge is located in Ely, Nevada in a facility at 1400 E 13<sup>th</sup> Street. The school serves 176 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of Learning Bridge is: "To ensure that our students receive the best education possible and obtain the necessary skills, knowledge, and confidence to succeed in the future."

# ACADEMIC PERFORMANCE

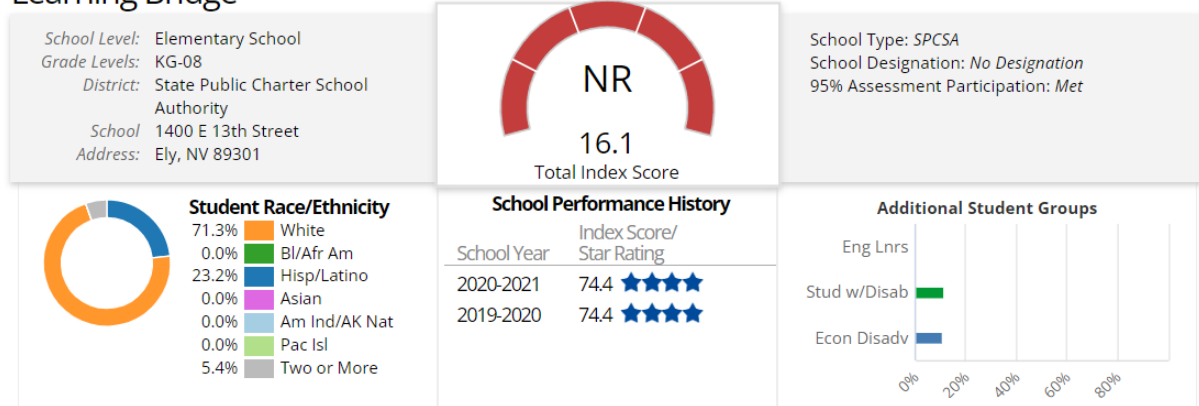
## Nevada School Performance Framework 2022

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

### Elementary School

#### Learning Bridge

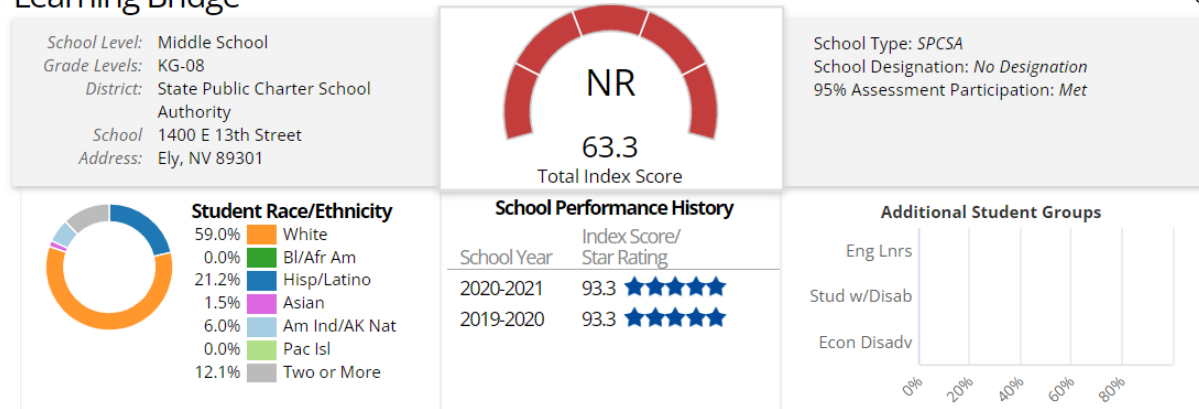
#### School Year 2021-2022 Nevada School Rating



### Middle School

#### Learning Bridge

#### 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	33.8	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	-	72.8	70.4			
Black/African American	-	30.3	35.7			
Hispanic/Latino	33.3	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	-	55.6	57.5			
White/Caucasian	34.8	60.7	61.3			
Special Education	-	26.3	32.1			
English Learners Current + Former	-	34.9	39			
English Learners Current	-	25.5				
Economically Disadvantaged	-	35.6	42			

#### ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	37.0	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	-	74.9	76.7			
Black/African American	-	39.8	45.4			
Hispanic/Latino	46.6	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	-	61.5	66.2			
White/Caucasian	32.5	65.5	69			
Special Education	-	25.5	33.5			
English Learners Current + Former	-	37.4	44.4			
English Learners Current	-	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	44.0	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	-	62.7	60.6			
Black/African American	-	18.2	27.3			
Hispanic/Latino	23.0	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	-	41.8	43.6			
White/Caucasian	52.9	48.1	49.8			
Special Education	-	9.7	22.7			
English Learners Current + Former	-	20.1	24.2			
English Learners Current	-	7.6				
Economically Disadvantaged	-	23.9	32.7			

#### ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	59.3	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	-	79.0	77.1			
Black/African American	-	41.1	40.9			
Hispanic/Latino	53.8	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	-	64.6	63.2			
White/Caucasian	61.7	67.2	68			
Special Education	-	18.0	25.8			
English Learners Current + Former	-	38.8	28.1			
English Learners Current	-	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).

**2/25** 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 -7.8 between school (16.1 points) and comparison district (23.9 points).

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

**2/15** NSPF score difference of -2.2 between school (16.1 points) and comparison school (18.3 points).

## Middle School

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

**6/25** 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 between school (63.3 points) and comparison district (51.3 points).

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

**0/15** NSPF score difference of -6.7 between school (63.3 points) and comparison school (70 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.

**8/15** Indicator bonus points for: FRL.  
One bonus point per group with 25%+ increase over prior year.

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

**0/5** School FRL rate of  $\geq 10$  to  $<20\%$  compared to district GrK-5 FRL rate of 91.8%.

**3/5** School IEP rate of  $\geq 10$  to  $<15\%$  compared to district GrK-5 IEP rate of 15.9%.

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

## Middle School

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

**7/15** Indicator bonus points for: FRL.  
One bonus point per group with 25%+ increase over prior year.

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

**0/5** School FRL rate of  $<5\%$  compared to district Gr6-8 FRL rate of 92.6%.

**2/5** School IEP rate of  $\geq 10$  to  $<15\%$  compared to district Gr6-8 IEP rate of 18.9%.

**4/5** School EL rate of  $<5\%$  compared to district Gr6-8 EL rate of  $<5\%$ .

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	45 minutes
Parents/Families	6	30 minutes
Students	12	30 minutes
School Leadership	1	45 minutes
Staff	8	30 minutes

### Governing Board<sup>1</sup>:

- The Learning Bridge Charter school board is made up of seven members. One member has recently decided to leave, and the board communicated plans to fill the position quickly. A board member stated, “We have a few people in mind and plan to narrow the group down to two in the near future.” Focus group members were asked about the current status of board training. One person explained, “Our newest member will complete open meeting law as well as formal board governance training. All other members are up to date with training. We try to stay on top of this and have legal counsel to support us in this area.”
- Board members spoke about the school’s alignment to their mission and vision. One board member explained, “The mission and vision were created about ten years ago. Our board has put together a Strategic Planning Committee and look to improve the mission and vision to represent the school more accurately.” Board members communicated they evaluated the previous school leader last spring. One board member added, “We have chosen an evaluation tool for the purpose of evaluating our school leader; however, it is somewhat long and cumbersome. We may want to use a shorter evaluation tool and plan to evaluate the current school leader at his one-year employment mark.”
- Board members commented on the new school leader. “Overall, he has taken the school in a positive direction. Every staff member plans to return here for the next school year.” A second board member said, “We recently worked with the school leader to provide financial assistance to staff working on obtaining their teaching license or master’s degrees. We are not worried about where they live but trying to recruit people to live and work in this area is very difficult.”
- Board members were asked about their understanding of academic achievement levels at Learning Bridge. The members said the school uses MAP (Measures of Academic Progress Test)<sup>2</sup> to gauge student progress throughout the year. One person said, “Our middle grade levels results have been tumultuous. We are coming out of the COVID pandemic, and we have encountered high levels of teacher turnover. We have a few substitute teachers in place.”

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

<sup>2</sup> MAP: MAP assessments are computer adaptive achievement tests in math and reading, generally administered to students three times per year.

## FOCUS GROUP SUMMARY continued

- Board members were asked about their understanding of how Learning Bridge is working to improve achievement levels, particularly in elementary grades. One board member stated, “Learning Bridge is focusing on reading. I don’t know what strategies everyone is using.” Another board member said, “We work closely with our new school leader. Our board chair and leader meet often, and our objective is to come up with funding to support the leader in having an assistant administrator to help with student behavior and to mentor our teachers.” Board members said teacher training and helping to have licensed people in classrooms are a priority. Another board member said, “Our new school leader is very good for the school. He will really tackle issues when they are still small and resolve problems. I hear that the staff meetings are pretty dynamic and there is a really good climate at the school.”

### **Parents/Families:**

- Family members spoke about strengths at Learning Bridge. One parent said, “I like the smaller class sizes. There is a good deal of one-to-one instruction taking place between the teachers and the students.” Another parent reported feeling welcome at the school and said that every faculty member knows the names of the entire family. A third parent said the students seem much happier this year and they attribute that to school leadership. “[The school leader] has brought a positivity here. Faculty are happy and smiling and our kids are happy and smiling.” Other parents reported this as well and said the environment is much more positive this school year.

Parents reported the academic rigor has improved greatly this school year. One parent of a special needs child said, “This year my child’s general education teacher tries to meet my child’s needs with class activities.” Many parents said the learning is being retained this year. “My child comes home and talks about school and shares what he is learning with us at home.” Another parent said, “The staff are good about reaching out to us at home if there is something we need to address at home.” Parents shared they greatly appreciate the one class per grade, noting that “it helps with consistency. The teachers know what the students have learned as they move the grades.”

- Family members said they participated in several school events including Trunk or Treat, book fairs, and the science fair. The parent-teacher community organization (PTCO) tries to host four events each year. One parent said, “We sponsored a sock hop, bingo, cake walk, balloon races, stone soup, ugly sweater Christmas, and a plant sale,” Parents spoke favorably about the principal. One parent said, “He listens intently. He tries to be on top of things.” Another parent said, “He doesn’t rush us when we talk with him. He listens. He knows how to talk to kids at their level as well as talking to parents. He is not quick to create a response. Instead, he waits and hears all the information.” Families said the students really respect the principal. Parents said he has substituted for teachers and in winter he drives the snowplow or shovels snow. His car is always in the parking lot on weekends. “He is always available and here.”



## FOCUS GROUP SUMMARY continued

### Students:

- Students spoke about some of the important qualities of a teacher. One student remarked, “The best teachers encourage us instead of push us.” Another student added, “When teachers don’t just sit at their computer while we struggle trying to understand something, I think this is the sign of a good teacher.” A third student commented, “I think a good teacher will not pick favorites and actually sits down and helps students.” Students said some teachers hold tutoring sessions. An elementary student remarked, “Our teacher makes learning fun. She does everything alongside us.”
- Some of the students shared information about what types of activities they enjoyed while attending Learning Bridge. One student commented, “ I like lunch and reading. Another student commented, “I like recess, math, and social studies.” The group spoke about learning how to divide fractions, improving the quality of their writing, doing research projects, analyzing texts, and learning about angles.
- In terms of learning formats, students spoke about liking a variety of learning methods. Students said they enjoy working with a partner and working on group projects. A student explained, “We research information about United States presidents and about different states. Then we write about what we learned.” Another student said, “We made rock candy, Indian houses, and learned about Rome.” Several students commented that in science, they would like to learn more and feel the curriculum was repeating from last year, which frustrated them. One student said, “We have just learned the same thing in science and we need to learn new information.”
- Students commented that the school could be improved by offering additional electives, especially in middle school. One student remarked, “We would be better prepared for high school if we were offered more electives such as art classes. In addition, the science classes here should be of greater quality. We really need to have time to talk over the content and concepts should be explained much better than they have been.” Another student suggested, “I think we should have a school garden so that we can learn to grow living things and observe different types of plants.”

### Leadership:

- The new school leader spoke about his transition into his role as Principal of Learning Bridge. He said, “I was an Elementary School Assistant Principal in California. I learned about managing my time, which helped when accepted the position of principal at Learning Bridge. There are so many things to keep up with here. It is rough getting all the requests done. Our third-grade teacher was the school administrator here for a time, and she saves my bacon in the areas of school culture and reading expertise. There are many times I work until 9:30 in the evening.”
- The school leader was asked about levels of stakeholder engagement. He said, “Teacher engagement has been positive. Our teachers love the freedom of being able to teach what they want to teach. Teachers are, however, starting to see the downside to that. Some teachers are beginning to see the holes in some of our curriculum. The k-5 teachers agreed that we need a common math program.”

## FOCUS GROUP SUMMARY continued

- The school leader said teachers agreed that it is easier to get a solid curriculum which includes all necessary standards than it is to go back and fill holes. The principal remarked, “We have to be careful and thoughtful with this in terms of our new math program and making a change to our English Language Arts curriculum. We as a staff are moving along to get to that point.” The school leader said that he and the staff are worried about parents. He said, “Parents are not as engaged as they used to be. Some teachers have built these relationships in the past however, we need to strengthened this school wide.”
- The school leader said the current mission and vision help guide the school and are used to set goals. He said there is currently a great opportunity to build common knowledge of what the school might look like. He said, “Right now we are similar to other schools in this county, yet we want to be highly family oriented. We may consider working with our board to adjust or re-write the school’s mission and vision statements.”
- The leader explained there were previously several instructional staff who left and had to be replaced. He said, “Some teachers left in late fall of last year and as a result, there were some substitute teachers hired and quite a bit of transition taking place.” The school leader said he has knowledge of coding student absences differently and commented the coding should help with some of the chronic absenteeism totals. The school leader said improving student levels of social-emotional competencies are included in the school’s site performance plan goals for this year. He commented, “Using the yearly climate survey results it appears that there were some areas where students either disagreed or disagreed strongly in the area of respect. We know we need to formalize our behavioral support system either this coming year or the next.”

### Staff:

- Staff members spoke about some of the changes having taken place this year at Learning Bridge. One staff member said, “The atmosphere is great, and we all get along. The principal is always willing to go the extra mile to help us with anything we need.” Another member of the faculty said, “[The principal] will cover a class and substitute for an entire day if an emergency arises.” In terms of students, the staff said that many students have been attending Learning Bridge since they were in kindergarten. One person explained, “Students treat each other like brothers and sisters. They may quarrel occasionally, but they also support and help each other.” Another teacher said, “In terms of staffing and students, we are on an upward trajectory this year. We are on a good steady path and have good teachers and rapport with other teachers and our students.”
- Teachers spoke about the new math curriculum implemented in grades kindergarten through fifth grade. One teacher said, “The new math curriculum helps with providing the standards for the day and lesson. However, each lesson also packs so much content into one timeframe that I have to pick and choose what my students need to know.” Other teachers reported the new math curriculum helps with “less prep” as there is so much in the lesson. One teacher said, “I really like the elevated language. I appreciate the vocabulary and the writing prompts. The program asks the students to explain their thinking. It is very helpful.”

## FOCUS GROUP SUMMARY continued

- Teachers were asked to share information about small group interventions. One teacher said she looks at her student data frequently including which questions students got correct and which questions students missed most frequently. The teacher explained she pulls the instructional content for intervention time from questions that were missed and uses this in small group teaching settings. Teachers said they each design small group interventions in reading and math. They use the data from students weekly progress, as well as interim assessment results to create small groups. Several teachers said they utilize the MAP scores to focus on academic vocabulary, context clues, writing prompts, and spelling.
- Teachers and staff reported a positive rapport with parents. Staff said communication is important. One teacher said, “I use the talking points application to communicate with parents. Communication is important to all staff. I message parents at the end of the day if something came up that I think they need to know about.” Another teacher added, “I message families at the beginning of each week to let them know what is going to happen that week as far as assignments, projects, and tests.” Another teacher reported that faculty get to know the families well as families have several children who attend the school.
- Faculty shared they understand there is a big push to obtain a counseling position next year. One person who teaches middle school said she can see where students have gaps in their learning. She said, “ Being consistent in the instruction is a number one upcoming priority.” Other staff said math and science are often the two areas middle school reported having the most gaps. One teacher indicated, “Staff consistency is a challenge. We have had a turnover and obtaining consistency in staffing, and this is part of the overall consistency that is needed here.”

# CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

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

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Classroom Learning Environment is Conducive to Learning</b>	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.  Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.  Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	<b>Total: 6</b>	<b>Total: 13</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 2</b>
<b>Establishing a Culture for Learning</b>	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	<b>Total: 9</b>	<b>Total: 9</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 2</b>

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	<b>Total: 8</b>	<b>Total: 8</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 3</b>
<b>Students' Cognitive Awareness of Learning Goals/Targets</b>	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	<b>Total: 11</b>	<b>Total: 9</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Quality and purpose of questions</b>	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	<b>Total: 2</b>	<b>Total: 13</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 4</b>
<b>Opportunities for student discourse and student use of academic language</b>	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided with limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	<b>Total: 6</b>	<b>Total: 9</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 4</b>

## Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Intellectual Engagement in Learning</b>	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	<b>Total: 8</b>	<b>Total: 9</b>	<b>Total: 4</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Using Formative Assessment in Instruction</b>	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	<b>Total: 8</b>	<b>Total: 10</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 2</b>

Additional information about the classroom observations shared here when applicable

- Students worked in groups of two or three to solve mathematical problems in one classroom. They explained their thinking to each other. Students solved the problem, then wrote down the steps they used to complete the problem, including explaining their logic in choosing those steps. Students were self-directed, moving fluidly about the class, and were on-task.
- In one middle school classroom, the teacher led instruction on how to find the median. The teacher facilitated several opportunities for student to generate higher level questions.
- Ten students in the early learning classroom were sitting on the carpet and listened for rhyming words as said by a teacher on the screen. The teacher in the classroom encouraged students and modeled the sounds. Students were partially engaged.
- In one small group pull out, the teacher provided targeted interventions. Students took turns reading the chapter book and explained their comprehension of the events that took place in the story.
- In one elementary classroom, the teacher led instruction on the U.S. Constitution. Most students were actively engaged in the lesson. The teacher had to redirect behaviors throughout the lesson. The teacher was successful most of the time when redirecting challenging behaviors.
- Students had the choice to work independently or with a partner in completing a worksheet. Some students were off task and loud in joking with each other while the other students were focused and on-task. Students used computers, their notes, and their partners to complete the task. The teacher walked the room, checking student progress and answering questions as needed.
- In an elementary classroom, the teacher led discussions on how to support your answers with evidence from the text.
- This early grade classroom with 16 students were engaged in a social emotional learning lesson. The teacher stopped the video and asked the students questions about the main character's actions in response to the situation.
- An early classroom had 12 students. Students listened to a story. The teacher asked questions like, "Why do you think?" The teacher occasionally said things to students such as, "Sit up!" and "Are you still playing around with this even after I asked you?"
- Students read sentences that focused on pronouncing specific sounds to assist their speech in a targeted speech lesson. The teacher coached the students on how to hold their mouth and move their tongue each time they read a sentence aloud. Students practiced repeating the sounds multiple times. The students were engaged and excited to practice pronunciation correctly.
- There were 18 students and one teacher in this upper elementary classroom, and they were grading each other's papers for appropriate comma usage. Students appeared to be marginally engaged.
- Students were asked questions about weights and measures from the teacher. Students were eager to respond and raised their hands to share. The teacher stayed in one place in front of the white board and only called on students right in front of her despite students from all over the room desiring to participate.

# 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
<b>Indicator 1:</b> Education Program	<p><b>Measures 1a and 1b:</b> The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p><b>Measures 1c and 1d:</b> The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>The Learning Bridge Charter School is implementing material terms of their educational program as observed during the SPCSA site evaluation process. Site evaluators reviewed curricular materials and determined they are aligned to Nevada Academic Content Standards.</p>
<b>Indicator 3:</b> Governance and Reporting	<p><b>Measure 3a:</b> The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>Per Board and Leadership Focus groups the Learning Bridge Charter School Board needs training for one new board member. Training should include Open Meeting Law, and information related to the individual board member role. The board should be evaluating the school leader on an annual basis.</p>
<b>Indicator 4:</b> Students and Employees	<p><b>Measure 4a:</b> Student records under lock and key/stored appropriately</p> <p><b>Measure 4d:</b> Personnel files are under lock and key/stored appropriately</p>	<p>Student and personnel files were observed locked and stored.</p>
<b>Indicator 5:</b> School Environment	<p><b>Measure 5b:</b></p> <ul style="list-style-type: none"> <li>• Evacuation plans for classrooms are posted</li> <li>• The school has fire extinguishers on all floors which are tagged</li> <li>• Active permit for food service (if applicable)</li> <li>• Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration</li> </ul>	<p>The site evaluation team consistently noted evacuation plans posted in classrooms. Fire extinguishers were tagged throughout the building. The site evaluation team located one cot, and a sharp receptacle container. A refrigerator is needed to be relocated into the nurses station.</p>



## Measures of Progress from Previous Site Evaluations

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

<p>Summary of recommendations from most recent site evaluation.</p>	<ul style="list-style-type: none"> <li>• School board should implement a school leader evaluation.</li> <li>• School board create a pool of possible board member candidates to formally recruit in the event an opening on the board exists.</li> <li>• With school leader and staff, school board review educational program as written in original charter.</li> <li>• Update grade level curriculum maps for ELA, Math, Science-ensure NVACS are taught at each grade level.</li> <li>• Partner with an expert to help disaggregate and identify trends in student data-strengthen intervention times and types of interventions-one teacher per grade level.</li> <li>• School leader participate in SPCSA free formative assessment training.</li> <li>• Improve school culture: school survey, clear articulation of mission and vision, conduct an audit of curriculum implementation classroom expectations PD needs</li> <li>• Facilitate teacher leadership and collaboration shared ownership</li> <li>• Strong Recommendation: Learning Bridge governing board to participate in formal governance training prior to March 1, 2022. The training should include information about Nevada's Open Meeting Law, and Basic Principles of Board/Administrative Leadership Team Governance.</li> </ul>
<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>The Learning Bridge Evaluation Presentation and Leadership focus group included the following:</p> <ul style="list-style-type: none"> <li>• The school board has implemented training for all board members. The newest member will undergo training within the next month. The previous strong recommendation is satisfied.</li> <li>• The school culture is improving this school year as are levels of teacher leadership and teacher collaboration.</li> <li>• A new Kindergarten through fifth grade math curriculum has been Implemented and satisfies the updated curriculum map for math K-5.</li> <li>• The school board has been successful in creating a pool of possible board member candidates to formally recruit in the event an opening on the board exists.</li> <li>• Additional time is needed to fully partner with an expert to help disaggregate and identify trends in student data-strengthen intervention times and types of interventions-one teacher per grade level.</li> <li>• The school leader, staff, and school board will need additional time to fully address the review of the educational program and consideration of renewed mission and vision.</li> <li>• The staff and school leader continue to seek out an English Language Arts curriculum which is fully aligned to the NVACS.</li> </ul>

SPCSA staff assessment based upon findings during site evaluation.

- The school board has been successful in evaluating the previous principal last spring and will continue this success with the completed evaluation of the newest school leader within one year of his hire date.
- The school board has been successful in creating a pool of possible candidates to serve on the board should a position become open.
- The school’s educational program continues to be reviewed by the board, school leader and staff with a possible re-write to the mission and vision statements.
- Curriculum maps have been successfully updated and reviewed by SPCSA staff. A new math curriculum has been implemented in grades K-5. A new English Language Arts curriculum may be researched, vetted, and adopted. This may help further enable the school staff to fill all instructional gaps more fully.
- More time may be needed for the school to considering partnering with an expert to help disaggregate and identify trends in student data-strengthen intervention times and types of interventions-one teacher per grade level.
- The previous school leader participated in SPCSA free formative assessment training.
- The school has been highly successful in improving the school culture.
- The school has been successful in the facilitation of teacher leadership collaboration and shared ownership of school successes.
- The previous Strong Recommendation “Learning Bridge governing board to participate in formal governance training prior to March 1, 2022. The training should include information about Nevada’s Open Meeting Law, and Basic Principles of Board/Administrative Leadership Team Governance” has been fully met and is satisfied.

# SITE EVALUATION FINDINGS

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## STRENGTHS

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

- A positive staff culture has been developed at Learning Bridge this school year. The staff indicated they are supported and appreciated by the school leader. The school leader and staff collaborate to solve everyday challenges and have focused on getting to know one another. They have developed relationships based on trust. In addition, the school leader emphasized the importance of listening to staff concerns and considering all options prior to making a decision about operational changes. The school leader has worked to respond to support teachers in a more robust manner. For example, the school leader will substitute within classrooms for a partial or full day should a staff member have a family emergency. Staff members made it clear that they trust one another, and the new school leader, and feel the school is moving in a positive direction.
- A new math curriculum has been implemented in grades kindergarten through fifth grade. The program is evidence-based and provides a stronger alignment between lesson objectives and the Nevada State Content Standards than before. In addition, staff and school leaders report a positive launch to the program and have noticed the teacher manual suggests more engaging options to guide students to greater levels of intellectual engagement with math on a daily basis.
- The school leader and board chair meet on a regular basis to talk about school-related items. This type of communication is considered a strength. The conversations are proactively addressing concerns or issues well before they might erupt into something much more serious. The board chair commented on the school leader's ability to work on school-related concerns patiently and consistently.
- Together with the school leader, the board developed and voted approval for a tuition reimbursement plan. The plan provides individuals working at the school as long-term substitute teachers to receive tuition assistance to move forward with their careers. The plan is one way the board and school leader can work to develop teacher quality while working to lower current levels of staff turnover at the school.
- The physical features of the campus such as large windows, lighting, space, furnishing, and equipment were in place. In addition, the unique nature of the size of the school and the ratio of small numbers of students to staff are a strength. This configuration has enabled classroom teachers and the school leader to know each student on an individual and unique basis.

## 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.

- Student achievement gaps continue to be a challenge at Learning Bridge at the elementary level which includes grades kindergarten through fifth grade. The official index score rating for elementary school for the year of 2021-2022 was 16.1 percent.
- The levels of chronic absenteeism at Learning Bridge are a challenge. The Nevada Report Card data indicates a chronic absenteeism rate of 21%. Not only does chronic absenteeism have consequences for overall student learning, but the Nevada School Performance Framework has also been designed to calculate points toward overall school performance with up to an additional ten points toward a school's overall index score for low chronic absenteeism.
- Another challenge is meeting the social-emotional well-being of students at the Learning Bridge campus. The social-emotional needs of students play a significant role in classroom culture, and it is increasingly important for students to feel safe, find a feeling of belonging, and overcome issues with self-esteem.
- Both current national and state teacher shortages continue. For Learning Bridge, this is especially challenging considering the school is located in a rural part of the state and has encountered a few years of changes to school leadership. Recruiting and retaining qualified teachers continues to be a challenge.
- Due to the small size of the school, there is just one teacher per grade level making it difficult to collaborate and build instructional units as well as interventions as a grade level team. This is a drawback of operating a small school. Although the school has attempted to find creative solutions to build a strong instructional community, there continues to be a need for improvement in this area.

## 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 Learning Bridge continue to prioritize student achievement given current index score and overall proficiency rates. It is vitally important to have the English Language Arts curriculum fully aligned to the NVACS. Because this alignment may have a significant effect on improved student academic learning outcomes, it is recommended the decision and vetting of a new ELA curriculum be completed no later than August 1<sup>st</sup>, 2023. It was noted during the classroom observation portion of the site evaluation, there were times when some students were not fully engaged in learning. SPCSA staff recommends the school prioritize stronger levels of Tier One instruction, including aligned ELA curriculum, combined with productive teaching, and learning interventions to improve academic outcomes. Without significant improvement, the school may be issued a Notice of Concern based upon the 2023 Nevada School Performance Framework star ratings and additional monitoring would take place. The school leader and staff may want to consider collaborating on teaching strategies to provide opportunities for students to contribute more to their own learning and represent classroom content using high-level questioning and discussion techniques. The SPCSA's link to our Canvas Repository for Best Practices is provided here as a possible resource.

<https://spsca.instructure.com/courses/72>

- It is recommended that Learning Bridge board members, school leader, and stakeholders ensure the school's mission and vision accurately reflect and align with operational implementation. Creating new mission and vision statements will help define alignment as well as form a forward-thinking atmosphere and may create a school culture optimized for success. A mission statement should include the school purpose, core values, and foundational aims. A new vision statement should express strategic goals and plans for the future. A change of this nature must be formally approved by the SPCSA. The SPCSA is available to facilitate conversations between the Learning Bridge board members and school leader with other charter schools having successfully updated their mission and vision statements.
- It is recommended the Learning Bridge Charter school encourage the teaching staff with high-quality teaching skills to share instructional strengths with those new to teaching or those wishing to strengthen teaching ability in a given area. The site evaluation team took note of some classrooms with high levels of teaching pedagogy and student engagement. However, this was not observed in a majority of classrooms. In schools with high levels of student outcomes there is usually an urgency to learn and make the best use of instructional time. It is recommended the school continue to build capacity by allowing strong faculty to model high-quality instruction and high-quality student engagement. This, in turn, may translate to improved NSPF scores for the 2022 – 23 school year and beyond.

- With a chronic absenteeism rate of 21% school-wide for elementary and middle school combined, chronic absenteeism rate levels are a challenge at Learning Bridge. The SPCSA recommends the school continue its current work to improve the overall number of students attending school on a daily basis. The rate has a direct effect on the index score for a school. A 21% absenteeism rate results in a school's inability to earn full points toward the overall index score under the NSPF. The PAT, Point Attribution Table for chronic absenteeism rates has been provided below. The school index ratings (displayed on page 4 of this report) could have been up to 8 points higher if absenteeism rates were improved.

*ES Chronic Absenteeism Point Attribution Table*

Rate	Points	Rate	Points	Rate	Points
<5	10	≥11 and <12	6.5	≥18 and <19	3
≥5 and <6	9.5	≥12 and <13	6	≥19 and <20	2.5
≥6 and <7	9	≥13 and <14	5.5	≥20 and <21	2
≥7 and <8	8.5	≥14 and <15	5	≥21 and <22	1.5
≥8 and <9	8	≥15 and <16	4.5	≥22 and <23	1
≥9 and <10	7.5	≥16 and <17	4	≥23 and <24	0.5
≥10 and <11	7	≥17 and <18	3.5	≥24	0

- SPCSA staff recommend Learning Bridge pursue Multi-Tiered System of Support (MTSS) opportunities through the SPCSA. MTSS opportunities through the SPCSA have the potential to provide staff access to Tier 1, 2, and 3 training and resources to address challenges. Members of the leadership team mentioned there were behavioral and loss of learning challenges resulting from the ongoing COVID-19 pandemic. The SPCSA staff noted a few challenging student behaviors within the classroom learning environment. The school leader spoke about some learning gaps which exist either due to the loss of learning time during previous years and the pandemic or due to newer and less experienced teachers or teacher turnover on campus. A school-wide consistent set of policies and procedures with regard to behavior management, rules, and expectations as well as tiered interventions has the potential to provide staff resources and training to address these challenges.
- SPCSA staff recommend Learning Bridge obtain a locked refrigerator inside the nurse's office for housing student medication as needed for medical purposes within 30 days to be compliant with Nevada State Law NAC 444.56842. A refrigerator was also available for student medication but located outside of the nurse's office. "Any medications that are stored in a health room must be accessible only to authorized members of the staff of the school" (NRS 439.200, 444.335).

## STRONG RECOMMENDATIONS

There are no strong recommendations identified at Learning Bridge during this site evaluation.

## DEFICIENCIES

There are no deficiencies identified for Learning Bridge during this site evaluation.