Nevada State Public Charter School Authority

Site Evaluation Report: Quest Academy
Evaluation Date: 12/4/2023

State Public Charter School Authority
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INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on December 4, 2023, at Quest Academy. 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.

Members of the SPCSA staff will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately following the classroom rubric readings. Using information gathered from 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.
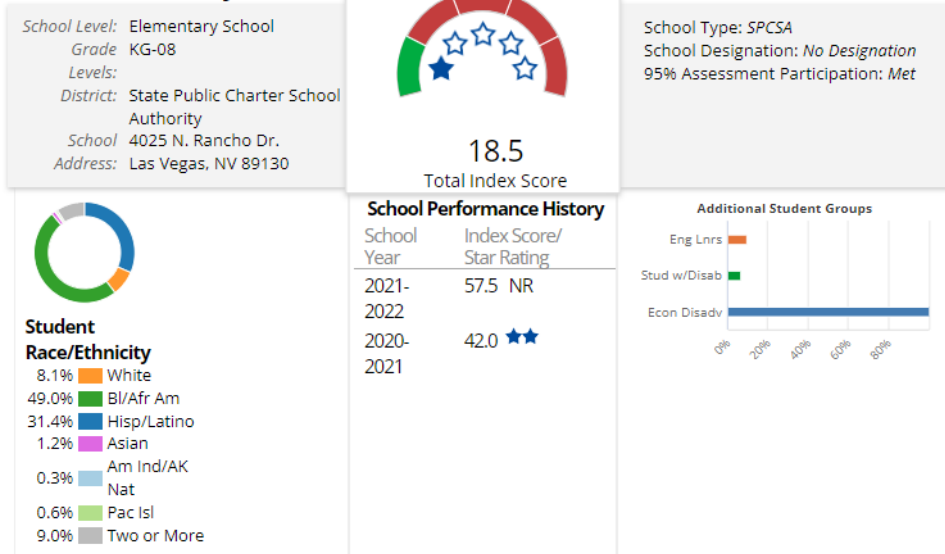
SCHOOL BACKGROUND

Quest Academy is located in Las Vegas, Nevada in a facility at 4025 N. Rancho Drive. The school serves 452 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of Quest Academy is: "Founded in 2008, Quest Academy is an academic institution that is dedicated to growth, perseverance, and academic achievement. We foster students' personal and intellectual growth so that they are prepared to be positively productive and engaged citizens of their communities. We pride ourselves on our familial environment, and caring and committed teaching, leadership, and support staff."

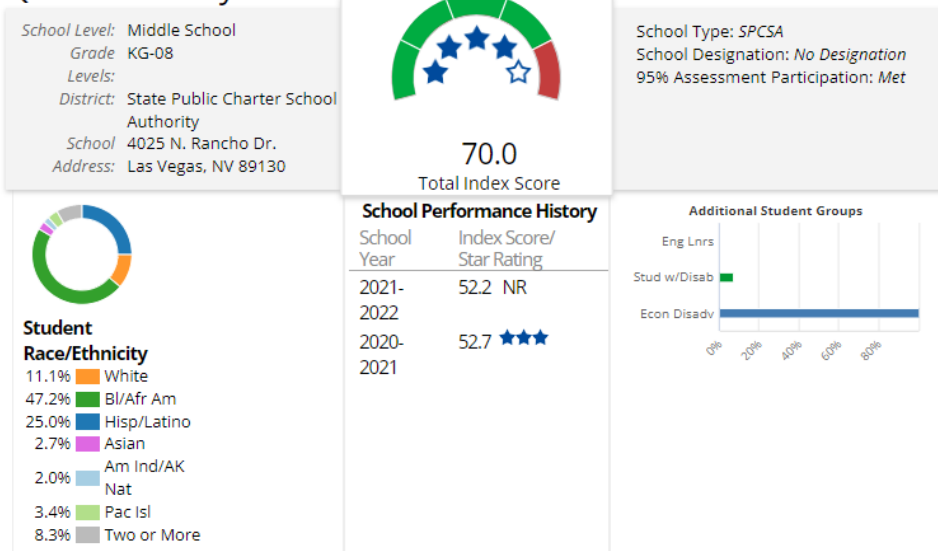# ACADEMIC PERFORMANCE

Nevada School Performance Framework
2023

Elementary School

Quest Academy Northwest

School Year 2022-2023 Nevada School Rating

School Level:	Elementary School
Grade Levels:	KG-08
District:	State Public Charter School Authority
School Address:	4025 N. Rancho Dr. Las Vegas, NV 89130

18.5
Total Index Score

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

Student Race/Ethnicity
- 8.1% White
- 49.0% Bl/Afr Am
- 31.4% Hisp/Latino
- 1.2% Asian
- 0.3% Am Ind/AK Nat
- 0.6% Pac Isl
- 9.0% Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	57.5 NR
2020-2021	42.0 ★★

Additional Student Groups
- Eng Lnrs
- Stud w/Disab
- Econ Disadv

(0% 20% 40% 60% 80%)

Middle School

Quest Academy Northwest

School Year 2022-2023 Nevada School Rating

School Level:	Middle School
Grade Levels:	KG-08
District:	State Public Charter School Authority
School Address:	4025 N. Rancho Dr. Las Vegas, NV 89130

70.0
Total Index Score

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

Student Race/Ethnicity
- 11.1% White
- 47.2% Bl/Afr Am
- 25.0% Hisp/Latino
- 2.7% Asian
- 2.0% Am Ind/AK Nat
- 3.4% Pac Isl
- 8.3% Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	52.2 NR
2020-2021	52.7 ★★★

Additional Student Groups
- Eng Lnrs
- Stud w/Disab
- Econ Disadv

(0% 20% 40% 60% 80%)

Math and ELA Results
Nevada School Performance Framework
2023

Proficiency Rates

Elementary School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	23.5	52.0	53.5	27.0	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	-	74.5	71.9	-	72.8	70.4
Black/African American	18.1	31.4	38.9	22.2	30.3	35.7
Hispanic/Latino	26.1	42.2	45.5	30.2	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	14.2	57.8	59.6	10.0	55.6	57.5
White/Caucasian	-	63.7	63.3	54.5	60.7	61.3
Special Education	-	29.1	35.5	27.2	26.3	32.1
English Learners Current + Former	25.0	38.1	42	35.2	34.9	39
English Learners Current	33.3	27.6		18.1	25.5	
Economically Disadvantaged	23.5	39.0	44.9	27.0	35.6	42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	29.7	54.6	61.2	38.3	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	-	74.1	77.8	-	74.9	76.7
Black/African American	17.9	37.5	48.2	26.9	39.8	45.4
Hispanic/Latino	46.5	45.9	53.2	44.1	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	21.4	60.7	67.9	50.0	61.5	66.2
White/Caucasian	-	64.4	70.6	63.6	65.5	69
Special Education	10.0	27.4	36.8	9.0	25.5	33.5
English Learners Current + Former	35.2	37.6	47.2	52.9	37.4	44.4
English Learners Current	30.7	24.1		27.2	24.4	
Economically Disadvantaged	29.7	42.0	51.9	38.3	42.8	49.4

Middle School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	16.9	38.5	42.7	13.1	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	-	62.5	62.6	-	62.7	60.6
Black/African American	8.6	19.4	31	5.1	18.2	27.3
Hispanic/Latino	25.7	28.3	36.2	14.7	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	-	44.5	46.4	-	41.8	43.6
White/Caucasian	41.6	51.4	52.3	38.4	48.1	49.8
Special Education	-	11.5	26.5	<5	9.7	22.7
English Learners Current + Former	29.4	21.5	28	17.6	20.1	24.2
English Learners Current	-	6.5		-	7.6	
Economically Disadvantaged	16.9	24.9	36.1	13.1	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	45.1	53.4	58.6	35.1	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	-	74.7	78.2	-	79.0	77.1
Black/African American	39.6	37.4	43.9	21.7	41.1	40.9
Hispanic/Latino	45.7	44.8	50.5	47.0	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	-	60.0	65	-	64.6	63.2
White/Caucasian	75.0	64.0	69.6	61.5	67.2	68
Special Education	-	17.4	29.6	7.6	18.0	25.8
English Learners Current + Former	41.1	34.0	31.7	35.2	38.8	28.1
English Learners Current	-	12.0		-	16.7	
Economically Disadvantaged	45.1	40.8	49.8	35.1	45.9	47.1

SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary School

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

0/25 — 0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

0/10 — NSPF score difference of -20.4 between school (18.5 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15 — NSPF score difference of -36 between school (18.5 points) and comparison school (54.5 points).

Middle School

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

19/25 — 15 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10 — NSPF score difference of 29.5 between school (70 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

9/15 — NSPF score difference of 12.5 between school (70 points) and comparison school (57.5 points).

SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School

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

10/15 — 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5 — School FRL rate of ≥95% compared to district GrK-5 FRL rate of >95.0%.

2/5 — School IEP rate of ≥5 to <10% compared to district GrK-5 IEP rate of 13.1%.

3/5 — School EL rate of ≥5 to <10% compared to district GrK-5 EL rate of 18.5%.

Middle School

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

10/15 — 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5 — School FRL rate of ≥95% compared to district Gr6-8 FRL rate of >95.0%.

2/5 — School IEP rate of ≥5 to <10% compared to district Gr6-8 IEP rate of 12.6%.

3/5 — School EL rate of ≥5 to <10% compared to district Gr6-8 EL rate of 13.8%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMCMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	45 minutes
Parents/Families	7	45 minutes
Students	11	45 minutes
School Leadership	1	45 minutes
Staff	14	45 minutes

Governing Board[1]:

- Two of the seven-member school board participated in the focus group on the day of the evaluation. Members reported the board meets once every two months. Board members explained the variety of experience and backgrounds of members which include an educator, a parent, a person working in the area of finance, and those with business experience.

- Board members spoke about several strengths at Quest. One person said, "I would say Ms. Veith is very detail oriented and this gives the board a clear picture of what is going on at the school. We can see the growth of our students as the school is a 'Leader in Me[2]' school and our students practice the seven habits daily." A second board member added, "Principal Veith and her team are responsive to both good and bad news at the school. The team sets goals and overcomes hardships. For example, there were some staffing issues last year which hurt the academic performance data. But even with the gaps, the school is proactive in responding to and improving in this area."

- Board members reported using the Charolotte Danielson model to evaluate the school leader each year. Board members said they stay up to date with necessary board training. According to one board member, "We received a lot of reading materials to go through, and Ms. Vieth has sent links for trainings."

- In regard to goals for the future, board members said they would like to see increased enrollment and have the ability to make sure the instructional staff is going to stay in place. As one board member put it, "It is important to make sure we have a strong, steady instructional staff to maintain levels of rigor and content mastery. Parents don't want their children going through several teachers within the school year and this is a big challenge at our elementary level."

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

[2] Leader in Me is a PK-12 evidence-based model focused on leadership, culture, and academics that is intended to equip students, educators, and families with the leadership and life-skills needed to thrive in a dynamic world.

Parents/Families:

- Seven family members participated in the focus group and shared information about their experiences at Quest. Parents agreed that they value the smaller school and class sizes at Quest and feel both they and their children are known by name. Family members said they are kept well informed about the progress their child is making academically. Parents reported there are several soft-ware applications available including Class Dojo[3], Infinite Campus[4], Google and Google Meets,[5]. One family member said, "If your child does well there are award ceremonies and each year a parent teacher night to go over lessons to be learned." Another family member added, "At the middle school level, there is an expectation for students to be more independent and the staff and families want our students to be more independent and able to advocate for themselves."

- Families were asked to describe their relationship with staff at Quest. A family member responded, "I've been here for six years and I know the staff very well. They are good at communicating things and will get back to me with a timely response." One person said that there was some teacher turn over the previous year and substitute teachers in place. "This year is much better in terms of stable staffing at the elementary level. The math teacher will send a you tube video and provide families with support to help with math homework."

- Parents noted several strengths at Quest, which include after school tutoring, family events such as Movie Night, Trunk or Treat, and middle school dances. One parent complimented the middle school instructional staff, "teachers in the middle school challenge the students." Another parent said the new transportation funding is helpful for her sister and provides a way for her three children to get to and from school on a daily basis. Another parent praised the tutoring program, "If your child is struggling academically, the school provides tutoring after school."

Students:

- Eleven students in grades three through eight participated in the focus group. Students shared that the teachers at the school like what they teach and provide thoughtful support to students. A student explained, "One time there were several students who needed help with an assignment. The teacher let everyone re-do the work to improve their grades." Another student added, "Teachers at this school ask if we comprehend the information. They tell us it's okay if we don't understand and then offer to explain the concept in another way." One student shared information about specific feedback received during learning. "In Algebra, the teacher helps us if we have several math problems incorrect. She will go over the problems again, until we understand."

- Students said the rules at the school are very important. Students reported their parents can receive a message or are asked to meet with Principal Veith if infractions occur.

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[3] ClassDojo is a software platform which helps teachers communicate with families and supports social emotional learning by providing points for positive behavior reinforcement.
[4] Infinite Campus is an information system which contains student records, such as behavior, grades, and enrollment history.
[5] Google Meets is a type of video conferencing allowing people to meet on audio and visual calls.

FOCUS GROUP SUMMARY continued

- Although students said they greatly appreciate the extra activities offered, such as basketball, football, volleyball, and after-school tutoring, students shared a few suggestions to improve the school. These included avoiding group punishments, easing up on school uniform policy, being allowed to have cell phones during the school day, and having a place for middle school students to eat lunch together. A student suggested, "It would be good to have meetings like this focus group so that we can be heard and take part in making the school a better place."

Leadership:

- The school leader met with the site evaluation team and explained several proactive measures taken in response to the challenges at Quest. She said, "In response to chronic absenteeism, we have a measure called responsible attendance. Students are invited to dress down as a reward for improved attendance. In addition, we review attendance data each Wednesday, as a staff, and stay up to date with each student and attendance levels."

- The school leader spoke about the lower academic rating at the elementary school level. She addressed measures the school is taking to retain and hire highly quality staff. "We were quick to establish retention stipends and pay at the end of the school year and in October. All of our hourly support staff, including instructional aides, food services, and our custodian received 25-30% increases in pay. Our teachers received 10-25% increases. We added three paid time off days as well. Right now, we have just one vacancy at Quest."

- Other measures taken in response to the one-star NSPF rating at the elementary level has included a look at the curriculum. The school leader said, "We are piloting a curriculum in our fourth and fifth grades this year. My View Literacy[6] is a structured and interactive core-literacy based program for grades kindergarten through fifth grades. We have fine-tuned our instruction and students take the SBAC interim tests three times per year. We continue to be highly responsive to the data and keep track of students, in particular, those moving from the red zone, which is well below grade level to the orange, which is approaching grade level".

- Strengths at Quest were highlighted during the leadership focus group. It was reported that an English Learner Coordinator is supporting the school community and conducts instruction both in the regular education classrooms and in separate small group instructional settings. The school offers tutoring and makes sure tutoring times are after school and before sports team or extracurricular events begin. The tutoring sessions were reported to be well attended and highly effective. The school continues to develop their Leader in Me program. This program is a whole-school transformation model and supports students with the leadership and life skills they need for the future. The school leader said the school team is working to become a Lighthouse School which is a title awarded to Leader in Me schools who serve as models of leadership and have achieved extraordinary results by meeting the standards laid out in the Lighthouse criteria.

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[6] My View Literacy is published by SAVVAS Learning Company and is a elementary reading curriculum which leverages science content to develop strong readers and writers.

FOCUS GROUP SUMMARY continued

Staff:

- Fourteen staff members joined the staff focus group on the day of the site evaluation. Staff spoke about their commitment to the school's mission, the students, and each other. One staff member commented, "I love the staff here, I feel a need to be here; we are like family, we fuss, we help to support students and we build upon each other's strengths." Another person remarked, "We tap into students' innate abilities and when we figure out what kids can do we celebrate it."

- Staff members were asked to explain some of the ways they adjust their teaching approach to best meet the needs of students in this Title I school. One of the teachers said, "Breakfast and lunch is free, but it goes beyond that. We understand there is a need to visualize the learning and we are equipped to help kids." Another teacher added, "We meet our students at their level. We have the autonomy so that we can find out what students are good at and teach so that students can show what they have learned." A third teacher said, "I can support kids by acting as a positive male role model. For example, one student doesn't like to talk but he will talk to me. By talking with this child, I have discovered that there are things going on at home that may explain some of the behavior the child displays. I am able to be aware of this and advise the child to speak with our school counselor." One of the teachers said, "I conduct a morning meeting in the classroom and ask a question so that as students answer, they will become aware that most students are more alike than different. This is important and trying to make the class more alike than different. This is important and it builds the trust between the students and the adults at the school."

- Teachers reported that they are thankful for the school hiring a student support coordinator this year. Teachers said it has made an important difference in student morale and said there are fewer behavioral issues this year. One staff member described the school leader as very enlightening and refreshing. Another person said, "I can go to the school leader with any problem, but she will always listen and care and provide help. No one yells at me, and I don't feel like I'm coming to work but to my school family."

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 23 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: 5	Total: 16	Total: 2	Total: 0	Total: 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 4	Total: 17	Total: 2	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: 4	Total: 16	Total: 2	Total: 0	Total: 1
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/ demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/ demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 5	Total: 15	Total: 3	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: 0	Total: 18	Total: 4	Total: 0	Total: 1
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: 2	Total: 16	Total: 5	Total: 0	Total: 0

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 4	**Total:** 15	**Total:** 3	**Total:** 1	**Total:** 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 2	**Total:** 17	**Total:** 4	**Total:** 0	**Total:** 0

Additional information about the classroom observations shared here, when applicable.

1. This was an early elementary classroom, and students were listening, reading, and writing words in a workbook. Students were, at first, guided by the teacher and then the teacher asked students to work independently and given direct feedback. This appeared to be a best practice known as " I do, we do, you do."

2. This was an elementary classroom with one teacher and 15 students. Several students took their library books and went with an adult. There were four students left, and teacher took this opportunity to have the remaining students to read out loud.

3. This was a mid-level elementary classroom. There are 20 students and one teacher. Teacher walked students through the practice of plural noun and asked students to check work with adding an -s or an -ies. Teacher provided several positive reinforcements as students go through it. Students had a comfortable relationship with the teacher, and it is evident that students were willing to try and take a risk with the teacher.

4. In one middle school classroom, the teacher provided direct instruction on ELA topics and provided several opportunities for student discussion.

5. This was a third grade class with students working in pairs on an assignment. Students worked independently but helped each other to solve problems.

6. In this middle grade math class, the teacher spoke loudly and assisted a small group of learners. The other students worked in small groups or independently to complete the assignment. The teacher's voice was so loud it seemed hard to concentrate.

7. This was an upper elementary classroom, learning math and the teacher displayed several best practices. She reviewed the objective and had the students think about and explain it. She had a box with students' names to randomly select students to answer questions. Students were urged to use specific math vocabulary to explain to their peers.

8. In one middle school classroom, students watched a video about the brain and emotions. Students were engaged and taking notes. The teacher walked around to make sure students were paying attention. The teacher stopped the video to explain the vocabulary discussed in the video. The teacher transitioned students to group work.

ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	**Measures 1a and 1b**: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards. **Measures 1c and 1d**: The school protects the rights of students with disabilities and EL students. 　　Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.	The programming and materials at Quest Academy are in alignment with both the school's charter and the Nevada Academic Content Standards. The school protects the rights of students with disabilities and those learning to speak English.
Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements 　　Ex: Board policies and oversight of Education Service Provider	The school and school board complies with governance compliance requirements.
Indicator 4: Students and Employees	**Measure 4a:** Student records under lock and key/stored appropriately **Measure 4d:** Personnel files are under lock and key/stored appropriately	Student records are located within a secure location.
Indicator 5: School Environment	**Measure 5b:** • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	Within the building, the school has fire extinguishers and evacuation plans are posted. The team noted an area for a nurse's station including a cot, sharps container, and refrigeration for medication.

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.	
Prior recommendations by SPCSA staff	- The Quest Board obtain required board training in a timely manner and develop and maintain a system for onboarding and training new board members. - Address ways to address chronic absenteeism. - Target and address additional ways to provide students with academic interventions. - Consider ways to recruit and hire teachers to fulfill staffing needs. Create a formal contingency plan should a critical vacancy go unfilled for several months. Develop a pool of high-quality substitute teachers.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	- Quest governing board members have received the trainings that were offered through the SPCSA. All board members are sent links and information for additional trainings. - Quest faced multiple attendance challenges in the 22-23 school year. This year, attendance challenges continue, and Quest educates students, staff, and families on "responsible attendance." Also, transportation services have begun for qualified students. - Quest adjusted intervention times and structure to address academic growth with a higher intensity this fall based on Spring SBAC scores and knowledge of instructional practices received in the previous year. - Quest utilized retention stipends, significantly increased salaries, and addressed PTO concerns. Quest began the year fully staffed and currently has only one vacancy.
SPCSA staff assessment based upon findings during site evaluation	- Quest governing board members have undergone board training. - Although multiple attendance challenges were conducted, the chronic absenteeism rate at Quest is considered very high and has a direct impact on the school's star rating. - Quest has adjusted intervention times, as stated. - Quest has utilized retention stipends, and the staffing at Quest appears to be more stable than in the previous school year.

SITE EVALUATION FINDINGS

STRENGTHS

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

- The staff at Quest appeared highly committed to the well-being of students both academically and socially as displayed in the staff, family, and student focus group remarks. In addition, the staff appeared to be highly supportive of each other and the school leader, according to remarks made during the staff and leader focus group and observations made during the classroom observational portion of the day.

- Quest continues to have a highly diverse student population. As displayed on page six of this report, Quest is 100% Title One and is trending higher in the number of English Language Learners and students with Individual Education Plans.

- The flexibility and continuity of the school leader at Quest is a strength. According to the family, board, and staff focus groups, the school leader has been successful in responding to adverse academic performance within the elementary school as well as the instability in the elementary staffing which took place during the previous school year. This is evidenced by thoughtful and purposeful changes made to overcome challenges such as employee pay increases, changes in piloting an additional English Language Arts curriculum, and the ability to inform the school's governing board of data related items with precision and detail.

- The teaching staff described one of their strengths as having the autonomy to be experts within their classrooms. The SPCSA evaluators agree that high levels of teacher autonomy seem to have resulted in some instances of distinguished ratings within some of the Quest classrooms. In addition, students described their teachers on page 8 of this report, "Teachers at this school ask if we comprehend the information. They tell us it's okay if we don't understand and then offer to explain the concept in another way." This ability to conduct formative assessments in the moment of teaching to ensure students are comfortable and aware of their learning in the moment is a strength at Quest.

- Quest's middle school, grades 6-8, was a high achieving school according to summative SBAC testing conducted in spring of 2023. The middle school has earned a 4- star rating according to the Nevada School Performance Framework. A 4-star school is recognized as a commendable school that has performed well for all students and subgroups.

- The small class sizes at Quest have always been an important part of the school's educational programing and during this site evaluation, the one-to-one and individual attention given to students was highly present. This individual student attention was praised during the staff, student, and family focus groups as well.

- The Quest middle school now offers science honors classes. This is a strength as it is evident the Quest stakeholders continue to build upon the previous success at the middle school. The school leader and staff are fully committed to becoming even more successful.

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.

- Quest <u>Elementary</u> school reported a 11.6 % chronic absenteeism rate. This continues to be a challenge at Quest. It is important to note that this is the case at the elementary school and not at the middle school. In addition, the school is placing a major focus on improving this rate by rewarding students for having strong attendance records.

- Quest Elementary school received a Notice of Concern for academic performance. The Elementary school was rated as a one-star school on the most recent Nevada School Performance Framework, issued by the Nevada Department of Education. This is a challenge and is in need of improvement.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation.

- With a chronic absenteeism rate of 11.6% for elementary, this chronic absenteeism rate is an important opportunity for improvement. The SPCSA recommends the school continue its current work to improve the overall number of students attending school on a daily basis. The absenteeism rate has a direct effect on the index score for a school. An 11.6 % 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 higher and up to a total of 10 points as opposed to 6.5 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	

- SPCSA staff recommend Quest implement 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 at no cost to the school. Specifically, this could be helpful within the area of consistent behavioral expectations and positive feedback to students when a rule or infraction has taken place. Because some learning gaps remain, either due to the loss of learning time during previous years and the pandemic or due to newer and less experienced teachers, continued work toward school-wide consistent set of policies and procedures with regard to behavior management, rules, and expectations has the potential to provide staff resources and training to address these challenges. In addition, this may help Quest leadership and staff to find ways to provide students interventions for achievement levels as levels change.

- To address the drop in the academic star rating from a two star to a one star, continue to improve current levels of student learning and instruction the following is recommended:

  a. Determine a way to implement more widespread and consistent daily formative assessments, and student understanding levels. It is critical that teachers know the impact of their instruction in terms of their ability to recognize if and when a student is learning.

  b. Enable the master teachers and those with a unique talent for guiding students to mastery to share best practices with one another. With the current use of technology, it is possible to review one's teaching and instruction if recorded with the purpose of looking for ways to improve student learning. At this campus there were some excellent examples of mastery in teaching. SPCSA staff believes that some teachers could greatly benefit from opportunities to learn from their peers.

c. Consider creating a system that more clearly communicates learning objectives so that students know specifically what they are expected to learn on a daily basis. This is very important because students may get lost in the tasks and forget what they are supposed to be learning. Consider asking the following questions to create clarity: How have I established learning expectations for students? How do I ensure students know what success looks like? How do I align tasks with learning expectations? How do I design assessments of learning expectations?

d. Continue to work with teachers to ensure that higher-level questions are implemented throughout lessons. SPCSA team members noted that few teachers were observed to include these higher-level questions in the delivery of lessons, with many responses or those that may not require a student to provide a rationale. The school leadership team is encouraged to revisit Bloom's Taxonomy to push for higher-level questioning throughout all grade levels with an emphasis on grades three, four, and five.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

There were no deficiencies identified for Quest Academy during this site evaluation.

SCHOOL RESPONSE:

RE: Student Focus Group (last bullet)

Response:

This academic year, we have been dedicated to ensuring that our students feel heard and actively involved in the school's daily operations. One notable initiative is the establishment of a "drop box" where students can submit their suggestions for improving the overall school experience. This platform allows students to share their thoughts either by identifying themselves or remaining anonymous, ensuring that every voice is valued.

Furthermore, we are excited to share the successful implementation of student-led groups in both our elementary and middle schools. In the elementary school, a dynamic fifth-grade teacher has taken the initiative to organize a student council. This group empowers students to actively participate in decision-making processes, providing them with a platform to voice their opinions and contribute to the betterment of our school community.

In the middle school, we have formed a dedicated student Lighthouse Team. Comprising motivated and enthusiastic students, this team plays a crucial role in representing the student body in school-based decisions. Additionally, they serve as approachable peers whom fellow students can confide in, addressing concerns and fostering a sense of camaraderie within the student community.

RE: Recommendations Bullet 3

Clarification: Although NSPF ratings were not released in the 2021-2022 school year, Quest's scores would have made it a 3-star elementary school prior to the 2022-2023 school year when Quest received a 1-star rating.

RE: Recommendations Bullet 3b

Response:

The leadership team has started scheduling opportunities for teachers to learn from each other. This month, four of our first-year teachers have been scheduled to observe our interventionist teach her classes for a day. They will then be given an opportunity to meet with the leadership team to ask questions and discuss what they find will work best for their classes. The leadership team also aims to look into more opportunities for teachers to learn from our master teachers.