



Nevada State Public Charter School Authority

Site Evaluation Report: **Signature Preparatory** Evaluation Date: 4/17/2024

State Public Charter School Authority
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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 4/17/2024 at Signature Preparatory. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

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

SCHOOL BACKGROUND

Signature Preparatory is located in Henderson, Nevada in a facility at 498 South Boulder Highway. The school serves 1,006 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission is: "to provide the best educational experience to as many students as possible in a moral and wholesome environment."



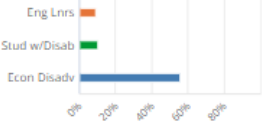
ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023

Elementary School

Signature Preparatory



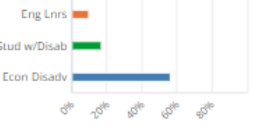
School Year 2022-2023 Nevada School Rating

<p><i>School Level:</i> Elementary School <i>Grade:</i> KG-08 <i>Levels:</i> <i>District:</i> State Public Charter School Authority <i>School:</i> 498 S Boulder Hwy <i>Address:</i> Henderson, NV 89015</p>	 <p>43.5 Total Index Score</p>	<p>School Type: SPCSA School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>						
 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 26.2% White 10.0% BI/Afr Am 43.7% Hisp/Latino 5.9% Asian 0.2% Am Ind/AK Nat 1.5% Pac Isl 12.0% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>37.5 NR</td> </tr> <tr> <td>2020-2021</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	37.5 NR	2020-2021	N/A N/A	<p>Additional Student Groups</p>  <p>Eng Lnrs Stud w/Disab Econ Disadv</p>
School Year	Index Score/Star Rating							
2021-2022	37.5 NR							
2020-2021	N/A N/A							

Middle School

Signature Preparatory

School Year 2022-2023 Nevada School Rating

<p><i>School Level:</i> Middle School <i>Grade:</i> KG-08 <i>Levels:</i> <i>District:</i> State Public Charter School Authority <i>School:</i> 498 S Boulder Hwy <i>Address:</i> Henderson, NV 89015</p>	 <p>41.0 Total Index Score</p>	<p>School Type: SPCSA School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>						
 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 24.1% White 12.9% BI/Afr Am 45.9% Hisp/Latino 8.4% Asian 0.4% Am Ind/AK Nat 0.8% Pac Isl 7.1% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>57.2 NR</td> </tr> <tr> <td>2020-2021</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	57.2 NR	2020-2021	N/A N/A	<p>Additional Student Groups</p>  <p>Eng Lnrs Stud w/Disab Econ Disadv</p>
School Year	Index Score/Star Rating							
2021-2022	57.2 NR							
2020-2021	N/A N/A							

Math and ELA Results

Nevada School Performance Framework

2023

Elementary School Proficiency Rates

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	40.4	52.0	53.5	30.2	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	70.0	74.5	71.9	64.7	72.8	70.4
Black/African American	33.3	31.4	38.9	20.8	30.3	35.7
Hispanic/Latino	37.2	42.2	45.5	22.8	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	31.7	57.8	59.6	25.9	55.6	57.5
White/Caucasian	46.7	63.7	63.3	36.9	60.7	61.3
Special Education	20.0	29.1	35.5	20.8	26.3	32.1
English Learners Current + Former	37.1	38.1	42	15.0	34.9	39
English Learners Current	35.4	27.6		11.5	25.5	
Economically Disadvantaged	36.6	39.0	44.9	27.6	35.6	42

Middle School Proficiency Rates

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	51.1	54.6	61.2	46.4	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	80.0	74.1	77.8	70.5	74.9	76.7
Black/African American	41.6	37.5	48.2	33.3	39.8	45.4
Hispanic/Latino	49.1	45.9	53.2	36.9	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	51.2	60.7	67.9	51.8	61.5	66.2
White/Caucasian	50.6	64.4	70.6	56.9	65.5	69
Special Education	23.3	27.4	36.8	8.3	25.5	33.5
English Learners Current + Former	42.8	37.6	47.2	24.0	37.4	44.4
English Learners Current	41.9	24.1		11.5	24.4	
Economically Disadvantaged	40.8	42.0	51.9	41.5	42.8	49.4

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

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

18/25 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)

3/10 NSPF score difference of 4.6 between school (43.5 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 32.5 between school (43.5 points) and comparison school (11 points).

Middle School

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

8/25 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)

2/10 NSPF score difference of 0.5 between school (41 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

6/15 NSPF score difference of 7.5 between school (41 points) and comparison school (33.5 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)

4/5 School FRL rate of ≥ 50 to $<60\%$ compared to district GrK-5 FRL rate of $>95.0\%$.

3/5 School IEP rate of ≥ 10 to $<15\%$ 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.

14/15 Indicator bonus points for: EL.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

4/5 School FRL rate of ≥ 50 to $<60\%$ compared to district Gr6-8 FRL rate of $>95.0\%$.

5/5 School IEP rate of ≥ 15 to $<20\%$ compared to district Gr6-8 IEP rate of 12.6% .

4/5 School EL rate of ≥ 5 to $<10\%$ compared to district Gr6-8 EL rate of 13.8% .

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	45 minutes
Students	10	45 minutes
School Leadership	2	45 minutes
Staff	11	45 minutes
Families	9	45 minutes

Governing Board¹:

- Two of the five-member governing board met and confirmed there are currently no open seats on the board and meetings take place every other month. Members said there are two people with educational backgrounds, two attorneys, a financial person, and a parent on the governing board. Participants spoke about the school’s decision to leave the Educational Management Organization in July 2023. One person remarked, “We have more freedom to conduct our business in a way that fits with Nevada rather than previously tailored to Arizona.” Another said, “We pay the bills now and see what is being done firsthand. When there is a technology issue, we have a person on-site, at the school.”
- Strengths of the school were shared. One board member commented, “We have a top-tier principal. He grabs the parents by the arm and says, ‘We are in this together’. We have several students who have been expelled from their previous school and the team effort helps as does allowing family members to meet with the school leader during, ‘Coffee with Carey’ and ‘Poppin with the Principal’. If something isn’t right, our school leader meets with the parents and talks to students directly before a big issue arises.” The other board member added, “We have several community events such as the Fall Festival, and Spring Carnival. Our board was concerned that some students would not be able to attend these community events due to financial restraints. The board raised funds to keep these school-wide event opportunities available to all students.”
- Board members spoke about challenges. One member remarked, “One of our top challenges is the salary gap between the local school district pay for educators as compared with our pay. The district has been able to substantially increase salaries for teaching staff and this has caused a big disparity between our pay and the local district.” Another board member explained, “Chronic absenteeism levels are challenging. Our principal conducts home visits to educate our families on the importance of steady attendance. Our previous Education Management Company (EMO), Charter One, had coded chronic absenteeism incorrectly and this had a direct impact on our star rating this year.” One board member commented, “Another challenge is the overall academic ratings at the school. Our school leader met with each grade level from third grade to eighth grade. He encouraged and expected each student to set a learning goal for the year based on their previous SBAC² test score.”

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

² SBAC is the Nevada State CRT summative test, given once per year.

FOCUS GROUP SUMMARY continued

Parents/Families:

- Nine family members participated in the focus group and agreed that schoolwide communication was excellent. One family member remarked, “The communication here has been outstanding and the principal holds monthly meetings for parents. The meetings provide us, (the parents) the opportunity to voice our concerns and learn about ways we can help our child learn at home.” Parents spoke about the way the school has communicated the importance of regular on-time attendance. A parent explained, “Even missing one day of school can affect the quality and quantity of learning.” Another parent added, “We move mountains to ensure my children get here. My son missed a few days during the first semester and it was rough. He struggled and his grades suffered.” A third parent said, “One thing I liked this school year was my child’s teacher showing me how to access the curriculum online, I think this helps the fluidity between school work done at home and school.”
- Family members spoke about strengths for which they were grateful. One grandparent said, “My grandchild has special needs and this is hands down the best school I have ever seen! Within a short time, my grandchild was reading and writing. I am overjoyed with the progress!” Another family member agreed and stated, “My daughter has a reading disability and the school has worked with me to help my daughter learn to read. I was elated when my daughter said to me, Mommy I finished reading a book today.” Another parent became emotional as she explained her experience. She said, “My son was in a special education program at a different school in the area. The school tried to mainstream him but he came home with bites on his arms. Since we have been at Signature Preparatory my son has grown in every way. He tries to be like the regular education students, is supported, and has good grades.” I am amazed at how everyone knows him and he has turned into a social butterfly. He is autistic but the tolerance, kindness, and genuine concern put forth by the school community have been incredible.” Other parents appreciated how the school “goes the extra mile” as well as the many extracurricular options. Families feel the music program and fundraising draw the students, families, and staff together.
- A few challenges were acknowledged by the families, including traffic at the main intersections of the school, with the realization that school personnel could not control this. Parents would like to have an additional adult presence at the crosswalk to increase student safety. They requested a school library as well. Finally, family members agreed they would welcome the opening of a Signature Preparatory High School. All family members expressed a strong desire to have their children and grandchildren continue to attend Signature Preparatory until they graduate from high school.

Students:

- Ten students in grades third through eight participated in the focus group. Students were asked if they believed they learned more in a small group setting over a larger group of students. One student said, “It depends on the subject and what the teacher is saying; however, I feel like the small group is not as effective as the whole group learning. This is because, in the small group, students can play around and not participate in learning.” Another student commented, “When we are asked to turn to your partner and talk about the learning, I don’t like when I have a partner who doesn’t want to learn and will talk about something unrelated to the learning topic.”

FOCUS GROUP SUMMARY continued

- Students shared they enjoy attending school. A few students said they enjoy participating in student council and making announcements. Other students said they like coming to school to see friends and be social. One student said, "I have bad days sometimes because there are students at this school who don't want to learn and therefore, keep talking instead of learning with the rest of the class." Another student said, "Some students want to learn at this school and others don't. Those who don't want to learn can create distractions in the classroom. It is frustrating for those of us who take learning seriously."
- The teachers were noted as being, "chill and fun." An elementary student said, "My teacher makes learning fun." Another student commented, "Our Dean is the funniest person and he makes us laugh when he comes into the classroom." A third student explained, "I like our principal and our school founder. They know many of us by first name and say hello to us."
- Students spoke about some changes they would like to suggest. For example, middle school students suggested the school provide them time to spend a few minutes outdoors either before or after lunch. One student explained, "We don't have time to socialize. We go to lunch in the lunchroom and then right back to class." Students mentioned not having much opportunity for movement, in general. Other suggestions included more spirit days, a pajama day, snack shop options, a student store, and a field day.

Leadership:

- The school leader spoke about the Nevada School Performance Framework decline at the middle school level. He said eighth-grade math was a problem. He investigated and discovered that in one instance, an eighth-grade student clicked through the SBAC Math portion of the test and closed his computer. Some other students did the same. The school leader commented, "Therefore, the test did not measure the learning of these students because a select few students didn't even try to answer the questions. As a result, we have infused our test-taking strategies to include incentives and putting forth high levels of effort. We have asked teachers to take note of students who use scratch paper and take several minutes to answer the questions thoughtfully."
- Another topic of concern at Signature Preparatory was the high levels of chronic absenteeism. The school leader explained that this was due in part to the previous EMO and the method they used to report absences. "Unfortunately, they were not successful in coding the excused student absences correctly and by the time we separated from the EMO, the chronic absenteeism rates could not be changed by the Nevada Department of Education because it was past the deadline. The school leader said, "We now have a way to code absences correctly, and we are closely monitoring our absences. I believe there will be a substantial improvement which will positively impact our star ratings at both the elementary and the middle school."
- The school leader shared information about some current initiatives. He is working to increase the school's social media platform. He wants to make sure that family members are aware of important events such as academic parent-teacher meetings, which are held twice per school year, and other school-related events. The school leader has held "Coffee with Carey" and "Poppin with the Principal", both meeting formats intended to welcome families into the school and provide school personnel time to teach families about ways to partner with the school in the education of students.

FOCUS GROUP SUMMARY continued

Staff

- Eleven members of the Signature Preparatory staff participated in the focus group. Staff was asked how they know if a student has grown academically. One person said, “Our teams use MAP³ achievement tests and other testing data to group students based on the abilities and skills the tests indicate. We monitor each student’s academic growth by conducting progress monitoring tests each week.” Another educator explained, “If one of our academic interventions isn’t working and helping a student with a given skill, then we have to be even more intensive and create a smaller group and longer intervention time.”
- Staff spoke positively regarding school culture. A staff member remarked, “We are like a family here. I see families and students here from previous years and they come to my classroom and say hello.” Another staff member said, “ We have a large number of students with special needs at this school. I asked our administrative team for two things that would make me more effective in meeting the needs of our K-8 special education students. I received both requests within two weeks. This is impressive!”
- Teachers expressed concern about needing additional behavior support and classroom teaching materials. Regarding behavior support, teachers voiced that the school has grown in terms of the number of students attending the school. In addition, some students have to learn to follow the rules and operate productively at Signature Preparatory. Some teachers said that the staff and administrative team are all on the same page, however, there seems to be a great need this school year for support within individual classrooms when a student is misbehaving. With one dean there are times when he is overwhelmed and other school leaders are in the middle of other important issues. Teachers would like to see an additional dean position at the school, perhaps one dedicated to elementary and the other to middle school. Some members of the staff said they had spent their own money to purchase science materials. In contrast, one teacher said he asked for a set of books for an upcoming unit and received them within a few weeks. Teachers agreed that perhaps the school leaders could review the procedure used to request learning materials or ask for reimbursement so that all staff were reminded of the school’s willingness to provide resources.
- Staff offered a few suggestions to improve the teaching and learning experience at Signature Preparatory. Some staff believe brain breaks and morning recess would be an improvement for students. Some teachers said this might help teachers maintain high levels of student engagement. Staff suggested creating a more cohesive communication internally so that teachers are informed of school-wide issues before having to answer questions to family members. Some staff mentioned feeling the school had grown and there had been fewer staff meetings and team-building activities than in prior years, and they missed this. One person said, “We are all, including our school leaders, spread pretty thin.”

³ MAP stands for Measures of Academic Progress and is a test given to measure growth in both English Language Arts and Math. The test computer adaptive and designed to measure individual student growth over time.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 25 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.	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.	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.	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.	This criterion was not observed or rated.
	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	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.	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.	
	Total: 8	Total: 10	Total: 5	Total: 0	Total: 2
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: 7	Total: 13	Total: 4	Total: 0	Total: 1

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 6	Total: 15	Total: 3	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: 6	Total: 18	Total: 1	Total: 0	Total: 0
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 3	Total: 12	Total: 5	Total: 1	Total: 4
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: 1	Total: 14	Total: 6	Total: 2	Total: 2

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 2	Total: 16	Total: 7	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 1	Total: 15	Total: 7	Total: 0	Total: 2

Additional information about classroom observations

1. In one middle school social studies class, students completed a quiz on Frederick Douglas after reading a narrative on the life of Frederick Douglas. Once the quiz was completed, students completed tasks on Moby Max, an online learning platform, on their laptops.
2. Students completed a Venn diagram worksheet comparing and contrasting poems in one middle school English Language arts classroom. Students worked independently as the teacher walked the room assisting as needed. Students had the entire class period to complete the task and could take home the worksheet to continue answering the text questions if needed. The worksheet was due the following day. Questions ranged from low-level fact-based to higher-level analysis questioning. The teacher played jazz music in the background while students worked.
3. Students completed an exam on volume, surface area, and angles in a middle school math class as the instructor and aide walked the class, assisting and proctoring as needed. A timer was beamed onto the whiteboard indicating the time students had to complete the exam. When students finished they were to work on Moby Max on their laptops. Students were on task and engaged.
4. There were two adults and 21 students in this early-grade classroom. All students were working productively wearing headphones and on a computer program on individual devices. One teacher worked closely with two students. The other teacher walked around checking on students' progress and helping as needed. One student cried because she felt the work was too difficult. The teacher calmed her down and helped her overcome her anxiety

Additional information about classroom observations continued

5. Students worked on learning tasks in a resource classroom. Three adults helped students to complete assignments.
6. Students completed individual Lexia tasks on laptops in one special education pull-out session. The teacher and an aide assisted as needed. One student had his head down and was disengaged. Attempts by the teacher and the aide to engage the student failed to rouse the student. The other students in the class were engaged with their tasks.
7. There were 21 students and one teacher in this early-grade classroom. Students were beginning a lesson and the teacher guided them along, asking questions. Students raised their hands and had the opportunity to answer the question one student at a time.
8. In one upper elementary classroom, students worked in groups. One group member took on the role of the teacher and helped their peers solve equations.
9. In this early-grade classroom, the teacher monitored the progress of students in writing a few sentences. She emphasized getting the work accomplished and urged the students to finish the assignment. The following was on the whiteboard: "I know I understand when I can identify 3D shapes."
10. In one upper elementary classroom, students worked in centers. Some students worked in a small group with the teacher on targeted skills. Other students worked on laptops to complete online assignments. Other students worked around the room to complete activities. The teacher maintained strong classroom management and students were engaged in their learning.
11. One co-teacher worked in a small group with students in an upper elementary classroom. The other co-teacher walked around the classroom to support students with Smarter Balance Assessment Consortium (SBAC) prep tasks.
12. Students worked on laptops to complete online tasks in preparation for the SBAC. The teacher called students back individually to provide feedback on their work. The teacher displayed strong classroom management skills and students maintained high engagement in their learning.
13. This was an early elementary classroom. The teacher unenthusiastically read the directions to students and walked around to see that students had followed along. Students were very restless and unengaged.
14. This was an elementary classroom with 21 students and one teacher. The teacher was showing the students how to create a slide show to present information about the animal of their choice. The teacher has included choice, reading, writing, and research as students learn.
15. Students practiced writing free verse poetry on their laptops in one middle-level English language arts class.
16. Students took turns reading slides aloud to the class on ocean currents. Students took notes and the teacher asked questions of the students related to living in the Las Vegas Valley and students were engaged with the lesson.

ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	Evidence gathered during focus groups indicates the school is implementing the material terms of its educational program as stated in the charter. Students with an Individual Education Plan received individualized instruction.
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	Members of the Signature Preparatory governing board comply with government requirements and spoke to holding regular board meetings. Board members are comprised of people with a vast range of experience in the fields of education, accounting, and business.
Indicator 4: Students and	<p>Measure 4a: Student records under lock and key/stored appropriately</p>	Student records were observed to be housed

Employees	Measure 4d: Personnel files are under lock and key/stored appropriately	in a safe and secure setting. Personnel files are secured in the same manner
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	Classrooms were observed to have evacuation plans posted near the doors and included a map. Fire extinguishers on all floors were tagged with appropriate dates. The nursing station contained a refrigerator and a container for sharp objects and a cot.

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>Prior recommendations by SPCSA staff</p>	<ol style="list-style-type: none"> 1. SPCSA staff recommend Signature Preparatory continue implementing tier two and three Multi-Tiered Systems of Support (MTSS) and provide PD on tiered supports. 2. SPCSA staff recommend Signature Preparatory continue reaching out to families on the importance of school attendance and academic success (Rothman, 2001). Please continue efforts to increase student school attendance and educate families on the “direct correlation between good attendance and student achievement” (DeKalb, 1999). 3. SPCSA staff recommend Signature Preparatory consider ways in which to educate families with tools and skills so families can be strong partners in their children’s learning and assist at home. 4. SPCSA staff recommend leadership consider offering school-wide training on effective test-taking strategies. 5. For fire safety, evacuation plans need to be posted near the exit of each classroom. 6. SPCSA staff recommend that Signature Prep pursue expanding the board membership from five to seven members to continue to build capacity and ensure strong oversight of the school as more students attend. It is also suggested that the board create a timeline to become more intentional and successful with both adding these members and planning the required training.
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes the additional time may be necessary to fully address past recommendations</p>	<ol style="list-style-type: none"> 1. Tier II/Tier III Supports (implemented) Changed focus of Behavior Consultants to help implement the supports, but more of a professional development orientation for classroom teachers implementing the supports. 2. Chronic Absenteeism – (implemented) Left previous EMO and are now able to use NDE guidance for appropriate absence documentation (SB249).Collaborating with Engaged Nation (internet marketing firm) to develop a family loyalty app 3. Evacuation Plans on Walls at Middle School Classrooms (implemented) 4. Increased Proficiency (implemented)Expanded Efforts through AB495 for Tutors. Expanded before school test taking strategies and standards-focused support for targeted middle school students. Expanded during school supports for targeted 4th/5th graders for test-taking strategies and standards-focused support. Expanded reinforcement rewards for Level 3, 4, and those that demonstrate 1+ levels of improvement. 5. Expanded Board Membership (delayed implementation for 2025-2025: potential school expansion)
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>The SPCSA site evaluation team agrees with the school’s analysis of progress made as indicated by classroom observations and focus group notes. Documentation of the above is found throughout this report.</p>

SITE EVALUATION FINDINGS

STRENGTHS

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

- **Cultural Diversity**

Signature Preparatory has a highly diverse group of students and staff. This strength supports SPCSA's vision of equitable access to public schools for all. Signature Preparatory serves a growing number of students who are considered at risk of dropping out and within Title I, EL, and students with IEP categories. Moreover, the school has a high number of students identifying as Black/African American (12%) or Hispanic/Latino (44.0%) as compared to other SPCSA schools.

- **Strong Special Education Methods and Family Approval**

Signature Preparatory has been successful at creating a strong welcoming and academically successful environment of learning for students with special needs and their family members. During the family focus group, several parents and grandparents commented on the life-changing impact on their children as a result of attending Signature Preparatory. One grandparent said, "My grandchild has special needs and this is hands down the best school I have ever seen! Within a short time, my grandchild was reading, and writing, and I am overjoyed with the progress!" Another family member stated, "My daughter has a reading disability and the school has worked with me to help her learn to read. I was elated when my daughter said to me, 'Mommy I finished reading a book today.'" Another parent emotionally explained her child's experience: "Since we have been at Signature Preparatory my son has grown and tries to be like the other students his age. He is supported, has good grades, is well-known, and has turned into a social butterfly. He is autistic and the levels of tolerance, kindness, and concern put forth by the school community have been incredible."

- **School Leader Goal Setting Sessions with Students**

The principal at Signature Preparatory has created and implemented a unique school improvement process to bolster student agency and help to increase proficiency and growth score outcomes as measured during the summative SBAC exam. The principal met with groups of students by grade level in all testing grades, third through eighth. He provided students with information about where they tested previously in both the English Language Arts and Math testing outcomes and what it would take to jump one level. He asked students to describe what they think they can do to make their selected goal. All students listed their self-selected goals, and action steps they would take to reach the goals and signed the forms.

- **Strong Sense of Staff Commitment to Students**

The school benefits from a highly committed staff who incorporate the mission of the school. The staff's dedication was evident in their methods of providing academic interventions and having long-term relationships with students. The staff participated in several community events on campus throughout the year and both families and students were highly appreciative of the staff.

- **Leadership Team Cultivating a Culture of Kindness**

The school is dedicated to nurturing a culture of kindness and leadership. This is demonstrated through the commitment of the leadership team to work with individual students to set high expectations for both academics and behavior at the school. Students voiced appreciation for the dean at the school and commented on his ability to be both personable and to develop a rapport with them. Many students are actively participating in various clubs and activities. Additionally, the emphasis on student-adult connections within the general education and special education settings has significantly added to the positive culture.

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

Student achievement gaps are a challenge at both the elementary and middle school levels. Within the Elementary school, there were 27.2% of students considered proficient in math and 46.5% in ELA for the 2021-2022 school year as measured by the Nevada School Performance Framework. While the middle school has strong proficiency levels in ELA of 62%; math levels are a challenge at 27% proficiency.

Chronic Absenteeism Levels

Chronic absenteeism levels continue to be a challenge at Signature Preparatory. 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. Although this is currently a challenge, the school has taken strong measures to lower the rates of chronic absenteeism during this school year. According to the school leader, rates are decreasing: January 2024 Chronic Absenteeism K-5: 14%, January 2024 Chronic Absenteeism 6-8: 20%, January 2024 K-8 Average: 15% (and decreasing).

Meeting the Social and Emotional Needs of Students

This continues to be a challenge at Signature Preparatory. The social-emotional needs of students play a huge 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.

Limited space for the school in terms of the campus and facilities

As reported by school leaders, they are increasingly out of classroom space to provide the expansion of programs. Physical resource challenges mentioned by leadership and staff include space for interventionists, strategists, pull-outs, and special space for small group instruction. Currently, these small groups and staff are portable and rotate to rooms when a class is at Music, PE, or lunch. A school leader said, "The cash flow is not available at the moment to build more facilities." Students in middle school would like a space to check in at the middle school building. When a student is tardy or not feeling well, they have to take all of their items with them to the elementary building, and it is cumbersome. The school will be adding two portable classrooms to campus for the 2024-2025 school year.

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.

- **Increase Instances of Student Discourse and Intellectual Engagement in Learning**

There was moderate evidence of students contributing to lessons by participating and explaining concepts to their peers on the evaluation day. With one classroom rated Distinguished and fourteen classrooms rated Proficient (see page 12), this may be an area for growth. For example, in several instances, the group of students was asked a question, and just one student was called upon to respond. SPCSA staff suggests that the school consider adding the following to leverage best practices to bolster levels of academic growth:

- ✓ No Hands Up

By calling on only those students who raise their hands, teachers allow students to decide themselves whether or not they will participate in the lesson. Employing the 'No Hands Up' technique is a beginning move toward a highly engaged classroom. Randomly calling on students holds everyone accountable for active participation, gives the teacher a broader picture of student thinking, and increases learning. This is done by the teacher asking a question and allowing wait time or partner talk, then randomly selecting a student or pair of students to answer the question. Hands are raised only if a student needs clarification and has a question. With this strategy, all students can feel good about themselves and know they are capable of contributing to classroom learning.

- ✓ Plan Questions Ahead of Time

Increase teacher effectiveness by planning questions ahead of the implementation of the lesson. This encourages student thinking, helps assess student learning, and enables learning to reach higher levels. To plan questions effectively, teachers need good subject knowledge, and they need to know what the learning objective is. Questions stimulate discussion and creative critical thinking skills. Students will retain material by putting into words otherwise unarticulated thoughts.

- ✓ Encourage Student Generated Communication

Provide opportunities to have student facilitators show their work and provide explanations. Prioritize opportunities for small group discussions to take place. Consider providing a sign-up sheet for informal discussion groups based on a lesson or project. Continue to celebrate and share student creativity, curiosity, and resilience.

- **Consider New Ways to Set Up Staff for Continued Success**

Signature Preparatory School continues to grow school enrollment numbers. As this takes place, it may be helpful to consider new ways to ensure that staff have what they need to thrive. Nationally, there are about 55% of teachers leaving the teaching profession. Now more than ever, schools must prioritize a teacher's sense of job satisfaction and promote collective efficacy and collaboration.

- ✓ Increase levels of effective communication between administrators and teachers. Include teachers in vital conversations as valued voices.

- ✓ Consider surveying staff to learn more about teacher and staff communication preferences. Consider options for anonymity to encourage teachers to bring concerns to light even if they reveal uncomfortable or challenging truths.

- ✓ Foster a climate in which continual learning is supported, recognized, and celebrated.
- ✓ Prioritize teacher agency and two-way feedback.
- ✓ Allocate resources for opportunities for teachers to represent the school at external conferences or speaking opportunities

Recommendations Repeated from the 2022-2023 Site Evaluation

- **Continue to Closely Monitor and Improve Levels of Chronic Absenteeism**
Continue to closely monitor school attendance as the levels of chronic absenteeism are expected to decrease from the previous 2022-2023 school year. SPCSA staff recommend Signature Preparatory continue reaching out to families about the importance of school attendance in academic success (Rothman, 2001).
- **Continue to Build Out and Implement MTSS Strategies**
Continue to build out MTSS as was mentioned last year. SPCSA staff recommend Signature Preparatory continue implementing tier two and three MTSS and provide PD on tiered supports. Several faculty members suggested training for tier two and three student success would enhance their skills. Strong PD and support in place will also allow greater classroom discussions that promote peer-to-peer dialogue. Signature Preparatory has laid a solid foundation for behavioral and academic learning and utilized the SPCSA's MTSS network.
- **Expand the Board Membership from Five to Seven Members**
SPCSA staff recommend that Signature Preparatory pursue expanding the board membership from five to seven members to continue to build capacity and ensure strong oversight of the school as more students attend. It is also suggested that the board create a timeline to become more intentional and successful with both adding these members and planning the required training

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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