



Nevada State Public Charter School Authority

Site Evaluation Report: **TEACH** Las Vegas Evaluation Date: 4/30/2024

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Contents

Introduction and School Background	3
Academic Performance	4
Focus Group Summaries	7
Classroom Observation Totals	10
Organizational Performance.....	14
Site Evaluation Findings	15

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 4/30/2024 at TEACH Las Vegas. 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.

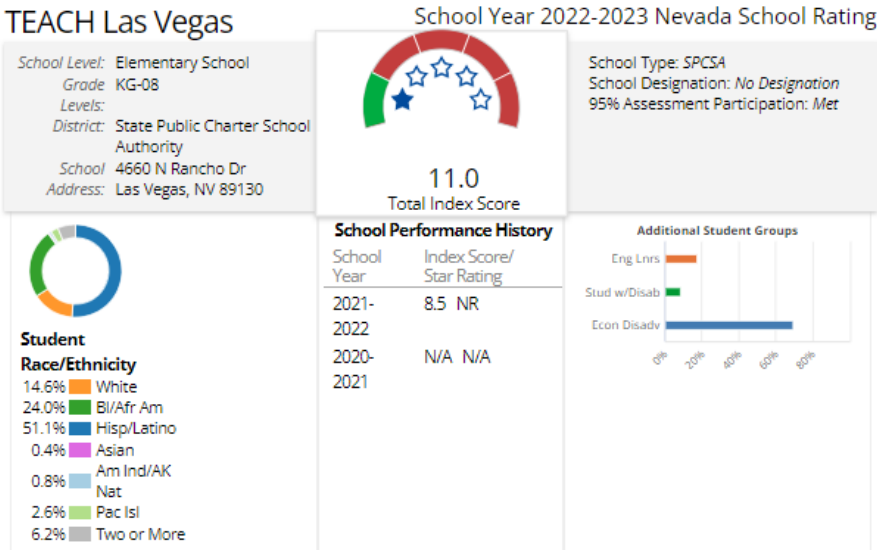
SCHOOL BACKGROUND

TEACH Las Vegas is located in Las Vegas, Nevada in a facility at 4660 N. Rancho Blvd. The school serves 383 students (as of the most recent Validation Day) in kindergarten through eighth grade. The mission of TEACH Las Vegas is: "to create a high quality, innovative teaching and learning environment that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students."

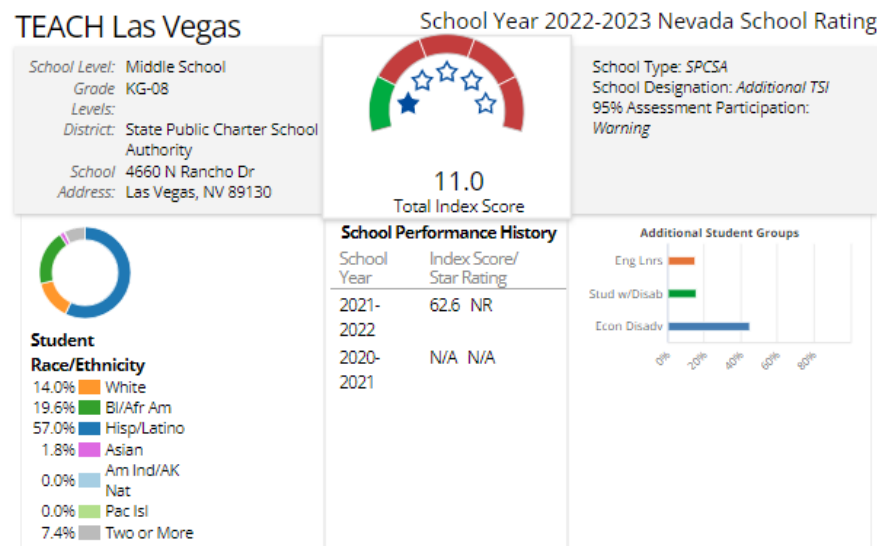
ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023

Elementary School TEACH Las Vegas



Middle School TEACH Las Vegas



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	12.6	52.0	53.5	10.0	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	5.5	31.4	38.9	-	30.3	35.7
Hispanic/Latino	9.5	42.2	45.5	5.2	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	-	57.8	59.6	-	55.6	57.5
White/Caucasian	10.0	63.7	63.3	-	60.7	61.3
Special Education	-	29.1	35.5	-	26.3	32.1
English Learners Current + Former	5.5	38.1	42	9.0	34.9	39
English Learners Current	<5	27.6		9.0	25.5	
Economically Disadvantaged	8.7	39.0	44.9	6.3	35.6	42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	21.5	54.6	61.2	22.5	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	16.6	37.5	48.2	-	39.8	45.4
Hispanic/Latino	16.6	45.9	53.2	21.0	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	-	60.7	67.9	-	61.5	66.2
White/Caucasian	20.0	64.4	70.6	-	65.5	69
Special Education	-	27.4	36.8	-	25.5	33.5
English Learners Current + Former	5.5	37.6	47.2	9.0	37.4	44.4
English Learners Current	<5	24.1		9.0	24.4	
Economically Disadvantaged	15.7	42.0	51.9	18.1	42.8	49.4

Middle School Proficiency Rates

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	7.1	38.5	42.7	21.7	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	<5	19.4	31	-	18.2	27.3
Hispanic/Latino	5.8	28.3	36.2	20.0	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	30.0	51.4	52.3	-	48.1	49.8
Special Education	-	11.5	26.5	-	9.7	22.7
English Learners Current + Former	9.0	21.5	28	-	20.1	24.2
English Learners Current	7.6	6.5		-	7.6	
Economically Disadvantaged	5.3	24.9	36.1	25.0	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	21.4	53.4	58.6	43.4	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	16.6	37.4	43.9	-	41.1	40.9
Hispanic/Latino	17.6	44.8	50.5	46.6	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	40.0	64.0	69.6	-	67.2	68
Special Education	-	17.4	29.6	-	18.0	25.8
English Learners Current + Former	9.0	34.0	31.7	-	38.8	28.1
English Learners Current	<5	12.0		-	16.7	
Economically Disadvantaged	16.0	40.8	49.8	45.0	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 -27.9 between school (11 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15 NSPF score difference of -39 between school (11 points) and comparison school (50 points).

Middle 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 -29.5 between school (11 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15 NSPF score difference of -9 between school (11 points) and comparison school (20 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.

13/15 Indicator bonus points for: IEP.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5 School FRL rate of ≥ 60 to $< 70\%$ compared to district
GrK-5 FRL rate of $> 95.0\%$.

3/5 School IEP rate of ≥ 5 to $< 10\%$ compared to district
GrK-5 IEP rate of 13.1%.

4/5 School EL rate of ≥ 15 to $< 20\%$ 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: IEP.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

3/5 School FRL rate of ≥ 40 to $< 50\%$ 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%.

5/5 School EL rate of ≥ 10 to $< 15\%$ 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	1	45 minutes
Parents/Families	7	45 minutes
Students	10	45 minutes
School Leadership	3	45 minutes
Staff	15	45 minutes

Governing Board²:

- The board member discussed the current composition of the board, with three members and two open seats. Efforts to fill the vacancies and establish committees, particularly finance, were noted. Training sessions scheduled for board governance and concerns regarding the timeliness of financial reports from the CMO³ were highlighted.
- Limited engagement with stakeholders, such as parents, faculty, and the SPCSA, and concerns over financial reporting timelines were addressed. Discussions emphasized the need for more effective communication channels and a proactive approach to financial oversight to ensure the school's stability and sustainability.
- The board highlighted the school's strengths in student diversity and the dedication of the new principal, alongside areas for improvement such as the need for board training and enhanced staff engagement. Concerns regarding financial procedures and access to historical data were also raised.

Parents/Families:

- Parents cited reasons for keeping their children at TEACH Las Vegas, such as small class sizes, after-school care availability, and a desire for stability despite past disruptions. One parent emphasized, "I didn't want to move my children because they already went through so much of the trauma from October 2023 when teachers and the principal walked out." Parents shared mixed experiences with TEACH Las Vegas. Some expressed long-standing commitment despite recent challenges, while others voiced disappointment and frustration. One parent reflected, "I have been at TEACH since TEACH opened. I am going to keep my child here. He loves his friends, his classmates, and his teachers."

² One member of the three member board participated. Quorum was not met, and Open Meeting Law was not violated.

³ TEACH Las Vegas contracts with the Charter Management Organization, TEACH Public Schools. Nevada Revised Statute 388A.020 defines Charter Management Organization as:

- A nonprofit organization that holds a written charter, charter contract or other equivalent agreement to operate more than one charter school in this State or another state; or
- A nonprofit organization incorporated in this State for the purpose of operating a charter school in cooperation with a charter management organization that holds a written charter, charter contract or other equivalent agreement to operate more than one charter school in another state.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Feedback on communication from school staff varied, with some parents acknowledging recent efforts to improve, but others highlighting areas needing enhancement. One parent noted, "Every Monday now we get an email from the teachers. They are trying to pick it up." Growth opportunities identified included expanding extracurricular activities, enhancing computer resources, and fostering stronger community engagement through initiatives like a Parent-Teacher Organization (PTO).
- Despite challenges with the previous leadership leaving abruptly, parents expressed hope for the future of TEACH Las Vegas and a commitment to supporting positive changes. Concerns about communication gaps and past disruptions were juxtaposed with a shared desire for improvements in curriculum, extracurricular activities, and community involvement. One parent encapsulated this sentiment, saying, "We have some communication, but not as much as we used to have. The new leadership is trying to pick it up." Amidst these challenges, parents emphasized the importance of stability, effective leadership, and collaborative efforts between the school and families to ensure a supportive and enriching educational environment for their children.

Students:

- Students expressed appreciation for aspects of their TEACH Las Vegas experience, including positive teacher-student relationships, engaging learning experiences, and a sense of safety and belonging. One student shared, "I appreciate the teachers and the things we learn. I am grateful for the teachers who stayed here for us. They make me feel safe here."
- Students discussed the support received from teachers during challenging learning moments, emphasizing the breakdown of complex topics and patient guidance. However, concerns were raised about teacher turnover and perceived inconsistency in disciplinary measures. One student mentioned, "Teachers said they feel they are just trying to make it through the year."
- Strengths identified by students included a respectful school environment and collaborative learning opportunities. Suggestions for improvement encompassed expanding extracurricular offerings, addressing safety concerns such as facility upgrades, and enhancing communication between staff and students to ensure clarity regarding school-wide expectations and procedures.

Leadership:

- The leadership team discussed plans to explore various curricular materials such as McGraw Hill's Wonders reading program and Reveal Math, along with the i-Ready⁴ curriculum as a supplemental resource. Budget allocation for purchasing a full suite of curricular materials and diagnostics was acknowledged.

⁴ i-ready is an online assessment and instructional program that supports measurable academic growth and enables equitable learning opportunities.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- The surprise over the 1-star NSPF⁵ ratings prompted discussions on addressing compliance and adopting a comprehensive approach, including vertically aligning the curriculum. Plans for dedicated days for alignment activities and the potential hiring of a vice principal with literacy specialization were discussed.
- Efforts to address behavior expectations for the next year, including Tier 2 support and basic classroom management training, were highlighted. Additionally, plans for professional development opportunities focusing on English Learners (EL), special education (SPED), instructional strategies, and MTSS⁶ for the upcoming year were discussed.

Staff:

- Staff described improvements in the school culture, emphasizing supportiveness and teamwork despite challenges with long-term substitutes. The approachability of current leadership and a shared goal among staff members were noted as positive aspects. One staff member said, “If we need help with something, we can go to any staff member for help. We are a big family.”
- The staff recognized the school's strengths in student diversity and small class sizes but identified opportunities for growth, including more professional development days, better space utilization, updated technology, and improved communication channels among staff.
- Strategies for supporting struggling students, such as field trips and social-emotional initiatives, were discussed. Concerns were raised regarding the lack of tangible efforts seen and difficulties in accessing necessary resources, including student information systems like Infinite Campus.

⁵ Federal education law requires each state to develop a system to rate school performance. The Nevada School Performance Framework (NSPF) is Nevada's school rating system. It was designed by Nevadans for Nevada schools. It is a star-rating system where one star is the lowest rating and five stars is the highest rating.

⁶ MTSS implementation refers to the Multi-Tiered System of Supports, a framework aimed at providing comprehensive and systematic support to students.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 12 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: 2	Total: 7	Total: 2	Total: 0	Total: 1
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 3	Total: 7	Total: 1	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: 1	Total: 9	Total: 1	Total: 1	Total: 0
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: 1	Total: 9	Total: 2	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: 1	Total: 4	Total: 3	Total: 2	Total: 2
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: 6	Total: 0	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: 6	Total: 2	Total: 2	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: 7	Total: 2	Total: 1	Total: 1

Additional information about the classroom observations shared here when applicable.

1. In a special education pull-out class, the teacher had three students who reviewed sounds and sight words. The students were engaged in the material and felt comfortable participating and working on their reading.
2. In an elementary classroom, students worked on laptops on learning skills. The teacher worked with a small group of students on math skills. The teacher successfully redirected a student and maintained good classroom management.
3. In an elementary classroom, students worked with table mates on a learning activity. The teacher walked around the classroom to provide support to students as needed.
4. In a middle school science classroom, students were asked to take notes while watching a video on human mutations. Students then shared their factual notes with the class. Students were comfortable with the teacher, inquisitive in asking questions, and engaged in learning. They were eager to share the facts they wrote down during the video.
5. In a kindergarten classroom, students were working through their English learning arts (ELA) block. They engaged in discussion around their favorite animal. The teacher noticed the students having a hard time maintaining focus, so she transitioned them to take a trip to the bathroom and get water, allowing them to refocus upon their return.
6. In a middle school classroom, there was one teacher to eight students. Students were often chatting on the side and not paying attention to the video. The teacher stopped the video frequently to review important facts and engage students in discussion related to popular culture.
7. Students selected their seven best writing assignments for their middle school history class portfolio. They created a cover letter to their instructor explaining their choices and wrote a profile of themselves. They also created a creative and colorful cover.
8. In a classroom with twelve students and one teacher, students were not engaged. Some sat quietly, while others wrote on worksheets or chatted quietly. The teacher did not engage with the students, and the room was quiet.
9. Students responded enthusiastically to each other's observations while watching a clip of the movie, the Miracle Worker. The instructor facilitated the discussion, calling on students' raised hands to move the discussion along and engaging them in vocabulary discussions.
10. In an upper elementary class, the teacher and students took turns reading out of the textbook. Many students were off task, calling out to each other and displaying disruptive behavior. The teacher attempted to redirect student behavior calmly, despite distractions such as the school radio and interruptions from the teacher's phone.

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 on evidence from school focus groups, school observations, documents reviewed, visual inspection, and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Indicator	Measure Description	Evidence Collected
<p>Indicator 1: Education Program</p>	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>TEACH Las Vegas Charter School has undergone a leadership transition and is currently in the process of rebuilding its educational program. The new leadership has identified challenges such as missing student files for Special Education (SPED) and English Language (EL) programs, along with curriculum and materials. They have articulated plans to procure new curricular materials that align with Nevada Academic Content Standards to address these gaps effectively.</p>
<p>Indicator 3: Governance and Reporting</p>	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>In response to challenges stemming from previous leadership, the governing board is currently undergoing a rebuilding phase. A key focus for them is ensuring timely notice of governing board meetings, aiming for improved transparency and engagement with stakeholders. Both the governing board and leadership focus group sessions highlighted efforts to align the board</p>

		composition with Nevada state 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 and personnel files were observed to be locked and stored.
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	The site evaluation team consistently noted evacuation plans posted in classrooms. Fire extinguishers were tagged throughout the building. The site evaluation team located one cot, and a sharp receptacle container. A locked refrigerator is needed to be in the nurse's station.

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. The SPCSA recommends that the school community continue to work closely together to meet the social emotional and academic needs of the students, particularly as statewide health and safety requirements continue to remain in place. 2. The TEACH Las Vegas leadership team and board should continue to prioritize student recruitment and enrollment and work to ensure that student transportation is available for the upcoming school year as proposed in the charter application. While this is a sizeable expenditure, it also has the potential to positively impact student enrollment in the years ahead as it makes the school more accessible to students and families. 3. SPCSA staff encourages the TEACH community to develop and emphasize school-wide expectations for different areas of the school including the playground, bathroom, cafeteria, classrooms, hallways, and the parking lot. 4. SPCSA staff recommends that formal good governance training for the board be facilitated by a third party since the governing board is ultimately responsible for holding the CMO accountable. 5. SPCSA staff recommends that TEACH Las Vegas look at expanding the current board to seven members, which would allow for the board to increase its capacity and add members with complementary skill sets and areas of expertise.
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations</p>	<ul style="list-style-type: none"> • The leadership acknowledged that the board currently comprises only three members due to one member's illness necessitating resignation. Efforts are underway to recruit additional members, with the goal of welcoming four new members by July 2024.
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<ul style="list-style-type: none"> • The previous challenges remain. Several of the previously stated recommendations have not been met. See the deficiency section of the report for additional information.

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.

- **Diverse and Supportive School Culture:**
TEACH Las Vegas boasts a diverse student body and faculty, creating a rich multicultural environment where students feel valued and respected. The small student-to-teacher ratio ensures personalized attention and fosters strong relationships between students and educators. As one staff member noted, "Understanding the demographics of the students is important to us."
- **Commitment to Student Engagement and Learning:**
The school encourages hands-on and experiential learning experiences, such as science experiments, historical reenactments, and career exploration activities, which resonate with students and make learning memorable. These engaging experiences not only enhance academic knowledge but also foster a love for learning and curiosity among students. A student enthusiastically shared, "I appreciate the teachers and the things we learn."
- **New Executive Director:**
The appointment of a new Executive Director at TEACH Las Vegas signifies a proactive approach to enhancing the school's leadership team and fostering growth opportunities. This strategic decision underscores the school's dedication to revitalizing staff morale, improving administrative effectiveness, and ultimately, attracting and retaining students, contributing to the overall positive trajectory of the institution.
- **Strong Community Cohesion:**
The school benefits from robust support from parents, students, and partners, nurturing a tight-knit community environment. Feedback from participants in the family and parent focus groups emphasized their decision to keep their children at TEACH Las Vegas due to the strong familial bond among students, families, and staff. As one student expressed during the focus group, "We're like a family here, always looking out for each other. If I'm ever feeling down, my classmates always make sure I'm doing all right." One parent expressed, "I am going to keep my child here. He loves his friends, his classmates, and his teachers."
Additionally, a notable strength at TEACH is the dedication of the staff who remained, as they made concerted efforts to establish strong connections with students and cultivate relationships with families. These teachers demonstrated a genuine commitment to supporting their students by ensuring they felt cared for and supported, fostering a positive and nurturing learning environment.

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.

- **Resource and Infrastructure Needs:**
TEACH Charter School faces resource constraints and infrastructure challenges, including outdated technology, limited extracurricular activities, and the aftermath of previous administrative issues. The theft of resources, such as computers, has further strained the school's capacity to deliver a comprehensive educational experience. Investing in updated technology, enhancing extracurricular offerings, and addressing safety concerns are crucial steps toward improving the overall learning environment and student experiences.
- **Lack of Historical Context:**
Working without documented historical context in academic, financial, and operational areas poses a challenge for the school. For example, a participant from the family focus group said they noticed that their child was not receiving special education services. When she talked to the school about it, the school said that they had no record of the IEP. The school informed her that the IEP was taken along with other student records by the previous school leader. Another example comes from a participant from the board focus group stating that there are no records of previous governing board minutes and agendas from the previous leadership.
- **Retention and Stability of Staff:**
The school has grappled with staff turnover and retention issues, which can disrupt continuity in teaching and learning. Ensuring a stable and motivated teaching faculty is essential for providing consistent support and quality education to students. Efforts to enhance staff morale, professional development opportunities, and retention strategies should be prioritized to cultivate a positive work environment and promote long-term commitment among educators. As one staff member expressed, "I haven't seen the actual effort and the actual work. I don't see boots on the ground."
- **Chronic Absenteeism and Student Engagement:**
Chronic absenteeism rates pose a significant challenge to the school, impacting overall student performance and the school's index rating. Chronic absenteeism is 48.1% at the elementary level and 45.2% at the middle school level. Strategies to improve attendance and student engagement, while initiated, require further development and implementation to address underlying factors contributing to absenteeism.
- **NSPF Index Score Enhancement Challenge:**
TEACH Las Vegas's 1-star rating at the elementary and middle school level indicates a critical challenge to develop and implement a comprehensive improvement plan focused on elevating academic achievement, student engagement, and community involvement.
- **English Language Program Absence:**
TEACH Charter School faced a significant obstacle during the 2023-24 academic year due to the absence of an English Language (EL) program, hindering the school's ability to address the diverse needs of students effectively. Leadership acknowledged the absence of EL records and is currently engaged in efforts to reconstruct the EL program. Additionally, there is a pressing need to recruit and appoint an EL coordinator to facilitate the provision of essential services to EL students.

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.

- **Enhance Communication Channels:**
SPCSA staff recommends that TEACH Las Vegas implement robust communication protocols, including regular updates through emails, newsletters, and an accessible online platform, to keep parents informed about school activities, policies, and student progress. This may include hosting information sessions or forums to address parental concerns and gather feedback collaboratively.
- **Invest in Technology and Infrastructure:**
It is recommended that TEACH Las Vegas allocate resources towards updating technology infrastructure, replacing stolen or outdated equipment, and expanding extracurricular offerings to enrich the overall student experience. This may include seeking community partnerships or grants to support these initiatives and ensure equitable access to educational resources for all students.
- **Prioritize Staff Support and Development:**
It is recommended that TEACH Las Vegas develop comprehensive staff support programs, including mentorship opportunities, professional development workshops, and initiatives to boost morale and job satisfaction. The school should promote a culture of continuous learning and growth within the school community to retain experienced educators and attract new talent. This could include establishing clear pathways for career advancement and recognition to incentivize staff commitment and dedication. This also may include investing in professional development opportunities for staff members involved in SPED and EL programs. Training sessions on best practices in special education and English language instruction can enhance educators' skills and enable them to meet the diverse needs of students more effectively.
- **System Updates and User Training:**
It is recommended that TEACH Las Vegas provide thorough training sessions for parents/guardians on how to navigate and utilize the Student Information System effectively. This training should include instructions on accessing grades, attendance records, and other pertinent student information. This may include ensuring regular updates and maintenance of the Student Information System to address any technical glitches, improve performance, and enhance user experience.
- **Strengthen Attendance Policies and Student Support:**
It is recommended by SPCSA staff that TEACH Las Vegas develop comprehensive attendance policies and interventions to address chronic absenteeism⁷ effectively. This may include implementing targeted outreach programs, incentives, and supportive measures to engage students and families in improving attendance rates and fostering a culture of regular school attendance

⁷ In the elementary, middle, and high school rating systems, the Student Engagement Indicator includes the Chronic Absenteeism Measure. A chronically absent student has missed 10% or more of enrolled school days. As an example, if a student is enrolled at the same school for a whole school year (180 days) and misses 18 or more days, they are chronically absent. A school is awarded points based on the percent of chronically absent students. For this Measure, the lower the rate of chronic absenteeism, the more points the school receives. This Measure is worth up to 10 points in elementary and middle school ratings, and up to 5 points in high school ratings.

RECOMMENDATIONS continued

- **Rebuilding the EL Program:**
SPCSA staff recommends that TEACH Las Vegas prioritizes the reconstruction of its EL program to ensure that essential services are provided to EL students. This includes the establishment of comprehensive EL records and the recruitment of a dedicated EL coordinator to oversee the program's implementation and support EL students effectively.
- **Special Education Record Restoration:**
Given the absence of historical context and records regarding special education services, it is recommended that TEACH undertake efforts to reconstruct SPED records and documentation. This involves collaborating with relevant stakeholders to retrieve any available information and ensuring that all SPED records are accurately maintained and updated moving forward.
- **Establishing Protocols and Procedures:**
To prevent future issues related to record-keeping and historical context, it is recommended that TEACH Las Vegas establish clear protocols and procedures for maintaining academic, financial, and operational records. This includes implementing robust documentation practices and ensuring that all records are securely stored and easily accessible to authorized personnel.

STRONG RECOMMENDATIONS

Per the Site Evaluation Handbook (pg. 6) the school will be required to create a Site Evaluation Response Plan, which must be approved by the SPCSA, to address any strong recommendations. The SPCSA and the school will work together to review and monitor the plan until the strong recommendation requirement has been fully implemented and sufficient evidence has been provided.

- **Governing Board Training:**
During the board focus group, one participant emphasized the importance of board training, stating, "Board training is crucial for our effectiveness. However, given the challenges stemming from previous leadership issues, our governing board is in a rebuilding phase and actively engaging in necessary training sessions, primarily facilitated by the CMO." While the CMO plays a significant role in supporting boards with public meetings and Open Meeting Law compliance, it is strongly recommended by SPCSA staff that formal governance training for the board be conducted by an external third party. This ensures the board's ability to hold the CMO accountable effectively. SPCSA staff is prepared to offer various options to facilitate this essential training for the board's benefit.
- **Locked Refrigerator:**
SPCSA staff strongly recommends that TEACH Las Vegas place a lock on the refrigerator inside the nurse's office to house student medication as needed for medical purposes within 30 of this report to comply with Nevada State Law, NAC 444.56842. Leadership explained that they are purchasing a lock and are working to install it on the refrigerator.
- **Increase Governing Board Members:**
At the time of the site evaluation, the governing board of TEACH was made up of three members. Going forward and in consideration of the instability of the school at this time, SPCSA has issued a Strong Recommendation and expects TEACH to expand the current board to seven members, which would allow for the board to increase its capacity and add members with complementary skill sets and areas of expertise. SPCSA staff recognizes that identifying and vetting prospective board members is time-consuming but believes that adding capacity is necessary for the governance practices to be strengthened both now and in the future.

DEFICIENCIES

The following deficiency has been issued as a result of the site evaluation which took place on April 30, 2024. This is consistent with any oversight practices set out in Charter School Performance Frameworks Per the Site Evaluation Handbook (pg. 6). The school will be required to create a Site Evaluation Response Plan, which must be approved by the SPCSA, to address the deficiency listed below. The SPCSA and the school will work together to review and monitor the plan every three months until the deficiency has been fully implemented and sufficient evidence has been provided for the removal of each item.

DEFICIENCY

<p>Context</p>	<p>A. Per the Charter School Contract between the State Public Charter School Authority and TEACH Las Vegas, which was fully executed on 7/01/2021, the considerations of the legislature in enacting legislation to authorize charter schools is to serve the best interests of all pupils, including pupils who may be at risk; and a procedure by which the positive results achieved by charter schools may be replicated and the negative results may be identified and eliminated.</p> <p>B. Consistent with any oversight practices set out in the Charter School Performance Framework, The Authority shall follow a progressive system of notification and calls for corrective action on the part of the Charter School. (7.5.1)</p> <p>C. The Charter School Contract between the State Public Charter School Authority and TEACH Las Vegas executed on 7-01-2021: Part 3: Education Program Element: Curriculum: the charter school shall have control over and responsibility for delivery of the educational program and for the attainment of the performance standards as outlined in the charter school performance framework.</p>
<p>Condition</p>	<p>According to the original contract executed on 7-01-2021; TEACH Las Vegas has committed to” create a high quality, innovative teaching and learning environment that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students.” The TEACH Las Vegas Student and Families Handbook states (updated: 07/21/2023). “We will challenge students who are unchallenged by traditional teaching applications to attain academic proficiency to grade level and above. Allow each student the freedom to learn by exploring cutting-edge technologies and concepts. Enable students to become creative, self-motivated, competent college-bound students and uplifting learners that live responsibly as informed, and productive members of a complex social, economic, and global society.” Additionally, “Since testing is required in Nevada, TEACH Las Vegas must administer all state-required exams. Schedules must be followed without exception.”</p> <p>Current levels of student learning and achievement at TEACH Las Vegas, however, indicate the school failed to follow state-mandated required testing for each student. The star-rating outcomes at TEACH Las Vegas for the conclusion of the 2022-2023 school year indicate a one-of-five-star rating at both the elementary and middle school levels. It is clear that several of the students at TEACH Las Vegas have not been provided the opportunity to learn to their greatest potential and are not having</p>

	<p>their student achievement maximized as observed during the site evaluation and as indicated by the Nevada School Performance Framework.</p>
<p>Causes</p>	<ol style="list-style-type: none"> 1. Students attending TEACH Las Vegas are not offered a consistent structure in place to effectively ensure that classroom environments and classroom instruction is conducive to student learning. There is a lack of acceptable levels of student learning and achievement. This may be due to the difficulties that some students face as they continue to return to full-time learning during recent school years. However, it is important to note that school-wide stability, comprehensive planning, consistency of school staff, and a focus on monitoring and evaluating student performance, and in particular, state testing, directly impact an educator’s ability to teach and a student’s ability to overcome gaps in learning. 2. As this school community is coming to grips with extensive gaps in learning, continuing to maintain a safe campus, and tackling what it takes to fulfill its mission statement, it is critical that Tier 1 instruction be improved. The new school leader and staff are strongly encouraged to improve academic achievement outcomes at the school and monitor student achievement levels using formative, interim, and summative (mandated state) testing measures. Because this school is under a Notice of Concern, it is strongly recommended that the school leaders and staff take action to improve academic achievement. As teachers become more effective, students become more actively engaged, and they both become intentional learners. (Moss & Brookhart 2019). It is suggested the school consider strengthening the following elements to bolster student learning: <ul style="list-style-type: none"> • Shared Learning Targets and Criteria for Success • Feedback that feeds forward (formative assessments) • Student goal setting • Strategic teacher questioning • Student engagement in asking effective questions • Increased numbers of students with self-efficacy • Planning, preparing and administering the Nevada CRT state test.
<p>Effect</p>	<p>According to the most recent Nevada School Performance School Rating report, for the 2022-2023 (but reflecting NSPF Nevada School Performance Framework results for the 2021-2022 school year), the school has a total index score of 11 index points out of a possible 100 index points at both the elementary and middle school levels.</p> <p>A one star or 11 of a possible 100 index points is considered significantly below academic expectations.</p>

<p>Deficiency Finding</p>	<p>The expectation is that TEACH Las Vegas Elementary and Middle School will provide a sound educational program for students to maximize student achievement. According to the Policy Achievement Level Descriptors within the Nevada School Performance Framework technical guide, a one-star school identifies a school that has not met the state’s standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard.</p>
<p>Deficiency Plan/Timeline</p>	<p>Using the Site Evaluation Response Plan Template, develop a plan to address each of the two items below. This applies only to the elementary and middle school grades.</p> <ol style="list-style-type: none"> 1. Classroom Management 2. Classroom Tier 1 Instruction including <ul style="list-style-type: none"> • Shared Learning Targets and Criteria for Success • Feedback that feeds forward • Student goal setting • Strategic teacher questioning • Student engagement in asking effective questions • Increased numbers of students with self-efficacy <p>The final plan should specify who will be primarily responsible for each of the items above, including monitoring progress, and any timeline that may be appropriate.</p>

Additional Information:

- **Required Assessments:**
Due to a failure by TEACH Las Vegas to administer legally required assessments, deductions will occur under the school’s FY24 framework. This deficiency has been issued. TEACH Las Vegas must comply with testing regulations and prioritize attendance at SPCSA monthly technical assistance meetings to ensure that TEACH Las Vegas administers all required assessments going forward. Technical assistance meetings occur monthly, and the school must ensure that either a school-level accountability person or an assessment coordinator attends each meeting. Regular attendance will help TEACH Las Vegas stay up to date with state testing requirements and ensure that any questions are addressed on time.

- **NSPF Index Score Enhancement:**
Considering the 1-star NSPF rating at the elementary and middle school level, it is strongly recommended that TEACH Las Vegas develop and execute a comprehensive improvement plan aimed at boosting academic performance, student involvement, and community engagement. TEACH Las Vegas should prioritize implementing targeted interventions to tackle identified issues like chronic absenteeism and academic setbacks. Investing in extensive professional development opportunities for educators and enhancing family involvement programs are essential steps toward improvement. Moreover, TEACH Las Vegas should adopt data-driven decision-making approaches to pinpoint areas needing enhancement and monitor progress effectively. Collaboration with the SPCSA and other educational partners can offer valuable assistance and resources to support TEACH’s journey toward academic excellence and achieving a higher star rating.

- As a result of this deficiency, TEACH will be required to undergo a site evaluation during the 2024 - 2025 school year. The school will also be directed to submit a plan to address this deficiency for the 2024 -2025 school year and ensure the Site Performance Plan is submitted, reviewed, and monitored for substantial improvements in student learning.