



Nevada State Public Charter School Authority

Site Evaluation Report: Discovery Charter School Las Vegas Hillpointe Evaluation Date: 2/13/2024

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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/2019/19062-8-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062-8-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 2/13/24 at Discovery Charter School Las Vegas (DCSLV). The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

DCSLV Hillpointe is located in Las Vegas, Nevada in facilities at 8941 Hillpointe Road. The school serves 400 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of Discovery Hillpointe is: "to promote a safe, nurturing environment which fosters student success through community involvement, progressive educational practices, and innovative use of technology."

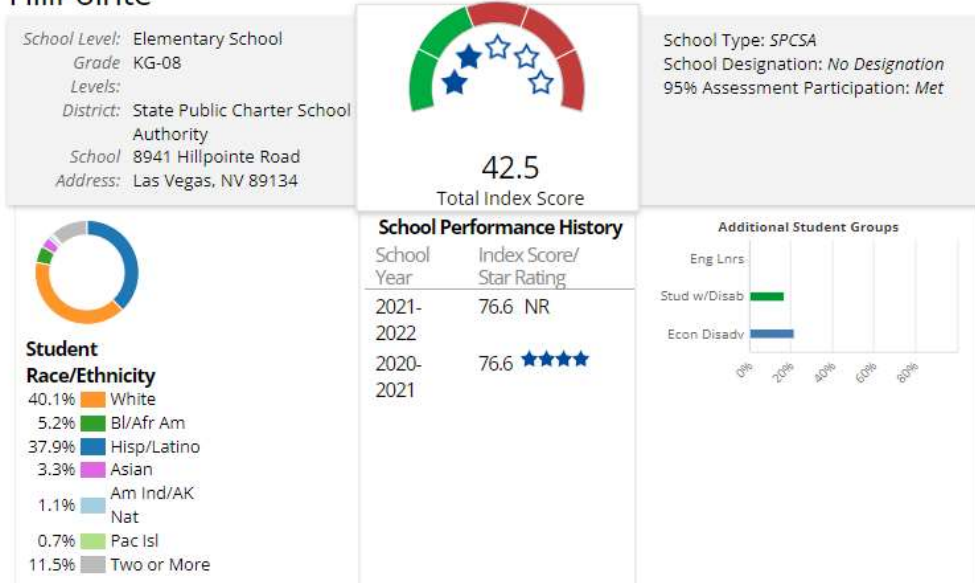
ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023

Elementary School

Discovery Charter School
HillPointe

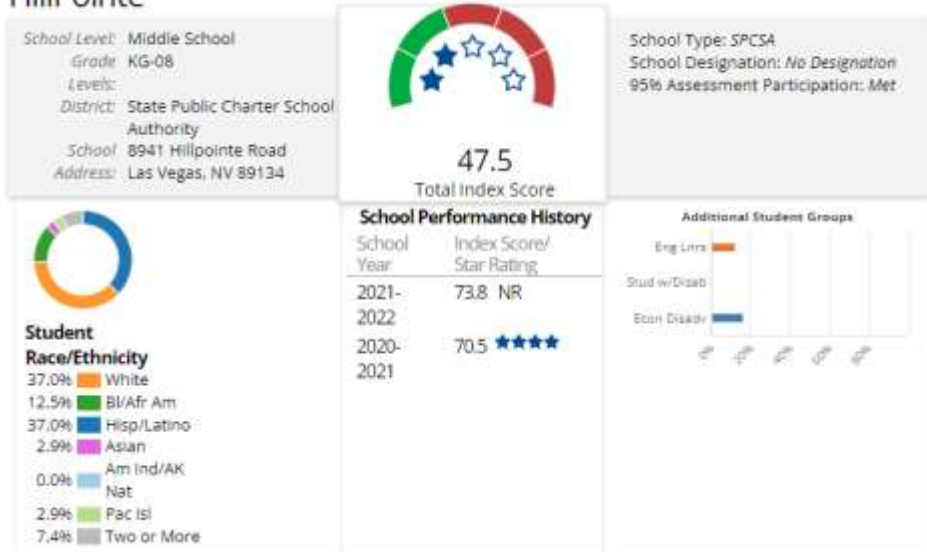
School Year 2022-2023 Nevada School
Rating



Middle School

Discovery Charter School
HillPointe

School Year 2022-2023 Nevada School
Rating



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	53.7	52.0	53.5	52.8	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	-	31.4	38.9	-	30.3	35.7
Hispanic/Latino	41.4	42.2	45.5	44.8	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	50.0	57.8	59.6	-	55.6	57.5
White/Caucasian	65.4	63.7	63.3	54.5	60.7	61.3
Special Education	35.0	29.1	35.5	-	26.3	32.1
English Learners Current + Former	-	38.1	42	-	34.9	39
English Learners Current	-	27.6	-	-	25.5	-
Economically Disadvantaged	42.8	39.0	44.9	55.5	35.6	42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	51.2	54.6	61.2	50.5	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	-	37.5	48.2	-	39.8	45.4
Hispanic/Latino	43.9	45.9	53.2	31.0	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	50.0	60.7	67.9	-	61.5	66.2
White/Caucasian	60.0	64.4	70.6	61.3	65.5	69
Special Education	25.0	27.4	36.8	-	25.5	33.5
English Learners Current + Former	-	37.6	47.2	-	37.4	44.4
English Learners Current	-	24.1	-	-	24.4	-
Economically Disadvantaged	42.8	42.0	51.9	27.7	42.8	49.4

Middle School Proficiency Rates

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	30.2	38.5	42.7	27.1	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	-	62.5	62.6	-	62.7	60.6
Black/African American	16.6	19.4	31	23.0	18.2	27.3
Hispanic/Latino	20.0	28.3	36.2	13.9	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	-	44.5	46.4	30.7	41.8	43.6
White/Caucasian	42.5	51.4	52.3	41.4	48.1	49.8
Special Education	<5	11.5	26.5	7.1	9.7	22.7
English Learners Current + Former	6.2	21.5	28	-	20.1	24.2
English Learners Current	6.2	6.5	-	-	7.6	-
Economically Disadvantaged	21.0	24.9	36.1	33.3	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	49.5	53.4	58.6	57.6	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	50.0	37.4	43.9	61.5	41.1	40.9
Hispanic/Latino	37.7	44.8	50.5	39.5	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	-	60.0	65	61.5	64.6	63.2
White/Caucasian	59.5	64.0	69.6	75.6	67.2	68
Special Education	10.0	17.4	29.6	14.2	18.0	25.8
English Learners Current + Former	25.0	34.0	31.7	-	38.8	28.1
English Learners Current	25.0	12.0	-	-	16.7	-
Economically Disadvantaged	42.1	40.8	49.8	50.0	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).

16/25 15 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10 NSPF score difference of 27.5 between school (76.6 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

6/15 NSPF score difference of 6.6 between school (76.6 points) and comparison school (70 points).

Middle School

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

21/25 15 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10 NSPF score difference of 29.1 between school (73.8 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

11/15 NSPF score difference of 17.8 between school (73.8 points) and comparison school (56 points).

SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School

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

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

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5 School FRL rate of ≥ 10 to $< 20\%$ compared to district GrK-5 FRL rate of $> 95\%$.

3/5 School IEP rate of ≥ 5 to $< 10\%$ compared to district GrK-5 IEP rate of 11.9%.

1/5 School EL rate of $< 5\%$ compared to district GrK-5 EL rate of 19.3%.

Middle School

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

10/15 Indicator bonus points for: FRL, EL.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5 School FRL rate of ≥ 10 to $< 20\%$ compared to district Gr6-8 FRL rate of $> 95\%$.

4/5 School IEP rate of ≥ 5 to $< 10\%$ compared to district Gr6-8 IEP rate of 11.9%.

3/5 School EL rate of $< 5\%$ compared to district Gr6-8 EL rate of 13.6%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	45 minutes
Parents/Families	4	45 minutes
Students	6	45 minutes
School Leadership	2	45 minutes
Staff	4	45 4minutes

Governing Board¹:

- According to the board, there are currently seven board members, and there have been no recent changes in membership. Board members reported that the board convenes once a month for regular meetings. Board members mentioned that the principal provides updates to the board and checks on various matters. Board members highlighted the diverse expertise brought by each member, including educators, parent representatives from both campuses, and individuals with backgrounds in business, finance, and law. The board discussed various strategies for future recruitment and enrollment, including engaging with the community through events, social media outreach, and targeted marketing efforts such as adding autism offerings.
- Board members shared that they have received training on board procedures, quorum rules, and new member orientation facilitated by the SPCSA. Board members mentioned reviewing financial reports provided by a designated financial representative of Discovery and examining different accounts and expenditure patterns to ensure fiscal responsibility.
- From the board's perspective, key strengths of the school include effective leadership under the principal, a positive learning environment fostered by dedicated staff members, and proactive measures taken to motivate students, such as incentives and new assistant principal initiatives. Board members emphasized the importance of continuous improvement towards achieving a 5-Star Nevada School Performance Framework (NSPF) Star Ratings, ongoing engagement with families to promote student attendance and the positive impact of increased parent engagement through events and initiatives.

Parents/Families:

- Parents commended the school's commitment to high-quality instruction, particularly through platforms like i-Ready², and fostering continuous learning at home. One parent noted, "This keeps students busy with learning at home. Students even have access to online learning programs through the school."

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

² i-Ready is an online instructional tool and curriculum designed to assess student's academic abilities in reading and mathematics, providing personalized learning paths tailored to each student's needs. Through adaptive assessments and engaging activities, i-Ready aims to support educators in identifying student strengths and areas for growth, facilitating targeted instruction, and promoting academic growth.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Timely communication via Class Dojo³ facilitates feedback on student progress and areas needing attention. Another parent added, "Teachers are very accessible and return communication promptly."
- During absences, students utilize resources like homework packets and online learning programs from home. Middle schoolers can access Google Classroom for missed assignments. Parents appreciate incentives for academic progress. One parent shared, "We have goal parties used as incentives to push students a little harder with their academics."
- Families' recommendations for improvement included enhancing the sports program and providing indoor cafeteria/multipurpose space. Strengths lie in the familial atmosphere, small class sizes promoting effective communication, and collaborative engagement between teachers and parents. According to one parent, "The greatest strength at the school is the interaction between the teachers and the parents."

Students:

- Despite challenges due to relocation during floods, orientation efforts and video announcements helped students integrate smoothly. Small class sizes and advanced science programs were highlighted as positives. One student mentioned, "We like small class sizes at Hillpointe. Most classes are either at 20 students or under."
- Students reported that interactions with peers occur daily across various subjects. While feedback on work is mainly through grades, opportunities for improvement are available through after-school tutoring and specials. One student expressed, "We have a lot of opportunities to improve through after-school tutoring."
- Students desired improved infrastructure, such as sturdier furniture and expanded facilities. Additionally, students reported the need for quality lunch options and increased funding for resources and equipment. One student suggested, "I would like the school to be bigger and have more funding for classroom resources. A science teacher created a fundraising account to obtain microscopes. We also don't have good sports equipment for PE and recess. Most of the balls are flat."

Leadership:

- "The decline in our school's star rating was unexpected, and we acknowledge the challenges posed by this setback," stated a member of the leadership team. "During the COVID-19 pandemic, we conducted assessments and set learning targets, which differed from practices in neighboring school districts. Consequently, there may have been

³ ClassDojo is an educational technology company that develops communication apps for teachers, students, and parents. It's primarily used in schools to facilitate communication, track student behavior, and share updates on student progress. It allows teachers to give feedback to students and share photos, videos, and announcements with parents. This platform aims to create a positive classroom culture and strengthen the connection between teachers, students, and parents.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

discrepancies in scoring, as acknowledged by the state. Moving forward, we are focusing on our WIDA scores with a deliberate approach. We recognize the importance of collective effort from staff, students, and families to navigate this situation and work towards improving our star rating."

- Leadership reported ongoing efforts to address chronic absenteeism through initiatives like a truancy diversion program and regular communication with families. The addition of support dogs and efforts to address absenteeism indicated a holistic approach to student well-being.
- Leadership highlighted various academic support initiatives, including monthly data talks, small group interventions, and literacy pullouts led by a data specialist. Additionally, the leadership team explained that Discovery Hillpointe offers a range of extracurricular activities, such as a financial literacy program, Scouts programs, music and art lessons. Leadership explained that the emphasis on holistic education and student involvement in problem-solving underscores the school's commitment to student success and engagement.

Staff:

- The staff at Hillpointe were driven by a diverse range of motivations, from personal connections to professional growth. Utilizing strategies like think-pair-share and interactive discussions, instructors aimed to foster academic talk and engage students effectively. Reflecting on professional development, one staff member noted, "I talk about personal experiences and that helps the students absorb why we learn about things, and how we learn about things."
- Staff reported that professional development (PD) sessions, including data analysis and monthly discussions, inform instructional decisions and facilitate collaboration among staff members. Suggestions for future PD focus on ensuring consistency in writing strategies across grade levels to support student learning were reported. As highlighted by one staff member, "Teachers were unanimously asking for this. It is an area of concern."
- The staff emphasized the importance of ongoing collaboration and reflection to enhance teaching practices. Monthly data chats and meetings provide opportunities to analyze student performance and adjust instructional strategies accordingly. In discussing PD, staff members advocated for vertical alignment of writing strategies to address student needs comprehensively. According to one instructor, "It is crucial to maintain consistency in writing instruction from kindergarten to eighth grade."

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 18 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 6	Total: 10	Total: 0	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: 8	Total: 8	Total: 0	Total: 1	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: 4	Total: 12	Total: 1	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: 11	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: 0	Total: 13	Total: 1	Total: 1	Total: 3
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: 12	Total: 1	Total: 1	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: 3	Total: 9	Total: 5	Total: 0	Total: 1
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: 4	Total: 10	Total: 1	Total: 0	Total: 3

Additional information about the classroom observations shared here when applicable

1. In one special education pull-out session, students worked on individual tasks assigned by the teacher. Two instructors were present, with one leading a small group of students while the other circulated the room, providing assistance to students.
2. In an elementary classroom, students watched a video on natural history and then completed a writing assignment in their work packet about dinosaur fossils. The students were engaged and enthusiastically shared anecdotes of visiting museums with their families.
3. In an elementary class, students worked independently at their desks on an assignment. The teacher remained seated at her desk, providing assistance to students who approached her. However, some students appeared off-task and disengaged.
4. Students were conducting a research project in a middle school classroom. While some students were engaged and discussing the project with their peers, others were engaged in non-academic conversations, resulting in a loss of learning time and distractions for those trying to focus.
5. The teacher facilitated discussions in an elementary classroom, and the students actively participated in the conversation, demonstrating high engagement levels.
6. Students utilized laptops to complete i-Ready skills lessons in one classroom. The teacher provided one-on-one interventions to students as needed.
7. Students worked on solving math equations in a middle school classroom, with the teacher encouraging students to share their thought processes.
8. In a middle level class with seventeen students and one teacher, students were taking a quiz. However, several students displayed off-task behavior, including talking loudly and engaging in disruptive behavior. The teacher addressed the behaviors calmly but was unable to completely curb the disruptions.
9. Students worked on completing tasks on their laptops, while the teacher circulated the classroom to offer support and assistance.
10. In a middle school classroom, the teacher led discussions on black history, prompting students to make connections to the text and share their insights. The teacher posed higher-level questions throughout the discussion, allowing students time to process information and contribute to the conversation.
11. Students in an elementary classroom used laptops to record their answers to math equations. They utilized notes, manipulatives, and teacher assistance to solve the equations effectively.
12. In an elementary classroom, students practiced writing cursive letters as a reward for completing their work promptly. The teacher projected the letters onto the board for students to follow along, and students eagerly copied the cues onto their lined paper, demonstrating high levels of engagement and excitement about learning cursive writing.

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>	<p>Evidence gathered during focus groups indicates the school is implementing the material terms of its educational program as stated in the charter.</p> <p>Students with an Individual Education Plan received individualized instruction.</p>
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>Leadership reports timely notice of Governing Board Meetings. Each board meeting contains an agenda item for public comment for stakeholders to ask questions and provide comments or concerns about the school. Meeting agendas and minutes are publicly accessible via the school's website. Per the governing board and leadership focus group sessions, the governing board follows governing board policies. The board composition is aligned with Nevada state requirements.</p>
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately</p> <p>Measure 4d: Personnel files are under lock and key/stored appropriately</p>	<p>Student and faculty records are stored under lock and key in a secure room designated just for</p>

		records.
Indicator 5: School Environment	Measure 5b: <ul style="list-style-type: none"> • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration 	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, and an elevator permit. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.

Measures of Progress from Previous Site Evaluations

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

Prior recommendations by SPCSA staff

- SPCSA staff recommend DCSLV Hillpointe continue to work on the implementation of MTSS through the SPCSA. The foundation is set for DCSLV Hillpointe to move to Tier 2 and Tier 3 MTSS supports. Thoughtful and proactive DCSLV Hillpointe supports in terms of planning and building strong instruction will assist interventionists, counselor, and teachers frame effective small group and one to one instruction for further student academic and behavioral growth.
- SPCSA staff recommend DCSLV Hillpointe provide opportunities for students to contribute more to their own learning and represent classroom content through questioning, discussion, and engaging strategies (areas 6A and 7B of the COT Rubric) to help frame advances in; a) improving the quality of classroom instruction and student learning, b) providing higher level questions and discussion techniques throughout lessons to foster learning for all students, and c) implementing new ways of engaging students, and d) providing all students with challenging and differentiated instruction.
- SPCSA staff recommend DCSLV Hillpointe formalize a plan for student enrollment to increase diverse student groups who receive free and reduced lunch (FRL), are English learners (EL), and/or learners with individualized education plans (IEP) at the DCSLV Hillpointe campus.
- The SPCSA site evaluation team recommends DCSLV develop and maintain a prospective board member resource pool. SPCSA staff recommend the school board build a resource pool of possible board member candidates to call upon and formally recruit in the event an opening on the board exists.

School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations

- **MTSS Implementation:**
Discovery Hillpointe has made significant strides in MTSS implementation, aiming to move to Tier 2 and Tier 3 supports. They have proactively planned and built strong instruction to assist interventionists, counselors, and teachers in framing effective small-group and one-to-one instruction for student academic and behavioral growth.
- **Student Engagement and Learning Representation:**
To address the recommendation of providing opportunities for students to contribute more to their learning and represent classroom content through questioning, discussion, and engaging strategies, Discovery Hillpointe has:
 - Worked with a data analyst to inform instruction decisions and differentiate instruction.
 - Hired a literacy specialist and math interventionist to provide targeted support to students.
 - Provided professional development (PD) to support student engagement and voice in the classroom.
- **Student Enrollment Diversity:**
Discovery Hillpointe has successfully increased its enrollment of diverse student groups. With 21.7% of the student population receiving free and reduced-priced lunch, 14.7% on an individualized education plan (IEP), and 13.5% identified as English learners (ELs), they have exceeded the SPCSA's averages in these categories.
- **Board Member Resource Pool:**
While there is no specific mention of formalizing a plan for a board member resource pool, it can be inferred that Discovery Hillpointe has taken steps to ensure the school board has a pool of possible candidates for recruitment in the event of an opening. This proactive

	<p>approach aligns with the recommendation to build a resource pool of potential board members.</p>
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<ul style="list-style-type: none"> • The school will require time to implement the previous recommendations (see more within the Recommendation section of this report.).

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.

- **Effective Board Leadership:**
The board's stability and transparency are evident through monthly meetings and financial report reviews, ensuring consistent governance and financial accountability. As one parent noted, "The leadership and teachers take time to not only know our children, but they go out of their way to get to know the parents," indicating a strong commitment to building trust and engagement within the school community.
- **Community Engagement and Recruitment Initiatives:**
Proactive recruitment strategies and community events have contributed to enrollment growth and diversity, fostering a robust school community. As another parent mentioned, "The smaller class sizes and smaller staff allow people to get to know each other deeply," highlighting the sense of connection and belonging fostered by the school.
- **Strong School Leadership:**
Leadership employs a reflective approach and innovative incentives to motivate students, contributing to a positive learning environment. A staff member shared, "One faculty member said she was a mom first at Discovery Hillpointe. She loved the leadership team at this campus, so she completed her teaching license and became a teacher to work at Discovery Hillpointe," showcasing the dedication and passion of the leadership team.
- **Positive School Culture and Family Engagement:**
The school's supportive atmosphere and strong relationships between families and staff enhance overall engagement and student success. According to one family member, "There is a relationship between parents where we support each other at Hillpointe," indicating a collaborative and inclusive culture within the school.
- **Effective Crisis Management and Adaptability:**
The leadership team at Discover Charter Schools demonstrates exceptional resilience and adaptability in the face of significant challenges. In response to major flood damage at both the Hillpointe and Sandhill locations, as well as a nearby fire at Sandhill, the leadership, particularly Tricia, exhibited strong management skills in swiftly establishing routines for schooling, coordinating with families, students, and staff to ensure continuity in education. Additionally, their adept handling of administrative tasks such as managing paperwork and communicating with insurance and reconstruction entities underscores their capability to navigate complex situations effectively.

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.

- **Facility Limitations and Infrastructure Needs:**
Addressing space constraints and infrastructure needs, such as the lack of a cafeteria, remains a challenge, particularly in securing additional funding for expansion efforts. Despite efforts to secure additional resources, challenges persist, as noted by leadership: "We went to the SPCSA board to ask for an additional building but lost the vote by one board member."
- **NSPF Index Score:**
Despite evident progress, attaining a higher NSPF star rating poses a challenge, particularly since the school received a 2-star NSPF score, down from the 4-star rating achieved in the 2021-2022 school year. This decline underscores the urgency to address academic outcomes and overall school performance to regain previous ratings and ensure sustained improvement in student achievement and school effectiveness.

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.

- **Professional Development:**
It is recommended by SPCSA staff that Discovery Hillpointe provide consistent high-quality instruction across all classrooms with targeted professional development sessions, particularly focusing on writing strategies as identified by staff. As highlighted in the staff focus group, "Teachers were unanimous in asking for consistency in vertical alignment of writing strategies/instruction from k-eighth grade," indicating a need for targeted professional development in this area.
- **Academic Improvement Plans:**
SPCSA staff recommends that Discovery Hillpointe implements targeted interventions to improve academic performance, leveraging data-driven approaches and collaboration with academic specialists to raise the NSPF index score and achieve higher academic outcomes. As emphasized in the leadership focus group, "Our goal is to implement interventions informed by data analysis and collaboration with specialists to improve student achievement," reflecting the need for strategic academic improvement plans.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

There were no deficiencies identified for Discovery Hillpointe during this site evaluation.