Site Evaluation Report: **Imagine Schools at Mountain View**
Evaluation Date: 11/8/2023

State Public Charter School Authority
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INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 11/8/2023 at Imagine Schools at Mountain View (ISMV). The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

Members of the SPCSA staff will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately following the classroom rubric readings. Using information gathered from students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

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

SCHOOL BACKGROUND

ISMV is located in Las Vegas, Nevada in a facility at 6610 Grand Montecito Pkwy. The school serves 674 students (as of the most recent Validation Day) in kindergarten through sixth grade. The mission of name of school is: "As a national family of public charter school campuses, ISMV partners with parents and guardians in the education of their children by providing high quality schools that prepare students for lives of leadership, accomplishment, and exemplary character."
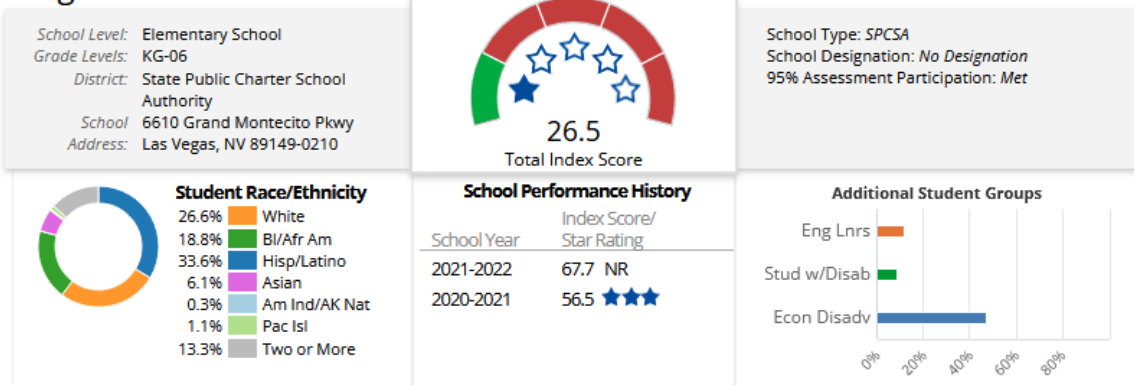
ACADEMIC PERFORMANCE

Nevada School Performance Framework
2023

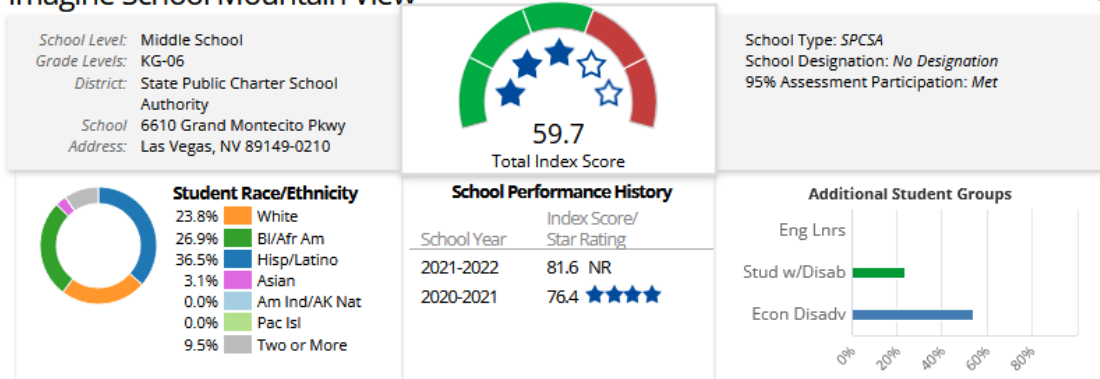### Elementary School

Imagine School Mountain View

School Year 2022-2023 Nevada School Rating

School Level:	Elementary School
Grade Levels:	KG-06
District:	State Public Charter School Authority
School Address:	6610 Grand Montecito Pkwy Las Vegas, NV 89149-0210

26.5
Total Index Score

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

Student Race/Ethnicity

26.6%	White
18.8%	Bl/Afr Am
33.6%	Hisp/Latino
6.1%	Asian
0.3%	Am Ind/AK Nat
1.1%	Pac Isl
13.3%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	67.7 NR
2020-2021	56.5 ★★★

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

Middle School

Imagine School Mountain View

School Year 2022-2023 Nevada School Rating

School Level:	Middle School
Grade Levels:	KG-06
District:	State Public Charter School Authority
School Address:	6610 Grand Montecito Pkwy Las Vegas, NV 89149-0210

59.7
Total Index Score

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

Student Race/Ethnicity

23.8%	White
26.9%	Bl/Afr Am
36.5%	Hisp/Latino
3.1%	Asian
0.0%	Am Ind/AK Nat
0.0%	Pac Isl
9.5%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2021-2022	81.6 NR
2020-2021	76.4 ★★★★

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

Math and ELA Results
Nevada School Performance Framework
2023

Proficiency Rates

Elementary School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	37.4	52.0	53.5	40.0	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	73.3	74.5	71.9	68.7	72.8	70.4
Black/African American	18.7	31.4	38.9	23.6	30.3	35.7
Hispanic/Latino	33.3	42.2	45.5	36.1	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	35.2	57.8	59.6	45.9	55.6	57.5
White/Caucasian	44.8	63.7	63.3	46.6	60.7	61.3
Special Education	12.1	29.1	35.5	19.5	26.3	32.1
English Learners Current + Former	33.3	38.1	42	35.0	34.9	39
English Learners Current	28.5	27.6		32.1	25.5	
Economically Disadvantaged	34.7	39.0	44.9	25.0	35.6	42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	42.6	54.6	61.2	49.1	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	60.0	74.1	77.8	68.7	74.9	76.7
Black/African American	29.1	37.5	48.2	35.1	39.8	45.4
Hispanic/Latino	42.3	45.9	53.2	47.6	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	38.2	60.7	67.9	51.3	61.5	66.2
White/Caucasian	47.1	64.4	70.6	54.6	65.5	69
Special Education	18.1	27.4	36.8	14.6	25.5	33.5
English Learners Current + Former	42.4	37.6	47.2	44.6	37.4	44.4
English Learners Current	35.7	24.1		35.7	24.4	
Economically Disadvantaged	38.0	42.0	51.9	36.3	42.8	49.4

Middle School

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	24.5	38.5	42.7	22.0	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	12.5	19.4	31	9.0	18.2	27.3
Hispanic/Latino	27.2	28.3	36.2	22.2	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	30.7	51.4	52.3	30.0	48.1	49.8
Special Education	<5	11.5	26.5	-	9.7	22.7
English Learners Current + Former	-	21.5	28	-	20.1	24.2
English Learners Current	-	6.5		-	7.6	
Economically Disadvantaged	12.5	24.9	36.1	26.6	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	45.6	53.4	58.6	71.4	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	31.2	37.4	43.9	63.6	41.1	40.9
Hispanic/Latino	50.0	44.8	50.5	83.3	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	53.8	64.0	69.6	80.0	67.2	68
Special Education	<5	17.4	29.6	-	18.0	25.8
English Learners Current + Former	-	34.0	31.7	-	38.8	28.1
English Learners Current	-	12.0		-	16.7	
Economically Disadvantaged	31.2	40.8	49.8	60.0	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).

23/25

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)

8/10

NSPF score difference of 18.6 between school (67.7 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 28.3 between school (67.7 points) and comparison school (39.4 points).

Middle School

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

25/25

25 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 36.9 between school (81.6 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 47.6 between school (81.6 points) and comparison school (34 points).

SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School

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

10/15

Indicator bonus points for: FRL.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5 — School FRL rate of ≥30 to <40% compared to district GrK-5 FRL rate of >95%.

4/5 — School IEP rate of ≥10 to <15% compared to district GrK-5 IEP rate of 11.9%.

3/5 — School EL rate of ≥10 to <15% 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

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5 — School FRL rate of ≥20 to <30% compared to district Gr6-8 FRL rate of >95%.

5/5 — School IEP rate of ≥15 to <20% compared to district Gr6-8 IEP rate of 11.9%.

3/5 — School EL rate of ≥5 to <10% 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	5	45 minutes
Students	8	45 minutes
School Leadership	5	45 minutes
Staff	7	45 minutes

Governing Board[1]:

- The governing board reported meeting quarterly and as needed. One board member said, "Toward the end of the year we meet more often to set the following year's budget." The governing board recently had a member resign due to health conditions. "We are currently a board of four members. We are working with a lobbyist to find a good fit for the school. We are also looking for a family member to sit on the board." ISMV is actively looking to bring their board membership back to a board of six members. There is continual work toward having a resource pool of people the board can refer to in case there is a vacancy. Board members have expertise in business leadership, business acumen, academic experience, facilities and construction expertise. Governing board members stated they are continually looking for someone with legal expertise. There are no standing sub-committees on the ISMV governing board. The board had a change of leadership at the beginning of the 2021-2022 academic year. That leadership has been consistent since the 2021-2022 academic year.

- Board members reported on initiatives for the 2023-2024 academic year. One board member said, "There is always room to improve enrollment numbers. We did not hit our goal for enrollment; we were close, but shy of our goal. We have spoken about expansion and are considering adding seventh and eighth grade. We have talked about the next steps and maybe what that would look like. We are working on improving our Star rating and staying committed to the academic growth goals that were set before the star ratings came out." Members of the ISMV governing board related a goal of focusing on team development with the newly hired teachers for the 2023-2024 academic year.

- Members of the governing board in the focus group session said the board routinely monitors financial and academic results with monthly reports. One board member said, "We review these reports monthly. We are about to have a full review of star ratings. We have had discussions with leadership regarding the drop in star ratings at the elementary level. There has been a collaborative effort to determine root causes and to address improvement."

- Board members indicated several strengths of ISMV from a board perspective. One board member said, "The school has built a really strong school culture and meets the needs of the students as a whole. The whole student approach is taken very seriously here at Imagine. Kids feel safe and are happy to be here. Staff are happy to be here. The culture and the atmosphere are different here and you can feel the positivity when you set foot on campus." A second board member said, "I appreciate the school's efforts on character development of students and that the school takes an interest in our students as people.

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

- Parents said they have high expectations in receiving school communication. One parent reported, "The school has spoiled us in the past with avenues for communication, and with so many new teachers this year, they are learning that we expect strong communication about not only academic, but anything that might come up with our children." Parents in the focus group stated, they are accustomed to receiving frequently communication through the software application Bloomz[2] that can be accessed via a cellular phone or a computer. The Bloomz app has functions that allow teachers to leave information regarding a student's progress in specials and in academics, as well as personal notes and classroom announcements. Parents can also message the teacher on Bloomz.

- Several family members agreed that their children looked forward to attending school and shared anecdotes of how their children convey their excitement for being at ISMV. One parent shared, "When my child started kindergarten, she cried and would not let go of my neck every morning for the first few weeks of school. She did not want to let go. Two weeks later, my daughter was crying for her teacher. Even on the weekend, my child wonders what her teacher is doing." A second parent shared that his son tells him he can't miss school because, "The teacher needs me. I help the teacher and my teacher relies on me to be there and help." Parents also said their children often ask to get to school early so they can spend extra time with their teacher. One father shared that his wife passed away the previous year and the teacher was very communicative with how the student managed emotionally, socially and academically throughout each day.

- Family members in the parents/families focus group expressed feeling welcome and heard at ISMV. One parent said, "I appreciate that when I telephone the school, front office staff know exactly who I am and who my children are and where there are at the time when I call." Another parent interjected and shared, "Our kids don't get lost at this school." Family members reported school personnel knows each child at the school by name, even if that student is not in their class. Focus group participants shared the school makes strides every year to improve on items that parents bring forward as opportunities for improvement. One example was provided by family members of the car loop process being easier and smoother this year. Another example by parents was an increase in diverse staff and leadership.

Students:

- Students named several concepts they were currently learning. Items in math included dividing fractions, measurement, partial product, and dividing decimals. Students said in science they were learning about volcanic eruptions, while other students said they were learning about the water cycle. Students also explained their social emotional learning (SEL) lessons. One student said, "Every month we get a new character trait, and we get a question that we have to answer. This month the question is about equality and treating people the same. We have a large class discussion and then a quick write on our thoughts."

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[2] Bloomz is a learning and behavior management app and website that provides teachers with a simple way to effectively communicate between school and home. From the dashboard, teachers can share information in a variety of ways by creating posts, events, activities, assignments, and photo albums.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Students indicated feeling comfortable with adults on campus. Students described having a strong adult presences in the hallways and during lunch and recess time. One student shared that if several adults are absent, for safety reasons, the students cannot play with balls during recess. "It is a safety concern and teachers need to be able to not only watch us but take us to the nurse if something happens. When there aren't enough teachers to watch the playground, it is sad, but we understand." Students said they approach teachers with ease when they have a concern. One student said, "Teachers are safe spaces." Students said they not only readily speak with teachers, but they also seek out the student success advocate, who is visible and easily accessible when needed. ISMV has a safe schools professional on campus. One student said, "She is in a trailer, and she comforts us." Another student said, "We can go to her at any time if we have a serious problem."

- Similarly, students said they are comfortable asking for academic help during class time. One student described, "I can ask a classmate for help when I don't understand something. I can also raise my hand and the teacher will re-explain or I can go to her table and get help in a small group if others are having similar problems" Students said their teacher can also place specific tasks in the software application Freckle[3] to practice skills. Another student said she felt relaxed asking for help, "because we are close with our classmates and there is no judging. If we need help, we need help. We all need help sometime." A third student said, "We have great administrators, we have nice teachers, interventionists, and teachers are willing to help us. Everyone is respectful here. It is easy to make friends." Another student shared, "I like it here because there is no bullying. There is no judgment. We are all respectful and help each other. I have been here five years and I have never seen bullying."

Leadership:
- Leadership was asked about academic performance in the elementary school grades. According to the 2019 Nevada School Performance Framework (NSPF), ISMV's elementary school was rated three star, and sixth- grade was rated four-star. The 2023 NSPF Star ratings report a one-star rating for elementary school and a three-star rating for sixth grade. Leadership said, "Two of the three fifth-grade teachers resigned in the middle of the 2022-2023 school year. One of the other fifth-grade teachers was on an improvement plan. There are four fourth-grade teachers. One quit in the middle of the year and two of our fourth-grade teachers were also new to teaching in 22-23. The strongest third grade teacher had medical issues and was away for quite some time." Leadership initiated a task force for reading with intentional grade level planning to discuss maximizing the Engage NY[4] and CKLA[5] curriculum. One member of the leadership team shared, "We have created intentional grade level planning to discuss planning and implementation of Engage NY and CKLA for kindergarten through second grade. Imagine is looking for trainers for PD on the reading program."

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[3] Freckle is an online learning platform allowing students to practice Math and English Language Arts at their own level. Freckle continuously adapts to each student's individual skills, so each student is getting the appropriate challenge, whether they're working at, above, or below grade level.
[4] EngageNY is an online library of open source reading and math materials developed by the New York state education department aligned to common core standards and designed to help parents and educators grasp those standards.
[5] Core Knowledge Language Arts® (CKLA) is a comprehensive program (Preschool–Grade 5) for teaching reading, writing, listening, and speaking while also building students' vocabulary and knowledge across essential domains in literature, world and American history, and the sciences.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- ISMV leadership reported student behavior "has historically been a trouble spot for our school and there has been an uptick in physically aggressive acts and challenging student behaviors." Consequently, classroom management is an area of focus given challenging student behaviors and new to teacher personnel. ISMV leadership reports doubling their free and reduced lunch (FRL) population as well as an increase in students after the beginning of the school year when a nearby school closed and ISMV absorbed many of the displaced students.

- Leadership has created deliberate professional development (PD) concentrated on classroom management and the growth mindset for new teachers. One member of the leadership said, "We have started PD after school hours to individuate reading student data to make instructional decisions." ISMV leadership was candid in discussing "limited opportunities to coach novice teachers due to staffing shortages." Leadership said they are aware that staff are desirous of coaching in the areas of classroom management, behavior management, classroom instruction, and tracking of student achievement. Leadership indicated they want to provide these scaffolds and look forward to creating these supports.

- ISMV leadership described their inclusive model for students with special needs (SPED). One member of the leadership team said, "We do not have self-contained classrooms, as Imagine uses an inclusive model. We have additional adult support for one particular student and the student's behaviors. We hired an outside Registered Behavior Technician (RBT) person to assist with one student who needed a specific set of supports that we didn't previously have. This student is now thriving in the classroom. For example, the RBT was away for a week and the student sat with his/her peers and there were no behavioral problems. This was a leap in the student's self-monitoring progress."

- At the beginning of the academic year, the leadership team reviewed practices for English language learners (EL) including best practices for using visual representations, vocabulary building, peer interaction, and language modeling in the classroom. One member of the leadership team said, "EL students progress in all four domains, (listening, speaking, reading, and writing) because the teachers are intentional in incorporating EL strategies in their lessons. Specific EL strategies are embedded within lesson plans." Leadership also shared ISMV provides after school tutoring, Saturday school, and summer school. "Teachers also make a point of making sure students have several opportunities to participate in discourse with their peers." The EL student progress is monitored and recorded in various ways. ISMV tracks and monitors the data from classroom assessments through numerous software platforms as well as Nevada state assessments such Smarter Balanced Assessment Consortium (SBAC), STAR[6], and Brigance.

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[6] Star assessments are an online assessment program developed by Renaissance Learning for students typically in grades k-12.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

- Faculty were asked how they adjust instruction to meet the needs of EL students as well as students with special needs who might have an Individualized Education Plan (IEP). Faculty described co-planning weekly[7] differentiating lessons based on a student's ability, their English language proficiency, and/or IEP. One faculty member said, "Some students may be learning English and also have an IEP. We differentiate based on where the student's understanding is at that moment in time." ISMV school-wide utilizes software platforms such as Zearn[8], Freckle[9], and Accelerated Reader[10] to individualize student learning and close learning gaps. One faculty member stated, "As a class, we celebrate each student goal that is met." Classroom visual displays regularly update student reading growth charts. Faculty members also described Bobcat Block. "Bobcat Block is a designated daily 45-minute instruction block for focused student interventions and enrichment." Push-in support and pull-out support occur during the Bobcat Block. Focused EL and SPED supports occur during Bobcat Block. Student learning data is also accessed by specialists to create Bobcat Block focus sessions. One teacher offered an anecdote about one of her EL students as an example of EL supports. "I do have an ELL student who enrolled with no English. The school provided support to assist this student, beginning with visuals. Our interventionists conduct pull-out sessions and EL students from other grades were also pulled out to be with this student and practice ELA [11] skills." A second teacher said she uses "heterogenous groupings and the students' knowledge to help him EL learners. Classmates are also good at explaining any questions my EL students may have."

- Teachers reported receiving targeted PD to learn how to read student achievement data and discern how to take that data and make data driven grade level curricular decisions. One teacher said, "During our weekly PLC[12] meetings, we look over math and ELA[13] data. We look to see who needs the most intervention. We assess who needs small group time, one to one intervention, and parent assistance." Teachers in the focus group indicated this was a school-wide practice. A second teacher added, "We have data chats where the assessments and testing information is disaggregated for us. The curriculum coordinator helps each teacher and parent by explaining the data." Faculty stated the PD is responsive to faculty needs. One teacher said, "All of the support from administration, the curriculum coordinator, and the student success advocate set us up for success. Leadership listens to what we need so we can help our students succeed."

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[7] Weekly co-planning is also known as Planned Learning Community time (PLC).

[8] Zearn is a math learning platform that helps students explore concepts, discover meaning, and make sense of math through digital lessons.

[9] Freckle is an online learning platform that allows students to practice Math and English Language Arts at their own level. Freckle continuously adapts to each student's individual skills, so each student is getting the appropriate challenge, whether they're working at, above, or below grade level.

[10] Accelerated Reader is a computer program that helps teachers and librarians manage and monitor children's independent reading practice.

[11] ELA stands for English language arts in education.

[12] A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. PLCs can be organized by grade level, content area or an entire teaching staff.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Faculty were asked to describe how ISMV fosters a culture of respect and trust at the school. One teacher said, "Justice, integrity and fun is the school motto. This is upheld daily. The adults at this school believe in the motto." Faculty said they extensively model the rules and reinforce them. One teacher said, "We stand in the hallways and see teachers and staff talking and interacting with students. We have visuals reminders of the school motto, behavioral expectations, and rules in the halls as well." Another teacher reported leadership and teachers all using the same language for school-wide and classroom rules as well as the same reinforcements for consistency. "Each class goes over the daily schedule and the rules as part of the morning routine."

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 25 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. 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: 17	Total: 2	Total: 0	Total: 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 6	Total: 17	Total: 2	Total: 0	Total: 0

Classroom Instruction

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 2	Total: 20	Total: 3	Total: 0	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: 4	Total: 19	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: 0	Total: 17	Total: 4	Total: 0	Total: 4
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 2	Total: 15	Total: 4	Total: 0	Total: 4

Classroom Instruction (continued)

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

Additional information about the classroom observations shared here when applicable.

1. Students completed tasks in timed small group settings in one elementary classroom. The white board projected the names of each of the five groups with details as to what each group should accomplish. A timer was visible on the screen. The teacher worked with one table group, another group completed tasks individually on laptops. Another group used headphones to listen to information and then responded to questions on a worksheet. Students were engaged, respectful of voice level, and on task.
2. Students used individual white boards to solve mathematical problems in one pull out, small group session. Students were eager to share their work and explain their thinking to both their peers and their teacher.
3. The teacher asked students varying levels of depth of knowledge questions about a story students were reading in one small group reading intervention session. Students were engaged and each had individual copies of the story book.
4. In one library classroom, students sat on the carpet and watched a video about the Thanksgiving holiday. 75% of students were engaged in their learning. The other students were off task and talking to their peers. The teacher was unsuccessful in engaging the students who were off task.
5. One teacher and two other adults walked the room and assisted students as needed during small group time. The small groups are heterogeneously created for individuated academic growth. Each student has specific tasks to accomplish during small group aligned with their individual learning goals based on their assessment data. Students may complete an examination when they feel confident they have mastered a concept.
6. In one elementary classroom, the teacher led an affirmation lesson before introducing the reading lesson. Students were calm and remained engaged throughout the lesson.
7. In one music classroom, the teacher guided students in singing a song. The teacher pointed to the words of the song and sang each line, giving time for students to echo each line. The students were engaged throughout the lesson.
8. In one elementary classroom, an administrator came into the classroom to review the expectations as a result of an incident that happened earlier in the day. All students were engaged and agreed to follow expectations.
9. In one specials classroom, students engaged in physical activity. The teacher explained the rules of the game and students successfully followed them. All students participated and remained engaged throughout the activity.
10. Students answered grammar questions about complex sentences with a partner in one elementary class. Students were engaged and on task with their partners, using academic language.

ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	**Measures 1a and 1b:** The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.

Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards. | As presented during the leadership presentation, ISMV implements the material terms of the education program. Curricular materials align to Nevada Content Standards (NVACS). Classroom observations indicated students have instructional supports. |
| Indicator 3: Governance and Reporting | **Measure 3a:** The school complies with governance requirements. Ex: Board policies and oversight of Education Service Provider | ISMV leadership reports timely notice of Governing Body Meetings. Each board meeting contains an agenda item for public comment for stakeholders to ask questions, provide comments or concerns pertaining to ISMV. Meeting agendas and minutes are publicly accessible a via the school's website (earlycollegenv.com). Per the governing board and leadership focus group sessions, the ISMV governing board follows governing board policies. Board composition is aligned with Nevada state requirements. |
| Indicator 4: Students and Employees | **Measure 4a:** Student records under lock and key/stored appropriately. | Student and faculty records are stored under lock and key in a secure room designated just for records. |

	Measure 4d: Personnel files are under lock and key/stored appropriately	
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 saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, and an active food service 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	• Consider professional development for teachers on how to read, interpret, and implement instructional decisions using data driven decision making for classroom instruction. • Maximize student assumed responsibility for leading classroom discussion in order to move classroom experiences from the proficient to distinguished categories on the SPCSA classroom observation rubric. • SPCSA staff recommend ISMV continue to work on efforts to address current and foreseeable staffing challenges. • SPCSA staff recommend ISMV pursue Multi-Tiered System of Supports (MTSS) opportunities through the SPCSA. • Pursue solutions to address lower than anticipated enrollment. SPCSA staff recommends ISMV formalize a plan for student enrollment to increase diverse student groups who receive FRL are English learners (EL), and/or learners with individualized education plans (IEP). • Review current lottery student policies to ensure complete alignment with Nevada statutory requirements. • Develop and maintain a prospective board member resource pool.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	• The ISMV leadership team has implemented the Danielson evaluation rubric for domains two and three to enhance classroom walkthroughs and observations. Teachers now have success criteria in which to foster best practices and collaboration. • ISMV included longevity bonuses and COVID bonuses as a small token of appreciation to retain good teachers and compete with area schools. • New teachers meet regularly with the instructional coach to provide support to retain teachers. • Summer training provides support and planning opportunities. • Teachers have worked to improve the consistency of teacher to student communication by incorporating Social Emotional Learning lessons and Morning Meetings. • To challenge above grade level learners more effectively, the school introduced the ARC[14] challenge and myON[15] projects.

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[14] *ARC* Core is a writing-first curriculum. *Students* write every day in multiple forms for different audiences and on many topics.

[15] *myON* reader personalizes reading for students by recommending books based on their interests, reading level, and ratings of books they've read.

SPCSA staff assessment based upon findings during site evaluation	ISMV leadership believes many recommendations from the 2021- 2022 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address student assumed responsibility in the classroom, social-emotional needs and improvement, and student academic growth is ongoing.
	SPCSA staff agrees with this assessment and concluded the board, leadership team, and staff continue to diligently address student students using data to inform decisions.

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.

- **Data-Driven Decision-Making**
  ISMV's use of data to make instructional and curricular decisions is a strength observed by SPCSA staff. ISMV's attention to student academic growth is evident with the interventions observed throughout the site evaluation classroom observation process. The site evaluation team observed push-in and push-out activities and small group instruction throughout classroom observations. Bobcat Time was observed to be focused with students on task and engaged with their learning. ISMV provided a positive learning environment for students and families. SPCSA site evaluators observed students following expectations in different locations of the school. Leadership has made significant progress in assisting teachers with reading and disaggregating student academic data to make informed curricular decisions within the classroom. Teachers have focused PD on reading data and use this information weekly during PLC time and with the curriculum specialist.

- **Diverse faculty and staff**
  ISMV has a diverse faculty and staff, reflecting the demographics of the community and the student population served. ISMV has a diverse student population that aligns with the spirit of the SPCSA Academic and Demographic Needs Assessment. Validation day information indicates 36% of currently enrolled students qualify for Free or Reduced-Price lunch (FRL), 12.2% of students identify as English Language Learners (EL), and 11.9% enrolled students receive IEP or 504 services. ISMV is to be commended for being representative of the community it serves. SPCSA staff recognize diverse demographics across school stakeholders as a strength when identifying, understanding, and responding to needs of the school's population.

- **School culture and climate**
  The leadership team has a robust understanding of the pulse of the culture and climate at ISMV. Leadership is keenly aware of students' academic and social-emotional needs (SEL) and teachers' needs. Along with PD support and developing a strong teacher culture, leadership has created strategic efforts to embed social-emotional learning for students. Leadership, front-office staff, and teachers are visibly present in the hallways before and after school as well as when students are transitioning from one class to another. School personnel are visible and attentive to students during lunch times as well as on the playground. School personnel provided positive feedback to students who displayed the expected behaviors. Teachers created a safe and positive learning environment where students felt safe expressing themselves with the adults at the school and their peers. ISMV visually displayed clear school-wide expectations for students throughout the school in both common areas and in classrooms. The adults at the school model behavior and electronic platforms are used to communicate expectations with families. Academic and behavioral expectations are aligned with ISMV's mission and are undergirded with adult modeling at the school.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

- **Family Engagement**
  ISMV has strong family engagement. The school communicates regularly and consistently with the message that "parents are partners in student learning." The family focus group described frequent contact between the school and families. The family, leadership, student and family focus groups reported the school takes a genuine interest in the students and their families and this builds morale.

- **Growing talent from within**
  ISMV fosters and develops its own talented staff. The leadership, governing board, and faculty focus groups each shared instances of school personnel who have started at the school in one capacity and have transitioned to other roles within the school. For example, one person started at the school as a bus driver, obtained his teaching license, and now teaches at the school. A second person began as a teacher and has moved into an interventionist role. Leadership supports and cultivates talent from within, modeling for students the intentionality of practicing and highlighting the growth mindset.

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.

- **Academic Performance**
  Academic proficiency in math and English language arts (ELA) is a concern at the elementary level. The 2023 NSPF Star ratings report a one-star rating for elementary school. Leadership was candid in discussing the mid-year resignations of two of the three fifth-grade teachers and one fourth-grade teacher. One of the other fifth-grade teachers was on an improvement plan and two of the other fourth-grade teachers were new to teaching in 22-23. Leadership shared students transferring from a recently closed school in the area has increased the EL and SPED populations.

- **Chronic Absenteeism**
  Chronic absenteeism is a challenge for ISMV. Members of the leadership team, governing board, and school staff continue efforts to improve communication with families about the excessive and impactful negatives of chronic absenteeism. Progressive consequences were developed specifically for the 2023-2024 academic year and communicated to families.

- **Physical spacing challenges**
  At ISMV spacing for small group instruction is a challenge. Some classrooms are over capacity, making movement and traffic flow a challenge. Physical resource challenges mentioned by leadership and staff include space for interventionists, strategists, and pull-out supports. The site evaluation team observed several pull-out small groups occupying the hallways to complete academic tasks.

SITE EVALUATION FINDINGS continued

- **Staffing**
Roughly one-third of personnel at ISMV are new to the school and/or the profession. The freshness of personnel has challenged the day-to-day operations in supporting new personnel. Personnel new to the school require time to adjust to their roles as well as manage their day-to-day responsibilities. Onboarding new leadership persons immediately and being able to provide robust support for new faculty is a challenge. Orienting new personnel to the culture and climate of the school, acclimating to state standards and requirements, and familiarizing new hires with student demographics is a perpetual task. Onboarding takes time and being effective hinges on the onboarding process.

- **Student Behaviors**
Leadership reported student behavior "has historically been a trouble spot" for ISMV. School personnel indicated there had been an uptick in physically aggressive acts and challenging student behaviors during the 2023-2024 academic year. Coupled with seven teachers new to the teaching profession, classroom management is an area of focused PD along with targeted SEL for students.

- **Building capacity for specialized populations**
Increased enrollment of students with Individualized Education Programs (IEPs) tailored for self-contained services poses a considerable challenge. ISMV must address issues related to securing qualified personnel capable of effectively working with special education students, providing the necessary training for staff, and creating adequate physical spaces to accommodate the unique needs of students who rely on adult support throughout the majority of the school day.

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.

- **Academic Performance**
The 2023 NSPF Star ratings report a one-star rating for elementary school, a reduction from the school's three-star status in 2019. Continued monitoring of student needs for specific academic skills and interventions within elementary grade levels is recommended.
  - Continue targeted, differentiated interventions to further the gains in academic growth. Consider strategizing ways students can use academic language inside and outside the classroom. Continue with strong instructional practices and close monitoring of student achievement to increase student academic achievement levels and social-emotional growth. SPCSA staff can connect ISMV leadership with other charter schools within the Agency that have identified strong instructional practices for academic growth.
  - Continue providing robust PD and individual teacher support in interpreting data for curricular decisions.
  - Continue coaching novice teachers to improve classroom instruction by providing greater opportunities for students to reach higher levels of inquiry.

SITE EVALUATION FINDINGS continued

o Consider placing an emphasis on family engagement as this can provide a method for students and families to practice academic skills at home. Strategize ways in which students can practice the use of academic language inside and outside the classroom.

- **Increase Student Engagement**
SPCSA staff recommend ISMV establish and cultivate a culture of learning for increased student engagement. Approaches that foster a culture of learning and create overall cohesiveness of classroom management include Total Physical Response[4] (TPR) strategies (Ferlazzo, 2021, Heflin, 2020), Social-Emotional Learning[5] (SEL) and Response to Intervention[6] (RTI) (Vollmer, Gettinger, Begeny, 2019). Faculty can implement routines that foster students engagement by:
    o Establishing clear learning targets and criteria for success in each lesson.
    o Improving the use and frequency of academic feedback to students.
    o Fostering student goal setting as an integral part of classroom practice.
Targeted PD focusing on best practices in differentiation for cultural and developmental differences of students or connect to students' individual lived experience will improve student engagement and learning levels.

- **Chronic Absenteeism**
SPCSA staff recommend ISMV continue strategizing ways in which to address chronic absenteeism. The site evaluation team encourages leadership to formalize a plan in conjunction with the governing board. Attendance information from the most recent data indicates chronic absenteeism for elementary grades is 28%, and sixth grade has an absenteeism rate of 32.7%. Members of the leadership team reported analysis of their chronic absenteeism revealed:
    o Families keep students home for extended amounts of time.
    o Families are not always diligent about communicating a child's absence.
School personnel may want to access SPCSA's Canvas Best Practices repository containing shared information from other SPCSA charter schools on how they have addressed chronic absenteeism. Additionally, the school can educate families on the correlation between attendance and academic success (Dekalb, 1999).

- **Staffing**
SPCSA staff recommend ISMV continue to work on efforts to address staffing challenges. Leadership conveyed several faculty are new to teaching or completing teacher education licensure requirements this academic year. Leadership also reported actively recruiting a special education facilitator, a special education teacher, and a second interventionist. SPCSA staff recommend ISMV continue utilizing education staffing platforms to recruit and hire teachers and special needs personnel. SPCSA staff encourage ISMV to create a formalized contingency plan should a critical position go unfilled for several months. Please continue implementing strategies to attract and retain highly qualified educators.

- **Physical spacing**
SPCSA staff recommend ISMV work on efforts to address spacing needs for pull out small group needs. Perhaps leadership can strategize ways in which to use rooms and spaces when a class is at specials or at lunch to support a conducive learning space for pull-out time and testing.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

STRONG RECOMMENDATIONS

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

DEFICIENCIES

There were no deficiencies identified for ISMV during this site evaluation.