



Nevada State Public Charter School Authority

Founders Classical Academy

Site Evaluation Report: September 18, 2024

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Links to Resources:

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to [NRS 388A.223](#), 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 years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the [Charlotte Danielson Framework for Teaching](#). All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is 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 to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal 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.

One strength at Founders Classical Academy of Las Vegas (FCALV) is the dedication and commitment to the mission statement. This is exemplified through the school pillars, code, and the THINK process. The school has postings of these items throughout the school. They are found on the walls of the offices and individual classrooms. Those attending the school have a deep understanding of character expectations, and these items are referred to on a routine basis. This has created a set of unified expectations for behavioral norms. This understanding was spoken about during the leadership, staff, parent and student focus groups.

The professional development offered at Founders is a strength. School leaders and staff spoke about traveling to Michigan to spend one week during the summer months at the Hillsdale College campus. Educators and classroom aides spend time being immersed in the classical education theory and in learning the importance and benefits of a classical education. In addition, at least one author of Singapore Math, Institute For Excellence in Writing (IEW), and Literacy Essentials spent time at Founders in Las Vegas, supporting the training of educators as well as observing classrooms and answering questions.

FCALV continues to offer a K-12 educational model at a single campus location. Families and students spoke of the continuous and constant focus with this alignment. The curriculum at the school is fully aligned to support students in a vertical fashion between grade levels starting in kindergarten and continuing through twelfth grade. Students get to know one another as do families since each grade level cohort is with one another for the entire elementary, middle, and high school years.

Another strength at Founders includes a new eSpark¹ curriculum which is used as a supplementary support to student learning. Educators said the program is very useful in supporting students with remediation and for bolstering students performing above grade level and in need of more challenge.

¹ eSpark is a supplemental online program resource used to differentiate instruction for math, reading, and writing in grades PK-8th.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

One challenge at Founders is the difficulty newly enrolled students meet. Some students have difficulty transitioning to the unique school academics and behavioral expectations. This is especially true of students in the upper grades. New students and families continue to have challenges as they work to become adept in the more rigorous curriculum, formal attire, and to the classical educational culture at Founders.

As Founders has grown in terms of enrollment and increased square footage, there is less time for teachers to collaborate in person with one another. Staff spoke about wanting to improve the time to meet and talk about vertical alignment between upper and lower grades, curriculum, and teaching methods. Staff is hopeful that time for this valuable collaboration will be created and allowed for within the confines of the current situation.

As self-reported, FCALV continues to work within the confines of a limited budget. This limited budget continues to create challenges with staffing and individual workloads. School leaders spoke about difficulty in finding qualified educators to fit well into the classical education model at the school. This makes staff retention incredibly important.

Another challenge at the school is having the capacity to academically support those students who may require extra tutoring to catch up and work towards grade-level expectations. Although the school has increased the number of enrolled students, this comes with an increased need to offer remediation to those students below grade level standards.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

The SPCSA recommends Founders measure and use the Nevada Social Emotional Survey data results. It is recommended the school design action steps to address each of the areas needing improvement. Areas include tenth grade “Engagement” and middle school “Relationships.” School leaders spoke about the importance of students transitioning to the school as new students and goals in the areas of both engagement and relationships may help with this.

It is suggested that Founders consider an upper school library to foster a love for reading. It is understood that the school would want to have classical great works on the shelves of the library according to the Hillsdale model. It is highly commendable that each student at Founders keeps the books they read and study over their years at the school, and this creates a personal library for students. An upper school library may help provide both students and teachers access to a wide array of information and resources. A library can act as a center for learning as well as encourage exploration, creativity, and further foster a love for reading.

When appropriate, use the school's engagement protocols and the classical model to provide student discourse opportunities to guide students to further demonstrate their learning. As observed in classrooms, grammar instruction stayed true to Dorothy Sayer’s model about the Five Core Habits of Grammar. The first three (naming, attending, and memorizing) were observed frequently in classrooms. However, there was limited evidence for instructional time spent on the final two Core Habits of expressing and storytelling.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

There are no strong recommendations for Founders Classical Academy during this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

There were no deficiencies identified during this site evaluation.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board ²	3
Family Members, Parents, and Guardians	10
Faculty and Staff	14
School Leadership	4
Students	12

² Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Three Founders Classical Academy Governing Board members met in person on the day of the site evaluation and participated in the focus group. The current board chair said the board was well rounded and explained the types of expertise of persons serving on the board. These included attorneys, a CPA, a large business owner, a parent, those with a Doctorate in Special Education as well as past and present people serving as professors at University of Las Vegas, and Nevada State College.

Board members said they evaluate the current school leader on an annual basis each spring. They use a rubric and ask the school leader to fill out the rubric beforehand. Then board members suggest scores while meeting in a subcommittee- the Governance Committee. This committee meets in person with the school leader and conducts the evaluation. Other special committees include the Finance Committee, Expansion Committee, and Risk Management Committee.

The board members in attendance were asked to describe what they consider to be the most pressing matters from the board's perspective. One person said, "I want a way to raise more revenue so that we are not relying so much on the per pupil funding. We want to hire a grant writer in order to strengthen our finances." Another board member stated, "I think getting out of debt is important, and we want to increase enrollment in the upper school."

Board members shared their thoughts about the future of Founders Classical Academy. One board member remarked, "We are expanding and want to grow. We know that what we have here is special and we want to offer this to other parts of the Las Vegas valley." Another person added, "We added an Orchestra program as well as a Mock Trial experience. They wish to fill up the high school to our 1350 enrollment cap and have a full high school with increasingly more options." One board member added, "We are building relationships with other classical schools such as the one set to open in the 2025-2026 school year. In addition, we are working to grow our non-profit accounting back-office services."

The members of the board said that they provide opportunities for families to attend all board meetings and provide their emails publicly. One board member stated, "Most items are resolved at the school level by the School Superintendent, however, there have been occasions when a member of the board will step in and support resolution." One board member explained, "We see parents attend meetings, and when we are considering a bigger item such as the hiring of a new Superintendent, there is even more family participation. When the new Deputy Superintendent position was hired, it was a process handled by the board. We had each final candidate spend a day at the school prior to the final interview. We are pleased with the process and feel we made a great selection in the end."

Focus Group Summary: Family Members, Parents, and Guardians

Family members said they like the curriculum and the conservative nature of the school. One family member said she likes the consistency of the curriculum because it fits together from kindergarten through twelfth grade: “I like that there has never been a time when one child learned one thing in a grade level and another child learned something different in that same grade level.” Another parent said, “I like the content, and curriculum is not watered down.”

Parents were asked if they had any suggestions for improving the school. One person commented, “I wish we had more spirit days or crazy hair days. There are times when my younger kids don’t get to participate in the fun activities taking place at other schools in the area.” Another parent suggested the school offer some additional activities outside of school such as after school clubs. Other suggestions included more electives for the older students, a music program, and home economics. One parent said, “I’ve noticed my kids have good manners and have learned so much. They have excelled here and are at the top of their class, so I don’t have any suggestions for improvement right now.”

Families having enrolled their children at a grade level above kindergarten were asked to describe their experiences as their children transitioned to Founders from other school environments. One parent said, “Founders helped our kids get up to speed and the teachers care.” Another family member added, “Adjusting to first grade was tough, but my son caught on.” Another parent said, “Our daughter transitioned here in 7th grade. There was not leniency in turning in assignments late, and there are not any opportunities to re-do the assigned work. Thankfully my daughter was able to buckle down and get caught up.” Parents spoke about the school environment. One member said the expectations are highly structured. The pillars, posted in all classrooms, set expectations clearly and school wide. Family members said their children do not have issues with either their own or other students misbehaving at the school. One parent said her daughter was having an issue in 5th grade with another student, and the administration made sure the students worked it out and set up classes so the two girls would not be together for the next school year.

Families shared favorite characteristics of the school. One person said, “I like that my child comes home and can do his own homework.” Another person added, “We have a new Athletic Director, and he teaches a conditioning class with high schoolers.” A parent said, “Students have the option to learn to play violins now.” Families said the Parent Teacher Organization is not a large group, but most families contribute in their own way. One person said, “The PTO is very involved and always here. They are approachable, and they do many extracurricular events for the school.” Family members commented and were excited to share the love of classical educational reading, which takes place at Founders. One parent said, “My daughter is reading and is excited about the books. I was surprised because she is not a reader.” Another family member said, “My daughter talks to my son about a favorite book read, and then they talk to each other about the book.” Another parent said the students remember the theme and events from the books over the years, and he is thankful that his children are learning about the classics.

Focus Group Summary: Faculty and Staff

There were fourteen staff members in attendance during the staff focus group. The teachers at Founders said there is no need for them to align the curriculum they use to the Nevada State Standards. One person said, “The curriculum is written with the standards already included so we are pretty well covered there.” Another staff member added, “We have people who are the authors of the curriculum come in to our school here in Las Vegas and show us exactly where a standard is located in the scope and sequence.” Another person said, “We look at our MAP³ scores and see if we are missing anything according to the scores. If students seemed to score low on a certain standard, we plan our interventions to bridge any needed gaps.”

Teachers spoke about eSpark⁴, a new program which was implemented last year. One person said, “I have been able to have one of my above grade level students use it successfully at one grade level above. The students seem to love it and can use it at home.” Teachers said students participate in the eSpark during computer time twice per week. The computer teacher provided parents a copy of their child’s log in information so families can encourage students to use the program at home. Teachers said that if a student has not mastered a standard, the program will provide lesson ideas to help remediate for those struggling and allow practice so that the student can go on to pass the standard.

Professional development was discussed. Staff said that all teachers and teacher aides are provided one week of training at Hillsdale College in Michigan each summer. While at the college, staff learn about the classical education model. Another form of professional development is provided on site at the school in Las Vegas. Authors or co-authors of The Institute for Excellence in Writing⁵, Singapore Math⁶, and Literacy Essentials⁷ provide training, observational feedback, and answers to questions staff may have.

Staff commented that they had all received mandated reporter training, and if they have deep concerns about a student, they will refer the student to the counselor on staff. Teachers said they follow a student’s IEP and work with Special Educators to schedule pull out times to take place when core instruction is not happening.

³ MAP stands for Measures of Academic Progress and is a computerized assessment that measures a student’s knowledge of core subjects like math, reading, and science.

⁴ eSpark is a supplemental online curriculum resource used to differentiate instruction and practice for math, reading and writing in grades PK-8.

⁵ Institute for Excellence in Writing offers a variety of resources for middle school students, including the structure and style course for students in grades 6-8.

⁶ Singapore Math is a teaching method based on the national mathematics curriculum used for first through sixth grade in Singapore. The method is also used in some American classrooms.

⁷ Literacy Essentials is a phonics-based literacy curriculum for grades K-3 that combines linguistic theory with an easy-to-use format and one of several reading programs at Hillsdale Academy.

Focus Group Summary: School Leadership

Four school leaders attended the focus group on the day of the evaluation. The Superintendent/Executive Director spoke about the classical model at Founders. He said, “The classical education model is a liberal arts education. We have high retention rates, currently at 85% but historically at 92%. We are discovering that the classical model is becoming increasingly sought after. We have no rules posted, yet no one is cursing or fighting. For us, it is about each adult acting as a role model. For example, saying good morning, and maintaining eye contact. We don’t raise our voices. We are not rude. We see every minute with a student as an opportunity act as a role model and display proper behavior. We always return to the pillar, and everyone at the school including leaders, staff, and students does the same thing, creating a consistency in the way we conduct ourselves.”

School leaders were asked about the 3-star Nevada School Performance Framework (NSPF) rating at all three levels: elementary, middle, and high. School leaders attribute the three stars to the newer students coming into the school far behind within their own grade level. The Superintendent stated, “Our Board is okay with a high three or low four school. We have two teachers dedicated to support our below grade level students and conduct academic interventions. We teach explicit phonics and teach Singapore Math. Because the curriculum is vertically aligned, all the skills don’t show up early but there is a benefit when students take Algebra.” School leaders noted that the Upper School loses the most students and said this is because the rigor is high. “We are working to help them stay here in the 10th grade and forward.” The school Superintendent spoke about relationships between teachers and students. He remarked, “We are not looking for people who love kids. We are looking for people who love their content. We want our students to be in love with the content, not with the teacher. We tell parents not to help their child with homework and keep the sanctity of home at home and the learning at school.”

School leaders spoke about Singapore Math. One person said, “We have a math person who comes in twice a year to talk to our teachers about pacing, and there are times the teacher needs to move on and trust the program and the curriculum. We don’t do the train the trainer model here. Instead, we bring in the experts such as one of the authors of the Singapore Math curriculum.”

In terms of special education, school leaders spoke about facilities and overall academic growth of students with special needs. One person remarked, “We have not yet, had to deal with a student with extreme needs. The facilities are now in place with construction, and we need to go ahead and install a bathroom with a lift. One problem we anticipate is that one single student with high needs may have to be separated from others, and it is difficult to find an educator specializing in autism.” Leaders reported that students with special needs are growing academically. A leader said, “All of our students with special needs are offered after school tutoring.”

Leaders said that their board members go to training at Hillsdale college to learn how a board member is supposed to behave. They set simple goals for the school and directions for the leaders

Focus Group Summary: Students

Twelve students in grades three through twelve shared why they like attending Founders Academy. Students said they like the teachers, the uniforms, and the curriculum. One student said, “The school is strict, and the curriculum is difficult.” Students shared some of their thoughts about what they would do if they had a concern at the school. A student explained, “If I have a concern or an issue, I will first talk to my parents. Then my parents would go to the school. But if there is a serious concern, we can use Safe Voice, or we can go to a member of the leadership staff, or to the school counselor. If there is an issue with the subject, I would start by talking to the teacher, and if this doesn’t work, I would go to my parents or the school principal. “

Students spoke about the rules, one student said, “I think the rules are fair, and I like the dress code,” Another student added, “I think we must find shoes that are black with a black sole and this is difficult to do. I would like to have other colors.” Students explained one exception to the uniform policy. A student said, “During the fun run, we raise money for the school by running and we got to wear a shirt in your teachers favorite color on one occasion.” Students said they are comfortable talking to an adult at the school. An upper grade student said, “Over the years it has been easy to go to a teacher and ask for support. I was able to let a teacher know that I needed some help with Calculus and even got a tutor so that I could succeed.” A first-year student said he came from a private school, and he noticed that the staff is better, and it is more inclusive than his other school. Those students who have attended the school from their early years said they would tell a friend that the school is strict, but nice with good staff and an education that gets into the subject. One long time student remarked, “, I like the staff. hey are helpful, kind, strict and welcoming. We do things at a higher level and are getting a good education.”

Students suggested improvements. One suggestion was for the school to get more teachers and new people at the school. Other students said the food could be improved because the pizza is cold. In speaking about some of the challenges when first attending the school, students said, “The biggest challenge to when first coming to school here is trying to fit in. It was hard to learn and understand so quickly.” Students said they see advantages to attending this school. “I learned there is a focus on college preparations. It has helped me to take the next step into college.” Another student said, “It helps because the workload gets you prepared for college. It teaches you good values that you will need in your life. “Students were asked what they would do if they had a question about the direct instruction taking place in the classroom. The students in grades 3rd through 6th grade said they would wait to ask a question until independent work was taking place or talk to the teacher at the end of the class.

Students became excited when asked about their favorite books. A student said that, in his freshman year at Founders, they read The Odyssey, and the main character had many struggles. I feel they connected to my real life.” Another student added, “Right now we are reading The Iliad in our Classical Literature Class, and it has content and themes about honor. A third student said, “We read To Kill a Mockingbird, and they taught us about honor.” Students said that during Socratic Seminar, they are encouraged to offer their opinions about books. Students said that during Socratic seminar there is no right or wrong and it is safe to offer your opinion.

Classroom Environment and Instruction

Observation Rubric

A total of 34 classrooms were observed in elementary school, middle school, and high school for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	This criterion was not observed or rated.
	TOTAL: 3	TOTAL: 21	TOTAL: 10	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	This criterion was not observed or rated.
	TOTAL: 1	TOTAL: 25	TOTAL: 8	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 34 classrooms were observed in elementary school, middle school, and high school for approximately 15 minutes on the day of the evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	<p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p>	<p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Students indicate through their questions that they are confused about the learning task.</p>	This criterion was not observed or rated.
	TOTAL: 2	TOTAL: 25	TOTAL: 6	TOTAL: 0	TOTAL: 1
Using Questioning and Discussion Strategies	<p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Virtually all students are engaged.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>Many students actively engage in the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number participate.</p>	<p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 15	TOTAL: 13	TOTAL: 0	TOTAL: 6

Classroom Environment and Instruction

Observation Rubric

A total of 34 classrooms were observed in elementary school, middle school, and high school for approximately 15 minutes on the day of the evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 1	TOTAL: 23	TOTAL: 10	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	
	TOTAL: 0	TOTAL: 21	TOTAL: 8	TOTAL: 1	TOTAL: 4

Classroom Observations and Additional Comments

In one elementary classroom, students are called on randomly to solve math problems using several different strategies such as number bonds, 10 frames, and a number line. Students easily solve the problems and have a choice as to which strategy they use.

In a high school math (geometry) lesson, there was minimal formative/corrective feedback and checks for understanding.

In an upper grade 9th AP Biology class, the teacher welcomed the students to class, took attendance, checked for assignments/homework while showing a video for the first 10 minutes of class. After the video the teacher discussed cell theory using direct instruction and requiring students to take notes with minimal visual supports and no checks for understanding.

Students use name stickers to put on their paper in kinder before they learn all their letters, so as to not form them incorrectly. They also do not have erasers on their pencils because they don't want students to erase because they spend too much time doing so.

In an elementary resource classroom, three students received individualized instruction in handwriting and letter formation.

Measures of Progress from Previous Site Evaluation

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 Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Increase the number of students enrolled in special populations through the lottery policy and marketing.	Founders Classical Academy continues to work to increase the enrollment of special populations, including Title I and English Language Learners.	SPCSA staff find that Founders Classical Academy continues to work on this recommendation.
Support current second graders in understanding the eight pillars to improve behavior.	Founders has continued to work to bolster all enrolled students' understanding of the eight foundational pillars.	SPCSA staff find that Founders Classical Academy continues to work on this recommendation.

Operational Compliance Checks

Fire Extinguisher	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Nurse's Station	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Evacuation Plan in Classrooms	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Food Permit	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" type="checkbox"/> N/A
Elevator Permit	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team’s findings. This response will be included with the report in the public domain. The final report is submitted to the school’s leadership and governing board, the SPCSA board, and into the public record via the SPCSA’s website.