



# Nevada State Public Charter School Authority

## Battle Born Academy

## Site Evaluation Report: October 3, 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.

## **School safety**

School safety is consistently implemented at Battle Born Academy. To gain access to the school office, visitors must be granted access by front entrance personnel through locked gates. Access to classrooms and instructional areas of the school requires a code. Office staff identify who is seeking admittance and their purpose for being on school grounds. Visitors gain access using this highly secure procedure.

## **Diverse representation**

Battle Born Academy has a diverse student population that aligns with the spirit of the SPSCA Academic and Demographic Needs Assessment. The school is a Title I school and 100% of the student population receives free or reduced-price lunch (FRL).

## **Restorative justice practices**

Battle Born Academy focuses on providing a robust, full-school restorative practices model that reduces suspensions and expulsions, creates a culture of trust and support for students, and builds Social Emotional Learning skills. They operate with the specific, intentional Core Beliefs of “Be Safe, Be Kind, and Always Do Your Best.” Each restorative circle conversation has the same set of agreements and questions that students ask themselves and their peers to resolve conflict. The social-emotional support for staff members is a key focus. They prioritize educating and caring for one another, resulting in 100% staff retention for the 2023-2024 school year.

## **Parent engagement**

Community and parent engagement are strengths of Battle Born Academy. One hundred percent of Battle Born’s parents attended classroom parent-teacher conferences in the fall of 2024-25 school year. Parents attend conferences on restorative justice practices with administration and their students. The Family focus group conducted on the day of the site evaluation was well attended with 22 family members.

## **Community support services**

Battle Born Academy has a well-developed strategy for utilizing community support services. They employ a full-time mental health counselor and have two University of Nevada, Las Vegas interns pursuing their master’s degrees in counseling. Additionally, the school partners with two third party organizations, Solutions of Change and Mingo, to offer counseling services.

## **School leadership**

The school leaders at Battle Born Academy are knowledgeable, highly capable, and passionate. They effectively analyze current data to initiate real-time change within the school and recognize the gaps in foundational skills, taking steps to implement necessary improvements.

# 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.

### Lack of urgency

There is a lack of urgency and rigor in most classrooms. The lack of rigor hampers student engagement and limits academic growth. This is a serious challenge at Battle Born due to the current Nevada School Performance Framework, (NSPF) ratings.

### NSPF score

The current NSPF score in elementary, and the middle school is at one-star and critically needs improvement. In the Elementary School: the most recent Nevada School Rating Report for the 2023-2024 school year, as posted by the Nevada Department of Education in September 2024, indicates:

Elementary: An overall index score of 14.5 out of a possible 100 points.

Middle: An overall index score of 28.3 out of a possible 100 points.

Significant drops in index scores between the 2022-2023 school year and the 2023-2024 school year at each level took place:

	Elementary School	Middle School
2022-2023	24.2	51.1
2023-2024	14.5	28.3
Δ	-9.7	-22.8

It is also critical to note that [NRS 388A.300](#) requires the SPCSA to terminate the charter contract of a school who receives a 1-star rating three times within five consecutive years. Should the elementary school level receive a 1-star rating within the next three years, the charter contract must be terminated for the elementary school (K-5).

### Operational task completion

Completing operationally important routines and required submissions have been and continue to be challenging for the school. For example, several items were due into the SPCSA repository, Epicenter<sup>1</sup>, both during the previous school year and continuing through this school year. Several items are submissions that are required by statute or regulation. This is a challenge needing attention.

### High levels of chronic absenteeism

According to the NSPF data in the Student Engagement Indicator, the chronic absenteeism rate in middle school is 22.6 percent, 6.8 percent higher than the district rate. Decreasing the chronic absenteeism rate will improve students' access to instruction, which can positively impact academic achievement and engagement rates and gain index points toward overall star rating improvement.

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<sup>1</sup> Epicenter is a document management company providing secure file sharing and supporting streamline compliance.

# 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.

## **Complete operational tasks in a timely manner**

SPCSA staff recommends that the leadership team work together or delegate to others to oversee the timely completion of tasks. These are routine important and required submissions which must be completed and on-time. These Epicenter tasks and submissions are required by statute or regulation.

## **Improve chronic absenteeism**

SPCSA staff recommend that Battle Born Academy continue refining a plan to improve chronic absenteeism at both elementary and middle schools. The plan may include calling families and providing family workshops to explain chronic absenteeism and the importance of attending school. According to the NSPF data in the Student Engagement Indicator, the chronic absenteeism rate in middle school is 22.6 percent, 6.8 percent higher than the district rate. Decreasing the chronic absenteeism rate will improve students' access to instruction, positively impacting academic achievement and engagement rates. (See Best Practices - <https://spsca.instructure.com/courses/72>)

## **Completion of the Nevada School Climate Social-Emotional Survey**

The SPCSA staff recommends that Battle Born Academy increase its elementary school completion percentage rate by 50 percent on the Nevada School Climate Social-Emotional Survey. The Nevada School Climate / Social-Emotional Learning Survey was explicitly developed for the state of Nevada and represents the priorities for building a positive school climate. Additionally, recommendations include action steps designed to improve the overall score of 357 in physical safety, as reported by fifth graders, and 327 in emotional safety, as reflected on the Middle School Survey.

\*376 is adequate for the Elementary School Survey on safety.

\*342 is adequate for the Middle School Survey on safety.

## **Charter school leader mentor**

The SPCSA staff recommends that Battle Born school leaders consider developing a mentor relationship with one or more school leaders at another charter school. A strong mentorship and relationship building with a nearby charter school leader may provide an experienced perspective and guide school leaders to a different set of solutions in making rapid short-term school improvement. The SPCSA staff can assist and facilitate possible partnerships.

## **Professional development and increasing teacher capacity**

The SPCSA staff recommends Battle Born continue building instructional capacity. Professional development on the topics of an effective lesson, classroom management, increasing classroom rigor, and pacing is recommended. In addition, shift to a more rigorous lessons and learning format. Consider increasing the frequency of classroom observations to provide high-leverage feedback to instructors in these areas.

# Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations issued for Battle Born during this site evaluation.

# Site Evaluation Findings: Deficiencies

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

<p>Context</p>	<ul style="list-style-type: none"> <li>A. Per the Charter School Contract between the State Public Charter School Authority and Battle Born Academy, which was fully executed on 7/1/2022, the considerations of the legislature in enacting legislation to authorize charter schools is to serve the best interests of all pupils, including pupils who may be at risk; and a procedure by which the positive results achieved by charter schools may be replicated, and the negative results may be identified and eliminated.</li>   <li>B. Consistent with any oversight practices set out in the Charter School Performance Framework, The Authority shall follow a progressive system of notification and calls for corrective action on the part of the Charter School. (7.5.1)</li>   <li>C. The Charter School Contract between the State Public Charter School Authority and Battle Born Academy Schools executed on 7/1/2022: Part 3: Education Program Element: Curriculum: the charter school shall have control over and responsibility for delivery of the educational program and for attainment of the performance standards as set forth in the charter school performance framework.</li> </ul>
<p>Condition</p>	<p>According to the original contract executed on 7/1/2022; Battle Born Academy has committed to (1) provide a sound education program for students to attain the Nevada Performance standards and (2) per the school’s mission, “to cultivate a community of joyful students who lead their own learning, care for themselves and their community, and actively contribute to a better world.”</p> <p>At this time, current levels of student learning and achievement at Battle Born Academy fall well below expectations. Additionally, several of the students attending Battle Born Academy are not provided the opportunity to learn to their greatest potential and are not having their student achievement maximized, as observed during the site evaluation. High-quality instruction is not present in several of the classrooms. Tier one instruction is not providing acceptable levels of academic achievement.</p>
<p>Causes</p>	<p>Battle Born Academy students are not offered a robust Tier One instructional program. There are extensive gaps in student learning and overall achievement levels at elementary and middle schools. Tier 1 instruction must be improved.</p> <p>School leaders and staff are strongly encouraged to improve academic achievement at the school because this school earned a one-star in both the elementary and middle school levels. As teachers become more effective, students become more actively engaged, and they both become intentional learners. (Moss &amp; Brookhart, 2019).</p>



	<p>Rarely observed elements:</p> <ul style="list-style-type: none"> <li>• Shared Learning Targets and Criteria for Success</li> <li>• Feedback to improve student learning</li> <li>• Student goal setting</li> <li>• Strategic teacher questioning</li> <li>• Student engagement in asking effective questions</li> <li>• Students displaying self-efficacy</li> </ul>												
Effect	<p>The most recent Nevada School Rating Report for the 2023-2024 school year as posted by the Nevada Department of Education in September 2024, indicates:</p> <ul style="list-style-type: none"> <li>• Elementary: An overall index score of 14.5 out of a possible 100 points.</li> <li>• Middle: An overall index score of 28.3 out of a possible 100 points.</li> </ul> <p>Significant drops in index scores between the 2022-2023 school year and the 2023-2024 school year at each level took place:</p> <table border="1" data-bbox="574 747 1292 898"> <thead> <tr> <th></th> <th>Elementary School</th> <th>Middle School</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>24.2</td> <td>51.1</td> </tr> <tr> <td>2023-2024</td> <td>14.5</td> <td>28.3</td> </tr> <tr> <td>Δ</td> <td>-9.7</td> <td>-22.8</td> </tr> </tbody> </table>		Elementary School	Middle School	2022-2023	24.2	51.1	2023-2024	14.5	28.3	Δ	-9.7	-22.8
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Deficiency Finding	<p>Battle Born is expected to provide a sound educational program for students to maximize student achievement. Battle Born has been identified as a one-star school at both the elementary and middle school levels. According to the Policy Achievement Level Descriptors within the Nevada School Performance Framework technical guide, a one-star school identifies a school that has not met the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement, including an urgent need to address areas significantly below standard.</p> <p>The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state inventions.</p>												

# 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 <sup>2</sup>	3
Family Members, Parents, and Guardians	22
Faculty and Staff	10
School Leadership	4
Students	13

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<sup>2</sup> Quorum was not met, and Open Meeting Law was not violated.

# Focus Group Summary: Governing Board

Three board members participated in the focus group. One member shared that fundraising was the number one concern, adding, "We want to have competitive salaries for our faculty for retention." According to board members, one goal was to have five million dollars for the operating budget for next year. When asked about the board's understanding of academics and the board's strategic plan, a member shared that they receive monthly updates. Members said they are familiar with how to read and understand the school's interim testing results. Additionally, members visit the school each month.

Regarding the board's evaluation process for their school leaders, board members explained they are looking into a more formal process. Board members said they were examining the local district evaluation process and utilizing components from that framework.

Members of the board shared that they board receives reports relating to academics, financials, and operations every month. One person said, "The reports are color coded, and we are transparent in what is taking place at the school. For example, the purchases and expense overview are comprehensive." A presentation is made three times a year to go in depth with the school's data. One member of the school board said that a priority area is academic achievement and "ensuring students are meeting their goals." One person commented, "Having a sustainable student population and retaining the families from one school year to the next, directly impacts achievement and budget."

The board focus group concluded with a discussion on their awareness of the breach of the charter contract, specifically the low academic achievement (one-star rating, 14.5 index points, and 28.3 index points). One board member commented, "Yes, the board members have been with the school since day one and are very aware of the concern and urgency." They added that at this point, the school must have time to correct and put things into place. A member shared that the board decided to switch to another curriculum, Houghton, Mifflin, and Harcourt (HMH) and contracted with Raise the Barr, an outside educational consultant, for continual assistance. Lastly, regarding compliance tasks, the board members communicated that Epicenter<sup>3</sup> compliance tasks can be improved, emphasizing the importance of timely and accurate reporting.

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<sup>3</sup>Epicenter is a software repository program used to house large quantities of statistical information. The SPCSA uses Epicenter to monitor charter school submissions of state required documents.

# Focus Group Summary: Family Members, Parents, and Guardians

The family focus group consisted of twenty-two members. When asked why they decided to have their child/children attend Battle Born Academy, one parent shared that they wanted a small family environment that would be more hands-on and a safer school. Another shared, "I wanted more attention for my child; she is doing much better academically." One parent added that the school leader seems to understand some educational problems and could help solve problems quickly. Additional comments included wanting an elementary and middle school so their child could attend the same school. Also highlighted was the school's focus on project-based learning and accessibility to a therapist. Many parents shared "that the school's culture is like a family."

The parent focus group was asked to share what they value about Battle Born Academy. A common theme shared by parents is that the project-based learning model allowed their children to work on different types of projects, including experimenting with rockets, speaking publicly, and presenting their projects. A parent with a special needs child explained that her child has shown improvements and is meeting her goals. Parents in the focus groups also shared that they feel welcomed at school, highlighting their value for restorative practices and the emphasis on social-emotional learning employed by the school. One parent mentioned that her child communicates better, and the teachers support students instead of singling them out. Another parent noticed that her son has been able to call a peer conference to help with conflict resolution. Lastly, parents spoke highly of BBA Night (Battle Born Academy night, where students present information learned to families and friends.) Families stated that they enjoyed the festivities and presentations.

Members of the focus group expressed appreciation for the school's communication regarding their child's progress. Explicitly, all communication is sent home in both English and Spanish. One parent added, "Parents are informed of their child's academic achievement data," and "the school assures them that their children are not simply test scores." Another parent shared that beyond communication, the school also helps support whole families through social and emotional hardships. When asked how the parent see their role in supporting the school towards improving their overall academic scores, responses included helping their child with homework, ensuring IXL<sup>4</sup> minutes are met, ensuring their child attends school regularly, and completing packets sent home.

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<sup>4</sup> IXL is an interactive learning platform providing students practice problems, feedback, and personalized learning.

# Focus Group Summary: Faculty and Staff

When the staff focus group was asked what about working at Battle Born Academy and what keeps them coming back day after day, several staff members shared they like their coworkers and believe in the vision and mission of the school. A staff member stated that she receives much support from the leadership team. Another staff said, "Everyone is working toward the same goal." Several staff shared "that they are happy to be here."

As the conversation progressed, the group was asked to share the most significant barrier in supporting the students to make multiple years of academic growth. One participant stated that large class sizes in middle school are a challenge. For instance, an eighth-grade class has forty-three students. Another staff said that she had thirty-four second-grade students without additional adult support. One teacher said he thought there was a gap between the theory and the practice of interventions between reading and math. "We don't have enough students to have them grouped by level because we only have one person." Technology issues, lack of functional skills, language barriers, and master scheduling conflicts were also mentioned. Staff noted that they recognized that the Administration was doing their best.

The staff focus group participants shared they encourage parents to support their children at home by sending home connections that focus on reading and math. Communication through Class Dojo<sup>5</sup> is a common practice that promotes parent engagement in student progress, data tracking, school updates, and academic and social-emotional issues of their child or children. When asked to share their thoughts on one significant change they would like to see so that students can have more academic growth, several mentioned that support for students with behavioral needs would be a priority. One staff shared that "The behavior redirection takes a lot of time. There are not enough consequences for students with severe behaviors. Students go through restorative justice procedures. The teachers don't feel supported in consequences for students at the school." Another staff member shared that they are working on trying in-school suspension for middle school students. Lastly, a staff member shared that there are not enough significant consequences for poor behaviors, disrupting learning.

The staff focus group communicated that the NSPF rating and plans to address the issue were shared with faculty at a staff meeting. Several staff commented that they were not asked to provide input or included in a discussion to help with the improvement process. The staff focus group asked if the school would be "shut down" for the low academic performance. The site evaluation team explained the process in detail, and the focus group participants left with a better understanding. The discussion also focused on the challenges in servicing special education students. A participant noted that one teacher has seven special education students with some support; however, the support is not consistent, stating that "the support is unpredictable." Thus, the special education department is highly stressed and short-staffed. Also mentioned was the special education staff's caseload, which was high, and they wanted to ensure compliance.

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<sup>5</sup> ClassDojo is an online platform designed to connect teachers and parents to encourage positive behaviors and skills.

# Focus Group Summary: School Leadership

The leadership focus group consisted of four leaders. When asked about their top two recent school-wide accomplishments, they shared that there is still a focus on social and emotional support for students. The leadership team emphasized that Battle Born Academy is committed to ensuring robust restorative practices/ support/ trust for students. One leader stated, "Students and staff are educated in mental health, including whole class and school events/ therapy sessions." A full-time mental health counselor and two interns from UNLV are working on their master's in counseling degrees. Solutions of Change Company<sup>6</sup> and Mingo<sup>7</sup> provide services. Music therapy is provided once weekly for k-2 students in Tier-2 restorative practices.

When asked about the plan to improve academic achievement by the end of the school year, one leader stated, "There is a combination of curricular materials we are providing—we used Illustrative Math<sup>8</sup> for k-6, and we did not hit any of our math goals. We switched to Houghton Mifflin Harcourt<sup>9</sup> for k-5. We revamped pacing guides. We think we are making progress." A leader commented that they had implemented pseudo-intervention spaces for interim growth, stating, "We have 1-hour intervention using IXL for math and pre-algebra. Also, two days of remediation and one hour of ELA remediation for K-2 using Guided Phonics and Beyond<sup>10</sup>. Further, the team has contacted Raise the Barr, a third-party outside educational consulting specialist, to discuss changing the pedagogical discussion. Given the front-loading planning for project-based learning, a member shared, "We are seeing gains in whole-brain learning and good habits in students." The recommendation by the outside consultant was to keep the focus the same. A leader mentioned that when examining root causes, it was stated that pacing was an issue, and that it was too slow. Thus, they modified it to be faster and more rigorous. Leaders spoke about an overall decrease in class sizes in early elementary grades.

The leadership emphasized their focus on providing tutoring before and after school and on the weekends, noting Tuesdays and Wednesdays are for students in third through fifth grade who are learning to speak English. When asked about support for English Language Learners, one leader stated that there is a focus on sheltered instruction using assessment data. Additionally, about forty percent of the staff speak Spanish, and the school pays extra for staff who speak Spanish.

Leaders spoke about chronic absenteeism. They said they send letters and have conferences and home visits for every three absences. One leader accentuated that the school employs a very hands-on approach. The school performance plan emphasized hosting parent development sessions/conferences to discuss attendance expectations, opportunities for positive recognition, and protocols for absences.

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<sup>6</sup> Solutions of Change is a non-profit mental health service provider offering therapy, counseling, and family support services to members of the community.

<sup>7</sup> Mingo Health Solutions offers individual and family therapy including counseling for children and adults including crisis and trauma.

<sup>8</sup> Illustrative Math is a content-based curriculum.

<sup>9</sup> Houghton Mifflin Harcourt is an adaptive learning company offering curriculum K-12.

<sup>10</sup> Guided Phonics and Beyond is a curriculum developed by Tara West with each component working to empower teachers to reinforce key concepts in phonics instruction.

# Focus Group Summary: Students

When the student focus group was asked, "If a friend was thinking about coming to this school, what advice would you give them?" One student said, "The schedule is not stressful; you get off early on certain days." Another stated, "It's fun and educational at the school. We do work, but we also get to have fun." Another student emphasized that you could talk to a counselor if you are having a bad day. He said, "They may have you write about your problem, and the teachers know if something is wrong with you and check in with you."

The students were asked if they had a home or a school problem and could talk to someone at the school. One student stated, "You can tell the teacher, parents, or the principal. They will help you figure it out." A group member shared that the counselor works with students and asks them what is wrong and how they are feeling. The student commented, "She will bring that student in and ask questions to understand what is going on." Several students reported that they are better at deescalating situations and finding out the cause of a conflict based on what the adults at Battle Born Academy have taught them. One student shared, "It is important that the conflict has been resolved." Also mentioned was the importance of "What is fair to each student may look different."

The focus group discussed how project-based learning made them better at the other subjects. One student shared, "In writing and reading, I can read an article and write to respond to it." Another student shared that a science experiment combines reading an article and writing to create a poster. Another student commented, "We do minute math, then we read an article and create an outline, which will help us write an essay." A participant also stated, "It helps with all subjects because when I learn about epidemics like COVID, I make a script for a podcast that informs people about epidemics." Lastly, a student shared that learning about Thailand has allowed them to know about the weather and the process of getting additional books.

When students were asked about learning in small groups or their thoughts about their learning, one shared that "Teachers take the students who don't understand and teach it to you." Furthermore, the students shared that we have some kids who only speak Spanish, so some other kids can help those kids. Participants shared that their teacher speaks both English and Spanish. One student reported feeling very excited about math because her parents helped her. Also mentioned was Battle Born Academy Night, where she gets to present her project to all the parents, sing in the choir, and eat delicious food. The family focus group also highlighted their value for BBA Night.

# Classroom Environment and Instruction Observation Rubric

A total of 22 elementary and 10 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
<b>Classroom Learning Environment is Conducive to Learning</b>	<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>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 1</b>	<b>TOTAL: 15</b>	<b>TOTAL: 16</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Establishing a Culture for Learning</b>	<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>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 3</b>	<b>TOTAL: 13</b>	<b>TOTAL: 15</b>	<b>TOTAL: 0</b>	<b>TOTAL: 1</b>



# Classroom Environment and Instruction Observation Rubric

A total of 22 elementary and 10 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
<b>Communicating with Students</b>	<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>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 1</b>	<b>TOTAL: 9</b>	<b>TOTAL: 21</b>	<b>TOTAL: 0</b>	<b>TOTAL: 1</b>
<b>Using Questioning and Discussion Strategies</b>	<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>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 0</b>	<b>TOTAL: 7</b>	<b>TOTAL: 18</b>	<b>TOTAL: 5</b>	<b>TOTAL: 2</b>

# Classroom Environment and Instruction Observation Rubric

A total of 22 elementary and 10 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
<b>Engaging Students in Learning</b>	<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>
	<b>TOTAL: 0</b>	<b>TOTAL: 11</b>	<b>TOTAL: 15</b>	<b>TOTAL: 6</b>	<b>TOTAL: 0</b>
<b>Using Assessment in Instruction</b>	<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>	
	<b>TOTAL: 1</b>	<b>TOTAL: 7</b>	<b>TOTAL: 16</b>	<b>TOTAL: 4</b>	<b>TOTAL: 4</b>

# Classroom Observations and Additional Comments

In a primary-grade classroom, the teacher's content explanation was purely procedural. Few of the materials and resources required students to think or asked students to explain their thinking.

In an elementary classroom learning about the state of Utah, the students were shown a brief video of Utah with no discussion or background information to assist them in building understanding and establishing a conducive learning environment. The quality of interactions between teachers and students, or among students, was uneven. Student engagement with the content was largely passive; the learning consisted primarily of facts or procedures.

In one elementary class, students practiced reading to each other in small groups. Some students sat at tables and practiced using chapter books; some read from a printout, and others read from a laptop. Students were self-directed and on task for the most part. The teacher worked with a select group of students at a small table while students rotated amongst the tables. The teacher occasionally stopped the class and reminded the students to lower their voice level.

In one special education pull-out session, the instructor worked with a student using the laptop. The teacher asked the student questions as he progressed through the questions on the screen and asked the student what should be completed procedurally as he went along. The teacher provided sufficient wait time as the student paused occasionally to consider choices before moving forward.

Interactions between teachers and students were uneven. Students exhibited a limited commitment to completing the work on their own. The assignment was to complete a short-written response on social-emotional topics. The students' efforts and dedication to achieving the task were inconsistent.

Students spoke in unison, welcomed any adult entering the classroom, and let them know what classroom they were entering, stating, "Welcome to \_\_\_\_ grade. We are working on phonics." Students knew exactly what they were doing and why they were completing the task in this early-grade elementary classroom.

Each classroom had restorative questions they operate with which are: What happened? What were you thinking at the time? What have you thought about since? Who has been affected? In what ways? What do you think needs to happen to make things right?

In a middle school classroom, there were 35 students and one teacher. The room was silent as students read books and took notes. Some students had devices, and others did not. The teacher used a timer for students to do this.

Students in one middle school room listened to the teacher show examples of adding detail to writing. They were then instructed to start writing themselves. Seven out of 19 students did not start the task, while the others did. The ones who worked on the assignment used a flow map to organize their ideas.

One lower elementary teacher showed videos on counting and shapes for math instruction, which did not match the learning target for the day's lesson. The pacing was slow, and there was no sense of urgency regarding the content.

## 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.

<b>Prior Recommendation by Site Evaluation Team</b>	<b>School Assessment of Progress</b>	<b>SPCSA Staff Assessment of Progress</b>
Continue to work on efforts to build capacity within the leadership team to support operational needs such as meeting compliance deadlines.	School Response: Hired Chief of Staff, Finance and Operations, Added Assistant Principals to increase ED time for operational.	SPCSA staff notes the addition of a Chief of Staff and urges the school to meet compliance deadlines. There remain several unmet deadlines.
Continue to work on student onboarding and enculturation processes. Participants from the student and family focus group expressed confusion regarding the school’s focus on SEL, restorative practices, and grading. SPCSA staff observed inconsistencies in understanding grading practices and initiatives between leadership, students, and parents. This may include the development of a school-wide common language and expectations to create consistency among leadership, students, and families.	School Response: Working on stronger open house and onboarding protocols for new students, more family workshops.	SPCSA staff agrees with the school’s response and notes the leaders are working toward stronger open house and onboarding protocols.
Continue to work on increasing student enrollment numbers. SPCSA staff advises BBA to monitor the slow expansion and maintain capacity for hiring and training staff, addressing the needs of the population of students, and closing opportunity gaps exacerbated by COVID learning loss. This could include creating a strategic plan for growing student enrollment and improving academic performance.	School Response: Met 2024-2025 target of 330 students; opened this year with 332.	SPCSA agrees with the school’s response to the previous student enrollment increase recommendation.

<p>It is recommended that BBA updates Epicenter and ensures that all required paperwork, such as board member disclosures are on file with the SPCSA and in Epicenter. This includes updating the BBA website to reflect the correct number of governing board members. SPCSA staff is happy to work with the school to ensure all required documentation is complete and BBA staff should reach out for assistance and guidance when new board members are added, or changes in membership occur. SPCSA staff observed BBA to have inconsistent reporting regarding the number of governing board members on Epicenter, BBA’s website, and in the leadership focus group.</p>	<p>School Response: Improved from 185 on time in 2024-25 to currently 41%. Will continue to work on this.</p>	<p>SPCSA notes improvement in submission of required items and notes that additional work in this area is needed.</p>
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# Operational Compliance Checks

- Fire Extinguisher  YES  NO
- Nurse's Station  YES  NO
- Evacuation Plan in Classrooms  YES  NO
- Food Permit  YES  NO  N/A
- Elevator Permit  YES  NO  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.