Nevada State Public Charter School Authority

Sports Leadership and Management Academy (SLAM)

Site Evaluation Report: February 6, 2025

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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.

Star ratings in middle school and high school
One notable strength of the Sports Leadership and Management (SLAM) Academy is its commendable performance across the middle and high school. The middle school has earned a five-star rating and achieved an impressive 18 out of 20 points on the Nevada School Performance Framework[1] (NSPF) on the closing opportunity gaps achievement indicator. Additionally, 32.6% of students previously not proficient in English language arts have reached proficiency, exceeding the district average of 26%. Meanwhile, the high school has maintained a four-star rating for three consecutive years and has consistently seen 95% or more of its senior students graduate over the past five years. The high school's college and career readiness indicator is 23 out of 25, reflecting strong participation in and successful completion of AP[2] courses.

Strong structures in place for closing opportunity gaps in middle school
Another strength of SLAM Academy is its robust framework for closing opportunity gaps (18/20 points) and high student growth indicators (28/30 points), as referenced by the Nevada School Performance Framework (NSPF) in middle school. SLAM Academy collaborates with an external data expert to identify high-leverage practices and analyze individual student data. SLAM Academy employs a strong English language arts and math curriculum, as highlighted by Ed Reports[3], and ensures that students receive high-quality tier-one instruction alongside targeted data-driven tier-two support.

Qualified teachers
Another strength of SLAM Academy is the majority of the teaching staff (76%) are fully licensed, and among those not yet licensed, 59% are actively enrolled in an ARL[4] program, as reported by the school's leadership team. This robust commitment to the profession ensures that teachers at SLAM Academy contribute to a high-quality educational experience for all students.

High-level questions in upper and lower grades
In 20 out of the 29 classrooms observed during the site evaluation (as noted on page 19 of this report), a robust practice of high-level questioning between teachers and students was evident—an additional strength of SLAM Academy. For example, when students reached an answer, teachers often asked probing questions such as, "Why do you think that?" and "Please explain more." These inquiries deepened the students' understanding and created frequent opportunities for students to reflect on their

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[1] The Nevada School Performance Framework (NSPF) is Nevada's public-school rating system designed by Nevadans for Nevada public schools and developed in accordance with the federal Every Student Succeeds Act (ESSA).
[2] Advanced Placement (AP) courses allows students to earn college credit and is based on a national curriculum.
[3] Ed Reports is an independent nonprofit designed to improve K-12 education. EdReports.org increases the capacity of teachers, administrators, and leaders to seek, identify, and demand the highest quality instructional materials. Drawing upon expert educators, their reviews of instructional materials and support of smart adoption processes equip teachers and leaders with excellent curricula nationwide.
[4] Alternative route to licensure

learning. This deliberate approach to questioning fostered a schoolwide environment in which critical thinking was paramount.

Strong leadership and board members longevity
During the site evaluation at SLAM Academy, the SPCSA team members noted strong leadership and a positive administrative approach. Each leader is recognized as an expert in their field. The school principal actively encourages them to practice their unique skills. Additionally, board members demonstrated notable longevity, with many serving since 2018, reflecting a stable and committed governance structure. The enduring presence of board members underscores a deep commitment to maintaining high educational standards and accountability.

High emphasis on the use of Kagan structures school-wide
Another notable strength of SLAM Academy is its school-wide commitment to implementing Kagan[5] structures to enhance student engagement, moving beyond the traditional "call on one" approach. All staff members are trained in Kagan strategies, and several leadership team members and teachers attended the Kagan training workshop in Orlando, Florida. According to school leadership, this school year, the focus is on three core Kagan strategies to streamline implementation and maximize effectiveness. Educators have also received specialized training in observing and evaluating Kagan structures, ensuring consistency and effectiveness in their application.

Strong improvement in supporting English language learners
SLAM Academy Elementary School has demonstrated significant improvement in supporting English language learners (EL). According to the 2023-24 NSPF, in the English Language Proficiency Indicator section, the school's adequate growth percentiles (AGPs) rate of 55% exceeded the district rate of 48%, earning the school nine index points of a possible ten. Notably, the school's AGP rate on the 2022-23 NSPF was 28%. Thus, the school is commended for its significant improvement in helping its English language students meet their adequate growth percentiles (AGPs) and supporting their skills to become proficient in English.

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[5] Kagan strategies refer to a set of cooperative learning techniques designed to promote student engagement, interaction, and collaboration in the classroom., developed by Dr. Spencer Kagan.

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.

Chronic absenteeism
One challenge for SLAM Academy is its high percentage of chronically absent students. While the school has made significant progress in reducing absenteeism across all grade levels, the numbers remain a concern. In high school, the rate dropped from 36.9% in 2023 to 14.7% in 2024, while middle school decreased from 28.1% to 14.6% during the same period. Similarly, the elementary school improved from 27.7% to 10.6%. Despite these positive trends, chronic absenteeism continues to be an issue that requires ongoing efforts and intervention.

Loss of Title I funding
Another challenge for SLAM Academy is the loss of Title I funding, which has impacted personnel positions at the school. According to school leadership, this reduction in funding has limited the resources available to support students, affecting staff allocation and potentially reducing essential services. As the school navigates these financial constraints, finding alternative funding sources and strategic solutions will be crucial to maintaining the quality of education and student support.

Ongoing challenge of staff retention
An additional challenge for SLAM Academy has been losing qualified teachers to other schools that can offer a more attractive salary. According to school leadership, the school faces the ongoing challenge of maintaining a stable and experienced teaching staff, which can impact the consistency and quality of education provided to students.

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.

Increase star rating and science proficiency rates in elementary school
SPCSA staff recommend that SLAM Academy continue to improve its two-star rating in the elementary school. Specifically, continue to address the low science proficiency rate, which is currently below 5%. Staff should actively work to improve the quality of science instruction. One key recommendation is to continue monitoring the implementation of the new science curriculum to ensure its effectiveness. Ongoing assessment and support for teachers will be essential in strengthening science education and improving student outcomes.

Close opportunity gaps
SLAM Academy is recommended to continue improving measures in opportunity gaps for both math and English language arts in elementary school. According to the 2023-24 NSPF, the school earned five out of twenty points. Strengthening these areas will ensure equitable academic achievement for all students and potentially improve the school's measures in the opportunity gaps section of their Nevada Report Card.

Chronic absenteeism
Another recommendation for SLAM Academy is to continue implementing strategies to decrease chronic absenteeism to below 10% in all grade levels. "Chronic absenteeism significantly impacts a variety of student outcomes including mathematics and reading achievement, social-emotional development, grade retention and dropout, and student discipline" (e.g. Balfanz & Byrnes, 2018; Gottfried, 2017). Some strategies include engaging in parent education and increased accountability measures. If absenteeism rates were improved, the school index ratings could have been up to two points higher in elementary school, four points higher in middle school, and three points higher in high school (see below)[6].

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[6] 2023-24 NSPF Manual Point Attribution Tables

Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations issued for SLAM Academy during this site evaluation.

Site Evaluation Findings: Deficiencies

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

There were no deficiencies issued for SLAM Academy 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[7]	2
Family Members, Parents, and Guardians	7
Faculty and Staff	15
School Leadership	7
Students	13

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[7] Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two SLAM Academy Governing Board members met in person on the day of the site evaluation and participated in the focus group. The board members said the board was well-rounded and explained the types of expertise of people serving on the board. These include one longtime member of the board who began serving in 2018, a finance expert, a marketing professional, two parents, and education professionals. There are six members serving on the board. Board members are looking for a seventh member with legal experience to add to the group. One board member highlighted, "The board is diverse, collaborative, and composed of educated, knowledgeable individuals who work together without personal agendas."

During the focus group, the board members said they provide opportunities for families to attend all board meetings by posting announcements at the school, on the SLAM Academy website, and in the library, as well as publicly offering their emails. Board members also said when training all board members, the EMO[8] actively ensures they are up-to-date and well-informed. One board member expressed that the EMO, Academica, provide necessary training, address any questions, and follow up as needed to support board members in fulfilling their responsibilities effectively.

Board members described SLAM Academy as a close-knit, family-centered community where students and staff support one another in a positive and encouraging environment. They indicated that as a sports-focused school, SLAM Academy integrates education with athletics, fostering teamwork and discipline while emphasizing that academics come first.

SLAM Academy board members discussed the school's leadership, emphasizing that leaders share the importance of transparency and clear communication about their improvement plans. They highlighted that leaders address challenges directly, maintain open communication with parents, collaborate with other SLAM academies nationwide, and follow up on concerns made from staff and parents. The board also praised the leadership's focus on meaningful progress rather than simply meeting requirements, reinforcing a collective commitment to the school's success. Board members reported on the evaluation process for school leaders, "The board evaluates the principal, the principal evaluates other administrators, and both evaluations are presented to the board for review."

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[8] EMO stands for Education Management Organization.

Focus Group Summary: Family Members, Parents, and Guardians

There were seven family members who shared their input about SLAM Academy on the day of the site evaluation. Parents shared positive feedback on how the Career and Technical Education[9] (CTE) pathway has benefited their children. A parent indicated, "Our daughter, who is in video production, has gained a deeper understanding of the behind-the-scenes aspects of the industry and has been engaged in the program throughout all four years of high school." One part of the CTE pathway, Bulls TV, the school's broadcast television production, provides students with valuable experience in anchoring, public speaking, and memorization. The program rotates students through different roles, helping them build confidence in front of the camera. The program fosters mentorship, as younger Bulls TV students learn from high school mentors, making the experience educational and engaging.

Parents at SLAM Academy shared varying experiences regarding staying informed about their child's academic progress. One elementary school parent mentioned receiving updates through ClassDojo[10] and expressed satisfaction, though she wished the Infinite Campus[11] application provided more details about assignments. Parents noted that in middle school, communication varies by teacher due to the structure of separate classes. In high school, however, students are primarily responsible for tracking and making up their own work. The elementary school was recognized for having the strongest communication, while high school could improve, especially in issuing alerts for missing assignments.

When asked about how the sports program at SLAM Academy has benefited their children, parents spoke about some positive experiences. One parent praised the staff's strong communication and support, which helps ensure students are accountable both in the classroom and on the field. Another parent echoed, "My daughter on the cheerleading team enjoys the program. She thinks it's fun and competitive." However, one parent noted that the elementary school cheer team is challenging due to coaching styles and suggested more administrative involvement. One parent stated, "The sports programs provide motivation and teach responsibility." Parents expressed interest in adding a hockey team. Coaches were commended for their sensitivity to younger athletes' emotions, allowing them to sit out when needed and helping them turn a bad day around. One parent summarized, "Students genuinely enjoy and appreciate their coaches."

Parents expressed strong loyalty to SLAM, with one saying their children have been enrolled for seven years without major concerns. One parent said, "We feel a deep connection to the school and a desire to keep our children here," something they hadn't experienced at any other school. Parents appreciate that the school continuously strives for improvement and openly communicates its progress. However, some noted limitations with the facilities, such as the absence of a theater and a dedicated field.

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[9] Career-focused experiential learning programs, sometimes called Career and Technical Education (CTE), provide students with opportunities to explore careers and gain marketable skills while still in high school.
[10] Class Dojo is a communication platform for schools and families.
[11] Infinite Campus is a comprehensive, web-based K-12 student information system.

Focus Group Summary: Faculty and Staff

The 15 staff members at SLAM Academy shared that staff morale is generally positive. A strong sense of community, often called a "Slamily," is fostered through tight-knit PLC[12] groups and effective vertical alignment, ensuring a collective commitment to student success. When morale has dipped, the administration has proactively addressed concerns, sending out surveys to understand what would improve the school experience for staff. The environment is supportive rather than competitive, with many teachers forming close working relationships. A staff member shared, "Administrators contribute to a positive atmosphere by greeting teachers each morning with smiles and music." Staff members also express pride in wearing the SLAM Academy logo around other educators, reflecting their strong connection to the school.

Staff members indicated that social-emotional learning (SEL) is integrated into various lessons across all grade levels. In elementary school, teachers and counselors lead SEL lessons through read-alouds and morning meetings, while PE[13] incorporates leadership and teamwork, encouraging students to reflect on their experiences. In middle and high school, SEL is embedded in English, reading, and CTE courses, focusing on useful work skills and interpersonal development. One teacher said, "We also emphasize SEL through teachable moments, modeling positive behavior, and reinforcing class rules that promote respect and kindness." Originally introduced three years ago, HOPE Squad[14] continues to grow as a valuable SEL initiative. The program in middle and high school trains peer-nominated students to serve as mentors and provide support to struggling peers. These students receive biweekly training focusing on self-care, and the program is expected to expand in the coming year.

Members of the teaching staff explained, teachers receive extensive professional development and training in educating students. All teachers are Kagan certified, have participated in RPDP[15] training, and some have attended Kagan English language training in Orlando, Florida, focusing on student-centered learning. Staff members said College and Career pathway classes incorporate Kagan strategies, with lesson plans required to include at least one Kagan structure for accountability. Professional development is customized for teachers, with novice educators engaging in a 12-week RPDP program. To ensure training meets teachers' needs, the administration collects feedback through Google Forms, as a survey. Instructional walks allow teachers to observe colleagues and discuss best practices with administrators. Experienced educators are encouraged to share their expertise by leading professional development sessions on small-group instruction and Kagan strategies. An instructional coach is also available to help teachers refine their instructional methods.

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[12] PLC stands for Professional Learning Community
[13] PE stands for physical education.
[14] HOPE Squad is a nationally recognized peer-to-peer counseling program that helps prevent suicide.
[15] RPDP is Southern Nevada's regional professional development program.

Teachers at SLAM Academy shared several ideas for school improvement. One suggestion was to implement a library, which would be especially beneficial in a sports-focused environment, along with increasing the number of books in classrooms and providing access to an online library. While space constraints are challenging, upper-grade teachers have built classroom libraries through DonorsChoose[16], and dual enrollment students have access to a college library. Another suggestion was strengthening administrative presence during passing periods, particularly on the second and third floors, and ensuring stronger administrative visibility in the elementary school. Teachers also emphasized the need for more consistency with tardy lockouts, noting that they were highly effective when implemented but were done randomly. Many teachers expressed appreciation for their colleagues and the positive aspects of the school while still recognizing areas where further growth could enhance the overall learning environment.

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[16] DonorsChoose is a United States–based nonprofit organization that allows individuals to donate directly to public school classroom projects.

Focus Group Summary: School Leadership

The leadership focus group at SLAM Academy consisted of seven leaders. When asked how they had implemented common behavior expectations for students across campus, leaders spoke about the SLAM High Five, which reinforces behavior changes by linking them to core values. The school developed its values—Accountability, Perseverance, Respect, Integrity, and Leadership—in collaboration with teachers using Kagan strategies to ensure collective ownership. Additionally, members of the leadership team shared they implemented "CHARGE," a classroom management strategy that stands for classroom Conversation, Help, Activity, Respect, Growth, and Excellence to align with schoolwide expectations under the MTSS[17] framework. By establishing clear values and securing buy-in from students and staff, SLAM Academy has created a cohesive and consistent approach to behavior expectations.

The leadership team emphasized parent education and engagement through various communication strategies. Monthly family engagement nights pair higher and lower grade levels to provide timely academic information and support. Ongoing conversations and meetings address chronic absenteeism, ensuring parents remain informed and involved. The school uses the MyEducationData[18] platform, a convenient newsletter with a QR code[19] that grants access to each child's real-time academic information. Social media platforms and Bulls TV, SLAM Academy's student-produced broadcast, further enhance communication and accessibility for parents. For grades K-6, the school employs ClassDojo[20], which offers automatic translation, with plans to expand its use to all middle school grades, as it was successful in sixth grade. One school leader also posts assignments for middle school students, reinforcing clear and consistent communication with families.

Leaders at SLAM Academy highlighted the school's strong staff retention, attributing it to a positive culture and close-knit community. Smaller class sizes, strong relationships, and flexibility create an environment where teachers feel supported and valued. The concept of the staff being a "Slamily" reinforces a sense of belonging. The administration actively listens to staff, providing coaching and partnering with RPDP to support professional growth. New teachers participate in a classroom management book study. Staff receive the resources they need, along with customized professional development and ARL[21] support, fostering a culture where they feel invested in and appreciated. The uplifting climate ensures teachers remain engaged and committed to the school's mission.

Leaders are addressing the low science proficiency rate (less than 5%) in elementary grades by identifying root causes and implementing targeted strategies. The school has adopted Open SciED, a new science curriculum, to strengthen science instruction. Fifth-grade teachers have shifted their focus to academic vocabulary, ensuring students develop a deeper understanding of key concepts. A science rubric checklist is used intentionally to build assessment familiarity and consistency. The fifth-grade

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[17] MTSS stands for Multi-Tiered Systems of Support, a framework that helps educators provide tailored academic and behavioral support to all students.
[18] MyEducationData is a website that has detailed information for families regarding student data.
[19] QR code stands for a quick response code, which is a two dimensional matrix barcode that can be scanned by smartphones to access information.
[20] Class Dojo is a communication platform for schools and families.
[21] ARL stands for alternative route to licensure.

PLC, consisting of all five teachers, collaborates to unpack standards and align instruction to the appropriate level of rigor. To further support learning, school leaders shared that teachers supplement lessons with Mystery Science[22] and IXL[23], providing additional resources to reinforce science concepts and improve student proficiency.

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[22] Mystery Science is a Nevada Academic Content Standards aligned science curriculum for grades K-5.
[23] IXL is a computer- adaptive program for English language arts and math with personalized learning pathways.

Focus Group Summary: Students

There were 13 students in the focus group on the SLAM Academy site evaluation day. When asked how the College and Career Technical (CTE) Pathway has benefitted them, one student spoke about how the three-year marketing program has provided him with extensive knowledge in the subject, allowing him to engage with the community through hands-on learning experiences. Another student mentioned, "Through a partnership in advertising with a local business, Miami Grill, I gained real-world experience in marketing strategies." Students also remarked that exposure to other CTE pathways, such as sports medicine and video production, has broadened their skill set and helped set them on a strong career path.

Students at SLAM Academy that participate in the sports the school offers, such as baseball and wrestling, have gained valuable skills that contribute to their growth as well-rounded individuals. Students said that while the team lacks a dedicated field, efforts are being made to secure one for a true home-field advantage. One student echoed, "Having all the sports fields on campus would enhance school spirit and unity, especially since we have been playing together since elementary school." Students mentioned that wrestling has helped them build confidence and discipline, particularly in maintaining academic performance to remain eligible for competition. The discipline developed through sports translates into the classroom, motivating students to stay organized, complete assignments on time, and avoid procrastination.

Students spoke about things they have recently learned or experienced at school that they are excited about. In the Sports Medicine CTE program, one student learned how to administer CPR[24], with a special demonstration from the local fire department providing hands-on training. Students spoke about how a field trip for Nevada history gave them the opportunity to explore the state's past in an engaging way. In Honors Physics, students participated in project-based learning focused on thermodynamics, sound waves, and heat. The fast-paced curriculum, which changes every two weeks, keeps them on schedule and encourages active peer collaboration.

The students at SLAM Academy said they have several trusted staff members they can turn to when facing serious problems at school. Many feel comfortable seeking support from their history or CTE teachers due to the strong connections they have built. These teachers create a welcoming classroom environment and are approachable. Coaches also play a significant role in offering support, often recognizing when a student is struggling just by reading body language. One student said, "The younger teachers on campus are relatable and form strong connections with students, making it easier for us to open up." Several students in high school mentioned that the entire English department is available for guidance, with one teacher in particular always noticing when a student is feeling down, indicating, "Even when she is busy, she takes the time to listen and allows students to step outside when needed."

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[24] CPR stands for Cardiopulmonary Resuscitation.

Classroom Environment and Instruction Observation Rubric

A total of 15 elementary, 8 middle, and 6 high 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**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 4	TOTAL: 24	TOTAL: 1	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	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. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 4	TOTAL: 21	TOTAL: 4	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 15 elementary, 8 middle, and 6 high 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**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 3	TOTAL: 25	TOTAL: 1	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 1	TOTAL: 19	TOTAL: 5	TOTAL: 0	TOTAL: 4

Classroom Environment and Instruction Observation Rubric

A total of 15 elementary, 8 middle, and 6 high 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**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 6	TOTAL: 18	TOTAL: 5	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 1	TOTAL: 21	TOTAL: 4	TOTAL: 0	TOTAL: 3

Classroom Observations and Additional Comments

In a primary classroom, students worked in pairs to identify the middle sound of a word spoken by the teacher, selecting the correct sound from a set of cards. They competed to see who could respond the fastest, creating an atmosphere of excitement and engagement. The classroom was filled with high energy and a strong sense of urgency as students eagerly participated while following instructions. Afterward, they transitioned smoothly to reading a decodable passage with their partners, demonstrating a clear understanding of the routine.

In a sixth grade ELA[25] intervention class, there were two teachers. Seven students worked in a small group on reading comprehension using choral reading and explaining why they chose which answer to the question. The other students (18) worked independently on packets which require reading, taking notes, and writing. The second teacher circulates and monitors student learning.

In one 8th-grade science class, students were learning about batteries and charge; the teacher asked great questions and kept students engaged. She asked one student to explain what he did to increase the charge and had everyone else try it. There were high levels of student interest and engagement.

In an upper elementary classroom, students rotated through small groups during English language arts instruction. The four rotation groups focused on comprehension, fluency, and iReady[26] activities. While the teacher worked with a table group of three students on reading comprehension, a paraprofessional led another group on the same focus. Meanwhile, the remaining students used their devices to access iReady. The classroom was well-managed, and the students remained engaged and self-directed. In the table groups, students were asked questions about the text and its vocabulary, whereas the iReady sessions involved working with words and recounting the story.

During a pull-out EL session, students partnered to read a paragraph titled An Immigrant's Journey. As they read, one student would say every other word while their partner filled in the missing words. The teacher received real-time coaching from another staff member. Students collaborated effectively and followed directions well.

Students in a primary elementary classroom took part in a Close Read-Ask and Answer Question activity. The teacher presented a slide deck on the screen and implemented a turn-and-talk activity to have students discuss why the smoke was coming out of the building. Students were given approximately one minute, and there were high engagement levels, as evidenced by the students actively adhering to the turn-and-talk expectations as the teacher monitored their responses and engagement levels.

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[25] ELA stands for English Language arts.
[26] iReady is a computer- adaptive program for English language arts and math with personalized learning pathways.

The teacher challenged students with a higher-level question by asking how they know there are four fourths in one whole. To check for understanding, she used a formative assessment strategy, having students give a thumbs up or down to indicate whether they understood what she meant by labeling the number line.

In a small group setting, the teacher provided students with a ruler and asked them to determine whether the number of inches or centimeters was greater. Students then explained their reasoning in writing as part of an assessment.

In a middle school math intervention classroom with one teacher and nineteen students, the room was silent as students completed individual assignments. The teacher roamed the room and supported them as needed. Several students took notes and completed work.

In a high school dual language classroom, students worked on writing a biography of an individual from a Spanish-speaking country. The students were engaged and worked independently as the teacher monitored their progress, providing feedback to individual students.

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
Bolster student engagement and develop a common language for expectations within the school and improve classroom management.	Staff members are trained in Kagan cooperative learning strategies. Teachers actively use the strategies, as referenced in classroom observations. SLAM has collaboratively developed the SLAM High Five, which are schoolwide common student expectations.	SPCSA finds that SLAM has met this recommendation with satisfactory progress.
Provide onboarding training to new board members separate from Academica Nevada.	All board members have completed their training.	SPCSA finds that SLAM has met this recommendation with satisfactory progress.
Develop a plan to bolster communication with families.	SLAM communicates daily with parents using Class Dojo, social media, family engagement nights, newsletters, and personalized conferences regarding chronic absenteeism.	SPCSA finds that SLAM has met this recommendation with satisfactory progress.

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.