



Nevada State Public Charter School Authority

Nevada Prep Charter School Site Evaluation Report: January 22, 2025

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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 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 conduct 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 are written below.

High number of students within three sets of special populations

One area of strength for Nevada Prep Charter School is the high number of students within three sets of special populations. These special populations include (1) Free and Reduced Lunch (FRL), (2) Students with Individual Education Plans (IEP), and (3) English language learners (EL). SPCSA's 2023-24 Academic Performance Report¹ includes a section named the Enrollment Diversity Indicator, which allows for a maximum of 15 points. The Nevada Prep Elementary school report indicates 12 of 15 points, which breaks into 5/5 for FRL rate, 2/5 for IEP rate, and 5/5 for EL rate. At the Nevada Prep Middle School, the report indicates a perfect 15/15 possible points, which breaks into 5/5 for the FRL, 5/5 for the IEP, and 5/5 for the EL populations. In addition to this quantitative data, the SPCSA evaluation team noted several parents attending the focus group reported high satisfaction with the school's emphasis on diversity and the diversity of staff educating students at the school.

Advancement of the school team's skill at using data

A second area of strength is the advancement of the school team's skill at using data to improve instruction within classrooms. The staff have turned their attention to focusing on gathering and analyzing student testing result data from i-Ready². This, in turn, provides a better understanding of how to remediate basic skills for those students falling below grade level expectations. Based on this data, the grade level teams now create more specific learning material to best meet the needs of students. The SPCSA team noted that instruction is delivered in small group instructional settings on a regular basis at the elementary school level. Site evaluation team members noted several small groups taking place within elementary classrooms during the classroom observational time on the day of the site evaluation.

Improvement in family relationships

A third strength at Nevada Prep Charter School is the improvement in family relationships as compared to the previous site evaluation. Family members reported positive outcomes regarding school-wide events, relationships with teachers, and an improved feeling of students feeling safe and secure on campus. One participant spoke about the school leader, "I like the principal, and during family meetings, he stopped and talked with us." Family members said they appreciate and value the small class sizes, which helped their child receive individual attention.

¹ SPCSA Academic Performance Framework report-Nevada law requires charter school sponsors to use an Academic Performance Framework. In this framework, schools earn points for performance, which are totaled to a final score and rating.

² i-Ready Learning is a digital instructional resource assessing students with grade-level materials in reading and math.

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.

Critically low levels of academic performance

Nevada Prep Charter School has serious academic outcome challenges at both the elementary and the middle school levels. For the 2023-24 school year, the school earned a one-star elementary and a one-star middle school rating. One-Star schools are identified by the Nevada Department of Education as schools that have 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 that are significantly below standard. Nevada Prep Charter School has an index score of 12 out of a possible 100 at the elementary school level and 17 out of a possible 100 at the middle school level. Nevada Prep is critically in need of improvement in academic achievement at both the elementary and middle school levels.

Increasing levels of Chronic Absenteeism

Chronic Absenteeism continues to be a challenge at the school. Chronic absenteeism rate levels have risen significantly and more than doubled between the school years of 2022-23 to 2023-24.

School year	Chronic Absenteeism	Enrollment
2023-24	38.9%	314
2022-23	17.1%	283
2021-22	19.3%	215
2020-21	12.7%	246

Unable to complete operational tasks in a timely manner

The school continues to face challenges in completing operationally important routine, required submissions. Several items that are required due to laws, regulations, ordinances, and contractual conditions have been missing from the past and current academic years. Epicenter³ tasks, as well as submissions required by statute or regulation, need attention.

The need for increased use of teacher questioning and discussion

There was very little evidence of student questioning and discussion on the day of the site evaluation in most classrooms. According to the classroom observational rubric on page 18 of this report, ten out of 18 classrooms were rated as “Approaching Proficient” within the Questioning and Discussion portion of the rubric.

³ Epicenter is a tool used by SPCSA which stores data and documents related to school authorizing requirements.

Need for refining school-wide behavioral procedures

There is a need for Nevada Prep to review and refine school wide procedures to tighten up and improve the implementation of Positive Behavior Interventions Supports (PBIS)⁴ and social emotional learning. Comments made during the family, staff, and student focus groups point to this challenge.

⁴ Positive Behavior Interventions Supports (PBIS) is an evidence-based classroom management approach containing four practices: (a) teaching school-wide expectations, (b) acknowledging expected behavior, (c) correcting errors, and (d) requesting assistance.

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.

Create a positive and supportive learning environment

SPCSA staff recommend Nevada Prep Charter School pursue a researched-based behavior management system, like Positive Behavioral Interventions and Supports (PBIS). It is recommended the school focuses on creating a positive and supportive learning environment by using data-driven strategies and interventions to promote positive behaviors and address challenging ones.

Increased levels of strategic teacher questioning

Consider methods to increase the number of teachers knowing and using discussion to drive instruction. By building in time for students to discuss concepts with the teacher as a whole group, small group, and paired up in most of the lessons, the engagement and learning levels will most likely rise. Here are 10 learning structures for questioning and discussion that you may want to consider.

- Fishbowl or Socratic Circles
- Save the Last Word for Me
- Philosophical Chairs
- Pinwheel Discussion
- Concentric Circles
- Snowball Discussion
- Talk Moves
- Kagan Structure: Rally Robin
- Kagan Structure: Timed Pair Share
- Kagan Structure: Numbered Heads Together

Site Evaluation Findings: Strong Recommendations

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

Per the Site Evaluation Handbook, the school will be required to create a Site Evaluation Response Plan, which must be approved by the SPCSA, to address each of the strong recommendations listed below. The SPCSA and the school will work together to review and monitor the plan until the strong recommendation requirements have been fully implemented and sufficient evidence has been provided that the Strong Recommendations have been fully satisfied.

Improve chronic absenteeism

SPCSA staff strongly recommend that Nevada Prep Charter School strategize ways to address challenges regarding chronic absenteeism with families. This was listed as a recommendation on the previous site evaluation report published during the 2023-2024 school year. Yet chronic absenteeism rate levels have risen significantly and more than doubled between the school years of 2022-23 and 2023-24.

School year	Chronic Absenteeism	Enrollment
23-24	38.9%	314
22-23	17.1%	283
21-22	19.3%	215
20-21	12.7%	246

Chronic absenteeism predicts low academic success and eventually is a predictor of students who may drop out of school (Sugrue, Zuel, & Laliberte, 2016). School personnel may want to access SPCSA’s Canvas repository containing updated information on Nevada state attendance laws, specifically Nevada Legislature Bill SB 249, to be excluded from chronic absenteeism calculations in the NSPF. The SPCSA’s Site Evaluation Report (page 2) contains a direct link to information on formalizing a school-wide chronic absenteeism plan. Efforts to increase attendance and educate families on the direct correlation between good attendance and student achievement must be prioritized.

Submit compliance and operational tasks on time

Nevada Prep Charter School has repeatedly failed to submit and comply with reporting requirements as stated in previous site evaluation reports 2022-23 and 2023-24, as well as the current school year 2024-25. As part of the charter contract between the SPCSA board and the Nevada Prep Charter School governing board, schools must comply with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the school’s authorizer, State Education Agency (SEA), district education department, and/or federal authorities, including but not limited to:

- Accountability tracking
- Attendance and enrollment reporting
- Compliance and oversight

The school must follow all laws, regulations, ordinances, and contractual conditions listed by submitting operational and compliance tasks on time.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable. There are two deficiencies assigned to Nevada Preparatory Academy during this site evaluation. They are listed in order.

Context	<p>A. Per the Charter School Contract between the State Public Charter School Authority and Nevada Prep Charter School, which was fully executed on 7/1/2020, 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.</p> <p>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)</p> <p>C. The Charter School Contract between the State Public Charter School Authority and Nevada Prep Charter School executed on 7/1/2020 : 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.</p>
Condition	<p>According to the original contract executed and authorized on 7/1/2020 and expiring on 6/30/2026 with a reauthorization of date of 7/01/2026; Nevada Prep Charter School (Nevada Prep) has committed to (1) provide a sound education program for students to attain the Nevada Performance standards and (2) per the school’s mission, “With a focus on academic achievement and leadership development, Nevada Prep Charter School (Nevada Prep) educates every kinder through eighth-grade student for success in high school, college and life.”</p> <p>The current levels of student learning and achievement at Nevada Prep Charter School fall well below expectations. Additionally, several of the students attending Nevada Prep Charter School are not provided with 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>
Causes	<p>Nevada Prep Charter School 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 one instruction must be improved. School leaders and staff are strongly encouraged to improve academic achievement at the school. The school earned a one-star in both the elementary and middle</p>

	<p>school levels. As teachers become more effective, students become more actively engaged, and they both become intentional learners. (Moss & Brookhart, 2019). The following engagement strategies were rarely observed:</p> <ul style="list-style-type: none"> • Shared learning targets and criteria for success • Feedback to students to improve their learning • Student goal setting • Strategic teacher questioning • Student engagement in asking effective questions • Students displaying self-efficacy
Effect	<p>The most recent Nevada School Rating Report for the 2023-24 school year as posted by the Nevada Department of Education in September 2024, indicates:</p> <ul style="list-style-type: none"> • Elementary: An overall index score of 12 out of a possible 100 points. • Middle: An overall index score of 17 out of a possible 100 points.
Deficiency Finding	<p>Nevada Prep Charter School is expected to provide a sound educational program for students to maximize student achievement. The school 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 support tailored to subgroups and indicators that are below standard. The school is subject to state interventions.</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 ⁵	2
Family Members, Parents, and Guardians	10
Faculty and Staff	12
School Leadership	3
Students	10

⁵ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the Nevada Prep Charter School Governing Board met to discuss the school. Board members were asked to describe some of the events and changes that they view as exciting. Board members said they are hopeful about the way instruction is improving and that the levels of student learning are increasing.

Board members discussed the plan they have in place to greatly improve achievement levels. One board member commented, “We are aware of the one-star ratings, and they are dismal. We had several teachers in place last year who did not hold regular teaching licenses, only a substitute teacher license. There has been a significant house cleaning, and the quality of our teaching staff has greatly improved.” Another board member explained the plan for improvement. “We are making sure i-Ready is used throughout the school and making sure the ‘right’ teachers are in place.” Board members expressed their confidence in the professional development taking place at the school and said they are assured that the school leaders will improve their scores greatly.

Board members said they work closely with the school leader and provide an informal evaluation. Board members said they are impressed with the school updates and reports provided to them at each board meeting. Board members agreed to create and implement a more formal evaluation for the school leader soon.

Board members asked questions during the focus group and were interested in learning how charter school boards operate. They asked for information about some of the top charter school boards in hopes of learning about the best practices.

Some of the board members reported visiting the campus, especially before a board meeting that takes place at the school. Two members of the board are parents of existing students and are at the school often. There was a great deal of optimism from board members. One person stated, “I have so much belief in this school. Schools like this one are unique and fit a special niche in the community.” Another board member stated, “We have some great seasoned teachers in classrooms this year. Last year there was some toxicity, and now the culture is better for families, staff, and most importantly, students.”

Focus Group Summary: Family Members, Parents, and Guardians

There were ten participants in the family focus group on the day of the evaluation. Parents expressed several positive thoughts about the school. One parent said, “I am so happy to be at this school, and I believe the set of school leaders are turning things around and trying to build a strong school community.” Another family member shared, “My son has food allergies, and the staff in the cafeteria have gone out of their way to make sure my son’s needs are met.” One participant spoke about the school leader, “I like the principal, and during family meetings, he stopped and talked with us.” Family members were happy about the small class sizes which they said helped their child receive individual attention.

Several parents expressed concern over several school operations. One family member stated, “We are new to this school, but I’m concerned that there are no restroom doors on the bathroom stalls within the boy’s bathroom.” A second parent stated, “My son can’t use the bathroom between classes and has to use it during class.” A third parent agreed with others and stated, “Yes, the bathroom situation is a problem for my child as well.” Families spoke about the status of the school pick-up and drop-off. One parent remarked, “I dislike the parent pick up drop off; it is disastrous. There appears to be no organization, and parents don’t follow the rules. Proper procedures are needed to keep students and family members safe.” Another parent suggested the school tighten up the policy and procedures for times when children become ill at school.

Families spoke highly about the teachers at Nevada Prep Charter School. Every parent in the group was complimentary. Parents appreciated that one teacher is bilingual. Others said they loved the two teachers in kindergarten. A family member said, “I am welcome to volunteer here and feel welcome.” Families said they value the strong communication and timeliness of teacher responses to questions and concerns.

Participants spoke about several school-wide activities taking place at the school. These included clubs on Fridays, which they said were nice for working parents; singing performances; holiday bashes; dances; and a spelling bee. Some parents expressed disappointment in not knowing some of the events were going to take place because they were communicated through ClassDojo⁶. Parents requested events to be notified of these events in advance using several communication methods to participate and plan for these functions.

Families expressed confidence and satisfaction regarding learning. One family member was pleased, “My son has learned a great deal this school year, and I am impressed.” Another family member stated, “This school has been a change for my daughter, and I see she has progressed and knows how to read.” Participants said the school provides progress reports, parent conferences, grades within Infinite Campus⁷, and information about the i-Ready levels of achievement.

⁶ ClassDojo is an online classroom management platform where teachers can record and track student behavior, facilitate classroom activities, curate student portfolios, and engage in school-to-home communication in over 35 languages through photos and videos and direct messaging directly to parents and students.

⁷ Infinite Campus is a web-based program providing families the ability to view academic information for their children.

Focus Group Summary: Faculty and Staff

Ten staff members were in attendance for this focus group. Staff shared several celebrations taking place at the school. One staff member was excited because the school purchased string instruments, and some students were participating in the orchestra. The teacher said, “Most of these students have never held an instrument before.” Another teacher explained that she had been successful in helping students learn to love reading. She said the students are now asking her for books and volunteering to read out loud during class. A third teacher said, “The students say they really like coming to school now, and they come to me to talk. I miss them on the weekends.” A math teacher described how much his students were learning: “I have seen strong growth in math achievement from my students, and I think it has to do with the relationship between myself and the students. Today I was teaching double-digit multiplication, and the students were trying out different methods. Students volunteered to put their work on the board in front of the classroom, and I was surprised because they were so confident and able to explain what they did. I was writing 100% repeatedly.”

Staff described the current climate and levels of staff morale at this time. One staff member said, “I’ve been here a few years, and I know people, but then we get new people. We eventually start to meet everyone, and it seems like people get along.” A middle school teacher said, “Middle school teachers are really close, and we feel like a family.” Some teachers said they cry when students graduate from eighth grade. Teachers said that some members of the teaching staff have been let go, and they don’t know why. One teacher said, “I don’t understand why a person was let go, and I get anxiety that I could show up and then disappear just like my colleague.” A different staff member stated, “Trust needs to be established between the school leaders and the staff.”

When asked about what types of changes would both improve the school and convince teachers to stay from one year to the next, teachers had several suggestions. These included learning how to conduct small group instruction at the middle school level. Another suggestion was that leadership provide resources such as paper, toner for the copy machines, a decent whiteboard, and smart boards which function and work properly. Some teachers said they show up to school early in the morning and stay late at night; however, they do not see the leadership staff doing the same.

One teacher said, “We need a stronger administrative team who communicates well and offers transparency. In addition, there is not a set of clear guidelines for student discipline school-wide with high standards of student behaviors. Sometimes as teachers, we are undermined.” Another staff member said, “We should be doing MTSS⁸ with consistency, and right now, we are not. I think it is important for our students to feel safe and happy and want to come to school. This takes place when there is consistency in terms of behavior expectations.” Another teacher added, “We still have some work to do but I’ve seen students progressing and improving. I was blown away by the progress of several students and these are the moments I look forward to at this school.”

⁸ Multi-Tiered System of Support (MTSS) is a proactive academic and behavioral framework. The MTSS framework provides schools and teachers onboarding and ongoing training and resources of tiered interventions and supports.

Focus Group Summary: School Leadership

Three leaders at Nevada Prep Charter School participated in the focus group on the day of the site evaluation. One member of the leadership team described a recent success. He said, “A teacher with eight years of experience came to work here. As leaders, we have several connections with Teach for America⁹, and we are obtaining more and more experienced teachers.” Another leader shared, “We have applied for the National Honor Society¹⁰ and got accepted. We are pleased with this.”

School leaders spoke about their plans to retain staff from year to year. One school leader said, “We offer a four-day week in the classroom, and hope to provide incentives for pay. We want people who challenge the status quo, and we want to provide strong levels of communication from our leadership team to the staff.”

Because submitting items to the Nevada Department of Education and to the SPCSA is part of the contract between Nevada Prep board and the SPCSA board, leaders were asked to explain why these items continue to be late and why this issue continues. One leader said, “We think it has improved and then slipped backward to having several items late. We are working on a solution and may bring in a compliance officer to support us with this challenge.”

School leaders were asked if there were any best practices they hoped the site evaluation team would see. One leader said, “I hope you see several examples of small group instruction, centers in classrooms, and students moving and rotating around the classroom to engage in meaningful strong instruction, especially in the elementary grades. Please look for engagement strategies such as cooperative learning, and Kagen strategies.”

⁹ Teach for America finds, develops, and supports leaders to expand opportunity for all children.

¹⁰ National Honor Society (NHS) is an organization that recognizes and encourages students who demonstrate excellence in scholarship, service, leadership and character.

Focus Group Summary: Students

Ten students in third through eighth grade participated in the student focus group. When asked about their experiences attending Nevada Prep Charter School, students had several positive statements. One student remarked, "I like this school much better than my previous school. We don't get bullied at all. The dress code is great, and I like wearing uniforms." Another student added, "I like the diversity here. There are so many different cultures, races, and personalities." One student commented on the teachers, and said, "I like the teachers, especially the English teacher. If you don't understand something she will help you. Teachers here want us to understand, insist on helping, and they listen to what students have to say." A few students contrasted the current teaching staff to the one in place a few years ago. A student explained, "The teachers are overall better now. I've been here three years, and I noticed that the school has gotten more in line and more persistent on the rules." A second student added, "This year's teachers are very nice and are stricter with rules. We are learning more, and we are getting a better education this year." One student summed it up saying, "We are forced to do more this school year, whereas last year the bottom line was low. This school year the bar has been raised, and students work hard to get good grades now."

Students were asked to describe types of school-wide activities. Students said there are dances and Friday clubs. Students said they enjoy participating in a variety of sports such as volleyball, basketball, and cheerleading. Students commented on having the opportunity to learn a new language with a choice of either Spanish or Chinese and noted these are offered as clubs.

Regarding academics, students said they don't have a goal for i-Ready levels; however, they work on the i-Ready system for about 20-25 minutes per day. One student commented, "If one of us completes our required minutes of i-Ready for one month, we get a gift certificate to a nearby restaurant for lunch. Many of us look forward to this."

Participants were asked to describe their thoughts about being physically and emotionally safe at the school. In terms of being physically safe, there were mixed responses. One student was upset because from his perspective, he spoke to a school leader about another student trying to attack him, and he felt nothing happened. Yet another student said that he knew one student was expelled from school. Another student said, "One kid is still really mean and throws his fist in the air. He got in trouble but is still acting the same way." One student said, "We have talked, as a class, about being nice because we are with the same people in the classroom all year and we should be like a family." Another student said, "The school leaders refresh all students on the rules at the beginning of each school year, and whenever we have a break and return to school." Overall, students said they feel physically safe. Emotionally, one student said, "For the most part we all get along but there are several arguments in classrooms, hallways, and outside and I wish there were fewer of these."

Students were asked to describe what they would tell a friend who was thinking about coming to Nevada Prep. One student said, "I would say the school is strict, advanced, we wear polo shirts, and I would tell them to come to the school. I would tell them the school is small and one big family and treat each other with respect for the most part."

Classroom Environment and Instruction

Observation Rubric

A total of 9 elementary and 9 middle school classrooms 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	<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>
	TOTAL: 1	TOTAL: 11	TOTAL: 6	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 0	TOTAL: 11	TOTAL: 7	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 9 elementary and 9 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
Communicating with Students	<p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p>	<p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Students indicate through their questions that they are confused about the learning task.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 0	TOTAL: 11	TOTAL: 7	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	<p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Virtually all students are engaged.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>Many students actively engage in the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number participate.</p>	<p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 0	TOTAL: 7	TOTAL: 10	TOTAL: 0	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 9 elementary and 9 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
Engaging Students in Learning	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 2	TOTAL: 10	TOTAL: 6	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	
	TOTAL: 1	TOTAL: 8	TOTAL: 9	TOTAL: 0	TOTAL: 0

Classroom Observations and Additional Comments

In a lower elementary classroom, the students worked in small groups. One group of five students worked with the teacher reading their text (interim assessment), another group worked on completing a worksheet on proper nouns, and another group was already using their headphones and devices. The students actively worked, and the teacher monitored the class as she assisted students.

In this early-grade classroom, there were 16 students and one teacher. Students were working on i-Ready (6), seat work (4), and small group (5). The teacher provided clear instructions for students to transition to a new listening center. The teacher provided strong feedback levels to students.

Students were testing on sight word recognition. The teacher said, "What's this word? Wow! Great job!" "You are rocking out! Great job," Students became partners to work on site words. Students are highly engaged. The teacher said, "Group C- Whisper please. How do you know if this is an informational text?"

In an upper elementary math classroom, students practiced multiplication skills (multiplying a 2-digit number by a 2-digit number). Two students demonstrated their work on the whiteboard to the class as their classmates watched them solve the math equation. The teacher then reviewed the response with the rest of the class, discussing the problem with the class and asked students to ask clarifying questions.

In this early-grade classroom, there were 15 students. The teacher worked with two students in a small group. She asked them for listening ears. She read the story but was interrupted by a student on a laptop needing some help. The teacher juggles both and provided feedback. The teacher said, "Good job, that is you being responsible." The teacher was very positive and provided a calm atmosphere for learning.

A teacher conducted small group instruction in an upper elementary class. A group of six joined the teacher on a kidney-shaped table focused on math orders of operation, while another group accessed their devices to log onto i-Ready. The last group used their math textbook to complete a lesson on math vocabulary. The students seemed engaged and committed to completing their tasks as the teacher led the table group.

In a middle to upper elementary classroom, there were 14 students and one teacher. The teacher was focused on the task that students were to complete. She provided examples and answers for students as the class moved forward. She asked, "What are synonyms?", which is a good, open-ended question. There was no discussion of any standard, purpose for learning, what students knew before they started, or how they would know they learned it. The focus was on completing the task, and not the learning or reason for the task.

Students in an upper elementary classroom engaged in small group instruction. The teacher displayed the rotation schedule on the screen as she worked with a small group on a kidney-shaped table, restating their text-dependent questions. Other students read chapter books, and a few were on their devices. The teacher actively monitored the classroom while she worked with the small group. The table group

displayed a high level of focus to complete the assignment and to use feedback and prompts provided by the teacher. The teacher asked students to come up and assist. But the teacher is doing the "heavy lifting" in this case. It appears easy for students to opt-out and not engage on this day.

In this upper elementary classroom, there were about 11 out of 16 students engaged. Students in small group (5) were somewhat engaged; however, the students were arguing and talking about multiplication tables it is not clear what the small group is supposed to be learning. There were 5 students sitting on a couch and not engaged. Two students sat at table groups and were wearing earphones and were learning on i-ready. There was a lack of learning for several students in this classroom.

This was an upper elementary English Language Arts class with one teacher and 16 students. A group of 4 students were working at a small table group with the teacher. These students were reading, writing, text evidence, highlighting. Teacher is positive, supportive, called students by first name, and provided clear expectations for moving from one activity to the other as well as time frames and a timer.

Middle school students worked on an ELA journal writing activity to describe a person's life. The teacher displayed brainstorming questions on the screen to help the students note their thoughts on their paper before the writing activity.

Middle school students learned about the nervous system. The teacher provided explicit instruction, reviewing major vocabulary as he presented slides on the nervous system. The students took notes as the teacher presented the information.

In this middle school ELA class, there was one teacher and 16 students. The teachers had an excellent rapport with students and called students by name, joked with them, and had 100% buy in with each student in the class. Students were volunteering to read a high-level text out loud to the class. The teacher had excellent questions: Why did you highlight that? Why did the author use data in the text? Students were highly engaged and were learning in this middle school ELA classroom.

In this science class, the teacher had middle school students read first one partner, A, and then partner B. Students were reading the SBAC test example material. The teacher was roaming the classroom to listen to different students read. The teacher stopped students and explained why it is important to practice reading the text. She explained that later, students would be contributing to an anchor chart and gave students a strong purpose for reading.

Middle school students learned about systems of equations by using graphing. The teacher busily went around the room, helping students as needed. The students actively worked on the assignment.

In this middle school ELA classroom, students (18) were completing an assignment on paper. The teacher was roaming the classroom providing support and feedback to each individual student as needed. The teacher said, "Give it a try and then I'll be back." There appear to be at least two students who do not speak English in this classroom.

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
Obtain a Sharps Receptacle	The school has a sharps receptacle located within the health station.	The SPCSA agrees with this and noted the receptacle was in place on the day of the site evaluation. This recommendation has been met.
Create a Pool of Potential Board Members	The school has been successful in obtaining new board members.	The school continues to require board members to receive proper training including the role of a board member and open meeting law. This recommendation has not been fully met.
Improve Family Engagement	School leaders reported that communication and relationship building has improved and taken place at the school.	The SPCSA agrees with this as noted in the notes from the family focus group. This recommendation has been met.
Chronic Absenteeism	School leaders reported that chronic absenteeism rates continue to be a challenge.	SPCSA staff agree and find that this recommendation has not been met.
Complete Operational Tasks in a Timely Manner	School leaders continue to struggle to meet and complete operational tasks and school deadlines.	For the third school year in a row, Epicenter tasks, as well as submissions required by statute or regulation are still in need of attention. This recommendation has not been met.

Operational Compliance Checks

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

Appendix A

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