



Nevada State Public Charter School Authority

# Quest Preparatory Academy Northwest Site Evaluation Report: January 23, 2025

State Public Charter School Authority  
775-687-9174  
PO Box 19983  
Carson City, Nevada 89721  
500 East Warm Springs Road, Suite 116  
Las Vegas, Nevada 89119

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**Links to Resources:**

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

# Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to [NRS 388A.223](#), the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

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

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

SPCSA staff 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.

## **Small class sizes**

SPCSA site evaluation team members observed very small class sizes, and individual student attention was emphasized during the staff, student, and family focus groups. Quest Preparatory Academy places importance on small class sizes as part of the school's educational programming and during this site evaluation the one-to-one and individual attention given to students was noticeably present.

## **Family engagement**

Parent involvement and volunteerism is a strength at Quest Preparatory Academy Northwest. Parents shared that they feel comfortable contacting the school and teachers regarding their child(ren)'s academic progress and seeing their current grades. The school educates parents on how to access the academic progress of their child(ren). Family members readily participate and assist with school events.

## **Leader in Me<sup>1</sup> school**

Leadership reported Quest Preparatory Academy Northwest is a Leader in Me school and implements schoolwide expectations to 1) be proactive with behavior and 2) support students social-emotional needs. Students learn respectful talk, appropriate appearance, civility, and good manners. The words 'honor' and 'respect' are often used when asking students to consider their behavior or speech. Adults at the school model appropriate speech, such as saying, yes sir, yes ma'am, please and thank you. To demonstrate actively listening to one another, students and adult at the school will support each other's thought by using statements such as 'to add onto what \_\_\_\_\_ said,' or 'I would like to add to what \_\_\_\_\_ said'.

## **Student Diversity**

Quest continues to have a highly diverse student population. Quest Preparatory Academy Northwest is a Title I school and serves a large percentage of English Language Learners and students with Individual Education Plans. This diversity maintains alignment with the original proposed charter application of the school.

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<sup>1</sup> Leader in Me<sup>®</sup> is a whole-school framework based on principles and practices of personal, interpersonal, and organizational effectiveness. Leader in Me<sup>®</sup> springs from F. Covey's book, *7 Habits of Highly Effective People*. Leader in Me<sup>®</sup> supports self-reliance, taking initiative, planning, setting and tracking goals, completing homework, prioritizing one's time, managing emotions, being considerate of others, expressing one's viewpoint persuasively, resolving conflicts, finding creative solutions, valuing differences, and living a balanced life.

# 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.

## **Low school achievement rates in elementary school**

Low school achievement rates in the Academic Achievement Indicator Section of the Nevada Report Card in elementary school are a significant challenge for Quest Preparatory Academy Northwest. According to the Nevada School Performance Framework (NSPF), the elementary school index score for Quest Academy Northwest elementary grades for the 2023-24 school year is 22.5 out of a possible 100 points which is equivalent to a one-star. Site evaluation reports from the SPCSA for the 2020-21, 2022-23, and 2023-24 noted low school achievement rates as a concern and made academic performance recommendations.

## **Notice of Breach for academic performance in elementary school**

During the 2023-2024 site evaluation it was noted that the elementary school at Quest Preparatory Academy Northwest received a Notice of Concern for academic performance. The elementary school was rated as a one-star school based on the most recent Nevada School Performance Framework, issued by the Nevada Department of Education. The elementary school at Quest Preparatory Academy Northwest is now in its second year of having a one-star NSPF designation. This is a challenge and in critical need of improvement. At the governing board meeting held on November 15, 2024, the Nevada SPCSA Governing Board issued Quest Preparatory Academy Northwest Elementary School a Notice of Breach pursuant to NRS 388A.273.

## **Chronic Absenteeism**

Chronic absenteeism is a challenge for Quest Preparatory Academy Northwest. According to the 2023-24 NSPF data, the elementary school's rate is 22.2 percent, and the middle school's rate is 21.4 percent. Site evaluation reports from the SPCSA for the 2022-23, and 2023-24 school years noted low chronic absenteeism as a concern and provided recommendations.

# 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.

## **Evacuation plans**

SPCSA staff recommend evacuation plans be posted and visible near the student entry point in every classroom to be in compliance with NRS 392.450.3. “A diagram of the approved escape route and any other information related to the drills required by subsection 1 which is approved by the chief of the fire department or, if there is no fire department, the State Fire Marshal must be kept posted in every classroom of every public school by the principal or teacher in charge thereof.” Evacuation plans were observed to be posted in most, but not all, classrooms.

## **Rigor**

Continue to work on overall improvement in the area of classroom instruction. As noted on pages 14 and 15 of this report, there is considerable room for the levels of classroom instruction to move from the proficient category to the distinguished category. Specifically, engagement and cognitive awareness of the learning objective, the quality and purpose of both teacher and student questions, intellectual engagement in learning, and using formative assessment measures to check student understanding during instruction.

## **Multi-Tiered System of Support (MTSS) opportunities**

SPCSA staff have recommended Quest Preparatory Academy Northwest implement MTSS through the SPCSA at no cost to the school for the 2021-22, 2023-24, and 2024-25 site evaluations. SPCSA staff made recommendations on each of those site evaluation reports. MTSS opportunities have the potential to provide staff access to Tier 1, 2, and 3 training and resources to address and strengthen “Leader in Me” existing frameworks within the area of consistent behavioral expectations and positive feedback to students. Because learning gaps persist and are reflected in the one-star NSPF rating and persistent chronic absenteeism, continued work toward school-wide consistency with rules and expectations has the potential to provide staff resources and training to address these challenges. Additionally, this may help Quest Preparatory Academy Northwest’s leadership and staff find ways to provide students with interventions for achievement levels as levels change.

# Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations identified for Quest Preparatory Academy Northwest during this site evaluation.

# Site Evaluation Findings: Deficiencies

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

A deficiency is considered highly serious and in urgent need of immediate attention. Once issued, school leaders will be asked to complete a Site Evaluation Response Plan within four weeks of the school board and the school leader receiving the Site Evaluation Report.

## Deficiency for low academic performance in elementary school resulting in a Notice of Breach

<p>Context</p>	<p>Per the Charter School Contract between the State Public Charter School Authority and Quest Preparatory Academy Northwest, which was approved on July 16, 2008, and most recently renewed on December 16, 2022, pursuant to NRS 388A.255 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>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>The Charter School Contract between the State Public Charter School authority and Quest Preparatory Academy Noerthwest Schools executed on December 16, 2022: Part 3: Education Program Element: Curriculum: the charter school shall have control over and responsibility for delivery of the educational program and for attainment of the performance standards as set forth in the charter school performance framework.</p>
<p>Condition</p>	<p>According to the original contract executed on July 16, 2008: Quest Preparatory Academy Northwest has committed to first, provide a sound education program for students to attain the Nevada Performance standards and second, per the school’s mission, “dedicated to growth, perseverance and academic achievement. We foster students’ personal and intellectual growth so that they are prepared to be positively productive and engaged citizens of their communities.”</p> <p>At this time, current levels of student learning and achievement at the elementary grades at Quest Preparatory Academy Northwest fall well-below expectations. The index score for Quest Academy Northwest</p>



	<p>elementary grades for the 2023-24 school year is 22.5 out of a possible 100 points which is equivalent to a one-star.</p> <p>Several of the students attending Quest Preparatory Academy Northwest Elementary School are not provided with the opportunity to learn to their greatest potential and are not having their student achievement. High quality instruction was not present in several of the classrooms. Tier-1 instruction is not providing acceptable levels of academic achievement.</p>
<p>Causes</p>	<p>Quest Preparatory Academy Northwest elementary students are not offered a robust Tier-1 instructional program. There are extensive gaps in student learning and overall achievement levels at the elementary level. Tier-1 instruction must be improved. School leaders and staff are strongly encouraged to improve academic achievement at the elementary level grades. As teachers become more effective, students become more actively engaged, and they both become intentional learners. (Moss &amp; Brookhart, 2019).</p> <p>High performing classrooms generally have these common indicators:</p> <ul style="list-style-type: none"> <li>• Shared learning targets</li> <li>• Student voice</li> <li>• Students explaining their thinking</li> <li>• Student criteria for success</li> <li>• Student feedback on improving student learning</li> <li>• Student goal setting</li> <li>• Students’ conceptual understanding</li> <li>• Students’ actively engaged in their own learning</li> <li>• Strategic teacher questioning</li> <li>• Student engagement in asking effective questions</li> <li>• Students displaying self-efficacy</li> <li>• Lesson depth beyond factual recall</li> <li>• Formative assessment</li> </ul> <p>Site evaluation reports from the SPCSA for the 2020-21, 2022-23, and 2023-24 noted low school achievement rates as a concern at the elementary school level. SPCSA staff made recommendations on each of those site evaluation reports. During the 2023-24 site evaluation it was noted that the elementary school at Quest Preparatory Academy Northwest Elementary School received a Notice of Concern for academic performance.</p> <p>The school's leadership team reflected and shared that during the 2024-25 site evaluation held in February 2025 on the root causes for having a one-</p>

	<p>star NSPF rating for two consecutive years. Causes mentioned by leadership included:</p> <ul style="list-style-type: none"> <li>• The lack of staff stability and continuity made it challenging to provide consistent, high-quality instruction for all students, particularly at the elementary school level.</li> <li>• Bell-to-bell rigorous instruction is an area needing improvement.</li> <li>• The need to improve the use of formative assessments in all classrooms.</li> <li>• The challenges of supporting newly registered students who enroll with academic deficits.</li> </ul>
Effect	<p>The index score for Quest Academy Northwest elementary grades for the 2023-24 school year is 22.5 out of a possible 100 points which is equivalent to a one-star.</p> <p>Quest Preparatory Academy Northwest’s Elementary School earned a one-star proficiency rating for two consecutive years on the Nevada state proficiency framework. During the 2023-24 site evaluation, it was noted that the elementary school at Quest Preparatory Academy received a Notice of Concern for academic performance.</p> <p>On November 15, 2024, the SPCSA Governing Board issued a Notice of Breach to Quest Preparatory Academy Northwest pursuant to NRS 388A.273. “Any school(s) demonstrating underperformance that has the potential to trigger revocation proceedings in the next three to five years should academic performance not improve should be issued a formal Notice to ensure the school and its governing board are aware of the concerns (NRS 388A.300 and 388A.330). Underperformance is defined by NAC 388A.350 as any school receiving a rating below three stars in the NSPF or schools that have not consistently complied with the SPCSA Academic Performance Framework. Quest Preparatory Academy Northwest Elementary School was issued an academic Notice of Concern regarding its elementary school during the 2022-23 school year. Because the elementary school received a second, consecutive one-star rating, SPCSA staff recommended that the Authority issue a Notice of Breach to Quest Preparatory regarding the elementary school.”</p>
Deficiency Finding	<p>The expectation is that Quest Preparatory Academy Northwest Elementary School will provide a sound educational program for students to maximize student achievement. According to the Policy Achievement Level Descriptors within the Nevada School Performance Framework technical guide, a three-star school identifies an adequate school that has met the state’s performance standards.</p> <p>Quest Preparatory Academy Northwest has been identified as a one-star school at the elementary school level. Quest Preparatory Academy</p>

Northwest has not met Nevada state's standard of performance and urgently needs to address areas that are significantly below standard. According to the NSPF School Performance Framework, and as stated on the NSPF elementary rating report:

“a one-star: 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 that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state inventions.”

Nevada's school performance framework outlines these interventions that can include restructuring, corrective actions, or improvement plans, depending on the specific needs of the school.

As part of the site evaluation process and the SPCSA procedures for schools with deficiencies, “school leaders will be asked to complete a Site Evaluation Response Plan within four weeks of the school board and the school leader receiving the Site Evaluation Report” as mentioned under the deficiency subheading above.

Monitoring students’ needs for specific academic skills and interventions is critical at this time. As the Quest Preparatory Academy Northwest governing board and leadership team consider ways to immediately increase student academic skills and growth gains, strategically consider:

Continuing to work on Tier-1 instruction:

Share quantifiable learning targets

Share criteria for student success in student-centered language

Provide direct formative feedback from the teacher to the students

Embed strategic teacher questioning beyond factual recall

Build scaffolding strategies that optimize student voice

Teachers should continue focusing on building and monitoring student academic gains by collaborating across grade bands and vertical alignment of instructional student outcomes. Continuing to educate teachers and families on current student performance data will benefit teachers’ ability to read and utilize the data when making curricular and instructional decisions.

Concentrated, spiraled professional development on differentiating learning targets, tiered questioning, student centered discussion techniques, and intentional instructional approaches that engage all students to assist in bolstering student academic growth. Consider educating families with an

	<p>ongoing ‘Parent University’ on how to access and read student academic data so families can support their children from home.</p> <p>Implementing high-quality, standards-based, differentiated lessons with meaningful text-dependent student discourse opportunities will be essential to the goal of increasing quality Tier-1 instruction.</p> <p>A deficiency is considered highly serious and in urgent need of immediate attention. Once issued, school leaders are asked to complete a Site Evaluation Response Plan within four (4) weeks of the school board and the school leader receiving the site evaluation report. The school may request an extension in writing if needed. The site evaluation team will review the Response Plan, meet with School leadership, and provide feedback to the school. Both the site evaluation team and the school leadership will agree upon the plan of action including the documented steps and accompanying timeline.</p>
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**Deficiency for high chronic absenteeism rates**

Context	<p>Per the Charter School Contract between the State Public Charter School Authority and Quest Preparatory Academy Northwest, which was approved on July 16, 2008, and most recently renewed on December 16, 2022, pursuant to NRS 388A.255:</p> <p>2.5.2 The Charter School shall adopt and adhere to a Truancy and Absence Policy pursuant to NAC 388A.160(5).</p> <p>3.1.2 In determining whether or not the Charter School complies with the essential terms of the educational program, the Authority will use the Charter Application (initial or as amended) as the basis to assess fidelity.</p> <p>3.3.1 The Charter School shall be subject to and comply with all requirements related to the state assessment and accountability system for public schools.</p> <p>3.3.2 Nothing in this section prohibits the Charter School or the Authority from assessing student learning outside of and in addition to the state’s testing program.</p>
Condition	<p>According to the original contract executed on July 16, 2008, and most recently renewed on December 16, 2022, Quest Preparatory Academy Northwest has committed to a mission statement “dedicated to growth, perseverance, and academic achievement. We foster students’ personal and intellectual growth so that they are prepared to be positively productive and engaged citizens of their communities.”</p> <p>Chronic absenteeism is linked as a condition to poor academic achievement and defined as a student missing at least 10% of days in school per year for any reason, including excused and unexcused absences.</p>

	<p>Students at the elementary level at Quest Preparatory Academy Northwest have earned a pooled proficiency one-star NSPF rating for two consecutive years corroborating the correlation between chronic absenteeism and low performing academic achievement.</p>																																																
<p>Causes</p>	<p>Site evaluation reports from the SPCSA for the 2022-23, 2023-24, and 2024-25 site evaluation cycles noted chronic absenteeism as a challenge. SPCSA staff made recommendations on each of those site evaluation reports.</p> <p>Attendance information from the most recent NSPF data (2023-24) indicates chronic absenteeism for elementary grades was 22.2% and 21.4% for middle school grades. Absenteeism rate has a direct effect on the NSPF index scores. The Nevada State Point Attribution Table (PAT) for chronic absenteeism rates has been provided:</p> <table border="1" data-bbox="418 653 1349 909"> <thead> <tr> <th>Rate</th> <th>Points</th> <th>Rate</th> <th>Points</th> <th>Rate</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>&lt;5</td> <td>10</td> <td>≥ 11 and &lt; 12</td> <td>6.5</td> <td>≥18 and &lt;19</td> <td>3</td> </tr> <tr> <td>≥ 5 and &lt;6</td> <td>9.5</td> <td>≥ 12 and &lt; 13</td> <td>6</td> <td>≥ 19 and &lt; 20</td> <td>2.5</td> </tr> <tr> <td>≥ 6 and &lt;7</td> <td>9</td> <td>≥ 13 and &lt; 14</td> <td>5.5</td> <td>≥ 20 and &lt; 21</td> <td>2</td> </tr> <tr> <td>≥ 7 and &lt;8</td> <td>8.5</td> <td>≥ 14 and &lt; 15</td> <td>5</td> <td>≥ 21 and &lt; 22</td> <td>1.5</td> </tr> <tr> <td>≥ 8 and &lt;9</td> <td>8</td> <td>≥ 15 and &lt; 16</td> <td>4.5</td> <td>≥ 22 and &lt; 23</td> <td>1</td> </tr> <tr> <td>≥ 9 and &lt;10</td> <td>7.5</td> <td>≥ 16 and &lt; 17</td> <td>4</td> <td>≥ 23 and &lt; 24</td> <td>0.5</td> </tr> <tr> <td>≥ 10 and &lt;11</td> <td>7</td> <td>≥ 17 and &lt; 18</td> <td>3.5</td> <td>≥ 24</td> <td></td> </tr> </tbody> </table> <p>The leadership reflected on attendance during the 2024-25 site evaluation held in February 2025, stating that students are encouraged to consider attendance when setting goals. Additionally, the leadership team developed an attendance goal-tracking system with a student incentive component. The team reported that the school is making good headway, and the school's chronic absenteeism rate has declined.</p>	Rate	Points	Rate	Points	Rate	Points	<5	10	≥ 11 and < 12	6.5	≥18 and <19	3	≥ 5 and <6	9.5	≥ 12 and < 13	6	≥ 19 and < 20	2.5	≥ 6 and <7	9	≥ 13 and < 14	5.5	≥ 20 and < 21	2	≥ 7 and <8	8.5	≥ 14 and < 15	5	≥ 21 and < 22	1.5	≥ 8 and <9	8	≥ 15 and < 16	4.5	≥ 22 and < 23	1	≥ 9 and <10	7.5	≥ 16 and < 17	4	≥ 23 and < 24	0.5	≥ 10 and <11	7	≥ 17 and < 18	3.5	≥ 24	
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<p>Effect</p>	<p>Chronic absenteeism impacts learning, academic performance, social development, and the overall educational progress of a student (Pini, 2022). Students who are chronically absent often fall behind in coursework, struggle to grasp concepts, and experience difficulty keeping up with their peers due to missed instruction time.</p> <p>Chronic absenteeism is a strong indicator of potential academic failure and increased risk of dropping out of school. Missing school regularly can disrupt a student's social connections with classmates and contribute to feelings of isolation or disengagement (McKenzie, 2022).</p>																																																
<p>Deficiency Finding</p>	<p>The expectation is that Quest Preparatory Academy Northwest will immediately create and implement a chronic absenteeism plan to ameliorate chronic absentee rates school-wide.</p> <p>A critical plan may want to consider best practices in combined partnership with leadership and Quest Preparatory Academy Northwest’s Governing Board. Best practices include:</p>																																																

- Focus on empathy: How can the school help families? What specific things can families do? Avoid focusing on punitive messages that leave parents feeling blamed.
- Include printed personalized postcards or letters, rather than just texts
- Provide precise, personalized information rather than generic messages
- Send repeated communication throughout the year.
- Send positive notes home when students are on time or remain in school for the entire day.
- Designate one school person who telephones home the second a student is tardy or absent and find out the cause of the absence.
- Plan home visits.
- Engage families through texts, email, mail, or in person—requires good contact information.
- Determine the barrier- is it acute illness, trauma, housing or food insecurity, lack of predictable scheduling, transportation, inequitable access to services, a home situation, undiagnosed disability, anxiety, miseducation about attendance?

The leadership team may want to refer to the Nevada Department of Education website ([Chronic Absenteeism](#)) for additional resources, including:

- [Attendance Works](#)
- [Improving Attendance and Reducing Chronic Absenteeism](#)
- [Check & Connect Student Engagement Intervention Model](#)

Also, it may be helpful to reference the information below. (Attendance Works, 2017)

- Regular attendees: miss five or fewer days a year (less than one day per month)
- At risk: miss 5%-9% of school (about nine days a year, one to two days per month)
- Chronically absent: miss 10% or more of school (about 18 days a year; more than two days per month)
- Severely chronically absent: miss 20% or more days of school (about 36 days a year; more than four days per month).

A deficiency is considered highly serious and in urgent need of immediate attention. Once issued, school leaders are asked to complete a Site Evaluation Response Plan within four (4) weeks of the school board and the school leader receiving the site evaluation report. The school may request an extension in writing if needed. The site evaluation team will review the Response Plan, meet with School leadership, and provide feedback to the school. Both the site evaluation team and the school leadership will agree upon the plan of action including the documented steps and accompanying timeline.

# Focus Group Participation Data

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

Name of Focus Group	Number of Participants
Governing Board <sup>2</sup>	2
Family Members, Parents, and Guardians	10
Faculty and Staff	10
School Leadership	3
Students	11

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

# Focus Group Summary: Governing Board

Two of the seven-member school board participated in the focus group on the day of the evaluation. Members report board meetings occur once every two months. Board members explained members of the board include a former administrator from a charter school, a current educator, a current assistant principal, and a chief financial officer of a hospital. Members of the board have experience in budgeting, board management, and functional organization structure. The board chair has served on the governing board since 2020. A variety of professional experience is represented on Quest Preparatory Academy Northwest's governing board.

Board members were asked about the downward trend of chronic absenteeism. During the 2023-24 site evaluation, Quest Preparatory Academy Northwest's chronic absenteeism was 11.6% for elementary grades and 33.7% overall. For the 2024-25 academic year, chronic absenteeism for elementary grades measured 22.2% and 21.4% for middle grades. One board member said, "We are working to ensure the principal has the resources she needs. We are also working with parents, so they know it's a team effort between the board and school. We are stressing to parents the importance of attendance."

Members of the governing board emphasized their concern over Quest Preparatory Academy Northwest's one-star NSPF rating for the second consecutive year. Members of the board shared opinions that the NSPF disfavored school choice, citing bias against diverse populations and schools serving free and reduced lunch populations (FRL). Board members indicated they do examine other schools and speak to other school leaders about what is working at other schools. The board supports hiring and retaining qualified staff, maintaining small class sizes, and providing retention bonuses. One board member said they are looking for additional funding and adjusted the pay scale. "We recognize staff who receive extra certification, as well as those who have advanced degrees."



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

Participants of the family focus group were very supportive of the teachers, asserting the teachers were highly invested in the lives of the students, cared for the students and their learning, and were available after hours, going above and beyond the duties of their job. Many expressed the teachers were not paid enough for what they accomplished on a daily basis and expressed gratitude for their service to the school and the families. Many parents said if they reach out to communicate with a teacher, they receive a phone call within 24 hours.

Family members shared with the site evaluation team that teachers taught the students to work individually and in small groups, which is beneficial for working in the world outside of school. One parent said, “I have a student who is hard to deal with behaviorally and his kindergarten teacher turned him around.” Several parents indicated that compliant behavior is not the Quest Preparatory Academy Northwest method, but rather directing the students to understand how to make choices about their behavior and consequences for their behavior makes the difference, and they see this reflected at home. One parent remarked that this methodology is not just in the behaviors, but also with the learning. She said, “I have a high achieving Kindergartener here and the school has adjusted to her pace of learning.” A second parent gave the example of a student that had to be out of town for a competition, and the principal gave her a computer, and the student kept up with her classes virtually. The student kept up with all assignments and the teacher gave her individualized instruction throughout the time she was gone.

Family members stated that school communication was very timely and clear. Many parents explained that families are always aware of their child’s academic progress and that the school alerts them if a child is not doing well academically. One parent said, “One of my children has a 504 and one has an IEP, each one was identified faster than at their previous schools.” Another parent stated, “My daughter has a 504 and she is not made to feel different than any other student. She is doing well in her classes. That was not her experience at her previous school.”

# Focus Group Summary: Faculty and Staff

Participants in the faculty and staff focus group indicated leadership builds culture through staff celebrations. There is a “shoutout” for one teacher each week, “kudos” at staff meetings as well as sharing and celebrating personal news. Many reported staff morale was good. One faculty member said, “This is the first school that I’ve been to where I love coming here. I am never sad to be here.” Staff said they support one another and help each other carry the load. One teacher said she had been at Quest Preparatory Academy Northwest for 10 years. “The work is hard, but I remain here because there are more positives than negatives. We worry whether or not we are going to close and if we are going to make it.”

Members of the focus group shared their thoughts about feeling some pressure and the stress associated with improving student achievement. Several participants reported their desire for more consistency with communication, specifically to receive more timely information from the administration regarding program changes, such as tutoring group details or meeting times, so they can better plan and prepare. Several members discussed additional factors that added to their stress levels. Firstly, some staff members were concerned about middle school discipline, accentuating the need for greater student accountability. A few discussed their experiences with students who disrupt the classroom environment repeatedly with little change in the student's behavior, adding to their feelings of pressure and stress. Secondly, other group members shared their thoughts on the benefits of having middle school students afford more movement during the school day, stressing the importance of brief movement breaks to keep them engaged. Lastly, teachers would like more proactive parental involvement, citing the significance of teamwork and consistency. These insights represent the group's thoughts on factors that would positively mitigate their feelings of pressure and stress associated with school improvement.

Faculty and staff voiced concern with student reliance on artificial intelligence (AI) to complete assignments. Teachers advocated using GoGuardian<sup>3</sup> to monitor students, citing misuse of technology and teachers' inability to keep up with supervising every screen. Faculty mentioned a scarcity of electronic supplies schoolwide, such as printers, projectors, speakers, and working iPads. Teachers indicated they have completed the procedures for obtaining supplies; they just have not received them.

Faculty shared they review student data with school leadership and use the data to make classroom curricular decisions. One teacher said, “It helps when students see their own data. It is nice to see the students realize they have grown.” Faculty members shared there is one teacher who often stays at the school past at the school past six in the evening looking at MAP<sup>4</sup> scores and adjusting instruction. Members of the focus group said the MAP continuum guides small group instruction, an intervention

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<sup>3</sup> GoGuardian software allows teachers and administrators to view and snapshot students' computer screens, close and open browser tabs, and see running applications. The software can collect information when users from a student's webcam, microphone, keyboard, and screen, along with historical data such as browsing history.

<sup>4</sup> Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program.

priority at Quest Preparatory Academy Northwest. Interventions are 40 minutes a day and are focused on math instruction or English language arts (ELA).

## Focus Group Summary: School Leadership

The school's leadership reported that their goal was to reduce chronic absenteeism to less than 15% during the 2024-25 academic year at Quest Preparatory Academy Northwest. Chronic absenteeism for elementary school was 22.2% for the 2023-24 academic year and 21.4% for middle school. The team stated students are encouraged to think about attendance when setting goals. Schoolwide "responsible attendance" is included in conversations, data monitoring, family outreach, transportation support, and family education. The team emphasized their commitment to reducing absenteeism rates, which can increase student attendance and the school's overall star rating.

A portion of the session focused heavily on the school's actions to improve academic achievement. Leadership shared meetings bi-weekly with the third, fourth, and fifth-grade teachers, providing targeted support with specific goals and follow-up is an area of emphasis. Additionally, the principal shared the school's academic data collection document, noting student data sets and listing teacher rosters designed to support the school's classroom observation and teacher feedback process. Teachers receive targeted feedback after each observation, and the data for each observation is tracked on a sheet so that all observations are measurable. These instructors also observed master teachers and completed training over the summer. School leadership said eight staff attended unpaid training in the summer for classroom management, math discourse, and Kagan<sup>5</sup> training.

The leadership team reflected on the root causes that contributed to having a one-star NSPF rating for two consecutive years in elementary school. The root causes mentioned were staff stability and continuity, which makes it challenging to provide consistent, high-quality instruction for all students, particularly at the elementary school level. Additionally, the school leaders discussed additional factors, such as bell-to-bell rigorous instruction, as an area needing improvement, along with supporting teachers in developing effective formative assessments to evaluate student learning so teachers can make needed instructional adjustments promptly. The leaders also shared the challenges of supporting newly registered students who enroll with academic deficits, noting students who remain at the school for several years close the achievement gap.

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<sup>5</sup> Kagan instructional strategies are designed to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction.

# Focus Group Summary: Students

Students were asked if they were aware of the importance of attendance and asked what prohibits them from attending school. A few students said they missed school if they stayed up late on a school night, as their parents let them stay home. One student said if a family member was ill, they stayed home to care for that family member. Other students said they were absent when they were sick. A few indicated that if there was a fund-raiser they missed school. Students conveyed to the site evaluation team that Quest Preparatory Academy Northwest maintains an attendance chart at the front of the school that tracks each class by a race car. Each time that class has perfect attendance the race car is moved forward on the track. Incentives for good attendance such as free dress are offered.

Students said they enjoy building relationships with friends at Quest Preparatory Academy Northwest and having a place where they can speak with people comfortably. Students reported learning about the seven habits to be more proactive, kinder and improve themselves not only at school but at home.

Students reported feeling comfortable asking for assistance from their teacher when they didn't understand something in the classroom. One student said they felt engaged when s/he could work in a group or with a shoulder partner. Another stated they appreciated helping a peer or asking a friend for assistance. Many students shared that teachers worked hard to teach the students. One student said their English language arts teacher frequently asks, "if there is anything she can do better for the lesson." When asked what things students had recently learned, topics ranged from algebraic equations, weather and climate, long division and decimals, to what letters mean.

# Classroom Environment and Instruction Observation Rubric

A total of 21 elementary and 4 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

<b>Classroom Environment</b>					
	<b>Distinguished</b>	<b>Highly Proficient</b>	<b>Approaching Proficient</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
<b>Classroom Learning Environment is Conducive to Learning</b>	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	This criterion was not observed or rated.
	<b>TOTAL: 1</b>	<b>TOTAL: 22</b>	<b>TOTAL: 2</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Establishing a Culture for Learning</b>	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their Quest Preparatory Academy and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	This criterion was not observed or rated.
	<b>TOTAL: 1</b>	<b>TOTAL: 18</b>	<b>TOTAL: 5</b>	<b>TOTAL: 0</b>	<b>TOTAL: 1</b>

# Classroom Environment and Instruction Observation Rubric

A total of 21 elementary and 4 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
<b>Communicating with Students</b>	<p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p>	<p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or Quest Preparatory Academy that they don't understand the content being presented.</p> <p>Students indicate through their Quest Preparatory Academy that they are confused about the learning task.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 1</b>	<b>TOTAL: 18</b>	<b>TOTAL: 5</b>	<b>TOTAL: 0</b>	<b>TOTAL: 1</b>
<b>Using Quest Preparatory Academy and Discussion Strategies</b>	<p>Students initiate higher-order Quest Preparatory Academy.</p> <p>The teacher builds on and uses student responses to Quest Preparatory Academy 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 Quest Preparatory Academy, 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 Quest Preparatory Academy 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>Quest Preparatory Academy are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 0</b>	<b>TOTAL: 14</b>	<b>TOTAL: 8</b>	<b>TOTAL: 0</b>	<b>TOTAL: 3</b>

# Classroom Environment and Instruction

## Observation Rubric

A total of 21 elementary and 4 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
<b>Engaging Students in Learning</b>	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 2</b>	<b>TOTAL: 12</b>	<b>TOTAL: 11</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Using Assessment in Instruction</b>	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	
	<b>TOTAL: 2</b>	<b>TOTAL: 12</b>	<b>TOTAL: 10</b>	<b>TOTAL: 0</b>	<b>TOTAL: 1</b>

# Classroom Observations and Additional Comments

In an upper elementary classroom, the teacher led a Leader in Me lesson focusing on extending trust. The session included brief discussions in which students shared prior experiences and thoughts about extending trust. The teacher asked thought-provoking questions, and the students had opportunities to share their responses.

In one middle school classroom, students worked on focus words, using their laptops. The students including how each word was used in a sentence, drew the picture of each word, wrote a definition, created synonyms and antonyms for each word. The students actively worked as the teacher monitored their progress.

Middle school students were given five minutes to complete a journal entry using their devices. They were asked to share their experiences in using math in their lives, followed by a brief discussion to share their responses with their table partners. The teacher also shared her childhood experiences with math. The students were engaged and followed all procedures. The teacher also reviewed the objective of the lesson.

Middle school students took turns reading their text aloud as the teacher facilitated the reading session. This was followed by a shoulder-partner discussion in which they answered questions about the poem. The students were given five minutes as the teacher walked around the room, listening to the discussions. Afterward, the teacher asked the students text-dependent questions.

Students in one intermediate elementary classroom were working at various English language arts centers: some were taking a quiz, and some were finding text evidence based on what they were reading, *Thunder Rose from My View Literacy*, which meets all grade level requirements on *Ed Reports*. The teacher asked intentional questions such as, "Where in the text does it say that?"

Students in one upper elementary classroom took turns reading a grade level informational text. One student read at a time while the other students listened. The teacher provided great cues while the reading happened, such as "Good. Now reread that for fluency." She asked students, "Why do you think they thought it was important that we had rights?" Students answered correctly.

In one lower elementary math classroom, the students learned about subtracting by rewriting the equation on a chart. The teacher monitored understanding through a single method or without consistently eliciting evidence of understanding from students. Also, the pacing of the lesson was uneven.

In one early grade classroom, students were highly engaged using small, personalized devices to play a group game practicing phonics. Students excitedly spoke to each other, calling students by name.



Specific and positive feedback, laughing with students, circulating the classroom to see if students were on target, and 100% engagement was observed.

In one upper elementary math class, several students were expected to listen to the teacher's explanation of converting measurements. The instructor did not let the students speak or explain their thinking. She became increasingly frustrated with the students as the time continued. She called one student by the wrong name and does not seem to have a good relationship with students.

There were 24 students in the art class. The teacher provided a long process for the directions. Many students did not understand the directions. The teacher then went around and corrected and re-explained the directions one-to-one with students. The teacher speaks in a somewhat frustrating tone to the students, raising her voice and speaking slowly when students don't understand.

In an early grade elementary classroom, there are 18 students and one teacher. There are three students working with the teacher in a small group. The teacher uses a timer to indicate when groups change. The teacher used games to help the students at the small table practice sounds. Students were learning and laughing with the teacher.

In one primary classroom, the teacher guided students through calendar time, during which they sang a song about the days of the week. The class consisted of 12 students. The teacher also led a phonemic awareness activity focusing on identifying the first sound in words. However, there was an opportunity to increase student engagement, as the teacher consistently called on only one student at a time.

In one elementary classroom, the teacher engaged students by asking whether the students preferred arctic foxes or reindeer. She built background knowledge by showing images and sharing key facts about each animal. Students responded using appropriate academic vocabulary, and the teacher tallied the student choices, prompting a discussion about how many students selected each animal. Following this activity, the teacher reviewed the blends the students had been learning, incorporating their input to reinforce understanding.

# 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
<p>The SPCSA recommends the school continues its current work to improve the overall number of students attending school on a daily basis.</p>	<p>Quest Preparatory Academy continues its current work to improve the overall number of students attending school on a daily basis through goal setting, data monitoring, outreach, transportation support and education for families on importance of school. Attendance challenges and focus on “responsible attendance” is centered.</p>	<p>During the 2023-2024 site evaluation, chronic absenteeism was 11.6% for elementary grades and 33.7% overall. For the 2024-2025 academic year, chronic absenteeism for elementary grades measured 22.2% and 21.4% for middle grades. Chronic absenteeism is a critical concern and challenge and has a direct impact on the school’s star rating. Students may have learning deficits in learning exasperated by poor school attendance.</p>
<p>SPCSA staff recommend Quest Preparatory Academy implement Multi-Tiered System of Support (MTSS) opportunities through the SPCSA.</p>	<p>Quest Preparatory Academy reviewed the opportunities and chose to continue the foundation of Leader in Me for school wide implementation. Quest Preparatory Academy increased training opportunities in classroom management, engagement, and crisis prevention. Quest Preparatory Academy has a full-time Student Success Administrator for support.</p>	<p>The SPCSA continues to recommend Quest Preparatory Academy implement Multi-Tiered System of Support (MTSS) opportunities through the SPCSA. SPCSA staff have recommended Quest Preparatory Academy implement MTSS through the SPCSA at no cost to the school for the 2021-2022, 2022-23, 2023-24, and 2024-25 site evaluations. SPCSA staff made recommendations on each of those site evaluation reports.</p>
<p>Continue to improve current levels of student learning and instruction through: a) Formative assessments and student understanding levels.</p>	<p>Lesson planning templates focus on the objective and assessment together to ensure tasks line up and receive feedback on lessons. Objectives are posted on boards and referenced orally. Frequency is</p>	<p>The SPCSA understands Quest Preparatory Academy reporting their current efforts to address Tier-1 instruction and ameliorate learning gaps. Leadership and the governing board ensured attention</p>

<p>b) Enable the master teachers and those with a unique talent for guiding students to mastery to share best practices with one another.</p> <p>c) Consider creating a system that more clearly communicates learning objectives so that students know specifically what they are expected to learn on a daily basis.</p> <p>d) Continue to work with teachers to ensure that higher-level questions are implemented throughout lessons.</p>	<p>tracked through walkthroughs and teachers receive walk through feedback within 24 hours. Discourse questions for higher order thinking are planned in the lesson plan and cooperative strategies are expected and staff are provided training. Last spring, teachers were provided time to observe best practices. This fall, a PD was given with video from a high performing teacher. This practice will continue to improve over the upcoming semester.</p>	<p>to improving academic achievement and ensuring support for student learning. The SPCSA continues to recommend critical attention to improving current levels of student learning and instruction. The SPCSA site evaluation team emphasizes involving all stakeholders in the process, students, families, teachers, and staff. A robust embedded feedback loop with frequent check-ins is essential for effective balanced improvement efforts.</p>
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# Operational Compliance Checks

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

# Appendix A

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

March 24, 2025

Feedback / Comment For Consideration for Inclusion in SPCSA report as a response:

Quest Academy is proud to be in its 17th year of operation as a leadership academy, continuing to serve our students with dedication and a focus on academic achievement. Our middle school remains strong, consistently earning 3- and 4-star ratings in the Nevada School Performance Framework (NSPF) over the past three years. While our elementary school achieved the equivalent of a 3-star rating in the 2021-2022 school year, Quest acknowledges the star rating the past two years at the elementary school level does not reflect our expectation for performance. Our current goal is to return to a higher star rating and level of performance and exceed it moving forward.

A key indicator of Quest’s impact is the long-term success of our students. Students who remain at Quest for 8 or 9 years consistently outperform state proficiency rates in ELA, reading and science. Notably, our 8th-grade students last year demonstrated remarkable achievement—none of our long-term Quest students scored a 1 on any SBAC test last Spring. While we recognize that achievement gaps remain, these results show that the longer students stay with us, the more those gaps close.

Growth is another critical measure of our progress, and Quest Academy has demonstrated high growth across multiple grade levels. On the 2024 SBAC:

- 27.6% of students in grades 4-8 scored in the top 20% for growth in ELA.
- 24.8% of students in grades 4-8 scored in the top 20% for growth in Math.
- At the same time, we had a relatively low percentage of students with low growth—only 10% of students in ELA and 14% in Math scored in the bottom 20%.

These data points highlight that student growth is occurring, even though our Adequate Growth Percentile (AGP) and closing gaps metrics remain a challenge due to prior deficits. Quest is committed to addressing these challenges while recognizing the significant strides students are making.

Quest has consistently shared our areas for growth in previous site evaluations, particularly around rigor, discourse, and engagement. We continue to refine our instructional strategies to ensure all students are actively engaged in high-quality learning experiences. Additionally, we have prioritized attendance as a focus area. Through targeted efforts, our school is on track to outperform our goal of keeping chronic absenteeism below 15%, with current trends indicating we may achieve a rate as low as 10%.

It is important to acknowledge that the recent site evaluation focused 76% of its observations on elementary classrooms, 16% on middle school, and 8% on Specials. While we recognize the need for continued progress in elementary instruction, this distribution highlights that the majority of observations were concentrated in one area of our school. Additionally, the staff focus group lasted close to 90 minutes—double the length of other focus groups—and extended past school hours. Given this, we do not believe that counting words in the report is an appropriate measure of emphasis or concern. We remain committed to improving instructional practices across all grade levels and content areas.

Quest Academy remains dedicated to continuous improvement. We celebrate our successes while maintaining a clear focus on growth, rigor, and student achievement. While we recognize areas for improvement, we are actively working to enhance Tier I instructional practices and student engagement. Our goal is to move beyond approaching proficient and highly proficient and work toward distinguished performance in instructional observations. Additionally, we remain committed to closing achievement gaps and increasing student growth. With a strong foundation and a dedicated team, we are confident that Quest will continue to thrive in the years to come.