



Nevada State Public Charter School Authority

# CIVICA Nevada Career & Collegiate Academy Site Evaluation Report: April 2, 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 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.

## **Positive relationships between personnel and students**

The SPCSA site evaluation team observed teachers and staff personnel saying ‘please,’ and ‘thank you,’ to students in the common areas, modeling civil speech at CIVICA<sup>1</sup> during the full-day site evaluation. Students responded in kind. The SPCSA site evaluation team observed many classrooms in which relationships between classroom teachers have cultivated trust with their students. Students felt comfortable asking peers and teachers for academic support. Students were engaged and interested in deepening their understanding of the why and how of the content they were learning. Many positive and useful teacher responses to student questions, learning engagement, and teacher dedication to student learning were observed.

## **Patterns of improvement**

SPCSA staff observed CIVICA display patterns of improvement. For example, leadership reported the turnover in faculty and staff has stabilized. There were no long-term substitutes for the 2024-25 school year, and 100 percent of faculty will be returning for the 2025-26 school year. Members of the leadership team are no longer interim. Curricular materials have been stabilized and aligned to allow teachers the ability to properly plan long-term and develop deeper classroom engagement and higher-order thinking activities within the classroom. Leadership shared that CIVICA had bolstered instructional coaching by having more adult aides present in the classroom.

## **Focused on student academic gains**

The CIVICA leadership team reported they were focused on student academic gains and creating robust, targeted interventions during the 2024-25 academic year to increase student learning. Coaching protocols, professional development, and wrap-around services have been developed and implemented for targeted support. SPCSA staff observed students interacting with teachers comfortably, readily asking for help or clarity, and advocating for themselves when they did not understand content or instruction.

## **Use of data to inform decisions**

CIVICA upholds strong use of data to inform resource and curricular decisions. When asked how data was used to make curricular decisions, participants in the focus groups from the leadership team, the governing board, faculty, and staff said they look at WIDA<sup>2</sup> for English language learners’ needs and

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<sup>1</sup> CIVICA Nevada Career & Collegiate Academy is the formal and contracted name with the SPCSA. However, the name will be shortened to CIVICA throughout for the remainder of site evaluation report.

<sup>2</sup> WIDA is a comprehensive assessment measuring English language proficiency in four categories: identification, placement, progress, and achievement. The WIDA screener is used to determine ELL support services as well as determining when a student has developed proficiency to exit ELL school services.

SBAC<sup>3</sup> and MAP<sup>4</sup> assessments for general population needs. Data is used for student placement in small group instruction as well as targeted, differentiated support. Weekly team meetings provided opportunities for routine data chats.

### **Board partnership with leadership**

CIVICA's governing board demonstrated a robust partnership with leadership. The governing board demonstrated board membership preservation with some members serving several years, which was helpful during the time school administration underwent numerous changes in leadership and challenges with faculty and staff turnover.

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<sup>3</sup> The Smarter Balanced Assessments (SBAC) measure student progress in grades three through eight toward college and career success and are aligned with the Nevada Academic Content Standards in English language arts and mathematics. Results from the SBAC are included on the Nevada Report Card.

<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.

# 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.

## **NSPF rating**

Academic proficiency remains a challenge at CIVICA. Increased funding would allow for additional supports in the classrooms, such as instructional assistants, to conduct small group interventions and provide English language acquisition supports. This would help address the academic gaps and better meet the needs of all students.

## **Academic achievement**

Academic achievement was a challenge for both elementary and middle schools. According to the 2023-24 NSPF Academic Achievement Indicator, the elementary school earned three out of twenty-five points (25 percent pooled proficiency), and the middle school earned one (15 percent pooled proficiency) out of twenty-five. The achievement rates were well below the district rates.

## **Growth indicator**

A challenge at Civica Academy was low student academic growth. According to the 2023-24 NSPF Growth Indicator, the elementary school scored eleven and a half points out of a possible thirty-five, and the middle school earned seven out of thirty-five points.

## **Closing opportunity gaps**

According to the 2023-24 NSPF, closing opportunity gaps was a challenge for Civica Academy in elementary and middle schools. The elementary earned three out of twenty points, and the middle school earned two out of twenty.

## **Chronic absenteeism**

Absenteeism rates at the middle school grades dropped by approximately 15 percent since last year, demonstrating the impact of ongoing interventions created and implemented by the current leadership team. Additionally, elementary absenteeism rates have been steadily improving during the 2024-25 academic year and were on track to fall below the 10 percent threshold. However, barriers such as inconsistent family engagement, transportation issues, and student motivation continue to affect attendance, according to the leadership team. One member of the leadership said, “We remain committed to strengthening our support systems, reinforcing the importance of daily attendance, and working closely with families to sustain and further these improvements. Students face external factors, such as family instability, transportation barriers, or health concerns, which impact their ability to attend school consistently.”

## **Staffing**

Leadership reported that a large percentage of teaching personnel were new to the profession or possessed a substitute teaching license. The principal said, “However, with improved teacher retention, we can begin to build and grow our teacher capacity.”

# Site Evaluation Findings: Recommendations

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

## **Increase overall student proficiency**

SPCSA staff recommend CIVICA continue to monitor, plan, and implement ways in which to increase student proficiency rates at the elementary school grades and middle school grades. CIVICA elementary currently has a one-star NSPF index rating with an index score of 26 out of a possible 100 points. Middle school grades had a two-star NSPF rating with an index score of 30 out of a possible 100 points and CIVICA's high school population did not have a sufficient N size to be rated.

CIVICA was placed under an Academic Notice of Concern by the SPCSA Governing Board on November 22, 2024, due to academic performance both at the elementary school level and at the middle school grades level by the SPCSA governing board on November 15, 2024. That letter stated:

CIVICA's elementary school program received a one-star rating under the Nevada Department of Education's Nevada School Performance Framework (NSPF) and a Does Not Meet Standard rating under the SPCSA's Academic Performance Framework for the 2023 – 2024 school year. The middle school program received a two-star NSPF rating and a Does Not Meet Standard rating under the SPCSA's Academic Performance Framework for the 2023 – 2024 school year.

Because CIVICA experienced excessive turnover in staff and atypical circumstances with leadership in the last two years, the SPCSA site evaluation team is recommending the current leadership team time to implement measures to improve student proficiency without issuing a strong recommendation or academic deficiency.

## **Continue refining effective teaching practices**

SPCSA staff recommend CIVICA continue building methods and strategies that increase student performance and achievement. Strategies such as Total Physical Response (TPR), may increase student voice during the learning process. Depth of Knowledge (DOK) Questions, as well as increasing higher-order competencies also build student agency, a strategic focus of CIVICA's leadership team.

“Successful learning experiences that focus on high-order competencies are critically important for students to improve their academic performance and thus narrow the achievement gap” (Yang, Y., van Aalst, J., & Chan, C. K. K., 2020).

## **Continue efforts to decrease chronic absenteeism**

SPCSA staff recommend CIVICA continue strategizing ways in which to address chronic absenteeism. During the site evaluation, leadership reported embedding strategies to reduce chronic absenteeism during the 2024-25 school year, such as phone calls, parent conferences, home visits, attendance contracts, and medical teleservices, yet additional efforts were still needed to ensure sustained improvement. Attendance information from the 2023-24 NSPF data indicated chronic absenteeism for CIVICA was 17.6 percent for elementary grades and 10.6 percent for middle school grades and 11.6 for high school grades. Absenteeism rate has a direct effect on the NSPF index scores for the school.

### **Formal process to evaluate the EMO<sup>5</sup>**

The governing board reported not having a formal process in place for evaluating the EMO annually. The SPCSA recommends adopting an instrument to evaluate the performance of the contracted EMO. This can be in the form of a rubric, that includes specific goals and measures of success, components of qualitative and quantitative components, and/or feedback from various stakeholders of the school. SPCSA staff would be happy to work with the school to ensure that a robust tool is implemented no later than the annual evaluation for the 2024 – 25 school year, and that it incorporates the feedback and findings of most of the governing board.

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<sup>5</sup> <sup>5</sup> EMO is an acronym for Education Management Organization. These are for-profit organizations providing general services including management and maintenance of finance, staffing, human resource coordination, bookkeeping, budgeting, regulatory compliance, and financial forecasting for the school facilities, as well as developing and distributing school curricula.



# Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations for CIVICA Nevada Career & Collegiate Academy during this site evaluation.

# Site Evaluation Findings: Deficiencies

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

There were no deficiencies identified for CIVICA Nevada Career & Collegiate Academy during this site evaluation.

# Focus Group Participation Data

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

Name of Focus Group	Number of Participants
Governing Board <sup>6</sup>	2
Family Members, Parents, and Guardians	11
Faculty and Staff	14
School Leadership	7
Students	11

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<sup>6</sup> Quorum was not met, and Open Meeting Law was not violated.

# Focus Group Summary: Governing Board

Members of the governing board who participated in the focus group stated that three of the seven-member board have served on the board for three to four years and two board members have served since the Committee to Form. The board meets every other month and conducts the meetings virtually and in-person. Board members stated that while the board has no specific initiatives in place, they were aware of school family concerns about undocumented families and national policies that may impact chronic absenteeism.

Board members shared leadership provided monthly reports regarding academic standing and trends at CIVICA. According to board members, the reports included information from afternoon and Saturday tutoring sessions, the new curriculum for math, and the interventions for math, as well as the 'double dose' time set aside for a specific focus on English language arts (ELA) and math instruction. One board member said, "There were 150 students at the most recent Saturday session." Board members said they ask a lot of detailed questions about the reports in order to give feedback. One board member said, "We think the school has done a good job of taking the interim test scores and adjusting instruction to close learning gaps." Board members said they were aware of the need to improve and were hopeful of marked improvement. Board members stated that the contract with a for-profit third party that analyzed student data and assisted schools in making recommendations for improvement indicated that academics were trending upward.

Board members were candid in discussing the challenges CIVICA has faced in the past few years with leadership and personnel. Board members said leadership has stabilized. One board member shared, "We have found the right leadership team. We did the right hiring and recruiting." Members of the board described their oversight purview in providing support of leadership for students and ensuring fiscal expenditures are sound and things are spent appropriately. As one board member said, "We do not get involved in day-to-day operations. They have the tools they need to do the job they need to do. Protocols are in place. Academica, CIVICA's EMO, has to prove to us they are doing what they are supposed to do in a timely manner." Board members did state they do not have a formal process for a rubric for evaluating the EMO.

Board members spent some time speaking with the site evaluation team about the strengths of the school. One board member stated, "Communications are a great strength. The necessary information is right there, very clearly available and right there. The staff is strong. Parent involvement is strong." Another board member said, "Parents are coming out to watch the students at the sporting events. There was great attendance at the parent/student basketball game, even those who didn't have students playing. There are many positives between the school and the community."

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

Parents shared CIVICA utilizes email, text messages, fliers, social media, and ClassDojo<sup>7</sup> to communicate with families about assignments and homework. Family members appreciated how receptive leadership and teachers were at answering questions about grades and assignments. One parent said, “Teachers really care. It is really rare that the teachers are absent. The teachers really know my children, their strengths, their weaknesses.”

Family members stated the school had shared CIVICA’s chronic absenteeism challenges and current absenteeism rate. Family members said the information about absentee rates and academics was shared through regular school communication as well as through parent/teacher conferences and Parent Involvement Committee (PIC) meetings. Parents and family members were aware of how chronic absenteeism impacted a school’s NSPF rating. Parents and family members participating in the focus group were educated on the importance of submitting doctor’s notes and how to complete that process with the school.

Parents indicated their children were happy at CIVICA. One parent shared, “My kids are happy here. When my children get sick and cannot come to school, they are sad; they don’t like missing school.” Family members stated they chose to enroll their children at CIVICA for a variety of reasons, including the location and their children’s happiness with the school. One parent said, “My kids love the teachers and the staff.” A second parent said, “My children feel like the school is a second family. This is their safe place.”

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<sup>7</sup> 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.

# Focus Group Summary: Faculty and Staff

Members of the focus group described a culture of accountability modeled by the leadership team and held as an expectation for school personnel. One teacher said, “We are held to be accountable. That’s a clear expectation. It’s high, but there is support there as well. There are answers. There is one culture. We’re supportive of each other.” Another teacher said, “It feels like a collective. I am part of a team. It feels peaceful. I am not afraid to approach someone; I can ask questions.” Staff said the students knew their test scores and growth gains and were held accountable to high expectations.

Staff members said students were excited and happy to attend CIVICA. Several group participants said celebration of success was a large component of the culture. One faculty member stated, “We celebrate student success. We celebrate small successes and big successes.” Several teachers mentioned numerous activities for students to participate in, including tutoring, weekend events, and sports offerings for kindergartners.

Faculty and staff members said they could choose professional development (PD) and receive credit from the catalog offered through ASCD<sup>8</sup>. Faculty members reported that having a choice of PD allowed them to select for their needs and provided greater differentiation. Veteran teachers could select a topic that appealed to their professional goals and a novice teacher could select PD based on their needs rather than all of the faculty sitting together and completing the same workshop.

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<sup>8</sup> ASCD stands for the Association for Supervision and Curriculum Development. ASCD is an international, nonprofit, nonpartisan organization dedicated to excellence in learning, teaching, and leading, with the goal of ensuring every child is healthy, safe, engaged, supported, and challenged.

# Focus Group Summary: School Leadership

Leadership spoke candidly with the site evaluation team about the causes that impacted the NSPF math score in elementary (28) and middle school (8). Members of the leadership team said CIVICA lost key math personnel, and instructors who stepped into those positions were not specialized math coaches or instructors. One member of the leadership team said, “There was instability in personnel.” Leadership team members explained that staff were stretched thin and often accomplishing numerous tasks across various roles throughout the workday. Faculty were striving to teach how to unpack a mathematical question for students, but it was not their area of expertise. The principal said, “It was not ever a question about not working hard enough. This year, there is a concerted effort to work on math.”. The leadership team said the new math curriculum, Savvas math, has been aligned vertically through each of the middle and high school grades as well as across the grade bands in middle and high school in efforts to create consistency and stability. Elementary grades were using the Wonders curriculum. Students were also receiving a ‘double dose’ of math intervention with two educators and small group intervention to close achievement gaps. Members of the leadership team explained that CIVICA has planned for the next five years both at the microcosmic level and the macrocosmic level.

Leadership stated that CIVICA has maximized human capital by hiring an additional 30 staff. The newly hired staff includes custodial support, a dean, primary and secondary aides, interventionist support services, administrative staff, teachers, a parent involvement educator, as well as other personnel needed to develop support for students. Leadership indicated all but two secondary staff members are certified. Grade-level leaders have also been given more responsibility during the 2024-25 year as leadership strives to promote culture and agency through the PLCs<sup>9</sup>. Leadership said the administration has made efforts to make knowledge more widespread and not concentrated, giving the example that in the past, maybe two or three people were experts in a certain facet of curricula, whereas the preferred way would be to have twenty or more staff as experts.

The leadership said 32 staff members stand outside every day, assisting with traffic safety and directing traffic. CIVICA has had challenges with neighboring commercial businesses and a busy street in front of the school during drop-off and pick-up times. Members of the leadership team explained that the school disseminated maps to school families, and the parent involvement educator informed parents on the importance and safety procedures of carline, explaining why parking in certain areas was important as well as why going through a car loop in a particular pattern was relevant. The principal said, “It may sound unimportant, but even the small things are important. Once the parents understood, it made a big difference. The culture changed. There is agency with understanding now.” Leadership reported that drop-off and pick-up are currently taking less than 25 minutes, parents were no longer parking at the commercial business lot, and the construction behind the school will be completed by the 2025-26 school year. CIVICA maintains staggered start and end times with all three schools within 30 minutes of each other, and leadership reported that this will continue as it works best for multi-families, as CIVICA is a multi-family school.

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<sup>9</sup> A professional learning community (PLC) is a team of educators who share ideas to enhance teaching practices and create a learning environment where all students can reach their fullest potential. PLCs are generally organized by grade level, content area or an entire teaching staff.

The leadership said CIVICA was data-driven and that each of the students knew their personal data, including their i-Ready<sup>10</sup> scores, their stretch growth scores<sup>11</sup>, and why they are taking the examinations like the SBAC and WIDA. Teachers also knew their students' data and were aware that students have two years of proficiency to overcome.

The leadership team was asked to speak about the current licensure status of faculty and staff. Leadership stated that over 50 percent of the faculty have licensure, and there was 100 percent faculty and staff retention for the 2025-26 year. The principal said leadership had an allotment of monies to assist with tuition reimbursement. Currently, 15 teachers are working towards teacher licensure, and leadership plans to have 70 percent of staff licensed within three years. The principal stated that licensure was discussed during the hiring process.

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<sup>10</sup> i-Ready Learning is a digital instructional resource assessing students with grade-level materials in reading and math.

<sup>11</sup> Stretch growth scores are an ambitious, abstract, attainable level of annual growth that aims to put students, especially those below grade level, on a path toward proficiency.



# Focus Group Summary: Students

Students participating in the focus group stated they enjoyed attending CIVICA because of the rapport between the students and the staff. Students said the teachers made learning fun and personable. Students appreciated the real-world applications and the hands-on activities in many of the lessons. For example, students in one high school CTE<sup>12</sup> course recently participated in CPR<sup>13</sup> training on a life-sized doll, leading to certification. Students learned how to properly and safely use handcuffs in another CTE course on law. Students shared that the teachers blended practical experience with academics. Students summarized other activities and lessons they were learning that included the Pythagorean theorem in math, trigonometry, molecules, thermal energy, and, in one history class, how amputations used to be conducted before modern medicine.

Students said the teachers at CIVICA were personable, knew each of the students by name, and that the students felt comfortable and safe at the school. Students in the focus group said they were greeted each morning by an adult at the school and would readily talk to an adult if they had a personal problem. Students said the teachers knew when to joke around with the students and when to work and be serious. One student said, “The teachers help students think. They help with classwork. They see where we need help.” According to the students in the focus group, teachers often asked students for feedback on how they were processing information and how much assistance they needed with work. Several students in the focus group shared that the teachers ask the students if they want to work in small groups or want extra help.

Students described the school's greatest strengths as the teachers, leadership, and students upholding the school's motto of loyalty. One student said, “We can talk to the adults. They are loyal to us. They are there for us after school. That’s a great strength.” Another student mentioned respect and said everyone at the school is respectful of one another. Several students mentioned school safety and said they felt very safe at the school.

When asked if there was anything the students would like to see improved with the learning environment, the students vocally stated they received items they had asked for the prior year, including more adult assistance in the classroom, more teaching assistants, more small groups, a new football field, more sporting opportunities, updated sporting equipment, more student events and activities. Students said leadership listened to their voices by having an assembly and actively listening to the students, as well as meeting with the students one-on-one and allowing the students to vote for things they wanted to see improved.

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<sup>12</sup> Career-focused experiential learning programs, sometimes called Career- Focused Experiential Learning Programs, provide students with opportunities to explore careers and gain marketable skills while still in high school.

<sup>13</sup> Cardiopulmonary Resuscitation

# Classroom Environment and Instruction

## Observation Rubric

A total of 21 elementary and 8 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
<b>Classroom Learning Environment is Conducive to Learning</b>	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 0</b>	<b>TOTAL: 25</b>	<b>TOTAL: 4</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Establishing a Culture for Learning</b>	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 1</b>	<b>TOTAL: 24</b>	<b>TOTAL: 3</b>	<b>TOTAL: 1</b>	<b>TOTAL: 0</b>

# Classroom Environment and Instruction

## Observation Rubric

A total of 21 elementary and 8 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	If asked, students can explain what they are learning and where it fits into the larger curriculum context.	The teacher states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage with the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	<b>TOTAL: 0</b>	<b>TOTAL: 20</b>	<b>TOTAL: 8</b>	<b>TOTAL: 1</b>	<b>TOTAL: 0</b>
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	<b>TOTAL: 0</b>	<b>TOTAL: 17</b>	<b>TOTAL: 9</b>	<b>TOTAL: 1</b>	<b>TOTAL: 2</b>

# Classroom Environment and Instruction

## Observation Rubric

A total of 21 elementary and 8 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: 20</b>	<b>TOTAL: 6</b>	<b>TOTAL: 1</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: 0</b>	<b>TOTAL: 21</b>	<b>TOTAL: 5</b>	<b>TOTAL: 2</b>	<b>TOTAL: 1</b>

# Classroom Observations and Additional Comments

Middle school students read informational text to answer text-dependent questions. The teacher focused on teaching the students to read the questions closely and find the information in the passage. The students engaged in a think-pair-share activity to discuss a portion of the text they read with a classmate.

Students worked independently on math problems involving equal groups and odd and even numbers. Evidence of student work on the whiteboard showed that a student had recently demonstrated a solution for peers. The teacher announced that other students would also share their solutions, inviting them up one by one. As the students presented, the teacher facilitated a discussion about the various strategies they had used.

In a middle school math classroom, students worked in groups of four to six, collaborating to solve equations related to area and volume. The teacher periodically provided guidance, offering reminders and asking if students knew how to enter fractions into a calculator. When about half of the class raised their hands, the teacher encouraged them to assist their group members who were unfamiliar with the process. The teacher also taught students how to use the textbook to help review the lesson they were working on.

Students reviewed with the teacher in a primary classroom what words and actions are used for addition and subtraction. The teacher put anchor charts around the room with either an addition or subtraction sign in the middle. When she gave a clue, students went to the anchor chart she was describing and created an equation with that symbol. The students were highly engaged.

Students were working in small groups with peers and instructors to complete a lengthy science practice assessment. Throughout most of the lesson, the teacher remained at their desk.

In an elementary special education resource room, nine students worked on their devices while a teacher monitored their progress. The students focused on their i-Ready reading and math lessons.

Students worked in small groups, either on i-Ready or with one of two teachers, focusing on different skills. One group practiced writing with academic vocabulary, while the other read a story and answered comprehension questions. Most students were actively engaged in their tasks.

In a middle school science classroom, students were working through a packet of questions. The teacher moved around the room, helping them interpret the questions and encouraging thoughtful, well-developed answers based on their studies. Students utilized classroom resources, such as the periodic table of elements, to support their responses. The teacher maintained an upbeat and positive attitude, staying attuned to students' challenges and providing guidance as needed.

Middle school students worked on their devices during a double-dose ELA class. All students actively engaged with their individualized computer-based assignment while the teacher monitored their progress. The teacher then led a whole-group instruction session, which involved the class reading the text and answering several text-dependent questions. For each question, the teacher guided the student

precisely on using key vocabulary terms and the text to eliminate options on a multiple-choice question.

Students engaged in a writing task in one early grades class as the instructor walked around the room, assessing student work. Students edited each other's writing, exchanged papers, discussed the editing suggestions, rewrote conclusions, shared their thoughts, and explained their thinking. The instructor provided positive encouragement and redirected students who wandered off-task efficiently.

Students engaged in a digital escape room activity, solving algebraic equations to progress through the challenge. One student demonstrated a problem on the board while classmates listened and worked through it independently. Each solved equation revealed a letter, bringing the class closer to completing the escape room.

Elementary students engaged with a read-aloud on "The Incredible Shrinking Potion," followed by answering questions on the story's sequence of events. The teacher led the discussion, asked the students questions, and had them explain their thinking. The students were very engaged, and the teacher asked many clarifying questions, which added to the classroom conversations.

Students worked on computers to complete a science assessment, taking clear notes to solve problems. Amplify Science notebooks were spread out, showcasing creative student responses. The teacher quietly assisted a small group of students with the assessment. As the class transitioned to a whole-group lesson, students logged into Amplify Science and retrieved their notebooks. When the teacher asked what they had been working on, many students eagerly raised their hands, with one mentioning binary codes. The teacher's engaging approach encouraged active participation from the students.

A lower elementary teacher introduced a lesson using the CHAMPS<sup>14</sup> classroom management model to review expectations before reviewing the essential question, "What did I learn in Unit six?" The students reviewed the "I can statement" and the vocabulary words before watching a brief math video to review addition facts. The lesson then transitioned to quick image activities to review number sense.

Lower elementary students worked on solving math word problems. The teacher displayed the problems on the screen and reviewed important information before allowing the students to solve the problem independently, followed by a turn and talk. One question was: There are eight wooden shoes on a shelf. How can the shoe be broken into equal groups? While the students worked to solve the problem, the teacher walked around the room checking on students' work. The students were highly engaged and self-directed.

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<sup>14</sup> CHAMPS is a classroom management system that uses an acronym to help teachers set expectations for student behavior during different activities. CHAMPS stands for Conversation, Help, Activity, Movement, Participation, and Success.

# 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
SPCSA staff recommend CIVICA implement instructional outcomes to improve the overall academic performance.	CIVICA leadership reported taking steps to strengthen Tier I instruction and align teaching practices with the Nevada Academic Content Standards through: <ul style="list-style-type: none"> <li>• Targeted PD</li> <li>• Tune-Up Tuesday sessions</li> <li>• Weekly PLCs</li> <li>• Intensive/Double Dose (small group and Power Hour support)</li> <li>• RTI (Response to Intervention) to support students at all proficiency levels.</li> </ul>	The SPCSA acknowledges the school's effort to address the previous recommendation and recognizes that CIVICA continues to address this recommendation on a day-to-day basis.
SPCSA staff recommend CIVICA formalize a consistent curriculum.	CIVICA leadership reported prioritizing the development of a formalized curricular plan that ensures both vertical and horizontal alignment. Recognizing the disruptions caused by frequent curriculum changes, CIVICA worked to establish consistency, allowing teachers to engage in long-term planning and implement instructional strategies with greater depth. Through Tune-Up Tuesday sessions and PLCs, teachers refined their approaches to increase student agency, accountable talk, and the use of higher DOK questions.	The SPCSA acknowledges the school's effort to address the previous recommendation but recognizes that more work remains to be done to address the recommendation.
SPCSA staff recommend CIVICA continue strategizing ways in which to address chronic absenteeism.	CIVICA's leadership team reported addressing chronic absenteeism through targeted interventions (phone calls, parent conferences, home visits, attendance contracts). CIVICA embedded strategies such as medical teleservices and increased family communication have contributed to progress, yet additional efforts were still needed to ensure sustained improvement. Given the direct impact of absenteeism on NSPF index scores, CIVICA leadership said they were actively refining attendance initiatives, such as individual and class	The SPCSA acknowledges the school's effort to address the previous recommendation and appreciates its school's initiatives and continuous efforts to address the recommendation.

	rewards for perfect attendance to further reduce absenteeism.	
SPCSA staff recommend CIVICA continue to work on efforts to address staffing challenges.	CIVICA's leadership team said they remain focused on addressing staffing challenges by supporting new teachers by offering tuition reimbursement towards licensure and those completing licensure requirements. CIVICA continues to utilize job fairs and education staffing platforms to attract and retain highly qualified personnel while prioritizing candidates who align with the school's mission and growth mindset. Additionally, CIVICA actively pursues a formalized contingency plan to mitigate the impact of unfilled critical positions.	The SPCSA acknowledges the school's effort to address the previous recommendation and recognizes that CIVICA continues to address this recommendation
SPCSA staff recommend CIVICA review the print and audio messages that are disseminated in the Spanish language.	CIVICA reported actively reviewing and refining the Spanish-language print and audio messages to ensure clarity and accuracy for our families. CIVICA leadership recognized the concerns raised by families regarding translation inconsistencies and was working to improve the quality of the school's communication.	The SPCSA acknowledges the school's effort to address the previous recommendation.



# Operational Compliance Checks

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

# Appendix A

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