Nevada State Public Charter School Authority

Amplus Academy - Rainbow Campus
Site Evaluation Report: November 19, 2025

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Executive Summary

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

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

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

SPCSA staff 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.

High levels of student achievement
The Nevada School Performance Framework[1] (NSPF) ratings are a critical measurement of school performance. Amplus Academy-Rainbow Campus has a high level of student achievement, and this is a strength for several reasons. First, this indicates effective teaching, strong curriculum implementation, and successful student engagement. Second, this achievement fosters a positive school reputation, attracts new families, enhances student confidence, and improves overall school morale. These assets contribute to a thriving educational environment. The school earned a 5-star rating with 98/100 index points.

Strong levels of staff retention
Both of Amplus Academy's Rainbow and Durango campuses demonstrate strong staff retention, contributing to consistent instruction, a stable and experienced teaching force, and a positive school culture. High retention supports improved student outcomes, preserves institutional knowledge, and reduces costs associated with turnover, reinforcing the schools' overall effectiveness and stability.

Increased capacity of the leadership team
Both the Rainbow and Durango Amplus Academy campuses have strengthened the capacity of their administrative teams by intentionally adding experienced and highly skilled leaders who are focused on their areas of expertise. Each campus now has a team of leaders, enhancing accessibility for all stakeholders and supporting effective school operations and decision-making. The leadership team has highly diverse educational backgrounds which enable the team to provide a wide variety of ideas, concepts, and resolutions to build upon the current success on both campuses. In addition, the leadership team meets twice per month to further build capacity of the school leaders and ensure accountability.

Financially responsible
Amplus Academy demonstrates strong financial accountability and oversight at all levels. Leadership and board feedback consistently highlight the board's careful, conservative, and thoughtful approach to financial decision-making. Strong financial health is crucial for charter schools to deliver on their promise of innovative education, ensuring they can fund quality teachers, resources, and facilities, attract diverse students, maintain operational sustainability through what has become a varied source of educational funding .

Highly engaged governing board
Amplus Academy's Rainbow and Durango campuses benefit from a highly engaged governing board. The board has demonstrated strong levels of commitment to continuous improvement and reflection. The board actively works to enhance its effectiveness, supporting members in understanding their roles and responsibilities. Through this focus, the board is strengthening leadership capacity across all levels

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[1] NSPF-The Nevada School Performance Framework is Nevada's public schools rating system designed by Nevadans for public school in accordance with the Federal Student Succeeds Act (ESSA) and classifies schools within a five-star performance rating system.

of the Amplus Academy schools. A strong governing board is key for providing strategic direction, securing accountability, managing risks, and overseeing financial stability. These actions, when done well, build stakeholder trust and drive long-term success by aligning the charter school with its mission and values.

Strong social emotional learning
The Amplus Academy–Rainbow campus demonstrates strong Social Emotional Learning (SEL) supports, as consistently noted by leaders, students, and families. The SEL program provides significant value by enhancing academic achievement, building essential life skills, and fostering positive relationships and overall well-being for students and their families.

High levels of differentiated instruction:
Amplus Academy–Rainbow Campus demonstrates strong implementation of differentiated instruction, supported by classroom observations and feedback from student and staff focus groups. This approach enables educators to tailor learning experiences to meet diverse student needs, resulting in improved academic performance, increased engagement, and a more inclusive classroom environment.

Exemplary levels of student engagement
Amplus Academy–Rainbow Campus demonstrated strong student engagement across classrooms. Students were actively participating in learning activities, collaborating with peers, sharing ideas, and engaging in speaking, writing, reading, and analytical tasks, reflecting a dynamic and interactive learning environment.

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.

Desire to increase current levels of parent involvement
In the leadership focus group, the school's leaders shared their emphasis on continuing to foster increased parent involvement. Additionally, on the school's performance plan, the school notes an emphasis on offering a flexible number of parent involvement meetings.

Continue to strengthen communication
Another identified challenge at the Amplus Academy–Rainbow Campus is improving communication. Staff and family feedback indicated a need for earlier notification of school events—such as sports practices, tryouts, and other activities—and noted that multilayered processes across campuses can delay information flow and event approvals. Additionally, some staff expressed that information is dispersed across multiple platforms, requiring stakeholders to search in several places to find what they need.

Desire to more fully implement co-teaching model
A third challenge identified at Amplus Academy–Rainbow Campus is the training and implementation of special education co-teaching models within general education classrooms. This challenge encompasses several layers, including ensuring that both general education and special education teachers receive adequate professional development to understand and apply co-teaching strategies collaboratively. Additionally, it requires thoughtful scheduling, clear role definitions, and ongoing support to foster a truly inclusive learning environment. Without proper training and consistent implementation, co-teaching can fall short of its intended impact, potentially leading to confusion, unequal workload distribution, and missed opportunities to support students with diverse learning needs.

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.

Continue to bolster family involvement
SPCSA staff recommend that Amplus Academy–Rainbow Campus continue exploring strategies to increase family engagement. The leadership team may consider hosting workshops on topics such as child development, homework strategies, or digital literacy to support greater family involvement.

Sustain the 5-star rating
SPCSA staff recommend that Amplus Academy–Rainbow Campus continue to monitor and maintain its high level of academic achievement. Sustaining this success may involve a multifaceted approach, including setting high expectations, promoting a positive and respectful school climate, and providing individualized support to meet students' diverse needs.

Continue with the implementation of *BoardOnTrack*[2]
With the recent implementation of the supportive platform BoardOnTrack in November, SPCSA recommends that the Board and school leadership team explore the program's features and familiarize themselves with the potential benefits it offers.

Persist in implementing a co-teaching model
SPCSA staff recommend that Amplus Academy–Rainbow Campus continue training and implementing the co-teaching model within classrooms. The school has recognized the model's benefits, including providing greater individualized support for students and enabling teachers to leverage their combined expertise and strengths.

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[2] Board on Track is a software company providing a platform for K-12 public charter school boards to improve governance, collaboration, and performance.

Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations identified for Amplus Academy-Rainbow Campus 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 Amplus Academy-Rainbow Campus 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[3] Participants from both the Amplus Academy Rainbow and Durango campus took part in a combined focus group representing both campuses	2
Family Members, Parents, and Guardians Participants from both the Amplus Academy Rainbow and Durango campus took part in a combined focus group representing both campuses	7
Faculty and Staff Participants from Rainbow campus only	12
School Leadership Participants from both the Amplus Academy Rainbow and Durango campus took part in a combined focus group representing both campuses	5
Students Participants from Rainbow campus only	8

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

Focus Group Summary: Governing Board [4]

Board members spoke about the current evaluation process for the school's CEO[5] and said the process is being further enhanced at this time. This is because the board recently transitioned to BoardOnTrack, which includes an evaluation tool that is designed to improve the board's understanding of governance responsibilities and accountability. Board members have strengthened their knowledge of their roles and have significantly evolved over time, supported by three consultants. The board has finalized CEO goals and emphasized the importance of cross-training and leadership depth. They aim to build a strong leadership pipeline three levels below the CEO to ensure continuity and prevent disruption during any future transitions. As the school continues to evolve, clarifying roles, expanding staffing, and building leadership capacity remain priorities. One board member said, "We have strong staff buy-in and positive retention of faculty as these structures are reinforced."

Board members outlined short-term priorities. The board will revisit the school's strategic plan. A long-standing goal is to advance the development of the sports field while maintaining fiscal responsibility and ensuring funds are directed toward student needs. Board members reported that expanding dual credit opportunities is an immediate focus. The board plans to address student concerns about dual enrollment potentially affecting a student's experience. The board said they recognize the diverse needs of high school students and aim to refine messaging, ensuring dual-credit pathways-including Career and Technical Education CTE[6] options are understood as beneficial and flexible, supporting both college and career-bound students.

Members of the governing board reported unique strengths of each Amplus Academy campus.

Amplus Academy-Rainbow Campus
The Amplus Academy-Rainbow Campus benefits from an intentionally designed building layout that supports young learners. The environment fosters creativity and collaboration, with strong opportunities for art integration and community-building. The K–5 focus allows staff to concentrate on early learning needs, and the proximity of special education classrooms enables effective student support and seamless collaboration among teachers.

Amplus Academy-Durango Campus
The Amplus Academy-Durango Campus offers robust opportunities for elementary, middle and high school students, including dual-credit options and participation in competitive sports. The campus is working to expand these dual-credit offerings and strengthen student retention by aligning programs thoughtfully and ensuring compliance with requirements. These efforts reflect a forward-looking approach aimed at enhancing the high school experience and improving long-term student outcomes.

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[4] The Board Focus group summary is combined for both the Rainbow and Durango campuses as the board is representative of both.T The board focus group took place at the Rainbow campus on November 19, 2026.
[5] CEO- Chief Executive Officer
[6] CTE is an acronym which stands for Career and Technical Education. These programs provide students with academic and hands-on skills for specific occupations or careers.

Focus Group Summary: Family Members, Parents, and Guardians[7]

Family members from both campuses shared positive experiences across both campuses. Several chose the school because they felt their children needed a different learning environment and were impressed from the first day by the welcoming culture, including teachers greeting students at classroom doors. Families appreciated the school's schedule, particularly the half-day structure on select days of the week, which they felt gives teachers valuable time for preparation and supports stronger communication. Parents reported no bullying issues, and said that when concerns arise, staff address them promptly. Families highlighted strong academic experiences. One parent described how their child, new to the state, adjusted quickly, excelled academically, and transitioned into honors classes. Another shared that their high-achieving student was appropriately challenged and supported through the Gifted and Talented Education GATE[8] program and additional enrichment. Overall, parents expressed high satisfaction with the school environment, staff responsiveness, and their children's growth and well-being.

Family members described several factors they believe contribute to their children's academic success. One parent highlighted the value of IXL[9], noting that it motivates their children to work above grade level and challenges them to exceed expectations. At the Durango campus, families praised the Ingenium Program[10] for developing student leadership and offering unique opportunities such as a Ballroom Dance class. Parents also appreciated the school's flexibility and support—for example, allowing a student to rest at home and take an exam later when needed. The WINN (What I Need Now) program was seen as particularly beneficial for addressing academic struggles, especially in math, by providing targeted teacher support and dedicated time for students to excel.

Parents also valued the school's communication regarding student grades and assignments. They emphasized the school's strong culture of leadership, kindness, and high expectations. Families shared that even more reserved or introverted children feel supported, with teachers offering patience, encouragement, and confidence-building strategies. Although families praised the school's communication systems, they offered suggestions to further enhance communication. At the Durango campus, parents requested earlier notice for events and activities, such as sports drives and tryouts, to help new families participate fully. Some expressed frustration with parent-teacher conferences, noting difficulty meeting with all teachers beyond the homeroom teacher, and would like the scheduling process for conferences to be clearer. At the Rainbow campus, families noted that conferences typically occur only with the homeroom teacher, and arranging appointments with other teachers requires extra effort. Overall, families suggested clearer, more proactive access to teachers during conferences to enhance involvement and support parental knowledge of all their child's teachers and classes.

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[7] The Family Focus group was combined with families from both campuses and took place on November 19, 2026, at the Rainbow campus.
[8] The GATE (Gifted and Talented Education) program in Nevada is for students who demonstrate outstanding academic skills or aptitudes.
[9] IXL is a personalized learning platform with a comprehensive K-12 curriculum, individualized guidance and real-time analytics.
[10] Ingenium is a Latin word and is a way to refer to one's inner self. At Amplus Academy-Durango Campus the purpose of the Ingenium Program/ curriculum is to guide students through weekly values clarification exercise and teach relevant skills students can take with them throughout the next phases of their lives.

Focus Group Summary: Faculty and Staff

Staff from the Rainbow campus shared a mix of strengths and challenges related to communication and leadership structures. Overall, communication between teachers and the school leadership team is viewed positively; however, some staff noted that the number of hierarchical layers across both campuses often delay the flow of information. This sometimes results in families receiving updates before staff, and the approval process, particularly when all six classes within a grade level must align, can be time-consuming. Teachers noted that information is housed in multiple places (e.g., weekly newsletter, school calendar, website, student handbook), which can create frustration for families who would benefit from more streamlined communication. Despite these challenges, staff shared that communication has improved from last year to this year, and they are now copied on more updates. The recent administrative shift, including having a designated principal, has also strengthened access to leadership. Staff appreciate timely notifications, such as early-morning text updates, and report that the relationship between the Student Support Team and teachers has improved as messaging has become more consistent.

Staff also highlighted the positive school culture, stating that colleagues are welcoming, supportive, and approachable. While teachers interact more frequently with the instructional coach than the principal, both roles are viewed as accessible members of the administrative team. The addition of a full-time administrative coordinator was also noted as a valuable resource. Teachers described several ways they use student achievement data to guide lesson planning and differentiate instruction. This year, the RTI/WINN ("What I Need Now") model has strengthened Tier-2 instruction by ensuring targeted supports and enrichment opportunities are built directly into daily lessons, including accommodations for English learners and challenge activities for advanced students. Teachers reported they regularly analyze Reveal Math exit tickets to adjust instruction for the following day and address areas where students show misunderstanding. They also use IXL data to assign individualized practice, share results with families, and identify specific skills students need to revisit. Overall, teachers emphasized that ongoing data review is integral to informing next steps and improving student learning outcomes.

Staff identified several practices they believe have contributed to the campus's 5-star performance. A strong data-driven culture is central to their success, with PLCs routinely analyzing student gaps, reviewing MAP[11] and IXL data, and using these insights to guide instructional planning. Long-term planning structures—such as pairing teachers by subject to collaborate and share strategies—help ensure consistency and effectiveness across classrooms. Teachers also cited the use of student learning goals and intentional class list development to maintain balanced classrooms. Additionally, the campus benefits from low staff turnover, which supports stability, continuity of practice, and strong relationships. Staff described a positive culture where colleagues are highly collaborative, deeply committed to students, and united by a shared focus on helping all learners succeed.

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[11] 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.

Focus Group Summary: School Leadership[12]

One leadership focus group was held representing both the Rainbow and Durango campuses. School leaders provided updates on initiatives and programs at both campuses.

The Leader in Me program launched last school year. The program is an evidence-based, school-wide model by Franklin Covey that integrates social-emotional learning, (SEL)[13] into the curriculum to develop students' leadership and life skills. Students within the program engage in SEL lessons twice weekly, a weekly goal-setting session, and a take part in a "thankful day" for reflection. The school hosts a Lighthouse team comprised of school staff dedicated to strong levels of student emotional and academic success. The team has made the decision to pilot the use of a Student Data Binder during this school year. Student leadership opportunities are expanding. For example, a Junior Lighthouse Team has been established at the Amplus Academy-Rainbow Campus. The campus introduced a buddies program pairing 4th and 1st graders to read together or support one another with academics.

At Amplus Academy-Durango Campus, the school's first-ever Acceleration Institute of Amplus (AIA) Coordinator is dedicated to improving and expanding opportunities for high school students. High schoolers can earn college credit in three different ways: through Jumpstart courses, Dual Enrollment, and CTE College Credit. A bus provides transportation for students between the Durango campus and the College of Southern Nevada (CSN). High school students are now able to earn an associate's degree while attending high school. Students in grades 10-12 can earn 3-15 college credits per semester free of charge. In another instance, the teachers in a sixth grade PLC noticed that students may have been having a difficult time transitioning to middle school. The group of educators decided to focus efforts on creating and building strong student relationships.

School leaders highlighted another program, AIM (Archers in the Making), which has been designed to provide a welcoming environment for all students through awareness of students' diverse needs. The program aims to support students with academic challenges, relationship building, and character development. The Ingenium program focuses on character development and is a required elective for students in 9th through 12th grade. Each academic year, the curriculum has a focus which includes 9th grade -study skills, 10th-grade-test taking skills, 11th grade-post graduate pursuits, and 12 grade-life skills.

The Professional Learning Community program continues. School leaders reported that the meetings offer educators opportunities to analyze student data and promote cross-curricular collaboration. One leader remarked, "Some of our teachers like meeting with their PLC teams so much that they don't like to miss their PLC time".

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[12] The School Leadership focus group summary is a combined summary representing both the Rainbow and Durango campuses. One focus group, representing both campuses took place on November 19, 2026, at the Rainbow campus.

[13] SEL stands for social and emotional learning, an integral part of human development in which students learn to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible caring decisions.

Focus Group Summary: Students

Students from the Amplus Academy -Rainbow Campus shared a range of experiences regarding instruction and classroom support. Some reported occasional difficulty understanding their teacher, while others expressed that lessons were clear and easy to follow. Overall, students described the workload as a balanced mix of challenging and manageable tasks. They noted that teachers and Student Support Providers (SSPs) are accessible and willing to help when needed. New students indicated that, although they are still adjusting, their experience so far has been positive, with learning that varies appropriately in difficulty.

Students identified several elements that support their ability to learn and achieve at high academic levels. They shared that teachers provide consistent support, allow them to ask questions freely, and offer additional help during recess or designated times to complete or better understand their work. Students noted that extra practice—such as McGraw-Hill Reveal Math review questions and IXL— reinforces their learning both in class and at home.

They also highlighted the value of specialized programs, including GATE, which they described as engaging and enjoyable, and resource classes, where teachers help them improve skills such as reading and spelling. Students appreciate that teachers re-explain concepts, particularly in math, using clearer or simpler methods when needed. Overall, students feel supported and encouraged in ways that positively impact their academic success.

Students shared a variety of favorite subjects and activities, highlighting both academic and enrichment classes. Science was frequently mentioned, with students appreciating teachers who explain concepts clearly, provide multiple ways to understand material, guide collaborative learning, and incorporate hands-on experiments and interactive lessons. Math and ELA were also popular, with students valuing small-group instruction, clear explanations, and opportunities for individualized support that help them master challenging concepts.

In addition to core academics, students enjoyed enrichment classes such as music, art, and PE. They described these classes as engaging and fun, noting creative projects, games, and interactive activities that make learning enjoyable. Overall, students expressed that teachers in all subjects are approachable, supportive, and help them understand and succeed in their learning.

Students described their teachers as generally kind, supportive, and dedicated. They appreciate that teachers explain concepts clearly and provide help to improve understanding. While some noted that teachers can be strict at times, students recognized that this structure supports learning. Overall, students feel that teachers are committed to their work and genuinely invest in student success.

Classroom Environment and Instruction Observation Rubric

A total of 13 elementary classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 3	**TOTAL: 10**	**TOTAL: 0**	**TOTAL: 0**	**TOTAL: 0**
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 3	**TOTAL: 9**	**TOTAL: 0**	**TOTAL: 1**	**TOTAL: 0**

Classroom Environment and Instruction Observation Rubric

A total of 13 elementary classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 3	TOTAL: 10	TOTAL: 0	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 2	TOTAL: 9	TOTAL: 0	TOTAL: 0	TOTAL: 2

Classroom Environment and Instruction Observation Rubric

A total of 13 elementary classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 3	TOTAL: 10	TOTAL: 0	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 2	TOTAL: 9	TOTAL: 0	TOTAL: 0	TOTAL: 2

Classroom Observations and Additional Comments

Elementary students participated in an English Language Arts activity using both their textbook and the accompanying abridged version of the original text. The task required students to reference the text to respond to short written-response questions. Students were given the option to work independently or collaboratively within their table groups. Across the classroom, students demonstrated strong focus and commitment to completing the assignment, frequently referring to their book to support their answers. During this time, the teacher facilitated a small-group session with four students, providing targeted assistance. The classroom environment was well structured, organized, and conducive to productive learning.

In a lower elementary classroom, math centers were created and well planned. Students practiced addition/subtraction, and named shapes, and played skill-based math games. Two adults provided support, and 100% of students were engaged.

In an elementary classroom, students were engaged in a science lesson. The teacher provided direct instruction with lesson components clearly displayed on the screen, supporting student understanding. As part of the lesson, the teacher reviewed key scientific concepts, including hypothesis, prediction, data analysis, and forming a conclusion. Throughout the instruction, the teacher asked clarifying and probing questions to gauge students' comprehension and encourage deeper thinking. Students were introduced to essential vocabulary, such as sediments, substance, molecule, and dissolve, and the class discussed real-world connections, including common problems in producing high-quality food products. Students appeared engaged and attentive as they prepared to apply their learning to the upcoming investigation.

In an early-grade classroom, the teacher was conducting whole-group direct instruction. The teacher stopped talking, looked directly at a student, and said, "Please stop pulling out your hair and flossing your teeth with it; it is gross." This was disrespectful to the student and insensitive.

Elementary students engaged in a variety of learning activities supported by a choice board, a graphic organizer that offered multiple options for learning a concept. Choices included completing a vocabulary task, working on missing assignments, and practicing spelling or reading. This instructional strategy allowed students to take ownership of their learning, select tasks aligned to their needs, and manage their time productively. Within this structure, students applied problem-solving skills by determining which activities would best support their academic progress and by navigating the steps required to complete each task independently. The teacher simultaneously led a small group of five students through a focused writing activity, modeling strategies, prompting student explanations, and guiding them through revision steps. This flexible grouping allowed the teacher to target instruction while maintaining a classroom environment where the remaining students remained highly engaged. The classroom was well structured, and students demonstrated strong self-management skills as they transitioned between tasks, collaborated when appropriate, and sought resources to support their work. The combination of student choice, targeted small-group instruction, and independent problem-solving.

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
Work to collaboratively eliminate punitive whole group punishments that result in a loss of recess time	Directed and trained staff on alternative methods for restorative practices that don't take away recess.	**Met**: The SPCSA determines the prior recommendation that has been addressed.
Strategize ways to ensure social and movement times are built into the school day and ensure movement breaks take place on a regular basis	Reviewed recess time with master scheduling.	**Met:** The SPCSA determines the prior recommendation that has been addressed.
Improve the consistent academic growth of subgroup populations specifically academically advanced and low performing students.	Reviewed data and information with instructional leadership team/ Met with GATE teacher and reviewed methods for testing qualifications. In mini-PD, sub group data to discuss awareness and trends.	**Met:** The SPCSA determines the prior recommendation that has been addressed.

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.