



## Nevada State Public Charter School Authority

# Amplus Academy – Durango Campus

## Site Evaluation Report: November 20, 2025

State Public Charter School Authority

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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.

## **High levels of academic excellence within the elementary, middle, and high schools**

The Nevada School Performance Framework<sup>1</sup> (NSPF)<sup>1</sup> ratings are a critical measurement of school performance. The Amplus Academy-Durango Campus has high levels of student achievement within the elementary, middle, and high school levels, 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. All of this contributes to a thriving educational environment. A summary of ratings has been included below.

**High School (5-star rating):** With a total index of 92 out of 100, the score indicates exemplary performance in areas such as academic performance, growth, graduation rates, and other key metrics. Amplus Academy-Durango Campus high school excels in student readiness for college and career paths as well as overall student outcomes.

**Middle School (5-star rating):** The middle school earned an index score of 88 out of 100. Achieving a 5-star rating at the middle school level suggests that the academic programs and support systems in place are highly effective. It indicates that students are successfully transitioning from elementary to high school and making significant progress. The Amplus Academy-Durango Campus middle school is recognized for distinguished performance.

**Elementary School (5-star rating):** With a total index score of 96 out of 100, the elementary school at the Amplus Academy-Durango Campus is nearly perfect. A high 5-star at the elementary level recognizes a superior school that exceeds expectations for all students. The Amplus Academy-Durango Campus elementary school rating indicates that the school demonstrates superior academic performance and growth with no opportunity gaps.

## **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 currently has a team of leaders, enhancing accessibility for all stakeholders and supporting effective school operations and decision-making. The leadership team has

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<sup>1</sup> NSPF is Nevada's public school rating system designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA) per NRS 385A.600 and classifies schools within a five-star performance rating system.

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 the 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 of the Amplus Academy schools. A strong governing board is key to 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.

# 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 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. Parent involvement is crucial for all charter schools. Parent involvement drives academic success, a strong sense of community, and ensures accountability to align the school's mission with family needs.

## **Improving instructional capacity**

As self-reported, instructional capacity is a challenge at the Amplus Academy-Durango Campus. It is important to build collective skills within the staff to continue to deliver on the promise of improved educational outcomes.

## **Continued implementation of co-teaching models**

As self-reported Special Education co-teaching models are new and still developing at the Amplus Academy-Durango Campus. School leaders and staff are continuing to work to provide personalized instruction to best meet the needs of students and to leverage the experience offered by two expert teachers in one classroom.

# 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 with the implementation of *BoardOnTrack*<sup>2</sup>**

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.

## **Continue to increase current levels of parent involvement**

Since parent involvement can have a direct impact on long-term student engagement and student academic success, it is important to be aware of and improve levels of parent involvement as partners. The SPCSA recommends Amplus Academy-Durango campus continue to create a shared vision where the school continues to be seen as a positive place for all stakeholders. Consider continuing to offer positive praise for individual students to parents. This helps parents see the school as an ally. Consider continuing to host events at the school, as this provides opportunities for the community to assemble and continue to strengthen and build relationships. Help family members understand new initiatives, such as restorative justice, so that the purpose of the shift or change is well known. With elementary, middle, and high school grade levels, parent involvement may look different for each age group, but all teachers should be adept at reaching out to families in ways that work for the family. Finally, stay on the course and keep sending newsletters, calling with praise, and setting up important family meetings.

## **Continued Improvement within instructional capacity**

The SPCSA recommends Amplus Academy-Durango campus continue to improve instructional capacity. With a strong instructional coaching program already in place and educators receiving personalized coaching, it is important to continue to leverage strategies that fit the needs of the diverse staff at the Amplus Academy-Durango campus, ranging from kindergarten to high school seniors. The school may want to focus on less experienced staff and continue to maintain the health of the school culture. Strengthen the teacher mentor program and support options that both help educators form and foster deep staff connections.

## **Continued implementation of co-teaching models**

The SPCSA recommends Amplus Academy-Durango campus continue to train, observe, and discuss the many co-teaching models as implementation continues throughout the 2025-2026 school year. Implementing co-teaching models requires strong leadership, dedicated planning time, ongoing professional development, and a culture of shared responsibility. The pairing of general education and special education teachers to work together in the general education classroom not only benefits students with special needs but also enhances the learning experience for all students.

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<sup>2</sup> BoardOnTrack 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-Durango 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-Durango 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
<b>Governing Board<sup>3</sup></b> Participants from both the Amplus Academy Rainbow and Durango campus took part in a combined focus group representing both campuses	2
<b>Family Members, Parents, and Guardians</b> Participants from both the Amplus Academy Rainbow and Durango campus took part in a combined focus group representing both campuses	7
<b>Faculty and Staff</b> Participants were from the Durango campus only	11
<b>School Leadership</b> Participants from both the Amplus Academy Rainbow and Durango campus took part in a combined focus group representing both campuses	5
<b>Students</b> Participants were from the Durango campus only	9

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<sup>3</sup> Quorum was not met, and Open Meeting Law was not violated.

# Focus Group Summary: Governing Board<sup>4</sup>

Board members spoke about the current evaluation process for the school's CEO<sup>5</sup> 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<sup>6</sup> 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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<sup>4</sup> The Board Focus group summary is combined for both the Rainbow and Durango campuses as the members represent both. The board focus group took place at the Amplus Rainbow campus on November 19, 2026.

<sup>5</sup> CEO- Chief Executive Officer

<sup>6</sup> 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<sup>7</sup>

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<sup>8</sup> 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<sup>9</sup>, 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<sup>10</sup> 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. 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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<sup>7</sup> The Family Focus group was combined with families from both campuses and took place on November 19, 2026, at the Rainbow campus.

<sup>8</sup> The GATE (Gifted and Talented Education) program in Nevada is for students who demonstrate outstanding academic skills or aptitudes.

<sup>9</sup> IXL is a personalized learning platform with a comprehensive K-12 curriculum, individualized guidance and real-time analytics.

<sup>10</sup> 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 at Amplus Academy—Durango Campus reported strong and effective communication among staff, administration, and families. They noted that recent changes to the administrative team have strengthened leadership capacity, resulting in increased responsiveness and improved support for both staff and students. Several staff members reported a greater feeling of connectedness and respect for other teachers within their grade levels.

Participants within the staff focus group described a welcoming and collaborative school culture in which colleagues are consistently friendly, introduce themselves, and are readily available to provide support. They reported feeling comfortable seeking assistance from any staff member, including administrators such as the principal and instructional coach, and noted the benefit of having additional full-time administrators on campus. One staff member commented, “I don’t know what I would do without the expertise and assistance from other teachers. I have learned a great deal from talented teachers at this campus.”

Staff also shared that the school is intentionally strengthening Tier-1 instruction, with a focus on increased differentiation to better meet diverse student needs. Staff reported attending professional development focused on engagement strategies. Teachers said that there have been increased efforts to intentionally include targeted supports for English Language Learners. One teacher commented, “Our staff is planning in a more detailed fashion to ensure higher-achieving students are appropriately challenged. We are doing this on a case-by-case and individual needs basis. We realize that each student is different. Our biggest goal is to provide a thorough rigorous, and above-and-beyond instructional opportunities to all students at all levels.”

Staff across the elementary, middle, and high school levels attributed academic success to low staff turnover, strong lesson planning, and regular data-focused sessions used to identify and address gaps in student learning. One teacher described Professional Learning Communities (PLCs)<sup>11</sup> as collaborative opportunities for expert educators to analyze data and determine whether individual students or groups are missing critical content or skills. Teachers reported that the IXL program has been a significant support for both student learning and teacher insight, providing clear information on student progress and areas of need. In addition, staff expressed a desire for more clearly defined policies regarding student behavioral consequences and a clearer understanding of the associated processes across all three school levels. Also, the group emphasized the need to enhance the school’s PLC systems and structures to continue ensuring school-wide coherence and consistency, reflecting their high expectations for instructional alignment and collective accountability. Lastly, several group members noted their appreciation for being part of the school community but shared that the rigors of the educational field can be demanding which requires them to have a balanced mindset.

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<sup>11</sup> PLC- professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential.

# Focus Group Summary: School Leadership<sup>12</sup>

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)<sup>13</sup> 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 9<sup>th</sup> through 12<sup>th</sup> grade. Each academic year, the curriculum has a focus which includes 9<sup>th</sup> grade -study skills, 10<sup>th</sup>-grade-test taking skills, 11<sup>th</sup> grade-post graduate pursuits, and 12 grade-life skills.

Professional Learning Community meetings continue at both campus locations. 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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<sup>12</sup> 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.

<sup>13</sup> 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 and caring decisions.

# Focus Group Summary: Students

Students from the Amplus Academy-Durango Campus described a highly positive experience at the Amplus Academy-Durango Campus, noting that the school is more organized, structured, and supportive than other schools they have attended. Students emphasized a safe and respectful environment, characterized by uniforms, clear expectations, consistent scheduling, and a culture of kindness where students help one another and bullying is actively prevented. Several students shared their experiences in having long-term connections with school personnel, expressing appreciation for the support they received since kindergarten and crediting the staff with helping them grow both academically and personally.

Students attributed their high levels of academic success to tutoring programs, reasonable and understanding teachers, and strong relationships with adults on campus. They highlighted a culture of trust, where students feel comfortable communicating with teachers and administrators, especially during challenging personal circumstances. The availability of after-school tutoring and responsive instructional support was identified as a key contributor to high levels of learning and achievement. In terms of coursework, students identified film studies, math, history, and theater technology as areas of interest, particularly when instruction is engaging and hands-on. They valued opportunities to build transferable skills, such as media analysis and critical thinking. The least favorite classes were those perceived as overly focused on passive learning, busy work, or limited hands-on engagement. During the focus group, several students reported that teachers are highly respectful and genuinely invested in students' success, describing staff as approachable, supportive, and motivated by student growth rather than compliance. They noted strong mutual respect between students and teachers, as well as inclusive services for students with dyslexia and special needs.

The school was described as welcoming and friendly. A few students offered suggestions for improvement. These included simplifying uniform requirements and increasing flexibility around dress code procedures and spirit days.

According to students, perceptions of family involvement varied. Students reported that the school communicates effectively with families about academic progress and provides multiple opportunities for engagement, including grade-level events, Archer Fest, and other family-centered activities. One student shared, "Our school provides essential academic supplies such as binders, notebook paper, and dividers." Students said the staff at Amplus Academy-Durango Campus facilitates community service initiatives, including food drives, veteran support, and blood drives. Additionally, transportation support is provided for students participating in dual credit courses, further enhancing access to advanced learning opportunities.

# Classroom Environment and Instruction Observation Rubric

A total of 9 elementary, 7 middle, and 9 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
<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: 8</b>	<b>TOTAL: 17</b>	<b>TOTAL: 0</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: 5</b>	<b>TOTAL: 19</b>	<b>TOTAL: 1</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>

# Classroom Environment and Instruction Observation Rubric

A total of 9 elementary, 7 middle, and 9 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context.	The teacher 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: 3</b>	<b>TOTAL: 20</b>	<b>TOTAL: 2</b>	<b>TOTAL: 0</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: 6</b>	<b>TOTAL: 14</b>	<b>TOTAL: 1</b>	<b>TOTAL: 0</b>	<b>TOTAL: 4</b>

# Classroom Environment and Instruction Observation Rubric

A total of elementary, 9 middle, 7 and 9 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
<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: 9</b>	<b>TOTAL: 14</b>	<b>TOTAL: 2</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Using Assessment in Instruction</b>	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	
	<b>TOTAL: 2</b>	<b>TOTAL: 21</b>	<b>TOTAL: 2</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>

# Classroom Observations and Additional Comments

In a high school Ingenium class, students were actively engaged in creating bookmarks featuring quotes or child-friendly sketches as part of a service project supporting children in an underserved community in Washington State. The teacher projected clear instructions on the screen and circulated throughout the room to monitor student progress and provide guidance as needed. Students collaborated respectfully, engaging in purposeful discussions about design choices, appropriate messaging, and how to make the bookmarks meaningful for young readers. Their focus and dedication reflected a strong commitment to producing high-quality work that would positively impact the children who receive their creations.

Students within a middle-school social studies class were invited by the teacher to review a definition of a word, then speak with a partner and put the meaning of the definition into their own words. Afterwards, a student was asked to share the definition in their own words with the whole class. Students were required to write down definitions in their own words. Discussions and questions about the definition arose, and students spoke about them. This classroom had high levels of student engagement at this time.

Students in a middle school math class were using whiteboards and markers to solve division problems. The instructor assigned a few problems to the students and asked them to work independently. As students (31) worked to solve, two adults circulated throughout the room and analyzed the students' independent work, offering support, tips, encouragement, and questioning to move students along in the process. Afterwards, the teacher asked students to help solve the division problem, and students checked their work. It appeared that 30/31 students were highly engaged.

In a 6th, 7th, and 8<sup>th</sup>-grade student council class, students were working on plans to decorate the hallways for the upcoming holidays. Students worked in groups of four to cut, paste, draw, write, and plan for decorated hallway themes such as the Peppermint Forest.

In a Career and Technical Education (CTE) team-teaching session, five teacher-leads facilitated instruction for approximately 40 students using a small-group, station-based format. Each instructor provided targeted guidance and activities aligned to essential career-readiness skills. One focus area was interviewing preparation, with students learning and practicing the STAR strategy, describing the Situation, Task, Action, and Result to craft clear, effective responses to behavioral interview questions. Students demonstrated strong engagement across groups, actively participating in discussions and applying the strategies presented. Teachers delivered explicit, well-sequenced instructions, offered real-world examples, and provided immediate, relevant feedback to support student growth. The collaborative structure, combined with practical skill-building and responsive facilitation, created a dynamic and purposeful learning environment that reinforced key workforce competencies.

Primary elementary students participated in small-group math center activities designed to reinforce foundational addition skills. Two adults in the classroom facilitated targeted small-group instruction, while four additional groups worked independently on activities such as adjusting addends, completing short problem-solving tasks that required applying addition strategies, and practicing math fluency on their devices. Students demonstrated strong focus and effective use of instructional time across all centers. Independent groups collaborated appropriately, followed established routines, and remained

engaged in their assigned tasks. In the teacher-led groups, the adults provided clear explanations, modeled strategic thinking, and reinforced key math concepts. They offered individualized feedback to support each learner's understanding and encouraged students to articulate their reasoning. The classroom environment was well organized and structured to support smooth transitions and active learning. The combination of purposeful small-group instruction, aligned independent tasks, and responsive teacher support created a productive setting that promoted skill development for all students.

Elementary students worked on laptops to type stories using a story map and a written draft they had previously created. A few students waited in a short line at the teacher's desk to have their work reviewed by the teacher. As the teacher looked over the work, the teacher asked students how they felt about the product and offered suggestions, such as encouraging students to talk more about the setting, such as whether it was day or night, inside or outside. The teacher offered many specific compliments to students, such as, "I can see this scene in the story, and it makes me want to read on."

# 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 shift instructional levels from proficient to distinguished.	Created a rounds system for walk-throughs with administrators, coaches, and coordinators. Continue professional development on engagement and differentiated instruction.	<b>Met:</b> The SPCSA determines the prior recommendation that has been addressed.
Lower chronic absenteeism numbers	Analyze data to improve targeted communication and review system with reporting absences.	<b>Met:</b> Amplus Academy-Durango Campus significantly improved levels of chronic absenteeism and rates are well below the SPCSA (district) averages. The elementary chronic absenteeism level was 6.4% as compared to district 16.4%, middle school was 6.5% as compared to district average of 13.7% and high was 12.7% as compared to 19.3% district average.
Improve AGP of EL students	Meet regularly with EL Coordinator to discuss specific students as an administrative team.	<b>Met:</b> Amplus Academy-Durango Campus earned 10/10 points at all levels, elementary, middle, and high on the English Language Proficiency Indicator for School Year 2024-2025 Nevada School Rating.
Ensure participation for sub groups do not “flag a warning” with standardized testing.	Meet with testing coordinator regularly to provide administrative support with testing communication.	<b>Met:</b> The SPCSA determines the prior recommendation that has been addressed.

# 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.