



Nevada State Public Charter School Authority

Quest Preparatory Academy Northwest Site Evaluation Report: February 18, 2026

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)¹, 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 conducts 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.

¹ 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.

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.

Rise from one-star to four-star rating in elementary grades

Quest Preparatory Academy Northwest's (Quest) academic performance improved substantially across both grade bands. At the elementary level, index scores increased from 22.5 to 77.5, out of a total 100 points, resulting in a four-star rating. Middle school performance also improved significantly, rising from 57 to 77 and likewise earning a four-star rating. On the SPCSA Academic Performance Framework Zip Code Comparison measure, the elementary school posted a positive 26-point difference (77 compared with 51 in the 89130 zip code), earning the full 15 out of 15 points and contributing to an overall "Exceeds Standards" rating of 87 points. The elementary school also earned 20 out of 20 points in the student comparison category. Students learning English as a language (EL²) scored an impressive 10 out of 10 on the English Language Proficiency Indicator (WIDA³), showing that students meeting their growth targets will be on track to become English proficient and exit EL status within five years or sooner. Middle school demonstrated a 25-point positive difference (77 versus 52), resulting in an "Exceeds Standards" rating of 86 out of 100 points, along with a strong 19 out of 20 score in the student comparison group metric. SPCSA staff noted Quest's proficiency indicator of 62 percent surpasses the SPCSA district average of 55 percent.

Data-driven decision making

Quest's use of data to make instructional and curricular decisions is a strength observed by SPCSA staff. Members of the leadership team reported using data as a leverage point for improvement. Both members of the leadership team and the faculty focus group said they look at WIDA data for EL needs and SBAC⁴ and MAP⁵ assessments for general population needs. Data is used for student placement, small-group instruction, and for targeted, differentiated support. Teachers have participated in focused professional development (PD) and use student data for weekly team meetings. Quest upholds strong use of data to inform resource and curricular decisions effectively for continued and sustained success.

Leader in Me⁶ school

According to both school leaders and students, *Leader in Me* provides students with opportunities to assume leadership responsibilities such as organizing and leading school events. Leadership at Quest reports that *Leader in Me* lessons are incorporated into all classrooms and highlighted at school assemblies. The SPCSA site evaluation team observed teachers and staff personnel utilizing *Leader in Me* tenets by modeling and practicing civil speech.

² English language (EL) learners, or EL learners, are students learning to communicate fluently or effectively in English.

³ English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA.

⁴ The Smarter Balanced assessments (SBAC) measure student progress in grades three through eight towards 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.

⁵ 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.

⁶The *Leader in Me* school program is based on Steven Covey's book, *7 Habits of Highly Effective People*. The program aims to develop leadership skills in students and foster a positive school culture through leadership skills, highly structured activities, daily practices, and a positive school environment.

Diversity in staff and student populations

Quest has an ethnically diverse leadership and teaching staff that closely resembles the neighborhood in which the school resides. A diverse staff provides students with an opportunity to learn from those with different backgrounds and experiences from their own. “Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society: it fosters mutual respect and teamwork, and it helps build communities whose members are judged by the quality of their character and their contributions” (American Council of Education, 2021). The student population at Quest is diverse. Quest is a Title 1⁷ school with all students receiving free or reduced-price lunch services. Thirteen-point-two percent of enrolled students are English learners, and seven-point-four percent of those enrolled receive special education services.

Small class sizes

Quest prides itself on maintaining small class sizes across all grade levels in elementary and middle school grades. This approach appears to foster stronger relationships between teachers and students, enables more personalized instruction, and allows for deeper exploration of topics compared to larger class settings. Participants in the student, family, and faculty focus groups said they appreciated the small sizes, attributing it to relationship building between students and teachers and increased academic success. Members of the governing board and leadership focus groups indicated that smaller class sizes were beneficial for all stakeholders at Quest.

Creation of the dad parent involvement group

According to Quest’s leadership team, parent involvement has improved during the 2025-26 year. Leadership created a specific group for fathers of enrolled students that has received significant positive notice and commentary. The dad group is comprised of a core group of 10-15 fathers who volunteer for various school activities: lunchtime monitoring, recess monitoring, painting, reading to students, and assisting in classrooms upon request. The extra support has been felt across campus with the governing board, student, family, and faculty focus groups each commenting on how beneficial the dad’s group has been on student behaviors. Several research studies indicate that active father involvement significantly improves children’s social, emotional, and cognitive development, reducing behavioral issues and boosting mental health. Further, research states that student engagement with fathers or father figures are associated with lower impulsivity, better stress tolerance, higher academic achievement, and decreased delinquency in children.⁸

⁷ Title 1 of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA), provides financial assistance to local educational agencies for children from low-income families to help ensure that all children meet challenging state academic standards. Title I is the largest federally funded educational program.

⁸ Allen, S. and Daly, K. “Influences of Father Involvement on Child Development Outcomes,” *The Father Involvement Initiative*, fall 2002.

Flouri, E. and Buchanan, A. “The Role of Father Involvement in Children’s Later Mental Health,” *Journal of Adolescence* 26(2003): 63–78.

Lamb, M.E. “The History of Research on Father Involvement,” *Marriage & Family Review* 29 (2000): 23–42.

McLanahan, S., Tach, L., and Schneider, D. “The Causal Effects of Father Absence,” *Annual Review of Sociology* 39 (2013): 399–427. Mosley, J. and Thomson, E. “Fathering Behavior and Child Outcomes: The Role of Race and Poverty,” in W. Marsiglio (Ed.) *Research on Men and Masculinities Series 7, Fatherhood: Contemporary Theory, Research and Social Policy* (148–165).

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.

Closing the achievement gap

According to Quest’s leadership team, students new to the school and in testing grades three through eight perform significantly below grade level. Leadership provided an example during the leadership focus group, stating that nine out of 10 fifth graders new to Quest “were in the bottom 10 percent of MAP testing percentiles in reading and math. In general, over 80 percent of students come to Quest ‘in the red.’ This greatly affects proficiency, AGP⁹, and Closing Opportunity Gaps.”

Consistency and high quality in Tier-one instruction

High-quality Tier-one instruction poses a challenge at Quest. Tier-one instruction provides all students with high-quality, initial classroom instruction powered by research-backed strategies. Quest leadership has a clear vision of what Tier-one instruction should entail and look like in the classroom. The SPCSA site evaluation team did not observe Tier-one instruction being consistently implemented during the site evaluation. For example, during middle school classroom observations, the sense of urgency, pacing, and rigor differed from that of elementary school. A gap in the importance of learning and cohesive behavioral expectations was experienced between the elementary and middle school grades. A loss of learning time, off-task behaviors, and slow pacing were observed in a few middle school classes by the site evaluation team. Members of the leadership team reported they were actively working on increasing their teachers’ capacity to allow for better Tier-one instruction through targeted professional development (PD) sessions.

Science proficiency

Science proficiency is a challenge at Quest. Although elementary improved the science proficiency school rate from less than five percent to 10 percent, it still remains a challenge compared to the SPCSA district average of 26 percent. Middle school grades dropped from 32 to 29 and are below the SPCSA district rate for middle school at 50 percent.

Open board membership seats

Quest currently has three board members with two open seats. The two open seats will bring the board back up to five. The school is confident the two open seats will be filled in March 2026. Quest would like to have seven board members in total by summer 2026. Having vacant board seats prohibits timely decision-making in the day-to-day activities of the school. With open seats are filled, time and resources are needed to fully get the new board members acclimated to the culture, climate, and decision-making needs of the school.

⁹ AGP stands for Adequate Growth Percentile. The AGP is a growth to target measure. A target is generated for each student and that target is proficiency within 3 years or by the end of 8th grade. As such, the AGP is the minimum SGP a student must earn to be on track for proficiency. The AGP Measure indicates what percentage of students are meeting or exceeding their AGP (growth to target goals). Schools receive points for growth under the Math and ELA Median Growth Percentile (MGP) and Adequate Growth Percentile (AGP) Measures.

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 refining effective teaching practices

SPCSA staff recommend Quest continue building methods and strategies that increase student performance and achievement. Quest utilizes intentional formative assessments to check for students' understanding in real time such as refining questioning techniques and increasing students' cognitive awareness of learning objectives. Increasing higher-order competencies builds student agency, a strategic focus of Quest'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). Some ideas to consider for building and maintaining consistency and cohesion with higher-order competencies include:

- Continuing targeted, differentiated interventions to further the gains in academic growth.
- Strategizing ways students can use academic language inside and outside the classroom.
- Continuing with strong instructional practices and close monitoring of student achievement.
- Improving classroom instruction by providing greater opportunities for students to reach higher levels of inquiry.
- Embedding practices in which students and families can practice academic skills at home.

Continue efforts to decrease chronic absenteeism

SPCSA staff recommend Quest continue strategizing ways in which to address chronic absenteeism. During the site evaluation, leadership reported embedding strategies to reduce chronic absenteeism during the 2025-26 school year, such as letters sent to the home address, phone calls, and parent conferences, yet ongoing consistent efforts were still needed to ensure sustained improvement. Attendance information from the 2024-25 NSPF¹⁰ data indicated chronic absenteeism for Quest was five-point-three percent for elementary level and six-point-five percent for middle school grades. Absenteeism rate has a direct effect on the NSPF index scores for the school.

Governing board membership and training

The SPCSA site evaluation team recommends that Quest's governing board expedite the process of filling the vacant board seats by March 30, 2026. Quest board members should complete all SPCSA required training, including specialized modules in governance, academic oversight, and financial accountability, to effectively fulfill their responsibilities and contribute to the school's governance. [NRS 388A.320](#) provides guidelines for those serving on governing boards.

Consider creating a pool of potential board members

SPCSA staff recommend that Quest develop and maintain a prospective pool of qualified board candidates to support long-term governance stability and succession planning. Establishing an ongoing pipeline of individuals with diverse professional expertise, including education, finance, law, community

¹⁰ As stated in the Executive Summary of this report (page 30), the Nevada School Performance Framework (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 into a five-star performance rating system.

engagement, and organizational leadership, can help ensure continuity in governance and reduce gaps when vacancies arise. This process may include proactive outreach, cultivating community partners, and clear communication about board roles, expectations, and required commitments. Maintaining such a candidate pool can strengthen institutional capacity, support strategic oversight, and promote sustained effectiveness in board leadership over time.

Site Evaluation Findings: Strong Recommendations

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

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

Site Evaluation Findings: Deficiencies

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

There were no deficiencies for Quest 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 ¹¹	1
Family Members, Parents, and Guardians	6
Faculty and Staff	7
School Leadership	3
Students	11

¹¹ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Quest currently has three board members with two open seats. Quest would like to have seven board members in total by summer 2026. The two open seats will bring the board back up to five. The school is confident the two open seats will be filled in March 2026. One board member participated in the focus group. Current board members have experience in education, business, and business administration. The governing board also contains parental representation. Board members with an educational background include those who are currently licensed and experienced in classroom teaching. Quest has standing disciplinary, facilities, and finance sub-committees. The governing board meets every other month and as needed. Each board member is current on open meeting law.

Board member participants shared that the board's primary strategy for maintaining the school's four-star success involves ensuring that school operations align fiscally and academically with the institution's long-term goals. To monitor this progress, the board relies on detailed longitudinal reports in which the school leader reports at every board meeting. These reports include a comprehensive review of MAP testing data and strategic preparations provided to members ahead of scheduled meetings. Board members identified the school's small-school size and family-oriented culture as its greatest strengths; the board recognizes a pressing need to fill governing board vacancies to ensure more robust and representative governance. The governing board would also like to increase community engagement and parental participation and engagement.

Focus Group Summary: Family Members, Parents, and Guardians

Family members participating in the focus group were asked about the instructional quality of Quest. Several parents said the school maintains a high standard of instruction characterized by small class sizes and personalized student attention. Several parents said they noticed an increase in their child's academic progress from 2024-25 to this year (2025-26). One parent said he has seen notable progress with his special-needs child. Several parents echoed the attention to students with special needs, including non-verbal students who are now speaking with adults and peers daily. Parents said teachers and staff know every student by name, and this assists with immediate intervention when academic or behavioral issues arise. A few parents said there was significant teacher turnover last year that they thought contributed to students not doing well. The parents further said the 2025-26 year has provided a more stable, consistent staff, and this has positively impacted student behaviors and academic progress through a rise in student achievement scores and instructional reliability.

Parents reported favorably on student behavioral accountability, noting there has been a schoolwide shift toward taking responsibility for one's choices and actions. Parents said they were seeing visible implementation of the *Leader in Me* framework, resulting in character development, personal integrity, and students taking greater ownership of their actions. Parents and family members provided personal anecdotes of their children exhibiting improved organizational skills and practicing making "good choices" independently. Parents also appreciate the leadership team for their responsive approach to behavioral incidents, often facilitating immediate group meetings with parents to resolve issues and build character through restorative practices. Many parents said they were very comfortable telephoning the school with questions, concerns, or needs, knowing that the school would contact them in a timely manner to communicate.

Parents said the school communicates with families in a variety of ways, including digital platforms such as Infinite Campus¹², Class Dojo¹³, school newsletters, and social media, leading to parental satisfaction. Quest teachers and staff will also telephone or text family members or guardians as needed. Many focus group participants said the school provides significant administrative support to families, particularly in navigating legal, medical, and educational paperwork for guardians. Parents shared that the 2025-26 year has also brought a measurable increase in parental involvement, specifically through the formalization of a "dads group" that volunteers during lunchtime, recess, classroom assistance, and upon request for extra adult presence or assistance during events. This increased volunteer participation in school sports and events fosters a culture of mutual trust between families and the school.

While the school was praised by family members for its "real-world" approach and community feel, parents had a few suggestions for the school to consider. One parent indicated a need for a full-time mental health counselor, as the present schedule only allows for one day of on-site support per week.

Additionally, another parent expressed a desire for enhanced health-related programming, suggesting the integration of on-site sports physicals and increased student education regarding hygiene and disease prevention to better support the physical well-being of the student body.

¹² Infinite Campus is a web-based program providing families the ability to view academic information for their children.

¹³ 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

Teachers said they chose to teach at Quest for the charter school setting, smaller overall school size, small class sizes, and the data-informed leadership of the administration. Faculty in the focus group said Quest culture is built on mutual respect and trust, where teachers view leadership as partners rather than adversaries. One staff member said the supportive environment motivates teachers to volunteer beyond their core job descriptions. A few focus group participants said the staff remains dedicated to fostering student ownership and long-term growth, as evidenced by several faculty members voluntarily donating their time through after-school coaching, advising, or tutoring students after school hours.

When asked to describe individual efforts to drive academic growth and improve school ratings, teachers provided many strategies they implemented in their classroom instruction. Several participants in the focus group said there was a strong emphasis on attendance. Being in the classroom and learning formed the foundation of student success, with staff incentivizing attendance through school-wide challenges and personal connections, such as greeting every student by name and interacting with them as individuals with lives external from the classroom, and maintaining an adult presence in the common areas. A few teachers said they focused on scaffolding independent learning through structured note-taking and high-level Depth of Knowledge (DOK¹⁴) questioning. In the classroom, educators embrace a "reset" mentality, allowing for behavioral fresh starts as often as needed to maintain a positive environment. Staff members said they address habitual behaviors through parent collaboration and a consistent commitment to modeling the *Leader in Me* habits.

Members of the faculty and staff focus group said the school's decision-making process is rooted in transparency and a professional staff culture. Through the Academics Action Team and formal surveys, teachers reported having a direct pipeline to provide feedback to school leadership. Faculty at Quest said leadership views direct communication as a constructive tool, fostering a healthy environment for discussion. This collaborative structure ensures that during weekly meetings, teacher insights contribute directly to the strategic direction of academic improvement goals.

Participants in the focus group indicated that professional development (PD) at the school is deeply data-driven, aligning with an analytical approach to instruction. Faculty described that by reviewing comprehensive student data sets and longitudinal trends, they can create targeted lesson plans that address specific growth opportunities and ensure instruction hits essential benchmarks. During the 2025-26 academic year, the staff said they have benefited from focused PD on formative assessments and a schoolwide writing alignment initiative, which provides a clear roadmap of what students must master before transitioning to the next grade level. This continuity allows educators to teach with the "end in mind," ensuring students are fully prepared for the next level of their education.

¹⁴ Depth of knowledge (DOK) questioning is a scale that measures how well students understand and use what they're learning to answer questions or solve problems. DOK categorizes tasks by the complexity of thinking required to complete them, not the difficulty. DOK has four levels, and aligning questions to different levels can help students develop higher-order thinking and deeper learning.

Focus Group Summary: School Leadership

Academic success and the rise in the NSPF star rating were attributed to strategic instructional reorganization and a focus on rigor. Members of the leadership team shared that to improve student stamina and consistent instruction, leadership reduced class sizes in upper elementary level by dividing cohorts into three smaller groups for English language arts (ELA) and math. This restructuring provided for more purposeful management of specific student needs. Professional development has focused on intentional assessment and the "I do, we do" modeling technique. Furthermore, the school has implemented a vertical writing alignment across all grade levels to address deficiencies in writing and is currently in a two-year vetting process to pilot a new science curriculum. To sustain the current four-star rating, leadership is focusing on growth gains by analyzing baseline and interim data to identify specific areas of focus. Teachers have participated in PD to improve classroom discourse and provide students with practical tools for self-assessment, using rubrics and SBAC convention exemplars.

Quest's leadership team stated that the school's "instructional model is evaluated using diagnostic, formative, interim, and summative assessments." The principal said, "Quest relies heavily on data to make data-driven decisions schoolwide." Use of assessments such as MAP scores allow the school to measure individual student growth and identify content area strengths in reading and math. These, in turn, are used to generate performance targets and track student improvement. Data also provides information utilized to create instructional pacing and lesson structure.

Quest's leadership team spoke about attendance and schoolwide efforts to reduce chronic absenteeism. Attendance management was described as being managed through a rigorous process designed to address common barriers such as transportation and illness. The school utilizes a "truancy car" to provide two-week transportation windows for families following car accidents, ensuring students remain in school during recovery. Absences are reviewed every Thursday during student support meetings, triggering a tiered notification system: a three-day letter, a five-day letter, and a mandatory face-to-face conference at eight days. Administration tracks these "frequent flier" cases via color-coded spreadsheets, with the front office and the leadership team conducting phone calls to reinforce the principle of collective responsibility for attendance.

Quest is a *Leader in Me* school and measures the effectiveness of the framework through a Measurable Results Assessment (MRA) taken annually by staff, students, and families. Data from the 2024-25 MRA survey, along with the Nevada Social Climate Social Emotional Survey, revealed that while student-staff relationships were strong, peer-to-peer relationships required some attention. The leadership team provided PD on *Leader in Me* to provide faculty and staff strategies to assist the students feel safe and develop good relationships with their peers. The student Lighthouse team is taking a more prominent role in school ownership this academic year as the institution works toward achieving Lighthouse school status.

Parental engagement and facilities expansion represent the school's current growth initiatives. A newly formed culture team established a "dads group" to diversify volunteer participation, resulting in 10 to 15 core members assisting with facilities maintenance, playground supervision, and school events. The school is also leveraging community partnerships, such as hosting local vendor bazaars in the gymnasium, to increase campus energy and involvement. Quest has purchased a lot adjacent to the school and is currently navigating the contract and banking process to purchase the existing school building.

Focus Group Summary: Students

Students described recent learning centered on complex topics such as algebraic scatter plots, Newton's laws of motion, and the properties of matter, alongside practical literacy tasks like essay writing and broadcasting. Students appreciated teachers providing instruction that blended one-on-one teacher support, collaborative group work, and timely feedback on work. Students said they were comfortable asking for assistance when needed, and teachers were kind and patient. Students reported many teachers asked students for feedback on lessons, allowing learners to suggest adjustments to the pacing and delivery of lessons to ensure full comprehension of the material.

Students expressed a sense of security derived from consistent fire and lockdown drills, as well as a high ratio of adult supervision during transition periods, lunch, and recess. Students said the school was committed to emotional student safety as well as physical safety. Students said the behavioral expectations are clearly displayed throughout their classrooms as well as common areas. Students noted that faculty members frequently conduct wellness checks and intervene in social altercations by emphasizing a culture of mutual peer support. One student said the teachers often remind the students that they are classmates and should be supporting one another.

Students said the *Leader in Me* framework and the *7 Habits of Highly Effective People* were integrated throughout their school day. Students said leadership assemblies, classroom skits, and real-life modeling helped them understand and internalize principles such as "Begin with the end in mind," "Put first things first," and "Take responsibility for your actions." Students shared feeling overall more confident when speaking in class, advocating for themselves, and speaking with peers. Students reported teachers reinforcing accountability by using "check-in sheets" and the opportunity for academic recovery, such as test retakes. Students specifically highlighted that the school's small size prevents individuals from feeling overlooked and fosters an environment where shy students are empowered to build social confidence. One student said, "We have a small school, and things matter because the small things matter. We are four-star for a reason."

Students reported that their family members often visited the school or volunteered for events such as literacy night, career fair, daddy/daughter dance, parent teacher conferences, black history night, A/B honor roll events, and specialized assemblies. Some students mentioned parental participation in "Coffee with the principal" and "Dads and Doughnuts."

Classroom Environment and Instruction Observation Rubric

A total of 16 elementary and 8 middle 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	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	This criterion was not observed or rated.
	TOTAL: 1	TOTAL: 22	TOTAL: 0	TOTAL: 0	TOTAL: 1
Establishing a Culture for Learning	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	This criterion was not observed or rated.
	TOTAL: 3	TOTAL: 19	TOTAL: 1	TOTAL: 1	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 16 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	<p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p>	<p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Students indicate through their questions that they are confused about the learning task.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 3	TOTAL: 19	TOTAL: 1	TOTAL: 1	TOTAL: 0
Using Questioning and Discussion Strategies	<p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Virtually all students are engaged.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>Many students actively engage in the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number participate.</p>	<p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 2	TOTAL: 18	TOTAL: 3	TOTAL: 0	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 16 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
Engaging Students in Learning	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 5	TOTAL: 15	TOTAL: 3	TOTAL: 0	TOTAL: 1
Using Assessment in Instruction	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 1	TOTAL: 21	TOTAL: 0	TOTAL: 0	TOTAL: 2

Classroom Observations and Additional Comments

A discussion on how people differ from one another served as an introductory activity in a middle school classroom. The teacher displayed an image to prompt student responses, which encouraged thoughtful participation and initial reflection. The conversation then shifted to themes of inclusivity and accessibility, particularly regarding students with disabilities, helping broaden students' perspectives. This extension of the discussion supported respectful dialogue and fostered awareness of diverse experiences within the learning community.

Students used their core text to respond to comprehension and writing prompts on their computers. For example, they retold the story using clear sequence words such as first, next, then, and finally, and several students shared their sentences aloud. Students also responded to the prompt, "What is the theme of the text?" using the RACE strategy: restate the question, answer it, cite the text, and provide evidence to support their thinking. The writing task reflected a high level of rigor and required students to persevere, think deeply, and apply their comprehension of the original text to craft well-supported responses.

In one classroom, students sat and spoke with their peers. There was no learning occurring and eight minutes remained of the lesson. Conversation amongst students was polite, but there was a distinct loss of learning time. The importance of learning was not conveyed.

Middle school students participated in a fractions lesson. The teacher modeled step-by-step procedures while solving several examples, frequently checking for understanding and reinforcing critical steps to support accuracy. Students followed along attentively and demonstrated active participation through responses and questions. The lesson's pacing allowed sufficient time for clarification and practice. Overall, the structured instruction helped build students' conceptual understanding of fraction operations.

In an upper elementary classroom, students read from their core text. The teacher opened the lesson by prompting students to identify the text type. One student identified it as nonfiction, and another clarified that it was narrative nonfiction. Students referenced anchor charts to support their thinking and reinforce the characteristics of each genre. Prior to reading, the class reviewed key story elements, including characters and setting, as well as previewed vocabulary that would appear in the passage. Students then participated in popcorn reading and underlined evidence of the character's point of view throughout the text.

Middle school students in a study skills class worked independently on a variety of assignments while the teacher circulated throughout the classroom, providing individualized support and guidance. Students remained focused on their tasks and demonstrated strong commitment to completing their work. The classroom environment was calm, organized, and conducive to sustained concentration. The teacher's active monitoring helped address questions promptly and maintain student learning. Overall, the class structure supported productive work habits and encouraged student responsibility for learning.

Students completed a 'check for understanding' by underlining key words within the directions of a math activity. The teacher walked the room, checking that students completed the task and understood what the prompt was asking. The teacher asked students questions such as, "Explain why you underlined those words," and "What is the question asking you to complete?"

A middle school science teacher engaged students in a brief review of ionic bonds using the Booklet App as an interactive learning tool. Students actively participated in the activity while the teacher, along with an additional adult in the classroom, monitored progress and provided support as needed. The structured review helped reinforce key concepts, and students remained attentive and engaged throughout the activity.

A small group of five students worked with the teacher on fractions, using shading to represent fractional parts and discussing what each fraction represented. Instruction was primarily teacher-directed, with the teacher providing explicit, step-by-step guidance for each problem. Meanwhile, other students independently practiced math skills using the DreamBox¹⁵ application.

Middle school students in an English Language Arts (ELA) classroom worked independently to develop their initial reflections on great inventors. The lesson incorporated key academic vocabulary, including electrician, engineer, generators, current, coil, and fluorescent, helping students connect content knowledge with their written responses. Students used their devices to compose answers while the teacher circulated to monitor progress, provide support, and ensure understanding. The teacher later transitioned to follow-up questioning, prompting several students to share their ideas with the class. Overall, students demonstrated strong engagement, as evidenced by their focus, active participation, and commitment to completing the assignment.

In a primary classroom, the teacher provided clues to describe words and guided students in sounding out and spelling each word as a group. Students were highly motivated and eager to participate, frequently raising their hands and demonstrating visible enthusiasm throughout the activity. To increase participation and ensure all students have an opportunity to practice spelling, the use of individual whiteboards could be incorporated so each student can spell every word independently.

In one early grades classroom, students responded to the teaching chorally, reading, spelling, and speaking the 'ch' sound. Students were also called upon randomly by the teacher, pulling student names from a popcorn bucket containing student names. Students sang songs containing grammar rules collectively as they responded to the teacher's prompts. Students were engaged, focused, and quick to respond correctly to questions.

¹⁵DreamBox Education is an adaptive online learning platform that offers personalized math and reading programs for students in grades K-8, designed to enhance their skills and confidence through interactive lessons.

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 that evacuation plans be posted and visible near the student entry point in every classroom	Leadership indicates all evacuation maps are posted by law.	SPCSA staff found this recommendation was met with all evacuation plans posted in classrooms at the time of the site evaluation visit.
Continue to work on overall improvement in classroom instruction.	Leadership said the school has intentionally focused on strengthening classroom instruction, with emphasis on formative assessment and student engagement. Targeted PD was provided to support teachers in using formative assessment strategies to check for understanding in real time, refine questioning techniques, and increase students’ cognitive awareness of learning objectives. Leadership said teachers have also implemented instructional strategies designed to promote higher levels of intellectual engagement during lessons. As a result of these efforts, Leadership is optimistic of a strong increase in student performance based on the most recent SBAC assessments.	SPCSA staff observed strong student engagement during observations of classroom instruction. Teachers employed strategies to elicit students' thinking and explain the ‘why’ of their choices on assignments.
SPCSA staff have recommended Quest Preparatory Academy Northwest implement MTSS Framework.	Leadership reported reviewing the opportunities and chose to continue the foundation of <i>Leader in Me</i> for school wide implementation. Quest reported increasing training opportunities in classroom management, engagement, and crisis prevention. Quest leadership indicated there is	SPCSA staff observed students using accountable talk in common areas and with peers and adults in classroom activities. Students referenced the tenets of <i>Leader in Me</i> during the student focus group.

	a full-time student success administrator on staff for support.	
Deficiency for low academic performance in elementary school, resulting in a Notice of Breach.	Quest received a four-star rating according to the 2024-25 Nevada School Performance Framework (NSPF) data. Quest no longer has an academic breach for the elementary school.	The SPCSA governing board removed the breach on November 14, 2025, due to the attainment of four-star status on the NSPF. The school returned to good standing.
Deficiency for high chronic absenteeism rates.	Quest no longer has an academic breach for the elementary school grades.	The SPCSA governing board removed the breach on November 14, 2025, due to the attainment of four-star status on the NSPF. The school returned to good standing.

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	
McKinney-Vento Poster	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Evacuation Plan in Classrooms	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Food Permit	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
Elevator Permit	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" 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.