



Nevada State Public Charter School Authority

Sage Collegiate

Site Evaluation Report: February 5, 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 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.

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.

Diversity

Sage Collegiate was observed to have an ethnically diverse student population, faculty and staff, and leadership team. SPCSA staff recognize having diverse faculty and leadership members mirror the student population and the neighborhood in which the school resides as a strength.

Strong retention of governing board members

The governing board demonstrates board membership preservation, with two members of the governing board having served on the governing board since the Committee to Form when Sage Collegiate was proposing to open a charter school within the state of Nevada. Retention of board members provides stability in assisting new board members to familiarize themselves with board operations and familiarity with key school historical data.

High levels of physical school safety

To gain entry to the school's office, visitors must be granted access by front entrance personnel through a single-entry point. Office staff identify who is seeking admittance and their purpose for being on school grounds. Once school begins, doors automatically lock. Office staff identify who is seeking admittance and their purpose for being on school grounds. Visitors gain access using this highly secure procedure.

Morning huddle

The leadership team at Sage Collegiate hosts a daily morning staff check-in, where awards are presented to recognize staff members' specific contributions to the school. The check-in also includes a spirited "Rise Up" cheer to energize the team for the day.

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.

Personnel stretched thin

As an independent, single charter school, Sage Collegiate leadership and personnel perform multiple roles as needed across campus. This necessity has created challenges for personnel, which place additional burdens on teachers and impacts students directly. This lack of administrative support means educators are often required to manage tasks that could otherwise be handled by a specialized team.

NSPF rating

Academic proficiency is a challenge at Sage Collegiate. Sage Collegiate's index score, as measured within the 2023-24 NSPF (Nevada School Performance Framework) for elementary school, was nine points and 13.7 points for middle school. This places both the elementary and middle grades at a one-star rating. For English language arts specifically, elementary school has a proficiency rating of 23.2 percent and middle school 22.5 percent. Math proficiency at elementary school was 14 percent and 10.3 percent at middle school.

Chronic absenteeism

School leadership acknowledged chronic absenteeism is an ongoing challenge. Attendance information from the most recent NSPF report indicated chronic absenteeism of 26.5 percent for elementary school grades and 30 percent for middle school grades, which exceeds the district average of 20.7 and 15 percent respectively. During the faculty focus group, staff lamented loss of learning time due to students leaving class early in the day. Many participants indicated close to one-third of their classes were released prior to the end of the school day.

School culture

Sage Collegiate is challenged by a school culture in which students indicated they did not feel physically and emotionally safe, as evidenced by the Nevada Student SEL¹ Survey and the student focus group held on the day of the site evaluation. Further, the staff and faculty focus group participants also articulated discomfort with the culture and climate of the school and reticence about sharing their professional concerns and needs. School culture is built with strong trust amongst the stakeholders participating in the day-to-day activities of a school. This includes leadership, staff, and students. Adults at a school are often the first to encounter the professional working world with students. How adults at school speak, dress, and interact with others demonstrate to students how one should conduct oneself in the professional working world. All members of a working environment have a right to a healthy and productive working environment.

¹ SEL stands for social and emotional learning, an integral part of human development in which students learn to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions

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.

Active food permit

At the time of the site evaluation, Sage Collegiate did not show proof of an active food service permit. Nevada State Law Chapter 446 addresses Food Establishment Permits. Provisions for reinforcements outlined in [NRS 446.875](#) and [NRS 446.875 3](#) state “Upon receipt of such an application, the health authority shall make an inspection of the food establishment to determine compliance with the provisions of this chapter. When the inspection reveals that the applicable requirements of this chapter have been met, the health authority shall issue a permit to the applicant. Must be posted in every food establishment.” At the time of the site evaluation, Sage Collegiate did not show proof of an active food service permit. Posting the active food permit is a state requirement that must be approved before the opening of a school. SPCSA staff recommend Sage Collegiate post and show proof of an active food service permit within 30 days to be compliant with Nevada State Law.

Active elevator permit

At the time of the site evaluation, Sage Collegiate did not show proof of an active elevator permit. NRS [455C.060](#) and [NAC 455C.510](#) state, “The operating permit must set forth the number assigned by the Mechanical Compliance Section and the serial number assigned by the manufacturer of the elevator. The operating permit must be retained on the premises where the elevator is installed. The owner shall post in each elevator information regarding the operating permit as required by the Mechanical Compliance Section.” Posting an active elevator permit is a state requirement that must be approved before the opening of a school. SPCSA staff recommend Sage Collegiate post and show proof of an active elevator permit within 30 days to be compliant with Nevada State Law.

Site Evaluation Findings: Strong Recommendations

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

There are two strong recommendations for Sage Collegiate during this site evaluation.

Strong recommendation - Implement action steps to address school culture

SPCSA staff strongly recommend Sage Collegiate use scientifically based research to survey students and staff and immediately implement measures to promote and provide all students and staff with a safe (emotionally and physically) and respectful working environment. Some data to utilize as a starting point:

Data points to consider for improving culture with students

- Baseline data from the Nevada Student SEL Survey indicate that a significant number of students do not feel physically or emotionally safe at school. Sage Collegiate middle school students scored 370 in overall physical safety and 376 in emotional safety. Elementary school students scored 351 in physical safety and 323 in emotional safety. The excellent range is between 419-500 and 376-418 for the adequate range.
- As written as a recommendation during the site evaluation dated December 13, 2023:
“Many, but not all classrooms were observed by the SPCSA site evaluation team to be punitive and negative rather than supportive and encouraging. Students in the student focus group also indicated feeling uncomfortable asking instructors for assistance or clarification on academic tasks. SPCSA staff recommend that school leadership work with all staff to determine the exact culture the school seeks to establish and then look for ways to ensure it is consistently upheld throughout the building.”
- Numerous research studies conclude that positive student-teacher relationships contribute to school adjustment, social performance, student motivation, learning engagement, and student achievement². Teacher actions and words do matter and may even have long term positive (or negative) consequences. Negative teacher-student relationships are stressful for both teachers and students and can be detrimental to students' academic and social-emotional development³.

During the site evaluation dated February 5, 2025, several students participating in the student focus group were reticent to speak to SPCSA staff. Later in the day, during classroom observations, individual students approached SPCSA evaluators and communicated that they do not enjoy attending school and would not suggest a friend or relative enroll. Concerns about physical safety from peers, mental and emotional safety from peers and adults at the school were provided by the students as examples. Later in the day, during classroom observations, members of the site evaluation team were individually approached by a few students who attended the student focus group. These students appeared nervous and conveyed they were apprehensive about discussing their school experiences, worrying about their perceived lack of support and connection from adults at the school. These students indicated they were scared and anxious most of the time at school, citing the lack of trust in the staff's approach to honoring them with respect and often resorting to punitive discipline.

² Battistich, Schaps, & Wilson, 2004; Curby, Decker, Dona, & Christenson, 2007; Daniels & Perry, 2003; Ewing & Taylor, 2009; Gregory & Ripski, 2008; Hamre & Pianta, 2001; Klem & Connell, 2004; Li, Bergin, Olsen, 2022; Rimm-Kaufman, & Ponitz, 2009; Rudasill, Reio, Stipanovic, & Taylor, 2010

³ Jennings & Greenberg, 2009; Lisonbee, Mize, Payne, & Granger, 2008; McCormick & O'Connor, 2014; O'Connor, Collins, & Supplee, 2012

Action steps to consider for improving culture with students

- Building a rapport through personalized, respectful communication and active listening can help address these concerns. Increasing daily social-emotional learning minutes could strengthen trust in this area.
- Build trust from an asset model. An “asset model” looks for evidence of what students are doing correctly, rather than student errors. This help students know they are part of a safe learning environment where mistakes are indicators that students are trying and that their prior knowledge is valued. Celebrate student achievements and create a set of norms around communication in the classroom.
- School climate is modeled implicitly and extrinsically, whether intentional or not, each adult at a school sets the tone for school culture⁴. Students should be shown that the adults at the school want them to do well through both actions and words. Students notice interaction style and whether warmth and respect for other students and adults are present, and often, their own behavior mirrors that of the adults they are surrounded by on a daily basis. Students notice the positive and negative methods adults use to manage their emotions⁵.
- Within the classroom, teachers can enhance relationships between themselves and their students by making an effort to know and connect with each student by pronouncing each student’s name correctly. Teachers are encouraged to find out information about their interests and strive to understand what they need to succeed in school⁶. Teaching staff may want to consider making an effort to spend time individually with each student, especially those who are difficult or shy. This will help you create a more positive relationship with them⁷.

Data points to consider for improving culture with staff

- Numerous research studies conclude that teachers’ capacity to deliver educational priorities which support the learning of all students is undermined by the experience of a heavy workload and heightened work intensification. Feelings of hurriedness, of there not being enough time, of the pace of the teaching day being too rushed, increasingly have effects outside of work time, are linked to health and wellbeing issues, and an inability to sustain a healthy work/life balance, along with a commensurate shrinking of leisure time⁸. Teacher well-being is also linked to teachers’ social and emotional competence, which is associated with supportive teacher-student relationships, effective classroom management, and successful social and emotional learning program implementation⁹.
- During the site evaluation dated February 5, 2025, several staff participating in the staff and faculty focus group used the word ‘volatile’ to describe morale to the SPCSA site evaluation team. While staff found collegial comfort and support amongst each other, staff said stress and anxiety stemmed from inconsistencies in leadership communication and practices. Several staff used the terms “roller-coaster of emotions,” “inappropriate tone,” “unprofessional speech,” and “public dressing-down” when describing conversations with leadership that have “taught them to not turn to leadership with any professional support needs.” They were largely unaware of the downward trend in the school’s NSPF rating and the extent of chronic absenteeism. The faculty reported that the high turnover in leadership positions and in staff within one year was an additional point of personal stability concerns. They also

⁴ Guerin, 2024; Hemmeter & Conroy, 2012; Pianta, et al., 2001; Rimm-Kaufman et al., 2002

⁵ Jones, Bouffard, & Weissbourd, 2013

⁶ Croninger & Lee, 2001; Whitlock, 2006; Wentzel, 2010

⁷ Pianta, 1999; Rudasill, Rimm-Kaufman, Justice, & Pence, 2006; Spangler Avant, Gazelle, & Faldowski, 2011

⁸ Creagh, Thompson, Mockler, Stacey, Hogan, 2023

⁹ Riedel-Prabhaker & Powell 2020

mentioned an uptick in student misbehavior, more aggressive and destructive student behavior, and a perception that leadership and families were uncaring and unresponsive.

Action steps to consider for improving culture with staff

- Conduct a SWOT analysis¹⁰ or a list of Glows and Grows¹¹.
- Create a school-wide common language for terms such as engagement, discourse, and empathetic listening. This provides a foundational means to trust by encouraging staff voice, agency, and buy-in. Staff and faculty are frequently the last to have a voice in over 150,000 surveys when asked, “At work do my opinions count?”¹². People are rarely motivated when they do not feel they have agency in an organization. Leadership could have a working lunch with faculty. The topics could be places to build empathetic listening and connect with day-to-day concerns.
- Develop a strong feedback loop between leadership and staff, establishing a sense of stability. The leadership team may want to read *Better Conversations* by Jim Knight (2016). The text provides techniques for developing conversation partners, building connections through listening, finding common ground, and reframing emotion. Each chapter contains bibliographical suggestions for further reading.
- Hold a school-wide book study on leadership communicators and set aside time on professional development (PD) days to discuss such texts for human capacity building, such as:
Seven Thousand Ways to Listen (Nepo 2013)
What Got You Here Won't Get You There (Goldsmith 2007).
The People Code (Hartman 2007)
Six Thinking Hats (De Bono 2010)

Rapport built through active listening as well as personalized, and respectful communication.

Strong Recommendation - Implement a measurable component within the annual school leader review process

SPCSA strongly recommends that Sage Collegiate’s Governing Board add a measurable component within the annual school leader evaluation instrument that includes voices from the school’s stakeholders, including students, parents, faculty, staff, service vendors, and SPCSA HappyFox¹³ communications.

“Principals are crucial in setting the direction for their schools and ensuring their campuses are vibrant learning communities for their teachers and students. Principals are most influential when they foster a positive learning environment and collaborate with teachers to improve teaching and learning” (Burkett, Hayes, 2023). As Sage Collegiate works to improve school culture as mentioned in the strong recommendation above, the governing board may want to refer to the Nevada School Administrator Professional Responsibilities Standards and Indicators, specifically Standard 3, Indicator 1, as a baseline for leadership development and for fostering a positive school culture:

¹⁰ A SWOT analysis is a strategic planning tool that helps organizations identify their Strengths, Weaknesses, Opportunities, and Threats

¹¹ A glows and grows strategy pertains to a current work environment with glows addressing the structures, policies, and practices that are working positively for the organization. The grows are recommendations for change.

¹² Lopez 2013

¹³ HappyFox is the online anonymous portal complaint management system used by the SPCSA that allows stakeholders to submit complaints, concerns, or allegations regarding a charter school to the Agency. The SPCSA ensures charter schools address the concerns and take appropriate action.

STANDARD 3: Creating and Sustaining Productive Relationships.

INDICATOR 1: The administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families. The administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive, effective experience for all school community members. "Teachers' perceptions of their principal's leadership have a strong influence on their job satisfaction and attrition" (Grissom & Bartanen, 2019).

As indicated during the governing board focus group, (page 20 of this report) the board has been reviewing the rubric for the school leader evaluation instrument. In the review process, the team may find it valuable to access the [NEPF School Administrator Tools and Protocols](#)¹⁴ website.

Supplementary references the Sage Collegiate Governing Board may find productive as they strive to build an accurate, effective, and comprehensive school leader assessment tool of the school leader(s) are:

- 1 School Administrator Self-Assessment Tool
- 1A School Administrator Self-Monitoring Tool (Alternate)
- 2 Goal Setting and Planning Tool
- 3 School Administrator Pre/Post Observation Tool
- 4 School Administrator Observation Evidence Review Tool
- 4A Educator Assistance Plan Tool (As Needed)
- 5.1 School Administrator Summative Evaluation Tool (2024-25)
- 5.2 School Administrator Summative Evaluation Tool (No SLG) (2024-25)
- 5A Summative Evaluation Exemption Verification Tool (Alternate)

Each of these tools can be saved and revised throughout the evaluation cycle.

¹⁴ NEPF stands for the Nevada Department of Education and may prove demonstrative for the administrator expectations and standards within the state of Nevada.

Site Evaluation Findings: Deficiencies

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

Two deficiencies have been identified for Sage Collegiate. One is for low levels of academic school performance beginning on page eleven. The second deficiency is for high levels of chronic absenteeism beginning on page seventeen.

Sage Collegiate deficiency for low level of academic school performance

<p>Context</p>	<p>Per the Charter School Contract between the State Public Charter School Authority and Sage Collegiate approved on November 06, 2020, pursuant to NRS 388A.255 the considerations of the legislature in enacting legislation to authorize charter schools is to serve the best interests of all pupils, including pupils who may be at risk; and a procedure by which the positive results achieved by charter schools may be replicated and the negative results may be identified and eliminated.</p> <p>Consistent with any oversight practices set out in the Charter School Performance Framework, the Authority shall follow a progressive system of notification and calls for corrective action on the part of the Charter School. (7.5.1)</p> <p>The Charter School Contract between the State Public Charter School authority and Sage Collegiate executed on November 06, 2020: Part 3: Education Program Element: Curriculum: the charter school shall have control over and responsibility for delivery of the educational program and for attainment of the performance standards as set forth in the charter school performance framework.</p>
<p>Condition</p>	<p>According to the contract approved on November 06, 2020: Sage Collegiate has committed to first, provide a sound education program for students to attain the Nevada Performance standards and second, per the school’s mission, “educate students for academic achievement, college success, and a life of opportunity.”</p> <p>At this time, current levels of student learning and achievement in the elementary grades at Sage Collegiate fall well below expectations. Sage Collegiate earned an index score of nine or elementary grades and 13.79 for middle grades for the 2023-24 school year, which is the equivalent of a one-star rating. For English language arts (ELA) specifically, elementary school had a proficiency rating of 23 percent and middle school 22.5 percent. Math proficiency at elementary school was 14 percent and 10.3 percent at middle school. NSPF data for the 2022-23 year indicate ELA pooled proficiency was 27.8 percent and math was 26.7 percent, equivalent to a two-star rating.</p>

	<p>Additionally, according to the SPCSA 2023-24 Academic Performance Framework (APF), Sage Collegiate did not meet the minimum standard of 50 points, earning 20.4 of a possible 100 points. In the Geographic Comparison Indicator section, comparing the elementary school's NSPF performance data with the comparison district and school(s), the school did not earn any points of a possible 25 points.</p> <p>Several of the students attending Sage Collegiate are not provided with the opportunity to learn to their greatest potential and are not having their student achievement maximized as observed during the site evaluation. High quality instruction is not present in several of the classrooms. Tier-1 instruction is not providing acceptable levels of academic achievement.</p>
Causes	<p>Sage Collegiate students are not offered a robust Tier-1 instructional program. There are extensive gaps in student learning and overall achievement levels. Tier-1 instruction must be improved. School leaders and staff are strongly encouraged to improve academic achievement. As teachers become more effective, students become more actively engaged, and they both become intentional learners¹⁵.</p> <p>High performing classrooms generally have these common indicators:</p> <ul style="list-style-type: none"> • Consistent communication of learning objectives/learning targets • Students' actively engaged in their own learning • Students explaining their thinking • Student criteria for success • Student feedback on improving student learning • Positive feedback to students • Individualized instruction and small-group learning • Lesson depth beyond factual recall • Formative assessments <p>Sage Collegiate opened in 2022 and the first site evaluation occurred in December 2022. The site evaluation report from December 2022 made the following recommendations at that time:</p> <ul style="list-style-type: none"> • SPCSA staff recommend that the Sage Collegiate faculty focus on building and monitoring student academic gains by collaborating across grade bands and vertical alignment of instructional student outcomes to build a stronger, intentional foundation for student achievement. Focused professional development opportunities for teachers on current student performance data will benefit teachers' ability to read and utilize the data when making curricular and instructional decisions to meet student learning needs in a culturally responsive manner for academic growth. Consider offering PD concentrated on creating differentiating learning targets, tiered questioning, student-centered discussion techniques, and intentional instructional approaches that engage all

¹⁵ Moss & Brookhart, 2019

	<p>students. Strategize ways in which students can practice the use of academic language inside and outside the classroom. SPCSA staff can connect Sage Collegiate leadership with other charter schools within the SPCSA portfolio that have identified strong instructional practices for academic growth as a strength if Sage Collegiate would like assistance.</p> <ul style="list-style-type: none"> • SPCSA staff recommend Sage Collegiate establish and cultivate a culture of learning for increased student engagement. Approaches that foster a culture of learning and create overall cohesiveness in classroom management include Total Physical Response¹⁶ (TPR)¹⁷ strategies, Social-Emotional Learning¹⁸ (SEL) and Response to Intervention¹⁹ (RTI)²⁰. • Several classrooms observed by the site evaluation team were teacher-centered rather than student-centered. Faculty can implement routines that foster student engagement by: <ul style="list-style-type: none"> • Establishing clear learning targets and criteria for success in each lesson. • Improving the use and frequency of academic feedback to students. • Fostering student goal setting as an integral part of classroom practice. • Targeted PD focusing on best practices in differentiation for cultural and developmental differences of students or connecting to students' individual lived experience will improve student engagement and learning levels. • Leadership reflected during the 2024-25 site evaluation held in February 2025 on the root causes for having a one-star NSPF rating for the 2023-24 academic year and a two-star rating for the 2022-23 academic year. Leadership reported lack of instructional consistency in critical testing grades and a novice teaching staff as root causes for lack of achievement gains (see page 23 of this report).
Effect	<p>Sage Collegiate earned a 1-star NSPF rating for the 2023-24 school year. The index score for elementary grades was 9 and 13.79 for middle grades. Elementary school had a proficiency rating of 23 percent in English language arts (ELA) and middle school 22.5 percent. Math proficiency at elementary school was 14 percent and 10.3 percent at middle school. NSPF data for the 2022-23 year indicate ELA pooled proficiency was 33.8 percent and math was 26.7 percent equivalent to a 2-star rating. Sage Collegiate opened in 2022.</p> <p>On November 15, 2024, the SPCSA Governing Board issued Sage Collegiate a:</p>

¹⁶ Total Physical Response (TPR) is a language teaching method based on the coordination of language and physical movement.

¹⁷ Ferlazzo, 2021, Heflin, 2020

¹⁸ CASEL, the Collaborative for Academic, Social, and Emotional Learning, defines social-emotional learning as “how children and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions” (2021).

¹⁹ Response to Intervention (RTI) is an educational strategy that provides effective and high-quality instruction, monitors students' progress to make sure they are progressing as expected and provides additional support to students who are struggling.

²⁰ Vollmer, Gettinger, Begeny, 2019

	<p>a. Notice of Concern to the elementary school (1-star and Does Not Meet Standard) pursuant to NRS 388A.273.</p> <p>b. Notice of Concern to the middle school (1-star and Does Not Meet Standard) pursuant to NRS 388A.273.</p> <p>“Any school(s) demonstrating underperformance that has the potential to trigger revocation proceedings in the next three to five years should academic performance not improve should be issued a formal Notice to ensure the school and its governing board are aware of the concerns (NRS 388A.300 and 388A.330). Underperformance is defined by NAC 388A.350 as any school receiving a rating below three stars in the NSPF or schools that have not consistently complied with the SPCSA Academic Performance Framework.”</p>
<p>Deficiency Finding</p>	<p>The expectation is that Sage Collegiate will provide a sound educational program for students to maximize student achievement. According to the Policy Achievement Level Descriptors within the Nevada School Performance Framework technical guide, a three-star school identifies an adequate school that has met the state’s performance standards.</p> <p>Sage Collegiate has been identified as a one-star school at the elementary school level and at the middle school level for the 2023-24 academic year. Sage Collegiate received a two-star rating on the NSPF for elementary grades for the 2022-23 year. Sage Collegiate has not met Nevada state's standard of performance and urgently needs to address areas that are significantly below standard. Students and subgroups are inconsistent in achieving performance standards. The school must submit an improvement plan that specifically identifies tailored supports to subgroups and indicators that are below standard. The school is subject to state inventions.</p> <p>Monitoring students’ needs for specific academic skills and interventions is critical at this time. As the Sage Collegiate governing board and leadership team consider ways to immediately increase student academic skills and growth gains, the governing board and leadership may want to emphasize the following areas:</p> <ul style="list-style-type: none"> • Tier-1 instruction: Build and monitor student academic gains by collaborating across grade bands and vertical alignment of instructional student outcomes. Educating teachers and families on current student performance data will benefit teachers’ ability to read and utilize the data when making curricular and instructional decisions. Implementing high-quality, standards-based, differentiated lessons with meaningful text-dependent student discourse opportunities will be essential to the goal of increasing quality Tier-1 instruction. • Lesson plans: Lessons should contain scripted scaffolded questions with timeframes, ensuring content reaches all learners each lesson. Each lesson

plan should be clearly labeled:

- *Quantifiable objectives*: Measurable objectives provide clarity to the students. Quantifiable objectives assist both the teacher and the students with concrete deliverables and evaluate student mastery.
- *Closure activities*: Closure activities reinforce learning, refer back to the objective and the standard, and assess what students have learned. Students describe how, why, or what they learned at the end of each lesson.
- *Pacing*: Well-organized lessons with timeframes that address rigor and urgency, keep the teacher and the students on task, and enables the teacher to ensure s/he is always referring back to the planned objective, standard, differentiation, and assessment.

SPCSA evaluators noted that it was not clear that most teachers had a prepared plan and/or questions to scaffold content to ensure the lesson was reaching all learners. Many teachers observed seemed challenged with the basics of methods and models of teaching, student engagement, and creating levels of questioning.

- Teachers **make visible the learning objectives** and go over them at the beginning and end of each lesson with the students. Objectives are referenced and emphasized throughout instruction. This keeps both the students, and the teachers focused on the task. These assists students internalize lesson goals and objectives, promoting stronger engagement.
- **Time management**: Teach bell-to-bell to optimize learning time.
- **Efficient classroom procedures**: Streamlining classroom procedural tasks for entering the classroom, getting ready to work, turning in paperwork, transitioning from one activity to another, obtaining materials, and clearing materials should be routine and expeditious to unencumber the learning. Some resources to consider in this area include:
Classroom management for middle and high school teachers (Emmer and Evertson, 2021).
The first days of school: how to be an effective teacher (Wong, 2018)
Managing diverse classrooms (Rothstein-Fisch & Trumbull, 2008).
- Concentrated, spiraled professional development on tiered questioning, student centered discussion techniques, and intentional instructional approaches that engage all students to assist in bolstering student academic growth.
- Consider strategizing ways in which to engage families as academic partners in their child's success, as this can provide a method for students and families to practice academic skills at home, including the use and practice of academic language outside the classroom.

A deficiency is considered highly serious and in urgent need of immediate attention. Once issued, school leaders are asked to complete a Site Evaluation Response Plan within four (4) weeks of the school board and the school leader receiving the site evaluation report. The school may

	<p>request an extension in writing if needed. The site evaluation team will review the Response Plan, meet with School leadership, and provide feedback to the school. Both the site evaluation team and the school leadership will agree upon the plan of action including the documented steps and accompanying timeline.</p>
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Sage Collegiate deficiency for chronic absenteeism

<p>Context</p>	<p>Per the Charter School Contract between the State Public Charter School Authority and Sage Collegiate approved on November 06, 2020, pursuant to NRS 388A.255:</p> <p>2.5.2 The Charter School shall adopt and adhere to a Truancy and Absence Policy pursuant to NAC 388A.160(5).</p> <p>3.1.2 In determining whether or not the Charter School complies with the essential terms of the educational program, the Authority will use the Charter Application (initial or as amended) as the basis to assess fidelity.</p> <p>3.3.1 The Charter School shall be subject to and comply with all requirements related to the state assessment and accountability system for public schools.</p> <p>3.3.2 Nothing in this section prohibits the Charter School or the Authority from assessing student learning outside of and in addition to the state’s testing program.</p>
<p>Condition</p>	<p>According to contract renegotiated on November 06, 2020, pursuant to NRS 388A.255: Sage Collegiate committed to first, provide a sound education program for students to attain the Nevada Performance standards and second, per the school’s mission, “educate students for academic achievement, college success, and a life of opportunity.”</p> <p>At this time the current levels indicate chronic absenteeism for elementary grades is 26.5 percent and 30 percent for middle school grades at Sage Collegiate. Chronic absenteeism is linked as a condition to poor academic achievement and is defined as a student missing at least 10 percent of days in school per year for any reason, including excused and unexcused absences.</p> <p>Students at the elementary level at Sage Collegiate have earned one-star NSPF rating for the 2023-24 academic year, and a two-star rating for the 2022-23 academic year, corroborating the correlation between chronic absenteeism and low performing academic achievement.</p>

<p>Causes</p>	<p>Attendance information was 45.1 percent for 2022-23, as reported on the NSPF. Attendance information from the most recent data indicates chronic absenteeism is 26.5 percent for the 2023-24 academic year in elementary grades and 30 percent for middle school grades. The absenteeism rate has a direct effect on the NSPF index scores. The Nevada State Point Attribution Table (PAT) for chronic absenteeism rates has been provided:</p> <table border="1" data-bbox="418 401 1349 1010"> <thead> <tr> <th>Rate</th> <th>Points</th> <th>Rate</th> <th>Points</th> <th>Rate</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td><5</td> <td>10</td> <td>≥ 11 and < 12</td> <td>6.5</td> <td>≥18 and <19</td> <td>3</td> </tr> <tr> <td>≥ 5 and <6</td> <td>9.5</td> <td>≥ 12 and < 13</td> <td>6</td> <td>≥ 19 and < 20</td> <td>2.5</td> </tr> <tr> <td>≥ 6 and <7</td> <td>9</td> <td>≥ 13 and < 14</td> <td>5.5</td> <td>≥ 20 and < 21</td> <td>2</td> </tr> <tr> <td>≥ 7 and <8</td> <td>8.5</td> <td>≥ 14 and < 15</td> <td>5</td> <td>≥ 21 and < 22</td> <td>1.5</td> </tr> <tr> <td>≥ 8 and <9</td> <td>8</td> <td>≥ 15 and < 16</td> <td>4.5</td> <td>≥ 22 and < 23</td> <td>1</td> </tr> <tr> <td>≥ 9 and <10</td> <td>7.5</td> <td>≥ 16 and < 17</td> <td>4</td> <td>≥ 23 and < 24</td> <td>0.5</td> </tr> <tr> <td>≥ 10 and <11</td> <td>7</td> <td>≥ 17 and < 18</td> <td>3.5</td> <td>≥ 24</td> <td></td> </tr> </tbody> </table>	Rate	Points	Rate	Points	Rate	Points	<5	10	≥ 11 and < 12	6.5	≥18 and <19	3	≥ 5 and <6	9.5	≥ 12 and < 13	6	≥ 19 and < 20	2.5	≥ 6 and <7	9	≥ 13 and < 14	5.5	≥ 20 and < 21	2	≥ 7 and <8	8.5	≥ 14 and < 15	5	≥ 21 and < 22	1.5	≥ 8 and <9	8	≥ 15 and < 16	4.5	≥ 22 and < 23	1	≥ 9 and <10	7.5	≥ 16 and < 17	4	≥ 23 and < 24	0.5	≥ 10 and <11	7	≥ 17 and < 18	3.5	≥ 24	
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<p>Effect</p>	<p>Chronic absenteeism impacts learning, academic performance, social development, and the overall educational progress of a student (Pini, 2022). Students who are chronically absent often fall behind in coursework, struggle to grasp concepts, and experience difficulty keeping up with their peers due to missed instruction time. Chronic absenteeism rate levels are an important opportunity for improvement. Chronic absenteeism predicts low academic success and eventually is a predictor of students who may drop out of school²¹. There is a “direct correlation between good attendance and student achievement”²².</p> <p>Chronic absenteeism is a strong indicator of potential academic failure and an increased risk of dropping out of school. Missing school regularly can disrupt a student's social connections with classmates and contribute to feelings of isolation or disengagement²³.</p>																																																
<p>Deficiency Finding</p>	<p>The expectation is that Sage Collegiate will immediately create and implement a chronic absenteeism plan to ameliorate chronic absentee rates school-wide.</p>																																																

²¹ Sugrue, Zuel, & Laliberte, 2016

²² Dekalb, 1999

²³ McKenzie, 2022

A critical plan may want to consider best practices in partnership with leadership and Sage Collegiate's Governing Board. Best practices include:

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

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

Focus Group Participation Data

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

Name of Focus Group	Number of Participants
Governing Board ²⁴	2
Family Members, Parents, and Guardians	9
Faculty and Staff	9
School Leadership	3
Students	19

²⁴ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Board members indicated communication between Sage Collegiate’s school leader is strong, with the board chair having a standing weekly meeting with the school leader. The governing board chair as well as one other member of the governing board and the school leader have been with Sage Collegiate since the school’s Committee to Form, establishing institutional history and a shared historical understanding of the vision of the school. The governing board has five members, and one more member will be added shortly, bringing board membership to six. Professional expertise on the board includes representation from the several professional fields, including parenting, hotel and casino management, legal, educational administration, educational operations, executive assistance, banking and finance.

The school leader provides a report at every board meeting. The governing board reviewed student data and the downward trend in academics at Sage Collegiate at the October 2024 board meeting. One board member said, “There was a lot of discussion and surprise at the NSPF rating. We talked about bringing consultants in, PD with teachers, and preparing for the SBAC²⁵ with homework.” A second board member said, “The information is not what we wanted or hoped for. We are waiting for the next scores to come out. We will compare them to the fall scores and make decisions.” Board members stated that informal discussions had occurred but nothing specific had been determined.

The school leader is evaluated yearly using an evaluation tool consisting of a template, rubric, and survey for faculty, parents, and students, according to board members. One board member explained that the school leader completes a component of the evaluation as well as each board member. The board reviews each piece of the evaluation, discusses it, and reviews the rubric for the evaluation instrument. Then, the board presents their evaluation to the school leader. A second board member said, “The school leader has received a raise each year.” Members of the focus group stated that the evaluation tool is undergoing a revision process that began in the summer of 2024.

When speaking about initiatives for staff retention, board members explained that the board continuously discusses staff retention. One board member said, “We held fewer PD days before the start of school over the summer. We send treats to the school to show we appreciate teachers. Funding is the foundational issue.” Board members indicated receiving copies of student and faculty surveys. One board member said, “The board is copied on school personnel issues and school related issues that may come before the board.” Members reported hearing very positive things regarding school personnel relationships with families. A board member said, “Some parents don’t like the rules, like the policy on uniforms.” Another board member said, “There is mass communication from the school to families. Students and staff are happy here.” Board members said they visit the school, volunteer, and attend events.

²⁵ The Smarter Balanced Assessments (SBAC) measure student progress in grades three through eight toward college and career success and are aligned with the Nevada Academic Content Standards in English language arts and mathematics. Results from the SBAC are included on the Nevada Report Card.

Focus Group Summary: Family Members, Parents, and Guardians

Family members reported feeling welcome at Sage Collegiate and appreciated adult personnel knowing their children by name. Parents shared being invited to attend school events such as book fairs, Halloween trunk or treat, dances, spring carnival, and literacy fairs communicated through emails, fliers, social media, and their children. Family members said they volunteer at the school but do not go through the process of being fingerprinted²⁶ because they have not volunteered for more than the required hours. One parent said, “There is a google spread sheet where we can sign-up and volunteer and be at the school and assist. We can work at the front office and help in class.” Several parents said they enjoy volunteering during Nevada reading week.

Parents’ responses were mixed when sharing how their children spoke about what they were learning at school. One parent said their child discussed schoolwork only when reviewing homework. Another parent said their child talked about school randomly and sporadically. A third parent said her child talked about school regularly. Family members in the focus group indicated MAP²⁷ scores were spoken at home. Parents reported students did not complete i-Ready²⁸ exercises at home. One parent said, “No we don’t do that at home. We do not do work at home. We help work on reading at home.” When asked if parents were aware of the NSPF star rating for Sage Collegiate, parents said they were not.

Family members had several ideas for improvement at Sage Collegiate. Greater resources for neurodivergent students were mentioned. Some parents stated they would like students to have longer outside time as the students sit too long. One parent said, “Sitting for seven hours is too long for a seven-year-old.” Other parents said the recess after lunch did not provide the children with enough time to eat lunch, as students hurried to go play outside, which is the only time students get to talk to their friends.

Parents were asked to share their knowledge regarding absenteeism rates at Sage Collegiate and if they were informed of the importance of attendance. Family members indicated they did not know about the absenteeism rates for the school. Several participants in the focus group said they did not care about attendance rates, with one parent stating, “It is more important that my child is treated nicely by the teacher.” Parents admitted to frequently bringing their children to school late or picking them up from school early. Families were asked if school personnel suggested students may experience a loss of learning time by leaving early. Parents said Sage Collegiate did not. When asked if the school provided processes for bringing in doctor’s notes, or data tables on the school’s attendance rates and the school routine communications, parents said they did not remember receiving that information.

²⁶ Nevada Senate Bill 287 (2017) requires any school volunteer to be fingerprinted every five years regardless of voluntary time spent at the school.

²⁷ 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

²⁸ *i-Ready Learning* is a digital instructional resource that assesses students with grade-level materials in reading and math.

Focus Group Summary: Faculty and Staff

The staff at Sage Collegiate expressed some concerns, including the safety of students on the playground due to a lack of supervision and high levels of pressure to pass the state-mandated test. Some staff members also felt 'humiliated' by having their names displayed next to class-wide student data on the wall. One staff member stated that the high teacher turnover on campus was due to the philosophy of upper leadership, which encourages teachers who are not satisfied with their work to leave. Perhaps consider: One faculty member elaborated on how the leadership style can be demoralizing and negatively impact the school climate and culture, leading to high staff turnover.

Several teaching staff at Sage Collegiate have expressed their desire to have more time to improve the overall quality of instruction for students. They feel that they are under pressure due to time constraints, frequent meetings, and the need to produce results, which does not create an ideal working environment. To enhance Tier-1 instruction, teachers have reported conducting academic interventions with students daily. However, they also feel frustrated due to large class sizes, which makes it difficult to provide small-group instruction because groups usually consist of ten students.

Staff had a few suggestions for improving the school. Several suggestions were offered to help manage the high levels of students to teachers. Teachers suggested more help, leveled classes, departmentalizing grade levels, having more teacher aides, and having in-house suspensions for students who continually disrupt teaching and learning. Most of the teachers in the focus group stated with conviction that they prefer a different approach from school leadership when discussing accountability for student achievement. Specifically, they yearn for a proactive approach with a shared responsibility mindset for all stakeholders.

Faculty members explained how they provide feedback to students on their academic work. Verbal communication and written notes on students' work were the most common forms of feedback. Teachers said students have access to their grades electronically and know their academic standing at any time. Teachers said if there is a behavioral concern, students will have a private conversation with the teacher.

Focus Group Summary: School Leadership

Members of the leadership team were asked to share information concerning initiatives concentrating on chronic absenteeism, which was 26.5 percent in elementary school and 30 percent in middle school. The school leader mentioned that information is often sent home with little response, citing that as a challenge. A second member of the leadership team indicated those that are chronically absent are, “Always the same kids. We have not found the right lever yet for those with consistent absenteeism.” The team explained Sage Collegiate hopes to add a third bus to their transportation offerings for the 2025-26 academic year, delivering a third bus route and assisting an additional 60 students. The school leader explained that office personnel telephones families when students are absent and “During parent teacher conferences teachers discuss the impact of loss of learning time when absences happen, but those conferences don’t happen until later in the year, and teachers have enough on their plates.”

The school leader reported fiscal constraints impacting many decisions at the school. Leadership explained, for example, “There is no tutoring support this year. It is cost-prohibitive at the moment. We have an extended day with 40 minutes of math RTI²⁹ and ELA daily.” As a cost-saving measure, another member of the leadership said, while enrollment has held steady, it was lower than anticipated. “We were under-enrolled in one first-grade classroom. It was a funding issue, and it was easier to combine two classes into one class of 29.” When asked if leadership strategized with the governing board, the school leader relayed, “We have regular strategic data discussions. They don’t have solutions. I want to see them more engaged around funding and community engagement.” The governing board chair and the school leader have a standing weekly meeting. Both have been involved with the school since the Committee to Form, reinforcing a strong communication bond.

The leadership team indicated a lack of instructional consistency in critical testing grades and a novice teaching staff as root causes contributing to an NSPF index score of nine in elementary school and 13.79 in middle school. Leadership also reported that “approximately 25 percent of the students enrolling at Sage Collegiate two to three years below grade level and were in need of remediation.”

Fiscally, the school leader said, “The lease payment for the school building is very high. The owners paused phase two of the school expansion due to a desire to sell the property. We are working with a prospective buyer. We are in continual communication with the governing board. The board is aware of our challenges.”

²⁹ Response to Intervention is an educational framework that uses a multi-tiered system to identify students who are struggling academically or behaviorally and provides them with increasingly intensive interventions based on their needs

Focus Group Summary: Students

Many students were quiet in the focus group and did not actively participate. When students were asked what they liked best about attending Sage Collegiate, a few students said physical education, recess when Lunchables and ice cream were served, pajama day and spirit day. Later in the day, during classroom observations, members of the site evaluation team were individually approached by a few students who attended the student focus group. These students appeared nervous and conveyed they were apprehensive about discussing their school experiences, worrying about their perceived lack of support and connection from adults at the school. These students indicated they were scared and anxious most of the time at school, citing the lack of trust in the staff's approach to honoring them with respect and often resorting to punitive discipline.

When asked if students felt physically and emotionally safe at Sage Collegiate, responses were mixed from the participants in the focus group. Some students said they felt safe at the school. One student said they did not feel safe when "a student in class says inappropriate things". Several students nodded in agreement and added, "I sorta feel safe around my classmates." One person said she sometimes doesn't feel safe because she can't tell during the drills whether they are a soft lockdown or hard lockdown. "The drills are long, and they make me anxious."

Students reported learning the rules on the first day of school from the principal and that parents received an email with the rules. Many students indicated feeling the rules were too strict, quickly providing examples. One student said, "We don't get to play tag at recess. We don't have time to play with our friends for very long when we do have recess and that's the only time we get to talk." Another student explained, "We can't talk in the hallways because classes are doing work. We can't bring our own balls to school."

Members of the site evaluation team asked students if they felt respected by their teachers and their peers. Student commentary was mixed. Some students said teachers don't let them go to the bathroom. One student shared, "Teachers say to us, 'You're not listening.' They raise their voices at us. Often, others in my class will make noise or disturb me and I will be the one that gets in trouble." Several students agreed and nodded in agreement, and a few voiced words of agreement. Another student said, "Many teachers never let us go to the bathroom or get a drink of water."

Students were asked which school events their family had attended at Sage Collegiate. Students shared their parents had participated in the past as volunteers for field day and math night and had attended parent-teacher conferences.

Classroom Environment and Instruction

Observation Rubric

A total of 17 elementary and 4 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: 0	TOTAL: 14	TOTAL: 7	TOTAL: 0	TOTAL: 0
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: 0	TOTAL: 10	TOTAL: 10	TOTAL: 0	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 17 elementary and 4 middle 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>	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 11	TOTAL: 8	TOTAL:1	TOTAL: 1
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>	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 3	TOTAL: 13	TOTAL: 1	TOTAL: 4

Classroom Environment and Instruction

Observation Rubric

A total of 17 elementary and 4 middle 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: 0	TOTAL: 6	TOTAL: 14	TOTAL: 1	TOTAL: 0
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>	
	TOTAL: 0	TOTAL: 3	TOTAL: 13	TOTAL: 1	TOTAL: 4

Classroom Observations and Additional Comments

There was one teacher and 15 students in the elementary classroom. When the teacher instructed, she was up front, and writing on the board, and did not make eye contact with the students. When she asked students to finish the work, she did not circulate and told the students to be quiet and write. This is an example of a teacher doing the talking, writing, and reading while students play a more passive role.

In one middle school class, students sat as the teacher read from a slide deck. Students were not taking notes. It was unclear what the students were learning and how they were learning, nor was it explained. The purpose of the lesson was not presented to the students. The teacher read a PowerPoint aloud to the students but never stated the rationale for reading the PowerPoint word for word to the students or what they were to do with the information. There was a missed opportunity for students to take ownership of their learning and volunteer to read the slide deck aloud. Students could also complete a pre-reading activity and share with peers what they knew about the topic before the PowerPoint was presented. Students could have completed pre- and post-reading rather than just sitting during the activity.

There were 23 students and one teacher in this one class. During direct instruction the teacher asked questions of students, and the students answered with one word. The teacher put students into groups of five and then told students not to talk and then chastised them for taking a dictionary as they waited for the activity to take place. The teacher occasionally spoke in a very loud voice, so loud it hurt one's ears. It was startling and disturbing.

Fifteen students and one teacher were in this classroom. Several students worked together in pairs and searched for information. The teacher circulated throughout the classroom and supported the students by answering questions.

In one English class, students wrote down factual informational notes and the definitions of vocabulary words as they watched a video on the North American Civil Rights movement of the United States. The teacher paused the video to reinforce correct definitions of words, ensuring students were capturing the correct vocabulary words, writing facts, and not writing from emotion. The teacher used whole class choral response to check for understanding.

With one teacher, one assistant, and 20 students, the teacher made great use of individual learning time and circulated speaking with students one by one and supported them in achieving their learning expectations for the short time frame. The teacher invited one student to come to the board and students watched to see if their own work was correct. The teacher was positive and encouraging and spoke Spanish and English to the students as needed.

Students used letters to spell words on a mat that the teacher orally spoke to the class to demonstrate their knowledge of spelling words. The teacher corrected any misunderstanding with letters by asking for student input to solve confusion. A student shared, "I can look at the alphabet." The class then sang the alphabet as the teacher pointed to the letters for the whole class and corrected any errors on their

mat. The teacher walked through the room to check all students' mats to ensure they were ready to move forward.

In an early elementary classroom, the teacher appeared to be doing the heavy lifting. She asked questions, trying to get students to respond. Questions were low-level. Students were asked to write one word on their paper. The teacher wrote information on the overhead and students sat passively and copied what the teacher wrote. The teacher circulated and said to students, "Get to work."

The teacher read to students and asked them questions orally. Students responded orally. They were not asked to explain their thinking. The teacher confirmed the students' answers. There was a missed opportunity for students to share their thoughts with their peers, explain their reasoning, verify their answers, or be given a chance to confirm their own answers.

In one pull-out session students worked one-one with teachers. Teachers spoke in low comforting tones with students. As students respond, a few of the teachers wrote the student responses on a worksheet. At other worktables, the students wrote their answers. Students were engaged and attentive.

This middle school classroom had one teacher and 16 students. The teacher asked some questions like "what is the best way to get someone's attention" One student said, "Ask them a question. The teacher worked hard to give examples to students to add one student said, "You need to tell out of how many, in other words what percent."

Students completed i-Ready³⁰ exercises on their laptops while the instructor worked with a small group of students on targeted interventions. Some students completing i-Ready were disengaged and chatting with their neighbors. There is only one teacher in the classroom. As students raised their hands for assistance, the teacher did not see the students, so students waited a long time for assistance.

The instructor asked fact and recall questions, and students raised their hands to respond. The teacher selected one student and then verified whether his/her response was correct. Students were not invited to explain their thoughts or explain how they determined their responses. There was a missed opportunity for students to 1) read the questions, 2) ask the questions, 3) call upon peers to respond, 4) explain their thinking, 5) share if others had a different response and why. Students did not own their learning.

Students used individual small whiteboards to complete math problems as the instructor wrote the same math equation on the board. Once students solved the equation, the instructor asked for a student volunteer to share their answer. The teacher verified the answer. Students were not asked to explain how they arrived at their answer, nor were they asked to demonstrate how they solved the equation for their peers.

³⁰ *i-Ready Learning* is a digital instructional resource assessing students with grade-level materials in reading and math.

Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school’s previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
<p>SPCSA staff recommend Sage Collegiate faculty focus on building and monitoring student academic gains by collaborating across grade bands and vertical alignment of instructional student outcomes to build a stronger, intentional foundation for student achievement.</p>	<p>Sage Collegiate implemented the following according to the leadership presentation during the site evaluation conducted on February 5, 2025:</p> <ul style="list-style-type: none"> • Use of i-Ready • Amplify’s free curriculum³¹ • Associate Director through Propel Fellowship with Opportunity 180³² Biweekly 1:1s and professional learning community meetings with teachers and grade bands. • Data folders for students • Outside perspectives to provide objective feedback (<i>i.e.</i>, The New Teacher Project, Opportunity 180 Good to Great cohort, Bridges for Educational Equity) 	<p>The SPCSA acknowledges the school's effort to address the previous recommendation but recognizes that more work remains to be done to address the recommendation. This is a deficiency.</p>
<p>SPCSA staff recommend Sage Collegiate establish and cultivate a culture of learning for increased student engagement.</p>	<p>This recommendation was not discussed or addressed on the slide deck during the leadership focus group.</p>	<p>Sage Collegiate did not address this recommendation during the site evaluation. As noted in the report’s findings, work remains to be done to address it.</p>
<p>SPCSA staff recommend that school leadership work with all staff to determine the exact culture the school seeks to establish and then look for ways to ensure it is consistently upheld throughout the building.</p>	<p>This recommendation was not discussed or addressed on the slide deck during the leadership focus group.</p>	<p>Sage Collegiate did not address this recommendation during the site evaluation. Work remains to be done to address the recommendation as noted within the report findings. This is a strong recommendation.</p>
<p>SPCSA staff recommend Sage Collegiate strategize ways to be available to parents when they</p>	<p>This recommendation was not discussed or addressed on the slide</p>	<p>Sage Collegiate did not address this recommendation during the site evaluation.</p>

³¹ Amplify creates core and supplemental curriculum, assessment, and intervention programs for grades kindergarten through grade twelve.

³² Opportunity 180 is a non-profit organization that works throughout Nevada’s communities to ensure students have access to quality schools in their neighborhood. Opportunity 180 provides resources and data to community stakeholders and decision makers.

<p>come to the school and want to communicate with someone face-to-face.</p>	<p>deck during the leadership focus group.</p>	
<p>SPCSA staff recommend Sage Collegiate consider ways to recruit and hire qualified personnel to fulfill staffing needs.</p>	<p>This recommendation was not discussed or addressed on the slide deck during the leadership focus group.</p>	<p>Sage Collegiate did not address this recommendation during the site evaluation. Work remains to be done to address the recommendation as noted within the report findings.</p>

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 checked="" type="checkbox"/> NO	<input type="checkbox"/> N/A
Elevator Permit	<input type="checkbox"/> YES	<input checked="" 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.

Thursday, 04.17.2025

Members of the SPCSA Site Evaluation team et al:

We appreciate the feedback from your team and recognize the challenge of bi-annual visits to all the schools in the SPCSA portfolio. As a former SPCSA staff member and the lead on the development of Site Evaluation process in 2018-19, I recall the amount of time I spent talking with charter authorizers and organizations across the country on evaluative processes and practices, as well as visiting nearly two dozen schools over five months in Reno, Ely, Elko, and Las Vegas to conduct the inaugural Site Evaluations and then the subsequent writing of the reports. It is a time-consuming task, but one that allows staff to see schools in action and better understand the realities of the work of our state's public charter schools.

It's because of my experience on the SPCSA team six years ago, and my familiarity with the Site Evaluation process, as well as the shared frustrations of my team that I write and provide some critical feedback in support of our school and in response to your report.

We are well aware of the challenges of our school, and the urgent need for improvement. However, this report fails to mention nearly any positive aspects of our school, including those named by staff per those in the focus group. The report misconstrues information and lacks context for some of the quotes included, and, in a handful of cases, provides erroneous information that is not applicable/in action at our school and misrepresents our school. (In multiple instances, it misidentifies our school completely. We are Sage Collegiate Public Charter School, or Sage Collegiate, not Sage Collegiate Academy.) The lack of attention to detail, the misrepresentation of statements across all levels of participants' roles, and the contradicting feedback (see notes below) provide a report that is unfavorable, demoralizing, and, as one teacher put it, "heartbreaking."

Since the Year 1 report in December 2022, we have benefitted from support and feedback from a number of national organizations, in support of our growth and development. We've had external, objective reviewers visit our campus from TNTP, Echelon Leadership, Bridge Equity Education, and Catapult Learning. We are part of the Good-to-Great cohort with Opportunity180, and we are actively seeking opportunities for continued growth across all staff levels in 2025-26.

Not one of our efforts for improvement and ongoing growth was identified by the Site Evaluation team. This is not only discouraging but also representative of a skewed report; staff in the focus group said there was far more positive said than negative and none of that was included. They were dejected to see that the feedback and notes in the evaluation were overwhelmingly negative and embarrassing. As one teacher who provided feedback said, *"They excluded many of the positives that were said in the focus group."*

We are not averse to feedback. As Bill Gates has said, *"We all need people who give us feedback. That's how we improve."* We also have high expectations for ourselves, scholars, and school. One of my favorite quotes, from Michaelangelo, is above my desk: *"The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low and achieving our mark."* However, it seems that the team that visited us more than two months ago has failed to see any of the positives of our school, which is disappointing. As one second-

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year staff member said after reading the report, *“They make it seem like we’re not doing anything to fix the one star. We are doing so much.”*

Below, I provide **collective** feedback in response to the Site Evaluation from the school’s Leadership Team and four staff members, three of whom participated in the Staff Focus Group and one of whom is a founding team member. I also submit the redlined response from Jennifer Braster, a Founding Board member and our current Board Chair.

We formally submit both responses for inclusion in public postings of the Authority’s final report.

Thank you,
Sandra Kinne, Executive Director

Page Number	Notes
Throughout	The name of our school is misstated. We are Sage Collegiate Public Charter School, or Sage Collegiate, <i>not</i> Sage Collegiate Academy.
Cover page	<p>The Site Evaluation took place on February 5. The school (but not the Board Chair) received the draft of the evaluation on April 7, 2025. This is eight weeks after the Site Evaluation. Per the Authority’s own Site Evaluation Handbook, “the report is developed within approximately three to four weeks after the evaluation.”</p> <p>We’re unclear why it took two months for SPCSA to send us their report, but it is less than helpful to have that much of a gap in feedback given how much can and has changed in two months.</p> <p>As research shows, <i>“Participants who were given immediate feedback showed a significantly larger increase in performance than those who received delayed feedback.”</i>¹ And <i>“The timing of feedback is key to its effectiveness.”</i>²</p> <hr/> <h2 style="text-align: center;">AFTER THE SITE EVALUATION</h2> <p>Site evaluations focus on the Nevada State Performance Framework, the SPCSA Academic Framework, and the SPCSA Organizational Framework. The SE Team also uses quantitative and qualitative data for site evaluation reports, centered on the academic and organizational performance framework with a focus on fidelity to the school’s charter.</p> <p>After the Site Evaluation, a written report based on the SE Team’s findings because of observations, the school presentation, focus groups, and analysis of data sets is created. The formal site evaluation report is developed within approximately three to four weeks after the evaluation at the school campus.</p>

¹ <https://pmc.ncbi.nlm.nih.gov/articles/PMC3034228/>

² <https://www.edustaff.org/text-blog-posts/6-strategies-for-effective-feedback-in-education>

Page 4	<p>While our school has a morning staff huddle and daily check in, we do not have a “Rise Up” chant. Our daily themed activities include “Mindful Monday” and “Wednesday Wins”, among others. Multiple respondents cited this. It’s disheartening that the staff could not find an additional positive attribute that actually occurs at and is about our school.</p> <p>The school cited here is Nevada RISE.</p>
Page 5	<p>School culture notes re SEL survey: “Contradict strengths named on page 4.”</p> <p>All four teachers who provided feedback questioned the “<i>Many participants indicated close to one-third of their classes released prior to the end of the school day.</i>” Teachers in K-5 said this was far from the case and questioned the citation, while middle school teachers did name that several of their students release early. Two teachers are not “most.” We welcome the State’s feedback on how to curb early releases at an extended day school.</p> <p>The NSPF citation for 2023-24 fails to recognize our Year 1 rating, which was <i>six-tenths</i> of a point from three stars.</p> <p>Chronic absenteeism is indeed a concern at our school. However, from Year 1 to Year 2, we cut our chronic absenteeism rate nearly in half. This year, we have reduced it by 10 percentage points. None of this named nor is the fact that chronic absenteeism is a state-wide³ and national issue.⁴</p>
Page 6	<p>Recommendations.</p> <p>Active Food Permit: This was addressed by the Health Department during a visit on February 21. The school received an ‘A’.</p> <p>Active Elevator Permit: Our elevator was reviewed, and an active elevator permit was issued during an annual elevator inspection on Monday, November 18. Per EnPro TIA, they issue the permits to the state not the school. Our elevator is in compliance.</p> <p>Per the notes from the state team, “Posting an active elevator permit is a state requirement that must be approved before the opening of a school.” (emphasis ours). We have been open for three years. This citation related to the opening of a school is irrelevant.</p>
Page 7	<p>While we appreciate the feedback, it is not aligned with feedback from bi-annual surveys of student and families or general feedback from families and students throughout the year. Further, our 5th grade data on the SEL survey for Safety (359) relationships (356), cultural and linguistic competence (389), <i>exceeds</i> that of the SPCSA as a district on the Fall 2024 survey.</p> <p>The comments about safety and culture fail to recognize that several staff members have their own children enrolled at the school; 11 students are children of staff members. Unhappy people do not bring their children to an unhappy environment. It also fails to recognize the number of staff and board members who have referred professional colleagues to our team because of the positive climate and culture they feel and operate. More than half of the current staff is based on referrals from other staff members and/or are</p>

³ <https://thenevadaindependent.com/article/more-than-a-third-of-nevada-students-chronically-absent-continuing-pandemic-era-trend>

⁴ <https://www.pbs.org/newshour/nation/chronic-absenteeism-is-up-across-the-country-school-leaders-are-trying-to-address-why>

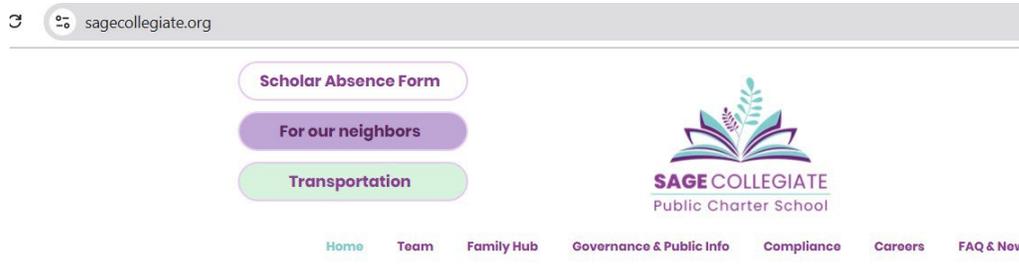
	former short-term substitutes who sought a permanent role with us in 2024-25 because of their positive experiences while subbing in Year 2.
Page 8	<p>The feedback provided related to chronic absenteeism assumes that we are not doing any of these and fails to recognize the growth we’ve had in this area in the last two years. From Year 1 to Year 2, we cut our chronic absenteeism rate nearly in half. This year, we have reduced it by an additional 10 percentage points.</p> <p>We have found providing transportation to be an immense help with cutting absenteeism. If the SPCSA would like to reappropriate some of the awarded by unused grant monies for transportation, we’ll take it. We already spend more on transportation than were allotted by the grant, and transportation has been the biggest lever to support student attendance rates at our school.</p> <p>(Please also see notes on this topic on our response related to pages 21, 22, and 23.)</p>
Page 9	<p>There is a very broad assumption made with the action steps that these have not or are not being done. SWOT analysis is done annually with the staff in a PD block, for example. There is school-wide language used, regular office hours by Leadership, along with an open-door policy that is practiced (and named by a teacher in response to the Staff Focus Group, see below). Not asking about practices at a school does not mean they are not happening.</p> <p>Additionally, the suggestion that we hold a “school wide book study” is in direct contradiction to the feedback offered on the previous page in which a “heavy workload and heightened work intensification” is named as a concern of staff, and is again cited later in the Staff Focus Group (page 22). The State both advises that we light staff members’ load while simultaneously suggesting we give them more to do through a whole schoolbook club. Make it make sense.</p> <p>In fact, we have an <i>opt-in</i> staff book club. Staff members who opted in are reading two books that they selected related to behavior management and teaching strategies. As the State did not ask about this, it was not something staff named.</p>
Page 13	In response to the suggestions offered by the SPCSA staff, teachers recognized the actions we already take including “culture of learning,” TPR, and targeted PD. Again, the absence of asking about something or seeing in during a brief visit to a classroom does not mean it’s absent from practice at the school.
Page 18	More than one respondent highlighted the number of the suggested activities that our school already does but were not mentioned at all by the review team, including: Sunshine Calls, personalized letters home, home visits, the use of the Parent Square app for texting/messaging families, and positive/good notes home.
Page 21	<p>Focus Group: Family Members, Parents, and Guardians</p> <p>As one team member noted, “<i>We have a very high level of communication through regular emails by the Executive Director and social media (and in Spanish).</i>” Much of the comments related to the NSPF star rating, attendance and chronic absenteeism, and procedures have been widely and constantly communicated.</p>

Said another team member:

- Recess is before lunch, not after lunch. Recess is daily. Kinder has it twice daily.
- We have daily PE every other week (with classes swapping Enrichment for PE every other week and the current K-2 Enrichment being dance, with students moving consistently during that block).
- We have a Family Hub on our website where all of our policies, procedures, and Family Handbook are posted. Families have easy access to information.
- We had a half dozen Family Orientations in July and August where all of this information was covered in depth.

While we appreciate the families that participated in the focus group, a few notes:

- The process is provided in our Family Handbook and was discussed at the Family Orientations each of the last three years.
- We have a spot on our home page that allows families to report absences and upload notes. How can we make it easier?



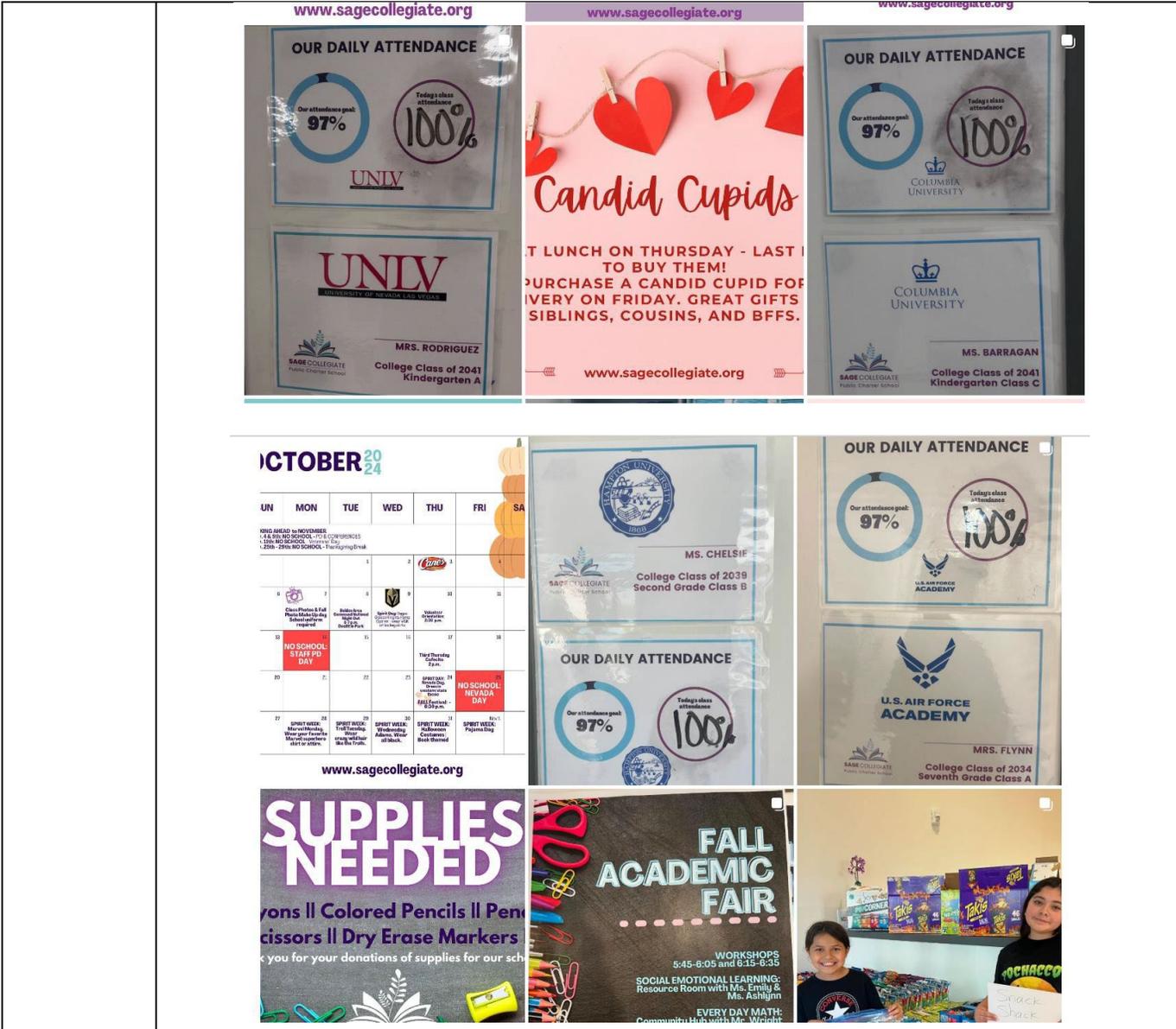
- During the debrief of their visit, the team on site for the Site Evaluation praised the posters we have outside of each classroom on which we posted that college's daily attendance. (Which we also post on the schools' socials when it meets the 97% goal. (97% is a best practice.⁵) These posters were not named in the team's report, again, lending credence to the team's notion that the report's focus is wholly negative.
- Most, if not all, of the family members who participated in the Family Focus Group have students with high attendance rates. We send home regular emails and letters to families whose students have chronic absenteeism. It's a logical conclusion that engaged family members who are taking time off during their workday for a focus group would have students who attend regularly and whose children do not warrant reminders about chronic absenteeism.
- We posted attendance recognitions consistently in T1 and T2 on our socials. It is truly perplexing how anyone can say we're not communicating about our attendance and chronic absenteeism.

⁵ <https://www.schoolperformanceinstitute.org/blog/2019/1/18/how-were-learning-to-improve-this-school-year-partv>

⁵ <https://www.attendanceworks.org/wp-content/uploads/2017/04/Chronic-Elementary-Absenteeism-A-Problem-Hidden-in-Plain-Sight.pdf>

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Page 22

Focus Group Summary: Faculty and Staff

Multiple staff members said they don't remember some of these things being said. There was speculation by the three team members who had been in the focus group that there was erroneous cutting and pasting from another school's report by the state team.

Specifically, none of the three focus group participants who participated in feedback for this report recalled anyone saying they feel 'humiliated'.

Regarding that quote of staff member is quoted as feeling ‘humiliated’ by having their name displayed next to class-wide student data on the wall. ... First, this is common practice in many schools and has been for decades. Second, we’ve not shared data on walls since we’ve been opened. Third, when we’ve shared student data in the context of PD, it was done as a learning opportunity with external partners (iReady, Catapult Learning). Student data is not in any publicly accessible spot. The team is collectively confused by this statement. Lastly, school data is publicly accessible on our school website. It’s unclear why this is mentioned in this report nor how it is to be addressed by the school. Should the SPCSA not make their reports publicly accessible so as to avoid ‘humiliation’ of schools? Should the State not post NSPF ratings so as to avoid embarrassing schools? Again, make it make sense.

The State has given us 33 pages citing the school’s need for improvement and then laments the fact that the teachers feel burdened by the need for improvement. “Several teaching staff at Sage Collegiate ... feel they are under pressure due to time constraints, frequent meetings, and **the need to produce results.**” Yes. This is true. The State wrote 33 pages on the need to produce results. Why would teaching staff not feel that pressure? The inclusion of this note is befuddling.

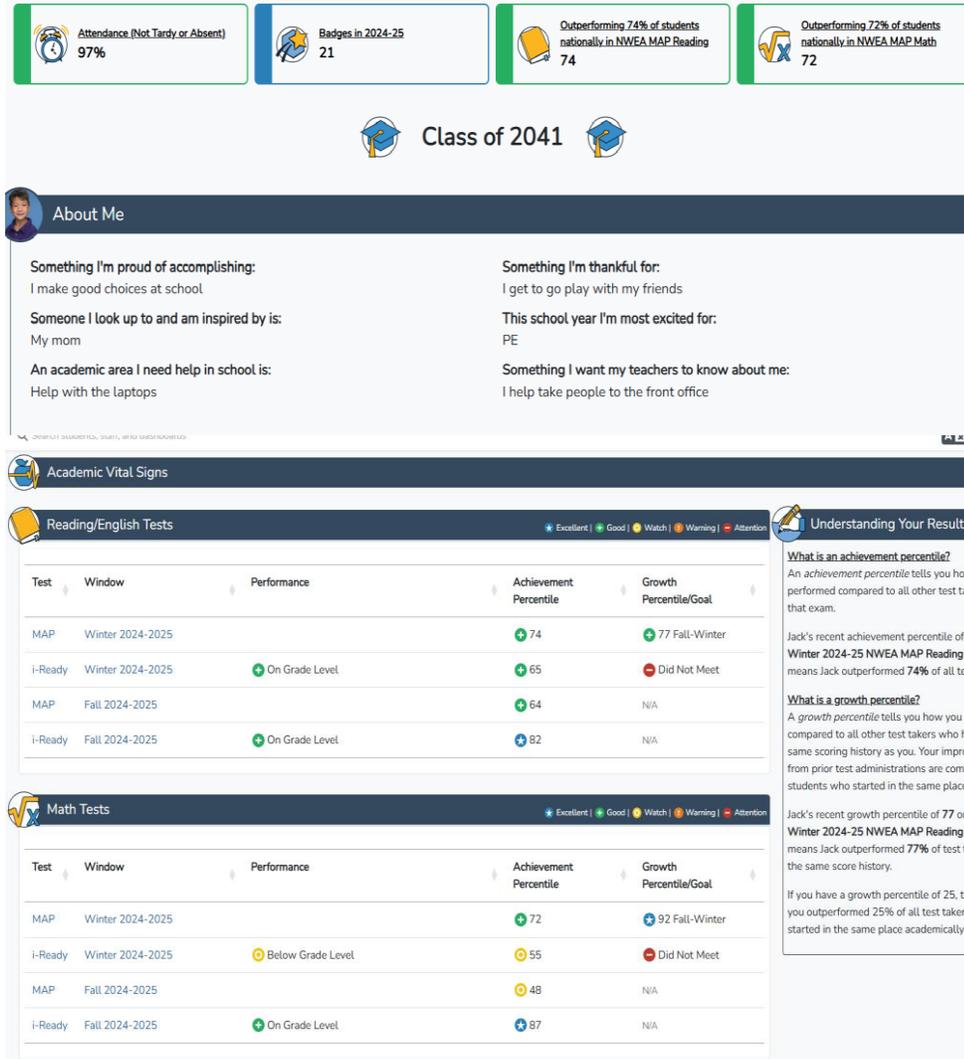
Half of the teachers who provided feedback said this section is overwhelmingly negative and fails to reflect any of the positive that was shared. *“The majority of feedback by staff was positive, and these notes were left out. Here are some points we all shared and agreed upon:*

- *We appreciate the flexibility of the open-door policy that admin has. You all recognize our humanity and lives outside of school and always work with us.*
- *We emphasized how knowledgeable you (Sandra) are, and we have full faith in your ability/capacity to run a school.”*

Staff in the focus group also named that one of the Authority staff members made a comment that the SPCSA gets “weekly” calls and emails about the school leader. First, this is entirely inaccurate. Second, even if it was true, it’s wildly inappropriate for someone who is supposed to be an objective reviewer to say such a thing. Unsolicited, staff members shared this note with me in February after the Site Evaluation because they were so bothered by the comment. The Board Chair and I are aware of three concerns brought to the SPCSA by parents, all of which were addressed/resolved prior to the SPCSA reaching out to Ms. Braster or me and all of which related to enforcement of school policy and a disagreement by parents on the enforcement/consequences.

Said one teacher who was confused by reported comments: *“They make it seem like accountability and evaluation are bad things. The state is supporting the teachers who have the notion that we don’t have to work for results. In any other industry, production is evaluated. Education is a production. If we aren’t producing, students aren’t learning.”*

There is no mention of the school’s use of My Education Data, which provides daily updates to families on student attendance, achievement, and progress. Teachers can see when parents last logged in so as to help keep apprised of family engagement with student data.



Attendance (Not Tardy or Absent) 97%

Badges in 2024-25 21

Outperforming 74% of students nationally in NWEA MAP Reading 74

Outperforming 72% of students nationally in NWEA MAP Math 72

Class of 2041

About Me

Something I'm proud of accomplishing:
I make good choices at school

Someone I look up to and am inspired by is:
My mom

An academic area I need help in school is:
Help with the laptops

Something I'm thankful for:
I get to go play with my friends

This school year I'm most excited for:
PE

Something I want my teachers to know about me:
I help take people to the front office

Academic Vital Signs

Reading/English Tests

Test	Window	Performance	Achievement Percentile	Growth Percentile/Goal
MAP	Winter 2024-2025		74	77 Fall-Winter
i-Ready	Winter 2024-2025	On Grade Level	65	Did Not Meet
MAP	Fall 2024-2025		64	N/A
i-Ready	Fall 2024-2025	On Grade Level	82	N/A

Math Tests

Test	Window	Performance	Achievement Percentile	Growth Percentile/Goal
MAP	Winter 2024-2025		72	92 Fall-Winter
i-Ready	Winter 2024-2025	Below Grade Level	55	Did Not Meet
MAP	Fall 2024-2025		48	N/A
i-Ready	Fall 2024-2025	On Grade Level	87	N/A

Understanding Your Results

What is an achievement percentile?
An achievement percentile tells you how you performed compared to all other test taker that exam.
Jack's recent achievement percentile of 74. Winter 2024-25 NWEA MAP Reading Test means Jack outperformed 74% of all test takers.

What is a growth percentile?
A growth percentile tells you how you performed compared to all other test takers who have same scoring history as you. Your improvement from prior test administrations are compared to students who started in the same place.
Jack's recent growth percentile of 77 on the Winter 2024-25 NWEA MAP Reading Test means Jack outperformed 77% of test takers with the same score history.
If you have a growth percentile of 25, that means you outperformed 25% of all test takers who started in the same place academically as you.

Said another teacher, “During the focus group, there were positive school aspects brought up by staff that for some reason are not included in this report. Specifically, focus group staff mentioned how fully aware of our current one-star rating since early in the school year. We are fully aware that it is connected to absences and SBAC scores. Staff also mentioned that we have several/weekly professional development days/sessions, grade level PLCs, and 1:1 meetings addressing the best strategies to improve our one-star rating. We mentioned that we have had really effective PDs with iReady reps, in which we did data dives and strategized on how to use iReady to drive our instruction and improve SBAC scores. We liked how after those PDS, we had strategies to use immediately. Staff mentioned in the Focus Group, but it

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	<p><i>isn't in the report, that the Assistant Director has been effective in helping staff strategize weekly during PLCs and 1:1s."</i></p> <p>It is incredibly contracting for the report to site "frequent meetings" as a stressor for teachers when those "frequent meetings" are in fact bi-weekly 1:1s for coaching and instructional support and, in alternating weeks, PLCs with grade levels. In prior years, staff repeatedly cited the limited coaching and instructional support that was provided (due to limited staffing). It is utterly perplexing how coaching, planning sessions, and PDs are considered "frequent meetings" when they are intentionally planned and executed to support teachers, improve instruction, and increase student achievement.</p>
Page 23	<p>Focus Group: School Leadership</p> <p>There are multiple inaccurate or incomplete quotes of the Leadership Team. Specifically, the context of the notifications of absences to parents. We have conferences at the end of the first trimester and the end of the second trimester. As NRS dictates we cannot "require" families to attend, we message these conferences as "100% participation is expected." We also have T3 conferences for selected students based on their individual needs and anticipated retention.</p> <p>Attendance is tracked and posted daily (see photos above), and teachers make phone calls home (or email, depending on families' communication preferences) after three consecutive absences. Our Operations teams tracks attendance entered via the school's website and through voicemails left.</p> <p><i>"Teachers have enough on their plates."</i> is wholly an incorrect quote in this context, as, at our school, part of what teachers have on their plates is tracking and communication about attendance with families.</p> <p>Leadership sends home regular reminders about the importance of attendance, and adults of students who are chronically absent get letters with specific data about their child's attendance throughout the year. Families can also access attendance information on My Education Data (see above). Additionally, we have had monthly recognitions of students who have met the attendance goal.</p> <p>In the second the paragraph, I most definitely did not say, "It was easier ...". I might have said it was more cost effective, or it made more sense given the circumstances. But <i>"It was easier."</i> is not a phrase I often use nor apply to anything related to the work of education as not much in this work is easy. As the four teachers who provided feedback said, <i>"Easier? That doesn't sound like Sandra at all."</i></p>
Page 24	<p><i>"We can't bring our own balls to school."</i> This is inaccurate.</p> <p>We had a moratorium on students bringing balls to school for a few weeks as a number of the balls were going over the neighbors' walls. As this has been an ongoing concern by neighbors, we will occasionally put a moratorium on balls from home.</p>

	<p>Last year, we documented with the SPCSA Leadership an issue with a particular neighbor, as the school successfully sought a restraining order against a neighbor due to threats and unsafe behavior by the neighbor. We have been extra mindful of disturbing neighbors with balls going over walls/fences. We purchased a large net to reduce this issue, but occasionally we have a run of students accidentally and intentionally throwing/kicking balls over the walls. (In many cases where this is intentional, it's a student who is mad that they missed a goal kicking another scholar's ball over.)</p>
<p>Pages 30 – 31</p>	<p>Measures of Progress from Previous Site Evaluations</p> <p>While we appreciate the inclusion of this section, not one of the assessments of progress was discussed with Leadership nor with Staff, nor did the State ask about these areas. "Sage Collegiate did not address this recommendation during the site evaluation." is accurate but misrepresentative as we were not asked about any of these items. Had we been, we certainly could have identified steps we have taken to address prior deficiencies and areas of growth.</p> <p>It is disingenuous of the Authority to dictate the questions asked, the content covered, and the time allotted for conversation while simultaneously chastising us for not addressing prior recommendations that they did not ask about in their conversations.</p>

###