Nevada State Public Charter School Authority

Site Evaluation Report: **Nevada State High School Sunrise**
Evaluation Date: 4/11/2023

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Appendices

A: Nevada School Performance Framework

http://www.doe.nv.gov/Accountability/NSPF/

B: SPCSA Academic Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf

C: SPCSA Organizational Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 4/11/2023 at Nevada State High School Sunrise. 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 year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

This evaluation has been 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 on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

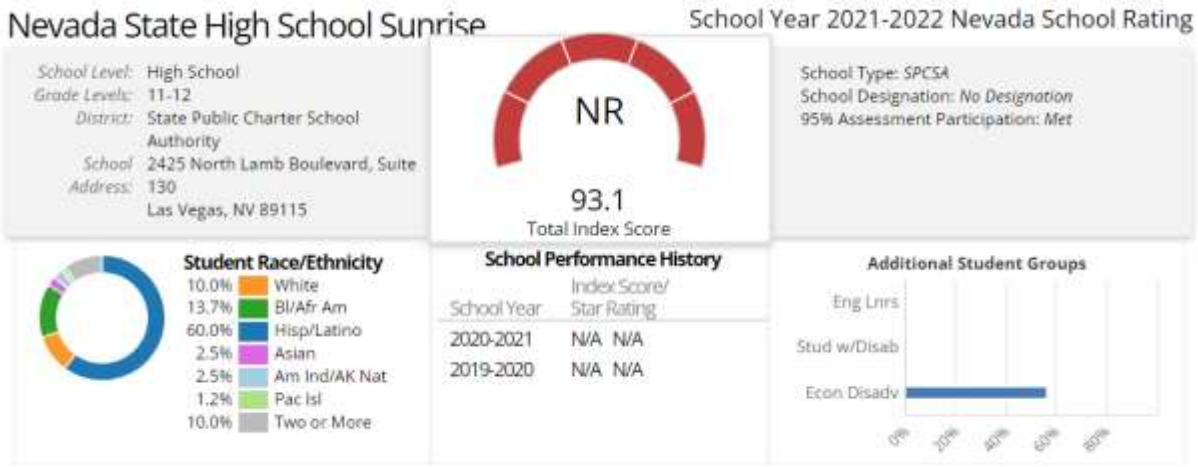
Nevada State High School Sunrise is located in Las Vegas, Nevada in a facility at 2425 North Lamb Boulevard Suite 130. The school serves 80 students (as of the most recent Validation Day) in 11th and 12th grade. The mission of name of school is: "To support students in a college environment with personal, academic, and social skills."

ACADEMIC PERFORMANCE

Nevada School Performance Framework
2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

High School



Math and ELA Results
Nevada School Performance Framework
2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

High School

Math Proficient — **Math Proficient Points Earned: 7/10**

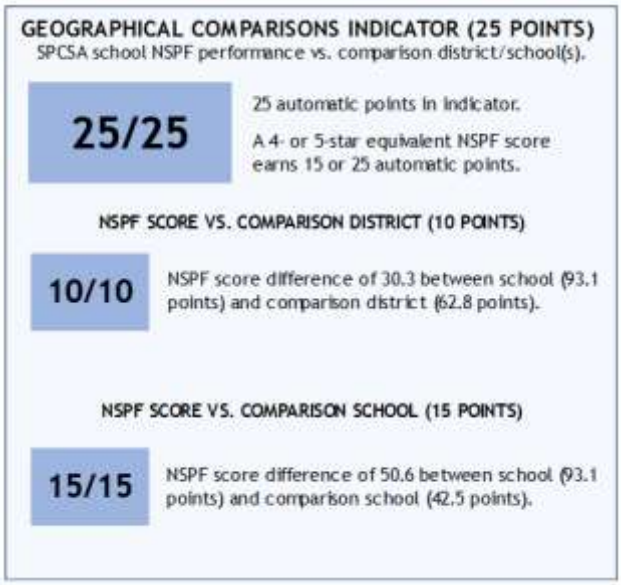
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	35.2	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	-	55.1	52.76			
Black/African American	-	10.2	22.5			
Hispanic/Latino	34.6	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	-	31.9	40.11			
White/Caucasian	-	33.8	47.04			
Special Education	-	6.6	16.76			
English Learners Current + Former	-	<5	18.8			
English Learners Current	-	<5	16.04			
Economically Disadvantaged	21.0	14.6	27.8			

ELA Proficient — **ELA Proficient Points Earned: 8.5/10**

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	52.9	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	-	78.7	66.85			
Black/African American	-	40.6	34.82			
Hispanic/Latino	46.1	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	-	60.5	60.16			
White/Caucasian	-	65.7	64.14			
Special Education	-	16.5	19.92			
English Learners Current + Former	-	12.5	21.64			
English Learners Current	-	9.2	15.98			
Economically Disadvantaged	31.5	43.4	40.77			

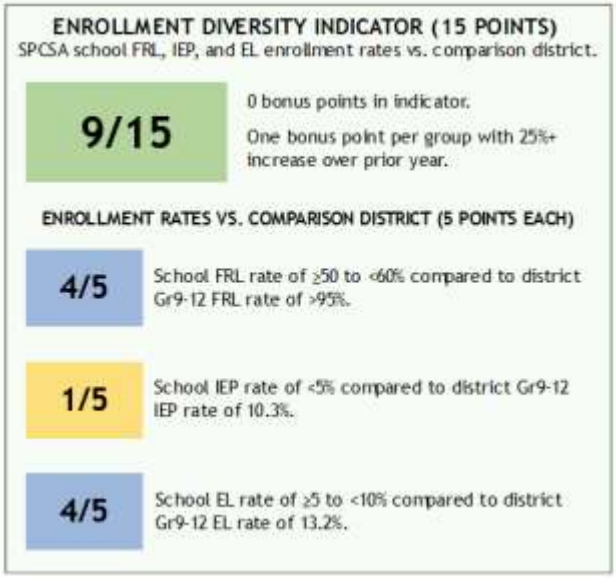
SPCSA Academic Performance Framework
Geographic Comparison Report

High School



SPCSA Academic Performance Framework
Diversity Comparison Results

High School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	7	30 minutes
Students	4	30 minutes
School Leadership	7	30 minutes
Staff	10	30 minutes

Governing Board[1]:

- Members of the governing board said the strength of NSHS is the commitment to student success in the collegiate environment. One board member said, "Students are supported and assisted step-by-step." Governing board members also felt the math and English tutors available at each campus are a strength for student support. One board member said, "We have plans to use grant funding to provide more access to tutors, including online tutoring."

- Governing board members described the reasoning behind the organizational changes at NSHS. One board member said, "We looked at getting more resources at the student level and not be so top heavy with administration. We conducted an analysis to see where tasks were being duplicated and wanted to streamline those processes. During our analysis we examined where we could create one process or system network wide, so each campus was not doing work that was duplicative. Instead, centralizing communication and processes was the goal. The new structure allows us to have more EACs[2] on site." Board members described changes in the accountability and responsibility chart. "We reduced duplicative tasks. For example, marketing and engagement now assists with the enrollment process rather than the EACs. EACs can now focus on just teaching, coaching, tutoring, etcetera. Central office looks at completing student score cards. We aligned roles so people can focus on specific duties. We implemented a culture committee that serves as a voice for representation across the network."

- Board members were candid in speaking about engaging a third party to provide a report with recommendations concerning high levels of faculty turnover in the past and the working environment at NSHS. One board member said, "We wanted to make sure we had specific next steps to address information contained in the report. Legal counsel is spearheading some points, leadership is addressing others, a timeframe is being created to facilitate progress on information coming from the report. There is a culture committee created that includes staff members. Staffing is a challenge. We struggle with hiring and also over-extending staff. We are looking at recruitment and retention." Board members said they had five new hires in February 2023. Another board member said the governing board interviewed both former and current employees, 18 in total. "A committee was formed to talk about the struggles and room for improvement. We discussed miscommunication and misunderstandings about who we are and what we do. We teach skills that we hear conventional schools don't teach. For example, NSHS teaches students how to navigate the FAFSA®[3], the college application process and build a resume. Students also use that resume and participate in mock

[1] Two members of the nine member board participated. Quorum was not met, and Open Meeting Law was not violated.
[2] EAC is an acronym used at NSHS campuses for the role of the education advising coordinator.
[3] FAFSA® is an acronym standing for *Free Application for Federal Student Aid* form.

interviews to build interview skills." For example, NSHS teaches students how to navigate the FAFSA®, the college application process, and build a resume. Students also use that resume and participate in mock interviews to build interview skills."

Parents/Families[4]:

- Parents explained how families are informed of their child's academic progress. Parents reported NSHS conducts regular status updates through email, tutoring offerings, the Study Skills class, and the monthly Transitions class[5]. One parent said, "The school emails me when things are going well as well as when things need improving." Parents in the focus group reported receiving communication from teachers and staff weekly. "The first semester students have weekly check-ins during the Study Skills class to make sure students are on track with their college grades and speak with them about ways to step up and do better if needed." Another family member said the school contacts both the students and parents "through multiple texts, emails or phone calls so we know what is coming up." Family members described meetings they attend at NSHS in which their child shows them their college assignments and grades through various artifacts. Teachers are present for input. Artifact examples include graded assignments, emails from professors, and assignment rubrics. Students also include timestamped copies of utilizing collegiate tutoring services, as well as communication and/or copies of communication with the Disability Resource Center (DRC). Student portfolios also include NSHS assignments and instructor feedback from the Study Skills and Transitions classes. Some NSHS portfolio examples are college applications, a collegiate course plan of study, and a resume. A few parents indicated they spoke directly with their children about their academic progress and did not rely on communication from NSHS. One parent said, "Our child is at college for all his classes, so he is no longer in Study Skills at NSHS. He still attends the monthly Transitions class, and participates in portfolio meetings, but we stay on-top of his college progress. If we do have questions, we contact NSHS directly."

- In speaking about the effectiveness of the NSHS program, one parent said, "Students are able to experience being an adult attend a real college and take real college classes. NSHS promotes getting college classes with training wheels." Several parents claimed NSHS transitioned students to the college experience more effectively than conventional high schools. One parent said, "NSHS helps students create their schedules. Students are assisted through the planning process, so they are not taking courses that don't count toward their degree."

- Parents had many suggestions for improvement at NSHS. While some parents felt communication at the campus in which their child was enrolled was appropriate, others felt their NSHS campus did not communicate well with families. For example, a few members of the family focus group were not aware that an organizational change had occurred at NSHS the month prior to the site evaluation. One parent said, "Parents are not made to feel welcome at the school. There are several conversations behind closed doors, and parents are asked to pay for the student's college class if they fail and need to repeat

FOCUS GROUP SUMMARY continued

[4] The family focus group summary is comprised of families from the eight campuses in the Las Vegas valley: NSHS Downtown, NSHS Henderson, NSHS Henderson Downtown, NSHS North Las Vegas, NSHS Northwest, NSHS Southwest, NSHS Summerlin, and NSHS Sunrise. Less than three parents/guardians from each campus location participated in the family focus group necessitating a combined summary for the site evaluation report.

[5] Transitions is a monthly course requirement. All students enrolled at NSHS attend Transitions together at a centralized location and rotate throughout the day among workshops and seminar offerings.

a course. I am responsible for my child and when fiscal issues arise, then I need to be involved." Another parent agreed. "The culture of the school is that they want all of the control but none of the responsibility. Yes, the program teaches the kids independence and autonomy. But the counselors don't understand that parents are involved in their child's life. My child is still under the age of 18. I am responsible for my child." Parents described not receiving direct information from NSHS when an academic concern arises. "Sometimes I am not informed until the last hour. For example, I found out the school had been trying to reach my child for a while and she had not responded. By the time I got the call, grades were due, and my child could not submit materials because it was the end of the semester. The school only reaches out after I have contacted them."

- Families agreed that students have a good relationship with the teachers at NSHS. One family member said, "I have seen the adults speak to students and am impressed with how versatile the staff is when speaking with students. They are responsive, helpful, and supportive." Several parents agreed with one sharing a personal anecdote about NSHS staff assisting her child in developing good communication skills with a strict college instructor. A few family members had mixed feelings over the relationship between NSHS personnel and their child. One parent explained, "They do have a good relationship. It's almost like a secret society. As a parent, I want to know what another adult is saying to my child. These students are still legally underage, and I am still legally responsible for my child. It's almost as if the school is encouraging students to withhold information from the parents. That's not okay."

Students:

- Students in the focus group described numerous ways in which teachers provide written and oral feedback on student work. One student said, "We receive student situation reports (SSR). We also get score cards with notes on where we need to pay a little more attention or revisit something." Another student said, "During Study Skills class the teachers come around and meet with us one-on-one and ask about our college grades. If there is a deficit, the teachers will ask us to schedule one-on-one time with them time to discuss where we might need help and ways to plan to address the deficit."

- Students reported being close with the personnel at NSHS Sunrise. One student said, "I feel every adult here cares about me, personally and academically. They validate my situation and understand me." Another student nodded and added, "They connect with us and where we are and what we are experiencing. We all know each other well because it is not a really large campus." Another student said, "We create a support system here with the students and our peers. We get to explore our interests and try college classes out to see what we are interested in. We have the opportunity to explore our own individual strengths and learn how to be independent in a supportive environment. The early exposure to college helps us navigate the university environment in a supportive way. I really like that." Students said they convinced their friends to come to NSHS.

- Students described the ways in which NSHS staff assist them in preparing for proficiency testing. One student said, "Staff members are always reminding us to reach out to our advisors here at NSHS as well as our college advisors." Another student interjected, "We get emails, verbal reminders, voicemail, or

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

telephone calls, and Canvas reminders from teachers and staff. We receive multiple communications from advisors and teachers. I receive lots of contact from the adults at NSHS." A third student said, "They will call and keep calling until we answer." Student reported using ACT WorkKeys[6] and EdReady[7] to prepare for the ACT examination.

Leadership:

- The leadership team was asked to provide an update about the third-party investigation into some complaints regarding the working environment at NSHS. Leadership reported that this is a two-phase project and the report issued from outside third-party indicated four pages of recommendations. One of the school leaders said, "We have gone over the outside recommendations line by line. We have our legal counsel looking over next steps and we have action items beginning to be formed in response to the outside report."

- The Chief Operating Officer (CEO) along with six members new to the leadership team this year participated in the leadership focus group which was conducted to represent all nine NSHS campus locations. The leadership team was asked about organizational changes to leadership positions at NSHS as a whole. The leadership team acknowledged the fact that in the past there was not one leader overseeing all nine NSHS campus locations. The organizational change of one leader overseeing all nine NSHS campuses began in the spring of 2023. One member of the leadership team explained, "The organizational structure has changed. We feel we are able to provide a unified message with one leader over all of the locations."

- Leadership described the process in which students with special needs attending NSHS schools receive their Individualized Education Plan (IEP) or a 504 plan. "If a student comes in for an IEP or 504 plan, we review the documents and then have a meeting to update the documentation. Our staff psychologist, special education director, and EAC (general education teacher), along with family members of the student meet and confer. A 504 or IEP is approved by the director of curriculum at each individual NSHS site. Our special education director visits every site and meets with every student on an IEP or 504 plan. We use the accommodations on the 504 plan or IEP to support ACT[8] testing here at NSHS. We also have a monthly special programs check-in, separate from our regular student check-in." Leadership continued to explain that 504 plans and IEPs are not the terms used on college campuses and that each higher education institution assesses and creates a student accommodation plan based on their findings at the college's DRC. Leadership said, "We can't send our 504s or IEPs documents to the college or contact them because of FERPA[9]. Colleges conduct and create their own accommodation documents.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

[6] ACT WorkKeys assessment is administered to students concentrating on Career and Technical Education (CTE).
[7] EdReady is an adaptive learning program that tests math and English skills and recommend a course of study for improvement, tailored to individual needs.
[8] "In Nevada, students in third through eighth grade take 'Smarter Balanced' in English language arts and math. Students also take a science test in fifth, eighth and 10th grade. High school students take the ACT in 11th grade, which includes reading, writing, math, and science, and is required to earn a diploma"(Nevada Department of Education).
[9] The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA provides ways in which an institution can share education records on the student with his or her parents. "Schools may disclose any and all information to parents, without the consent of the eligible student, if the student is a dependent for tax purposes under the IRS rules. FERPA also permits a school to disclose information from an eligible student's education records to parents if a health or safety emergency involves their son or daughter. Another provision in FERPA permits a college or university to let parents of students under the age of 21 know when the student has violated any law or policy concerning the use of possession of alcohol or a controlled substance" (U.S. Department of Education, 2023).

We provide students with contact information for the DRC and discuss the importance of students contacting the DRC to ensure their accommodation is met. NSHS requires students who do have special needs to show proof they have contacted the DRC. We don't ask students to give us a copy of their accommodation plan. We ask they show us an email verifying a DRC appointment." Leadership further confirmed, "Special programs students participate in the annual re-evaluation process with their IEP team once they are students at NSHS. Some accommodation is restructured to fit the college setting. Once the updated IEP or 504 plan is complete, students are tasked with going to the DRC at the colleges where they are taking classes to ensure their accommodations are in place. The IEP students' direct support minutes are provided by the NSHS special programs teacher as outlined in the IEP, which is scheduled and facilitated by the NSHS Special programs teacher. A member of the leadership team stated, "The colleges are not responsible for direct support, as it can only be provided by a certified special education teacher. The staff at each NSHS has monthly contact with students who receive special program support."

- Leadership said, "We pay up to 18 college credits for students' associate degree (AA). If students take summer classes, the tuition responsibility is on them as summer courses are not mandatory. Students can take college classes in the summer if they want to, but NSHS does not make it a requirement. We do require students on the AA track to complete sixty community volunteer hours or make up credits they are deficient in (PE, computer, etc.) during the summer." NSHS provides a list of community agencies in which students can choose to volunteer. Students can also propose an organization if they have a preference. Leadership explained, "A supervisor at the volunteer agency signs off on the volunteer hours. Contact information, a description of the program, the purpose of the organization, and the work completed during the volunteer time is included with the hourly log." NSHS leadership confirmed that if students fail a college class, they must retake the course and pay the tuition for second or subsequent enrollment.

- Leadership explained students complete college placement tests to determine which college math and English course in which they need to enroll. "If students need to complete a remedial class, they sometimes need to take the course a few times to become proficient." NSHS provides targeted support for students' academic needs during the Study Skills course. Support is individuated based on the student's needs. Leadership explained, "Students are generally in a hurry to pass out of remedial classes because they do not want to continue taking the Study Skills class. Everyone takes Study Skills their first semester at NSHS. If they pass all of their university courses, they do not have to continue taking Study Skills. Regardless of the college's grade requirements, NSHS requires students to complete math with a grade of C or higher. If students earn a grade of D in any other college class, they cannot enroll in more than four college classes the following semester. We also recommend they retake the class in which they received a D." Leadership confirmed that the Study Skills course lessons are the same at every NSHS campus and students complete the same Study Skills assignments even if they are required to retake the course.

- Leadership described the tutoring and support services available at NSHS campuses. "Tutoring is offered before and after Study Skills, and students can sign up to attend tutoring at other times as well. Students are also encouraged to take advantage of instructor's office hours and use the tutoring services at the college in which they are enrolled."

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- When asked about the English language learner (ELs) population at the Downtown campus, leadership said, “Less than five percent of the population is EL at the Downtown campus; but because the N size is low, the specialized population is not showing as noticeable.” Leadership reported WIDA[10] testing was just completed. Leadership also said, “The fact that students come to NSHS in 11th grade means they have usually tested out of WIDA’s four domains or have mastered English. The EL population at Nevada State High School is lower than schools that enroll ninth through twelfth graders. These students are also college focused and generally focused on academics.” Leadership was asked to speak about the low proficiency ratings in the content areas of English language arts (ELA) and math at the NSHS Downtown campus. Leadership said, “Our Downtown campus is our smallest site in the Las Vegas valley. The ACT examination is used at NSHS to determine ELA and math proficiency because the state of Nevada requires the ACT for graduation.”

Staff:

- Staff members in the staff focus group session described knowing students very well. One teacher said, “We get to know students very well when they register. We get to interact with them quite a bit. We check in with the students on how they are doing academically as well as their personal lives.” Another faculty member added, “We are close with the students. The students feel comfortable in sharing their personal and private problems with us.”

- Staff members discussed the many changes in organizational structure that recently occurred at NSHS, impacting the nine NSHS campuses within the state of Nevada. One staff member said, “There have been a lot of shifts in leadership. I am feeling a little overwhelmed with all the changes and adjusting to that.” Another person said prior to the recent organizational changes in personnel and structure there was one supervisor she reported to, but “now there are nine folks under one leader who is the leader for all nine NSHS campuses. He is very understanding and very supportive.” Teachers noted that this individual has stepped in and covered classes when needed. Another example was provided when a copier broke at one NSHS site. “The copier broke, and leadership was at a different site and came immediately and assisted in getting a copy repairman on site.” Staff and instructors at NSHS said they felt supported by their colleagues. One staff member said, “Everyone is responsive, respectful, and helpful. Anytime I have reached out to the lead EAC or leadership, I get a response quickly. Colleagues are very helpful with mentoring and helping us find things.”

- Staff members were candid in sharing the challenges that have emerged due to organizational restructuring. One faculty member said, “Because there is now one leader for all of the schools, we don’t have the flexibility of having someone on site when there is a need.” Staff described two advertised positions to support site leadership “that will be a help.” Faculty and staff described feeling supported by peers. One teacher said, “Everyone tries hard to assist each other. We will telephone each other and have ‘well staff calls.’ We can always get a hold of someone and get assistance. Everyone pitches in and helps each other out.” Another teacher described onboarding as a new hire. “It was extensive and lasted over a month. Two weeks were spent getting access to websites and software platforms and obtaining passwords. Another week was spent on ensuring an understanding of roles and responsibilities.”

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

[10] WIDA is a consortium of 41 states that designs language development standards for English learners. WIDA screener assessments identify and inform programmatic placement of English language learners.

- Staff candidly described professional development (PD) opportunities to improve their practice. One instructor said, “We don’t always get a lot of in-depth PD because we do a lot of PD in a short amount of time.” Another instructor said she would like a little more time with all faculty to be able to cover all of the questions that may arise during PD time.” Staff explained they do not always get a lot of details during PD time, especially for newer staff. One instructor said, “The counselors are kept aware of changes in college requirements.” Faculty said they usually hear changes in college policy from their students first and do not have a direct pipeline for learning about changes in policy/laws with their college partners.

- Staff described ways in which the NSHS Student Services Department (SSD) schedules time at each campus to meet with students on an IEP or 504 plan. One faculty member said, “The special education contractor sets her schedule around student availability. This is usually around the Study Skills course. The first part of Study Skills is synchronous. The second part of Study Skills is autonomous. Students will work or review work from other classes during autonomous time. This is also where instructors meet with students one-on-one. Individualized instruction happens when I walk around and help students with their practical questions that apply specific to their pathways. IEPs and 504s also play into the individualized foundational plan building. That’s where I tailor the instruction, with the individual time. I ask myself and the students, ‘are they maintaining their learning goals? Are they advocating for themselves? Do they know what to ask? Or to whom to go to ask?’” During the one-on-one conferences, teachers described talking to students about where they are in their college classes, what struggles they might be having both within their academics and in their personal lives. “Students have personal buy-in to their work when we know some personal things about them. It’s helpful.” Staff said they also discuss ways in which to prepare for examinations, tutoring opportunities, and accommodations with students during one-on-one time. “We share information with the whole class, but we reinforce this information during one-on-one time.”

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 2 classrooms were observed for approximately 20 minutes on the day of the evaluation[11].

Classroom Environment					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 1	**Total:** 1	**Total:** 0	**Total:** 0	**Total:** 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 1	**Total:** 1	**Total:** 0	**Total:** 0	**Total:** 0

[11] Two SPCSA Evaluators observed two classes at each campus due to the unique, dual-credit classroom and instructional delivery structure of the NSHS program. A total of 16 classrooms were observed for approximately 20 minutes across all nine campuses throughout the month of April.

Classroom Instruction					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 1	**Total:** 1	**Total:** 0	**Total:** 0	**Total:** 0
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/ demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe	Some of the students can explain/ demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 2	**Total:** 0	**Total:** 0	**Total:** 0	**Total:** 0
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 1	**Total:** 1	**Total:** 0	**Total:** 0	**Total:** 0
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 1	**Total:** 1	**Total:** 0	**Total:** 0	**Total:** 0

Classroom Instruction (continued)					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 1	**Total:** 1	**Total:** 0	**Total:** 0	**Total:** 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 1	**Total:** 1	**Total:** 0	**Total:** 0	**Total:** 0

Additional information about the classroom observations shared here when applicable

- Students reviewed their portfolio in a one-on-one conference with the instructor during class. The instructor provided feedback and suggestions on portfolio components. Students took notes on where they could add, review, and edit portfolio components for greater reader clarity. Students continued building their two-year college plans while waiting their turn to review their portfolio with the instructor.
- In one classroom, the teacher provided one on one support to students as they worked on their portfolios.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed, visual inspection and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	**Measures 1a and 1b**: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards. **Measures 1c and 1d:** The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.	As presented during the leadership presentation, NSHS implements the material terms of the education program. Curricular materials align to Nevada Content Standards (NVACS) as observed through the SPCSA site evaluation process. Classroom observations indicated students have instructional supports.
Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	NSHS leadership reports timely notice of Governing Body Meetings, including hanging notices and agendas at each NSHS campus. Each board meeting contains an agenda item for public comment for stakeholders to ask questions, provide comments or concerns pertaining to Nevada State High School. Meeting agendas and minutes are publicly accessible a via the school's website (earlycollegenv.com). Per the governing board and leadership focus group sessions, the NSHS governing board follows governing board policies. Board composition is aligned with Nevada state requirements.

Indicator 4: Students and Employees	**Measure 4a:** Student records under lock and key/stored appropriately **Measure 4d:** Personnel files are under lock and key/stored appropriately	Student and faculty records are stored under lock and key in a secure office.
Indicator 5: School Environment	**Measure 5b:** • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.

Measures of Progress from Previous Site Evaluations 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 during the school's previous evaluation.	
Summary of recommendations from most recent Site Evaluation	• Improve student/staff communication: NSHS promotes three times communication over various platforms to convey messaging. • Continue to Develop and Refine a Plan to retain staff and leadership from year to year. • Improve Messaging regarding lower-level math classes • Improve Checks for Understanding and Scaffolded Instruction/Student Support • Consider offering more student behavioral and counseling supports.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	• NSHS uses Help Ticket[12], Email, Remind[13], Parent Performance Review, Academic Success Meetings and Course Validations to communicate with students and families. • Communication with staff is conveyed through weekly, monthly, and quarterly collaboration meetings, Level 10 meetings, as well as through email and basecamp to ensure consistent communication of expectations to staff. • NSHS has implemented the use of a Culture Committee to examine workplace culture, staff morale, while exploring ways to improve retention. • Improve Messaging regarding lower-level and remedial college math classes. Incoming students complete required math placement test. Any student testing into a remedial course are required to complete Study Skills until passing the math course. Students are informed of this during registration and are informed of opportunities to retest through the semester. • NSHS has implemented the use of a Culture Committee to examine workplace culture, staff morale, while exploring ways to improve staff retention.
SPCSA staff assessment based upon findings during site evaluation	NSHS leadership believes many recommendations from the 2021-2022 site evaluation have been addressed by leadership, the governing board, and staff. Communication with school stakeholders is ongoing and feedback loops have been implemented for retention. SPCSA staff agrees with this assessment, and concluded the board, leadership team, and staff continue to address the academic and social-emotional needs of students. Intentional strategies to address staff retention is ongoing.

[12] Help Ticket is the online support portal term NSHS uses with students and staff. Student log into the system and provide their contact information and describe their need. Students can see where their request is in the queue.
[13] Remind is a tutoring software platform designed for students individual needs. Students participate with the same tutor weekly. Students are guided through questions that encourage students to master concepts and learn independent problem solving.

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 are described within the body of the report and summarized here.

NSHS Network strengths

- The SPCSA site evaluators have recognized Nevada State High School for its commendable collaboration with college Disability Resource Centers (DRC) to help support students with Individualized Education Programs (IEPs). While there is more work to do in the school's support of students with IEPs, this collaboration helps ensure that students with IEPs receive the necessary accommodations and support to succeed in their college education. The efforts of Nevada State High School in working with the college DRCs are appreciated by both family and student focus group participants. These participants have expressed their gratitude for the school's support in getting accommodations aligned with their IEPs at the college level. One student even shared a personal testimonial, stating that the accommodations provided by the college allowed them to successfully complete their courses, overcoming the challenges associated with having an IEP.

- SPCSA site evaluators have recognized Nevada State High School for demonstrating strength in strategizing funding to cover students' college tuition. The school utilizes various funding sources, including per pupil funding, Title 1 funding, grants, and other funding sources to support and cover the costs of students' college tuition. This strategic approach to funding allows Nevada State High School to provide valuable opportunities for students by removing financial barriers and ensuring access to higher education.

- Each studies skills class asks students to respond to the academic, personal, and social components that align with the pillars of the program. For example, the question, "How did this lesson help you transition from high school to college" is the overarching question that students answer every class session. SPCSA staff observed students explaining their thinking when sharing with their peers how the lesson "added to or complimented" their academic, personal.

- The change in leadership at the NSHS campus is a strength according to the board, staff, and students. New leadership reported to SPCSA staff that he is focused on "relationship building to establish trust and develop a healthy culture and climate." The school leader has frequent conversations with school personnel to resolve issues and problems quickly and in a collaborative manner. Leadership and faculty are proactive to student needs and quickly resolve student needs in a positive manner.

- A continued strength at NSHS is the unique educational program with students completing high school graduation credit and college general education credits simultaneously. NSHS classes students attend have been created to successfully transition students to their new college environment. Before classes begin in the fall, students complete an Introduction to College class. The learning model is intended to promote student responsibility while providing an individualized educational path for each student. The Study Skills course is designed to provide students with guidance with degree research, college registration, scheduling classes, financial aid information, and academic support. Students

and staff are available to assist and provide academic guidance as needed during the Study Skills period and scheduled tutoring. NSHS is committed to their mission and vision which is to support students in a college environment and to ensure students become college ready.

- NSHS leadership is acutely aware of NSHS being a different model from the traditional high school. Leadership plans activities for students, so they are provided numerous opportunities in which to engage socially with one another. Occasions for students to meet and build relationships include the monthly Transitions class, summer boot camp, student government, and community volunteer offerings.

NSHS Sunrise strengths

- NSHS Sunrise receives Title I funding as well as higher financial support for students receiving free and reduced lunch (FRL) than other NSHS campuses. NSHS Sunrise allocates food stipends for all students who apply for FRL. Those who are FRL recipients do receive a higher stipend.

- NSHS Sunrise has an ethnically diverse staff that reflects the demographics of the community and the student population served. SPCSA staff recognize diverse demographics across school stakeholders as a strength when identifying, understanding, and responding to needs of the school's population.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

- NSHS system wide has experienced multiple changes in leadership and staff. This was noted in previous SPCSA site evaluations during the 2018-2019 and 2020-2021 evaluation cycles. The turnover rate has been noted in the SPCSA's site evaluation reports for the past two cycles. The 2022-2023 school year brought another organizational change, placing one individual as the lead for all NSHS schools one month prior to the SPCSA's site evaluation. While this NSHS staff member has institutional history and prior experience leading three of the nine NSHS campuses, overseeing all nine NSHS campuses is new. Leadership capacity is a challenge. The ability to respond quickly to student, family, and staff needs in a timely manner is a concern. Leadership and the governing board should work together to cultivate and delegate responsibilities that are operationally important.

- Low student enrollment is a challenge for NSHS Sunrise. Leadership reported their enrollment cap is 130 during the site evaluation. According to the SPCSA's student enrollment data for the 2022-23 school year, NSHS Sunrise is under-enrolled and currently has 80 students. Lower student enrollment impacts the number of specialized populations, those who receive free and reduced lunch (FRL), are English learners (EL), and/or learners with individualized education plans (IEP).

- At the NSHS Sunrise campus, Enrollment of EL learners, students on an IEP or 504 plan and recipients of FRL are low and not representative of similar specialized populations at comparison schools or the SPCSA. Leadership reported, "Because NSHS serves 11th and 12th grade students, many students enrolling to NSHS have already exited and passed all four WIDA domains. Several have also demonstrated fluency in English by 11th grade. Students focused on college pathways are high achieving students and many master English as soon as possible." Despite this perspective, NSHS Sunrise is challenged in being representative of the community it serves in these two important demographics.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation.

NSHS Network Recommendations

- SPCSA staff continue to recommend NSHS differentiate the Study Skills course for students needing to repeat Study Skills to include targeted academic supports in math and English. Students repeating the Study Skills course due to enrolling in remedial collegiate courses and/or receiving an unacceptable grade do not benefit academically from completing the same lessons in resume writing, portfolio building, completing college applications, or a collegiate course plan of study. Governing Board members shared that "less than 30% of students repeat Study Skills. It is not feasible capacity wise to expand Study Skills to create more Study Skills classes." Differentiating lessons for those needing targeted support upon repeating the course maintains the spirit of Study Skills and direct student support.

- SPCSA staff recommend NSHS consider offering the Study Skills course and tutoring opportunities outside the times in which college classes schedule the bulk of their courses. For example, NSHS Study Skills and tutoring occurs Monday through Thursday during peak college class times; 10:00 a.m. – 2:00 p.m. NSHS can adjust Study Skills and tutoring to occur before or after these times to optimize student support. Also, SPCSA staff recommend placing tutoring timeframes not only on the physical bulletin boards at each campus, but also make this information available through the online platforms in which students routinely engage; in particular the Canvas course management system and the NSHS website.

- SPCSA staff recommend NSHS pursue solutions to address lower than anticipated enrollment. SPCSA staff encourage leadership to develop a school-wide plan to increase student applications, acceptance, and enrollment. Taking an asset-based approach to enrollment can optimize governing board support and expertise. NSHS should consider highlighting their unique mission and vision in their marketing materials, specifically emphasizing the pathway for obtaining an AA while completing high school credit. NSHS may want to consider including community outreach, on-site tours of the school facilities, and virtual presentations of school offerings as part of their marketing efforts. NSHS is encouraged to work with current families to include student success stories as an avenue to increase communication with feeder schools and prospective students.

- It is recommended that NSHS leadership and all current and future special education staff take care to document all IEP services including direct instruction, related services, accommodations, and modifications provided to students with disabilities as required per NAC 388.215 section 5 (a) and (b).

  5. The establishment of a system of records for the purpose of verifying:
  (a) The implementation of the foregoing measures; and
  (b) That each pupil identified as a pupil with a disability is receiving special education and related services appropriate to the pupil's disability.

  It is important to note that NSHS is required to ensure the implementation of IEPs for students with disabilities. This is the responsibility of the school, not the student[14]. Transition services within the IEP

[14] The Individuals with Disabilities Act (IDEA) requires a free and appropriate education for all children up to age 21—see section 300.101:
(a) General. A free appropriate public education must be available to all children residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in §300.530(d).

must be coordinated with college level personnel. NSHS Memorandums of Understanding (MOUs) with local colleges should have agreements outlined in terms of roles and responsibilities surrounding communication and coordinated IEP service implementation and documentation for students with disabilities. Although students are attending college through a dual enrollment program/model, it is NSHS' responsibility to provide special education services to any qualifying student.

- SPCSA staff recommend NSHS develop a system wide family communication plan. Families are supportive of their high schoolers attending and receiving college credit and are a resource for student support. A few ideas may include:
  - Developing a family survey to inform leadership on parental suggestions.
  - Develop a calendar in which parents can volunteer at NSHS campuses.
  - Consider creating a 'Parent University' on various topics that can also be recorded and placed on the NSHS website for parents to refer back to as needed.
  - Consider having one page reference guides for families to access that explain NSHS frequently asked questions, a leadership organizational chart with contact information, a calendar of upcoming events, policies and procedures that relate to NSHS specifically and those that are the purview of colleges. These items can be added to the website as well.
  - Families may benefit from a partnership relationship with experienced parents.
  - Develop print information communicating with families of students with an IEP or 504 plan on the process and colleges have in place through their Disability Resource Center. One family member reported they did not understand the process for obtaining accommodation at the collegiate level, nor did they know whom to contact.

- SPCSA staff recommend NSHS leadership, and the governing board familiarize themselves with various resources offered by the SPCSA, such as Multi-Tiered Systems of Support (MTSS) training, board training, funding opportunities, etcetera. Leadership reported they were unaware of some resources offered by the SPCSA. SPCSA staff can be available to provide support as needed.

- SPCSA staff recommend NSHS leadership and governing board develop and implement a plan to build capacity and agency. Effective communication and appropriately delegated tasks lead to overall organizational improvement and sound management practices. This may include formalizing a recruitment and retention plan. SPCSA staff encourage NSHS create a formalized contingency plan given the pattern of turnover in personnel. A formalized plan will assist in filling future considerations of personnel. As noted in previous SPCSA site evaluations during the 2018-2019 and 2020-2021 evaluation cycles a pattern of high rates of personnel turnover "exacerbate challenges associated with unstable learning environments" (Matthews, Knight, Shin, 2022). Working with an outside, third-party to assess the landscape at NSHS is a strong foundation on which to develop a plan to address these concerns.

NSHS Sunrise Recommendations

- SPCSA staff recommend NSHS Sunrise create a plan to better support incoming students with lower ACT scores in both math and reading. ELA and math proficiency rates are low with scores of 38.7% in ELA and 9.5% in math. This indicates a high need for student intervention and support in these areas. NSHS should consider allocating resources and/or personnel that specialize in math and English intervention and remediation and improve overall proficiency on the ACT exam. By focusing on ways in which to fill learning gaps and increase student performance in these content areas may improve student academic success and alleviate students completing Study Skills multiple times. SPCSA staff recommend NSHS build intentional undergirding for math competency, writing, and speaking skills. Previous SPCSA site evaluations during the 2018-2019 and 2020-2021 evaluation cycles recommended adjusting the Study Skills course for those repeating the course.

- SPCSA staff recommend NSHS Sunrise pursue solutions to address lower than anticipated enrollment. SPCSA staff encourage leadership to develop a school-wide plan to increase student applications, acceptance, and enrollment. Taking an asset-based approach to enrollment can optimize governing board support and expertise. NSHS Sunrise should consider highlighting their unique mission and vision in their marketing materials, specifically emphasizing the pathway for obtaining an AA while completing high school credit. NSHS Sunrise may want to consider including community outreach, on-site tours of the school facilities, and virtual presentations of school offerings as part of their marketing efforts. NSHS Sunrise is encouraged to work with current families to include student success stories as an avenue to increase communication with feeder schools and prospective students.

- SPCSA staff recommend NSHS Sunrise strategize ways in which to market to special needs populations, including first generation college attendees, students who are on an IEP or 504 plan, FRL recipients, or are ELs. The SPCSA work is committed to equitable access to diverse, innovative, and high-quality public schools for every Nevada student. Within the 2019-2024 SPCSA Strategic Plan, one of the goals is to increase the diversity of students served by SPCSA Schools. SPCSA staff suggest NSHS Sunrise market to at risk populations by including key words and phrases that speak to that population, such as “free lunch,” “free college” “study skills.” Outreach and recruitment in neighborhoods that are under-resourced may not be aware that a charter school is nearby. Leadership shared that much of the NSHS marketing is through online advertising. The NSHS webpage is written in English. Providing a translation button in Spanish on the homepage would reach new audiences. Further, under-resources communities may not have access to online platforms. Providing print materials in Spanish and English may further reach new audiences. Targeted information conveying the definition of a charter school and the programming available at NSHS Sunrise to the community will assist in building a diverse student population that includes wider special needs populations.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Nevada State High School Sunrise during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for Nevada State High School Sunrise during this site evaluation.