

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2021 Renewal Report for
Nevada State High School - Meadowwood
Per [NRS 388A.285](#) and [NAC 388A.415](#)

Issued June 29, 2021

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1. School Overview

- a. Address: 7530 Longley Drive, Suite 130 Reno, NV 89511

- b. Campus Location and Enrollment Cap: Washoe County
Enrollment Cap: 125

- c. Governing Board Members
 - i. President – Matthew Fox
 - ii. Vice President – Michael Pelham
 - iii. Member – Kelly Moxley
 - iv. Member – Beth Christian
 - v. Member – Saul Wesley
 - vi. Member – Barbara Graham
 - vii. Member – Cathy Sterbentz
 - viii. Member – Nohemi Garcia
 - ix. *vacant*

Board Member information based on Epicenter Board Center

d. Academic Data Overview¹- NRS 388A.285(1)(a)

The following data was compiled from the ratings generated by the Nevada State Performance Framework (NSPF) during the current charter term.

Year	NSPF Rating
2016 – 2017	Not Open
2017 – 2018	Not Open
2018 – 2019	Not Rated
2019 – 2020 ²	Not Rated

The SPCSA Academic Performance Framework was updated and approved on June 28, 2019. Due to the COVID-19 pandemic and the waiver granted by the US Department of Education, the first year of results under this framework were for informational purposes only. A copy of these results for the 2019 – 20 school year can be found as Appendix A.

¹ For schools applying for a third charter term, [NAC 388A.415](#) provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority’s consideration.

² Due to COVID-19, the Nevada Department of Education (NDE) applied for and was granted a 2019 – 20 school year waiver from the US Department of Education for certain assessment, accountability, school identification, and reporting requirements established by the Every Student Succeeds Act (ESSA). Accordingly, for the 2019 – 20 school year, Nevada statewide assessments were not administered and the NDE did not calculate Nevada School Performance Framework (NSPF) school ratings. Therefore, NSPF school ratings and accountability indicators for the 2019 – 20 school year have been carried over from the 2018-2019 reporting year.

e. Financial Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2016 - 2017	Not Open
2017 - 2018	Not Open
2018 - 2019	Good Standing
2019 - 2020	Meets Standard. See Appendix C for a complete copy of the SPCSA Financial Performance Framework.

f. Organizational Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2016 - 2017	Not Open
2017 - 2018	Not Open
2018 - 2019	Good Standing
2019 - 2020	Meets Standard. See Appendix D for a complete copy of the SPCSA Organizational Performance Framework.

g. Enrollment History

The following data was compiled from the Validation Day for the last five school years, or the years within the current charter contract.

Grade Level	Total Amount Across All Existing Campuses - Number of Students				
	2016-17	2017-18	2018-19	2019-20	2020-21
Pre-K	0	0	0	0	0
K	0	0	0	0	0
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	17	27	33
12	0	0	9	28	35
Total	0	0	26	55	68

2020-21 Demographics – Enrollment Rates

	Asian	Bl/Afr Amer	White	Hisp/ Latino	Amer Indian	Two or More Races	Pac Isl/AK	FRL	IEP	ELL
Meadowood	10.2	0	60.2	11.7	1.4	13.2	2.9	*	0	0

*suppressed data (per FERPA)

2. Summary of Issued Notices and Identified Deficiencies – NRS 388A.285(1)(b)

The Authority Board has issued the following Notices to NSHS – Meadowwood:

a. *Academic*

The Authority Board has not issued any Academic Notices to NSHS - Meadowwood this charter term.

b. *Financial*

The Authority Board has not issued any Financial Notices to NSHS - Meadowwood this charter term.

c. *Organizational*

The Authority has not issued any Organizational Notices to NSHS - Meadowwood this charter term.

d. *Site Evaluations*

Not deficiencies have been identified during site evaluations of NSHS - Meadowwood this charter term.

Each Notice and/or deficiency identified during a site evaluation listed above constitutes a deficiency in school performance pursuant to NRS 388A.285(1)(b).

3. Summary of the Overall Performance of Nevada State High School – Meadowwood

NSHS – Meadowwood currently offers instruction in grades 11-12 at one campus. The school opened for instruction in the 2018 – 19 school year. The school was not rated under the NSPF ratings for the 2018 – 2019 school year, although a report was issued to the school. This report can be found within Appendix A.

With regards to the financial performance and viability of the school, the Authority has not issued any Notices during this charter term. A copy of the most recent Financial Performance Framework can be found as Appendix C to this report.

The organizational health and performance of the school has been strong over the current charter term. NSHS - Meadowwood was found to be 'Meeting Standards' for the 2019 – 2020 school year according to the SPCSA Organizational Framework. A copy of the most recent Organizational Performance Framework can be found as Appendix D to this report.

Finally, SPCSA staff has conducted two site evaluations of NSHS - Meadowwood during the current charter term³. SPCSA staff found many positive takeaways during the evaluation in 2019, including a robust, academic program, mission driven operations, a safe learning environment and high levels of student satisfaction with the academic program. SPCSA staff also identified some areas of growth for the school to prioritize, including improving student and staff communication and ensuring that all public-facing documents are updated and comply with state statutes and regulations. During this charter term, no deficiencies have been identified during a site evaluation.

It should be noted that while site evaluations are important accountability tool, SPCSA staff places a stronger emphasis on student results and performance. A one-day site evaluation does not eclipse the annual performance rating for a school that captures the work of an entire academic year. See Appendix B for more details on the NSHS - Meadowwood site evaluation from 2019.

³ A second SPCSA Site Evaluation for NSHS-Meadowwood was conducted on April 29, 2021. At the time this report was issued, a final version of this site evaluation report was not available.

4. Requirements for the Renewal Application – NRS 388A.285(1)(c)

Applicants for renewal will receive an application template to populate and submit to Authority staff between October 1 – October 15, 2021⁴. This template will be provided to schools no later than July 31, 2021.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision but the SPCSA Board will not give weight to such materials or testimony related to any contemplated changes during the renewal process. The inclusion of amendment materials will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application. Failure to submit the agenda and draft minutes showing a school board's approval will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

⁴ NRS 388A.285(3)

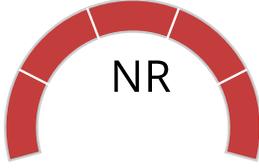
5. Criteria to be used for Making a Renewal Decision – NRS 388A285(1)(d)

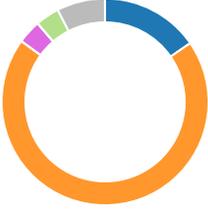
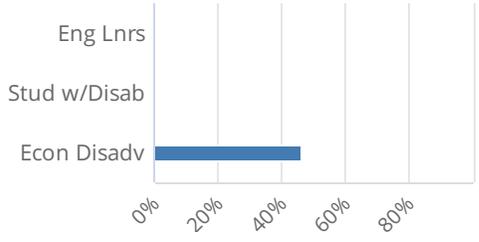
As stated on the previous page, renewal decisions for schools operating under charter contracts are based on historic academic, organization, and financial performance data as evidenced by both the Nevada School Performance Framework as well as the SPCSA Performance Framework. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the application but will be given less weight when considered by the Authority in making renewal decisions. In accordance with NAC 388A.415(10) academic performance of pupils as measured by the SPCSA's Academic Performance Framework and the Nevada School Performance Framework will be given the greatest weight in the renewal decision. Renewal decisions will also be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of the public charter school. The Epicenter platform will be used to inform the assessment of the organizational health of a school as well as the SPCSA Organizational Performance Framework. It bears repeating, however, that historical academic performance, as evidenced by the Nevada School Performance Framework and the SPCSA's Academic Performance Framework will be given the greatest weight.

For schools applying for a third charter term and beyond, [NAC 388A.415](#) provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

Finally, it is noteworthy that SB 451 from the 80th Legislative Session (2019), now codified in NRS 388A285(6) allows the Authority to renew charter schools for variable lengths, from three to ten years. If a school is recommended for renewal, SPCSA staff will generally recommend a six-year term for schools that consistently meet performance expectations according to the Nevada School Performance Framework and the SPCSA's Academic Performance Framework. Schools that exceed expectations may be recommended for a term longer than six years. If recommended for renewal, schools that do not consistently meet expectations are likely to be recommended for a term of less than six years.

Appendix A

<p><i>School Level:</i> High School</p> <p><i>Grade Levels:</i> 11-12</p> <p><i>District:</i> State Public Charter School Authority</p> <p><i>School Address:</i> 7530 Longley Lane, Suite 103 Reno, NV 89511</p>	 <p>NR</p> <p>88 Total Index Score</p>	<p>School Type:</p> <p>School Designation: <i>No Designation</i></p> <p>95% Assessment Participation: <i>Met</i></p>
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 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 69.2% White 0% BI/Afr Am 15.3% Hisp/Latino 3.7% Asian 0% Am Ind/AK Nat 3.7% Pac Isl 7.5% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score</th> <th>Star Rating</th> </tr> </thead> <tbody> <tr> <td>2017-2018</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2016-2017</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	School Year	Index Score	Star Rating	2017-2018	N/A	N/A	2016-2017	N/A	N/A	<p>Alternative Student Groups</p>  <p>Eng Lnrs</p> <p>Stud w/Disab</p> <p>Econ Disadv</p>
School Year	Index Score	Star Rating									
2017-2018	N/A	N/A									
2016-2017	N/A	N/A									

What does my school rating mean?

In order for a high school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators and/or measures: Student Achievement, Graduation. For this school, the minimum requirement have not been met.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 82 ★★★★
- At or above 82 ★★★★★

2018-2019 School Performance

 **Academic Achievement Indicator**

Measure	School Rate	District Rate
Math Proficiency	35.2	25.8
ELA Proficiency	64.7	53.8
Science Proficiency	N/A	28.8

 **Graduation Rates Indicator**

Measure	School Rate	District Rate
4-Year	N/A	70.0
5-Year	N/A	69.0

 **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	N/A	24.3

 **College and Career Readiness Indicator**

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	-	46.2
Post-Secondary Preparation Completion	-	32.8
Advanced or CCR Diploma	N/A	29.6

 **Student Engagement Indicator**

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	N/A	90.7
Chronic Absenteeism	0.0	10.3
Climate Survey Participation	N/A	N/A

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2017-18.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

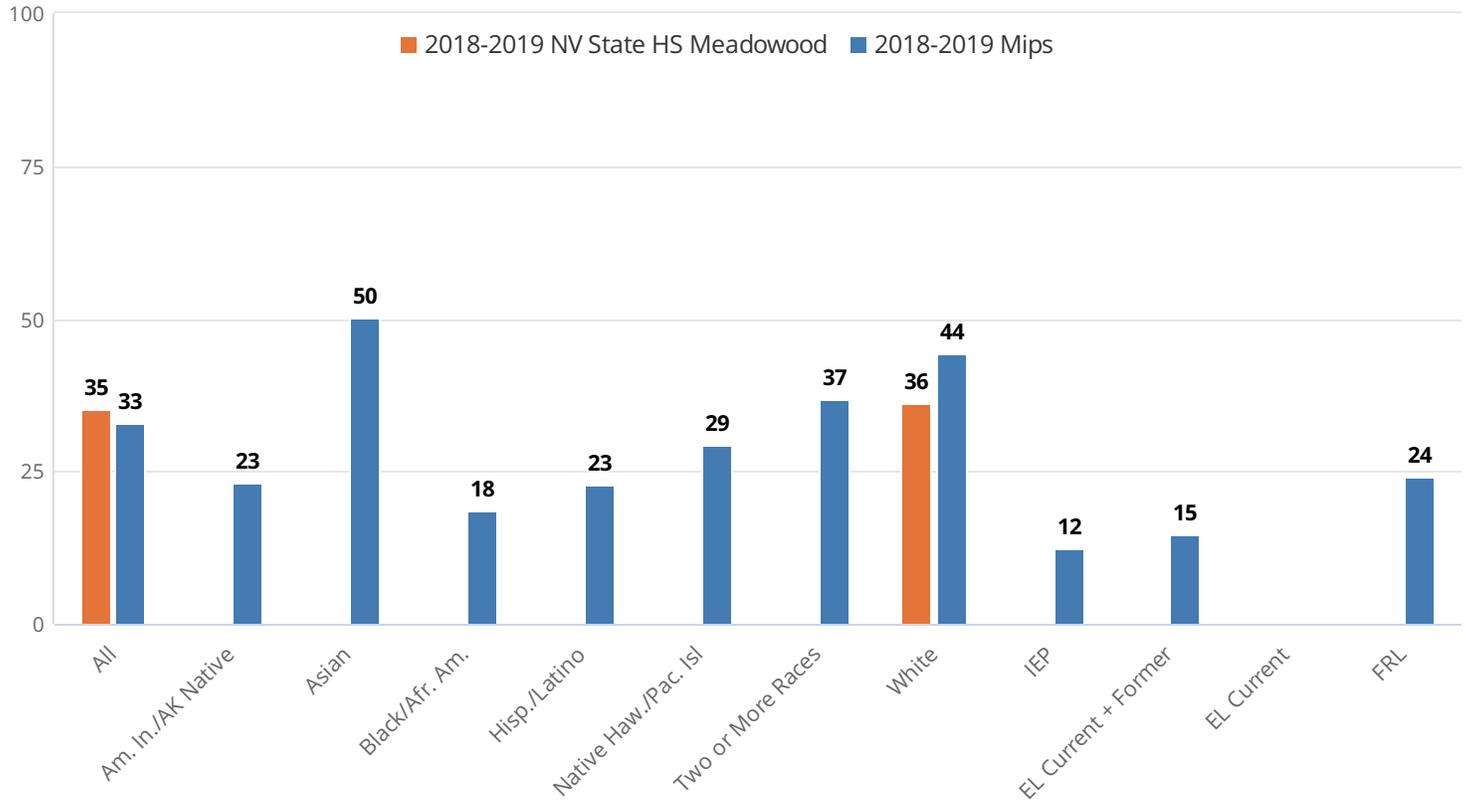
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 7/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	35.2	25.8	32.83			29.29
American Indian/Alaska Native	-	-	23.12			19.07
Asian	-	50	50.27			47.65
Black/African American	-	7.5	18.42			14.12
Hispanic/Latino	-	18.5	22.93			18.87
Pacific Islander	-	16	29.26			25.54
Two or More Races	-	26	36.96			33.64
White/Caucasian	36.2	32	44.25			41.31
Special Education	-	6	12.38			7.77
English Learners Current + Former	-	5	14.52			10.02
English Learners Current	-	0				6.96
Economically Disadvantaged	-	14.5	24			20.01

**Math Assessments
% Proficient**



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



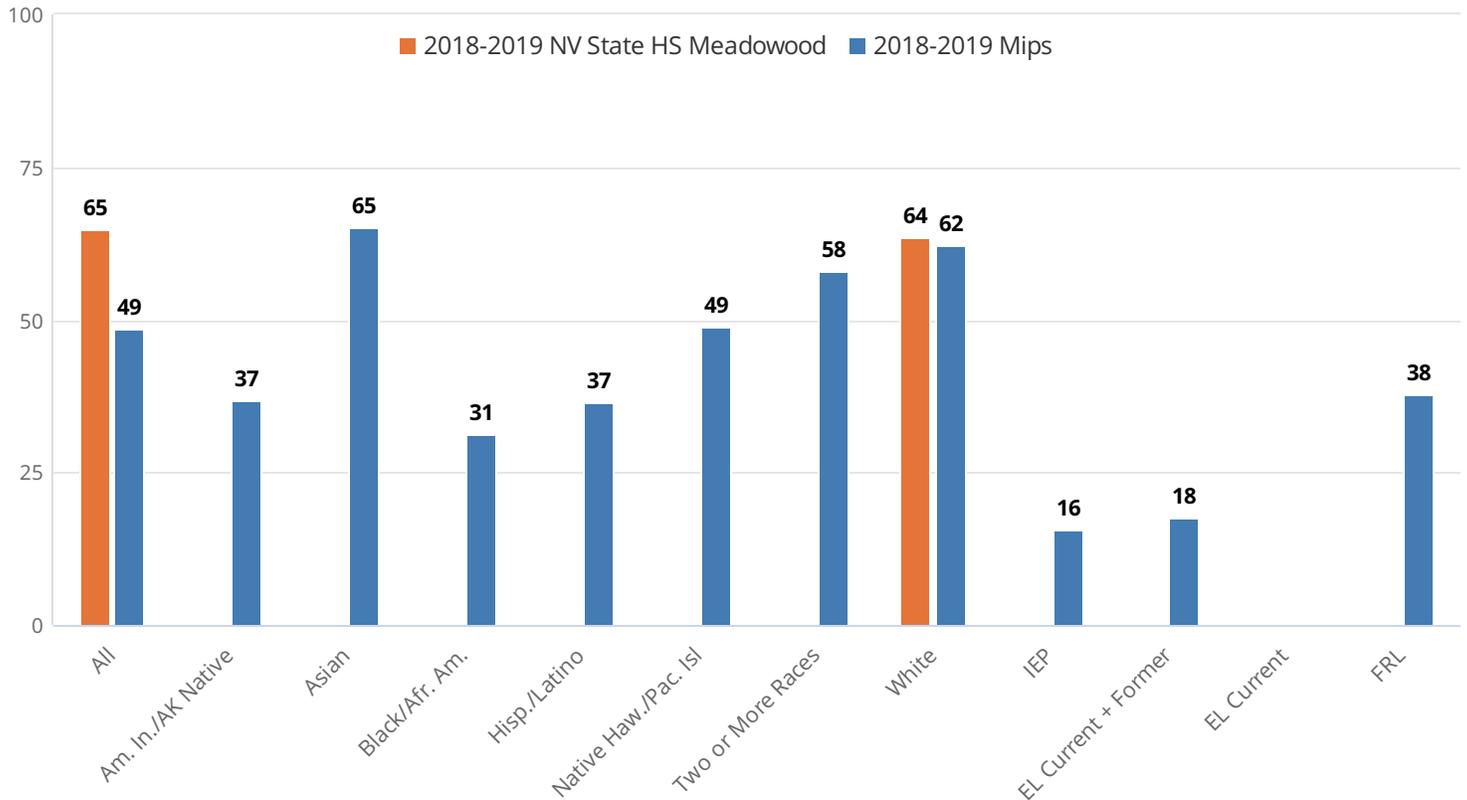
Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 10/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	64.7	53.8	48.54			45.83
American Indian/Alaska Native	-	-	36.76			33.43
Asian	-	71	65.11			63.27
Black/African American	-	32.7	31.39			27.78
Hispanic/Latino	-	47.2	36.5			33.15
Pacific Islander	-	52	48.75			46.05
Two or More Races	-	62.5	58.07			55.86
White/Caucasian	63.6	59.7	62.25			60.26
Special Education	-	18.8	15.71			11.27
English Learners Current + Former	-	18.1	17.52			13.18
English Learners Current	-	10.5				6.9
Economically Disadvantaged	-	41.8	37.66			34.37

**ELA Assessments
% Proficient**





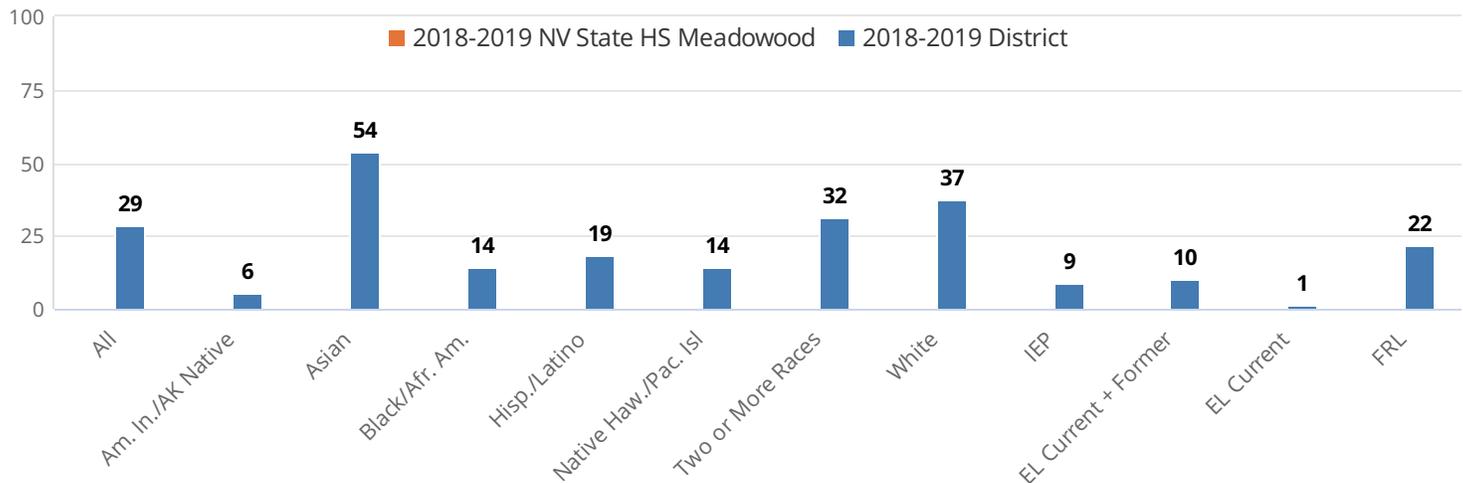
Academic Achievement

Science Proficient

Science Proficient Points Earned: NA/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	N/A	28.8		
American Indian/Alaska Native	N/A	5.7		
Asian	N/A	53.7		
Black/African American	N/A	14		
Hispanic/Latino	N/A	18.5		
Pacific Islander	N/A	14.1		
Two or More Races	N/A	31.5		
White/Caucasian	N/A	37.2		
Special Education	N/A	9		
English Learners Current + Former	N/A	9.9		
English Learners Current	N/A	1.1		
Economically Disadvantaged	N/A	21.8		

**Science Assessments
% Proficient**



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	>=95%	>=95%
Asian	-	-	>=95%	>=95%
Black/African American	-	-	>=95%	>=95%
Hispanic/Latino	-	-	>=95%	>=95%
Pacific Islander	-	-	>=95%	>=95%
Two or More Races	-	-	>=95%	>=95%
White/Caucasian	-	-	>=95%	>=95%
Special Education	-	-	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	-	-	>=95%	>=95%
Economically Disadvantaged	-	-	>=95%	>=95%

Yellow indicates 95% participation requirement not met.



Graduation Rates

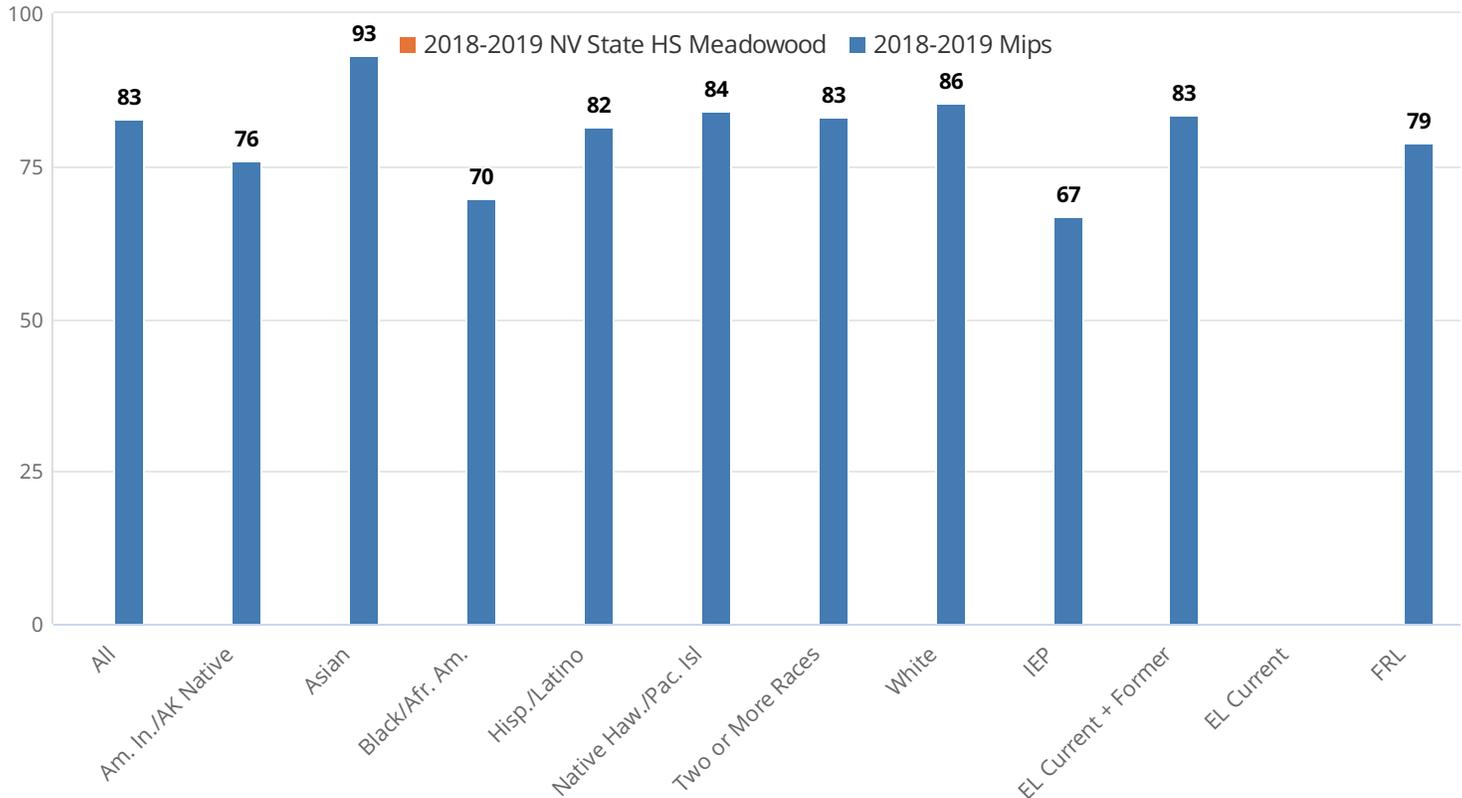
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: NA/25

Groups	2018	2018	2018	2017	2017	2017
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	N/A	70	82.6			80.9
American Indian/Alaska Native	N/A	63.6	75.9			73.9
Asian	N/A	82.7	93.3			93.1
Black/African American	N/A	59.6	69.8			67.7
Hispanic/Latino	N/A	68.9	81.5			79.7
Pacific Islander	N/A	63.2	83.9			82.3
Two or More Races	N/A	68.9	83			81.3
White/Caucasian	N/A	71.9	85.5			84.2
Special Education	N/A	61.7	66.9			64.7
English Learners Current + Former	N/A	N/A	83.4	N/A	N/A	81.7
English Learners Current	N/A	68.4				
Economically Disadvantaged	N/A	65	78.7			76.8

Graduation Rates
4-year ACGR





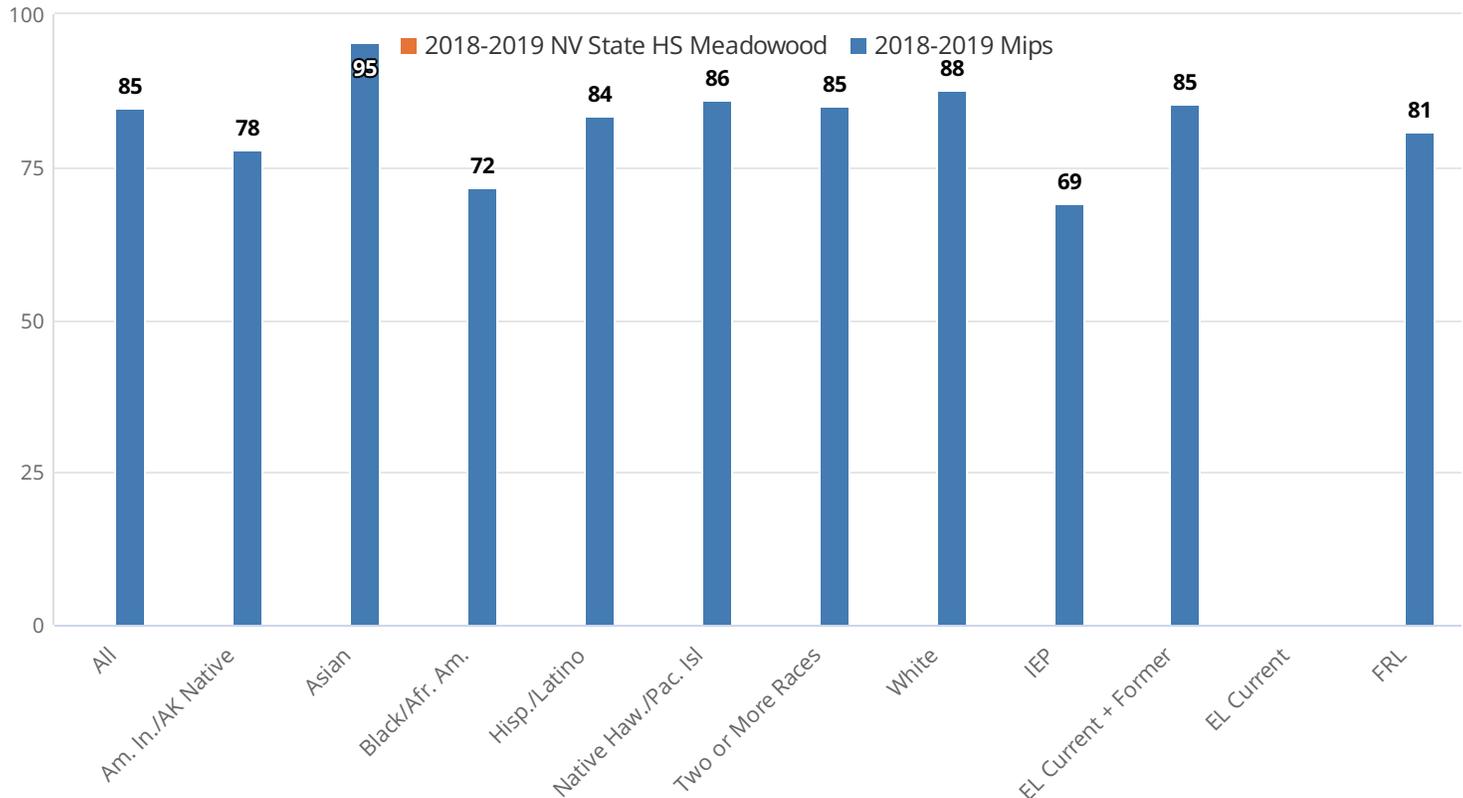
Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: NA/5

Groups	2018	2018	2018	2017	2017	2017
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	N/A	69	84.6			82.9
American Indian/Alaska Native	N/A	58.7	77.9			75.9
Asian	N/A	80.9	95.3			95.1
Black/African American	N/A	67.4	71.8			69.7
Hispanic/Latino	N/A	64.4	83.5			81.7
Pacific Islander	N/A	52	85.9			84.3
Two or More Races	N/A	72	85			83.3
White/Caucasian	N/A	71	87.5			86.2
Special Education	N/A	56.2	68.9			66.7
English Learners Current + Former	N/A	N/A	85.4	N/A	N/A	83.7
English Learners Current	N/A	64				
Economically Disadvantaged	N/A	61.3	80.7			78.8

Graduation Rates
5-year ACGR



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



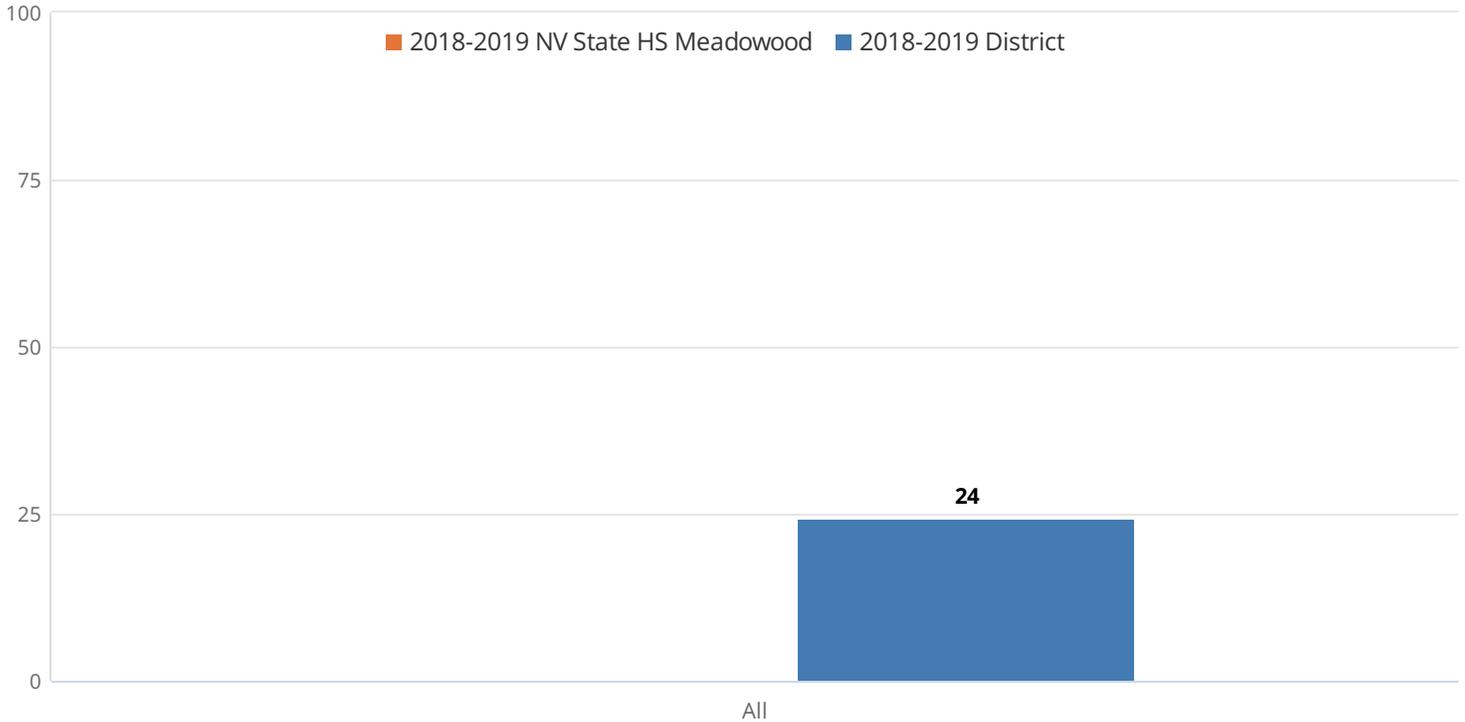
English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	N/A	N/A	24.3			

% English Learners Meeting AGP on WIDA



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation **Post-Secondary Preparation Participation Points Earned: NA/10**

Groups	2019	2019	2018	2018
	% Participation	% Participation District	% Participation	% Participation District
All Students	-	46.2		
American Indian/Alaska Native	-	50		
Asian	-	67		
Black/African American	-	27.5		
Hispanic/Latino	-	48.6		
Pacific Islander	-	25		
Two or More Races	-	46.2		
White/Caucasian	-	46.2		
Special Education	-	25		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	58.8		
Economically Disadvantaged	-	40		

Post-Secondary Preparation Completion **Post-Secondary Preparation Completion Points Earned: NA/10**

Groups	2019	2019	2018	2018
	% Completion	% Completion District	% Completion	% Completion District
All Students	-	32.8		
American Indian/Alaska Native	-	40		
Asian	-	54.6		
Black/African American	-	20.1		
Hispanic/Latino	-	30.8		
Pacific Islander	-	18.6		
Two or More Races	-	39.7		
White/Caucasian	-	33.2		
Special Education	-	21.3		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	52		
Economically Disadvantaged	-	28.8		



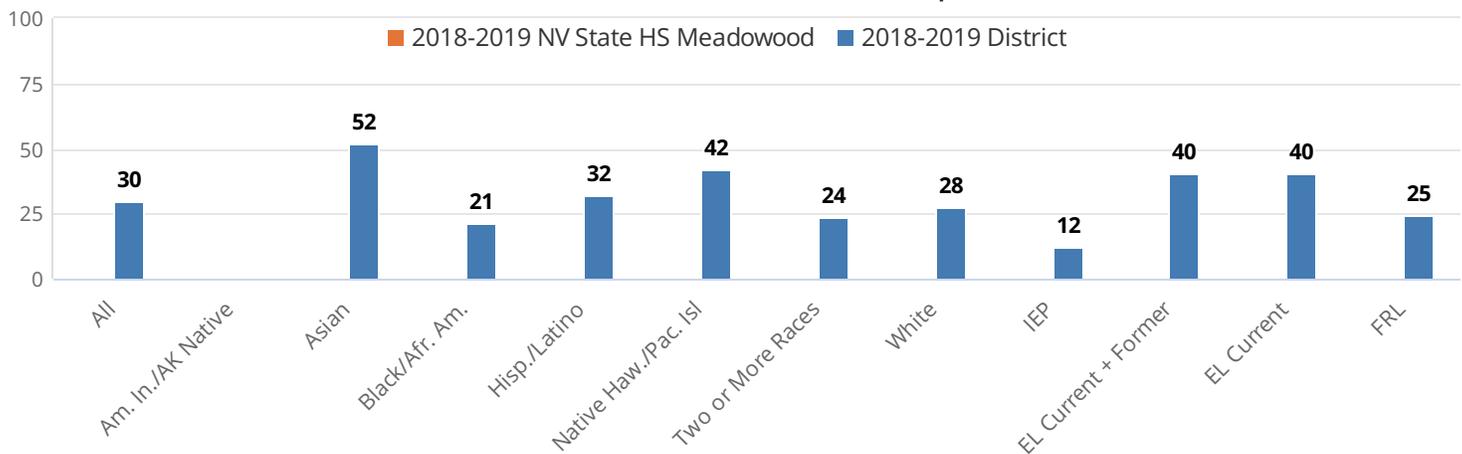
College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: NA/5

Groups	2019 % Advanced or CCR Diploma	2019 % Advanced or CCR Diploma District	2018 % Advanced or CCR Diploma	2018 % Advanced or CCR Diploma District
All Students	N/A	29.6		
American Indian/Alaska Native	N/A	-		
Asian	N/A	52.2		
Black/African American	N/A	21.3		
Hispanic/Latino	N/A	32.2		
Pacific Islander	N/A	42.1		
Two or More Races	N/A	23.8		
White/Caucasian	N/A	27.5		
Special Education	N/A	12.3		
English Learners Current + Former	N/A	40.3		
English Learners Current	N/A	40.3		
Economically Disadvantaged	N/A	24.6		

% Students Who Received Advanced or CCR Diploma



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	-	-	-	-	-	-	-	-
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	-	-	-	-	-	-	-	-
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	-	-	-	-	-	-	-	-
Special Education	-	-	-	-	-	-	-	-
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	-	-	-	-	-	-	-	-

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program..



Student Engagement

9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

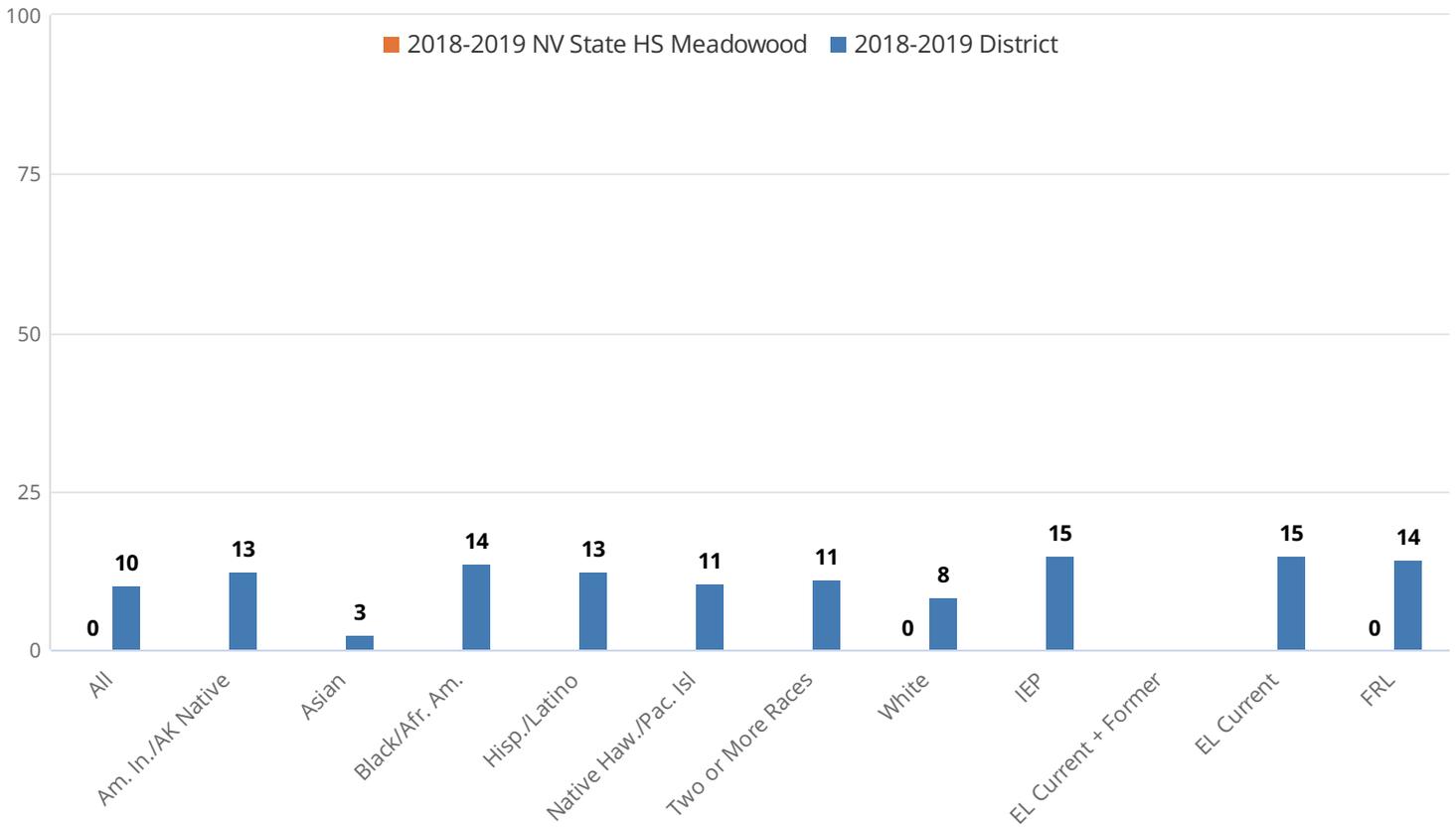
Chronic Absenteeism

Chronic Absenteeism Points Earned: 5/5

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	0	10.3		
American Indian/Alaska Native	-	12.6		
Asian	-	2.6		
Black/African American	-	13.8		
Hispanic/Latino	-	12.5		
Pacific Islander	-	10.5		
Two or More Races	-	11.1		
White/Caucasian	0	8.4		
Special Education	-	15.1		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	15		
Economically Disadvantaged	0	14.3		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





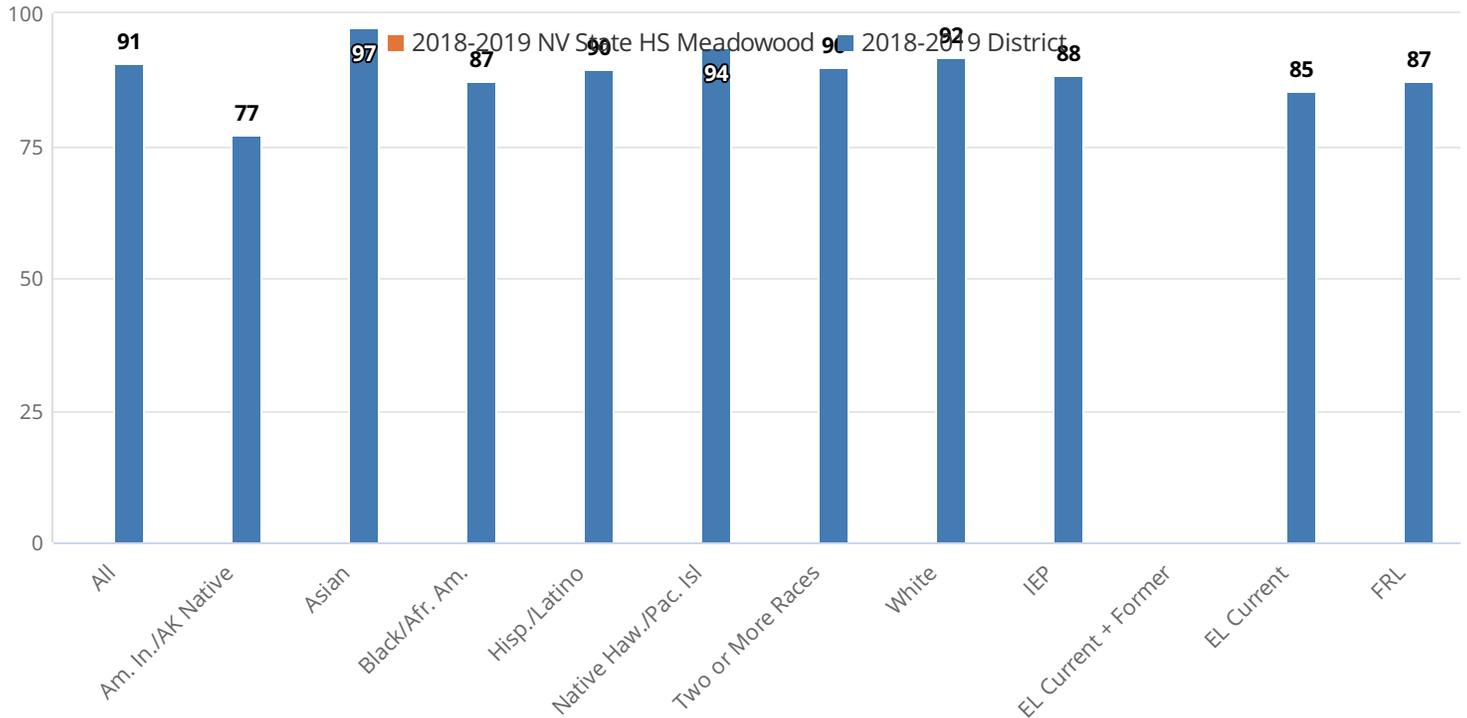
Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned NA/5

Groups	2019 % 9 th Grade Credit Sufficiency	2019 % 9 th Grade Credit Sufficiency District	2018 % 9 th Grade Credit Sufficiency	2018 % 9 th Grade Credit Sufficiency District
All Students	N/A	90.7		
American Indian/Alaska Native	N/A	76.9		
Asian	N/A	97.2		
Black/African American	N/A	87.2		
Hispanic/Latino	N/A	89.5		
Pacific Islander	N/A	93.7		
Two or More Races	N/A	89.7		
White/Caucasian	N/A	91.7		
Special Education	N/A	88.2		
English Learners Current + Former	N/A	N/A		
English Learners Current	N/A	85.4		
Economically Disadvantaged	N/A	87.2		

% of Students Meeting 9th Grade Credit Requirements



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Appendix B

SITE EVALUATION REPORT

Campus Name:	Nevada State High School: Meadowood Campus
Grade Levels:	11th and 12th
School Leader:	Bill Meister
Purpose of Site Evaluation:	This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus groups, and detailed data analysis of student achievement.
Date of Re-Authorization:	July 1, 2019
Conducted Date:	September 12, 2019
Conducted By:	Mark Modrcin, Mike Dang and Karen Gordon

SUMMARY OF SITE EVALUATION

Mission: To support students in a college environment with personal, academic and social skills.

During our Site Evaluation, the team observed the above mission being lived out on the campus as evidenced in lesson plans, classroom activities, and during parent, student, administrative, and staff focus groups.

- Three “Pillars” (personal, academic, and social) are posted on the classroom wall. During a recent lesson, students were asked to come up with a sentence or two, as a group to describe how the lesson helped them prepare for college in one of three ways.
- Lesson plans were designed and implemented to highlight the three pillars at the conclusion of the lesson and to encourage students to discuss the pillars.
- The staff, including the site leader, office manager, and classroom teacher all expressed the importance of preparing students for college

Site Evaluation team members observed instruction in a Study Skills¹ class offered at the Meadowood Campus from 7:30 am - 9:30 am. Staff observed 7 students actively participating in the Study Skills class. The State Public Charter School Authority (SPCSA) evaluation team observed the Study Skills class for approximately 90 minutes. Evaluators were able to observe the class during the beginning, middle, and end.

Observers noted that the instructor provided clear direction and support throughout this time period. Students appeared actively engaged and familiar with expectations and there were no behavior issues observed.

¹ Note: Due to the unique structure of Nevada State High School, SPCSA staff observed one classroom adhere to the Authority-approved site evaluation protocol. The ratings on the following pages, therefore, represent a smaller than normal sample size and instruction delivered by one teacher (Educational Advising Coordinator). SPCSA staff also observed similar classes and school sites at the Sunrise, Henderson, Downtown and Southwest campuses.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
<p>Creating an Environment of Respect and Rapport</p>	<p>The instructor established an environment of respect and rapport. Interactions were warm, caring and there was evidence of a general atmosphere of acceptance with no displays of insensitivity. The teacher was thoughtful in her methods of communication considering, each student's differences. For example, the teacher was observed working with a student to check on his Student Situation Report (SSR) form. At first, the student did not respond when spoken to. The teacher patiently waited for eye-contact and then stated she would come back and talk to the student in a minute when he was more prepared. This thoughtful action by the teacher was respectful of the student and ended up creating a more solid relationship with him.</p>	<p>Distinguished Proficient Basic Unsatisfactory Not Observed</p>
<p>Establishing a Culture for Learning</p>	<p>There was a genuine culture for learning established. The instructor began the lesson with the objective and was clear in her communication about what the students would be expected to learn and accomplish that day. She previewed the lesson, letting students know what questions they would have to answer so that they could be listening for this information while watching the video. There was a clear list of expectations written on the white board in front of the classroom explaining what to do after viewing the video. Observers noted that several students referred to the expectations throughout the observation.</p>	<p>Distinguished Proficient Basic Unsatisfactory Not Observed</p>
<p>Managing Classroom Procedures</p>	<p>There was little to no loss of instructional time during the lesson. Students were engaged and all questions were quickly answered. The teacher did not hesitate to request clerical assistance from the office manager when needed and this appeared to meet the individual needs of the students.</p>	<p>Distinguished Proficient Basic Unsatisfactory Not Observed</p>
<p>Managing Student Behavior</p>	<p>The instructor made every attempt to monitor student behavior through the following methods: *Clear, verbal expectations at the beginning of the lesson; *Frequent checks for understanding; and *A deliberate check for internet accessibility which allowed the 7 students to begin watching the video.</p>	<p>Distinguished Proficient Basic Unsatisfactory Not Observed</p>

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	The teacher communicated clearly with students. She used a calm, respectful tone and displayed enthusiasm with at least two of the seven students when discussing career and college classes. The writing on the white board at the front of the classroom was easy to read and informative. The purpose of the lesson and a means for which students could monitor their progress was provided throughout the lesson.	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Questioning and Discussion Techniques	There was evidence of true discussion between the instructor and individual students. One such discussion revolved around a student's excitement about attending the community college and her exposure to a classroom that was set up to look like a hospital. The teacher engaged in this discussion with the student and the student was focused on communicating her excitement about this opportunity. The teacher offered to have the student "practice" taking vital signs on her. This interaction is an example of questioning by the teacher that resulted in true discussion.	Distinguished Proficient Basic Unsatisfactory Not Observed
Engaging Students in Learning	<p>Students were intellectually engaged throughout the lesson. They followed the items posted on the white board and knew exactly what to do when finished.</p> <p>Students worked independently, at their own pace, finishing each task at their own speed. Observers noted a range of activities such as viewing the video, filling out the worksheet, filling out the SSR form, conferencing with the teacher, and reading text books from the college class.</p>	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Assessment in Instruction	Students were well aware of the expectation during the class period and the Educational Advising Coordinator (EAC) monitored student work and questions regarding the assignments with fidelity. Feedback for students was provided in a timely manner.	Distinguished Proficient Basic Unsatisfactory Not Observed

III. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
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Mission driven operations	The students, staff, school leader, and parents are aware of, and fully dedicated to, the mission at the school. This is evidenced by focus group statements, observations of the campus, classroom, and general condition of the site. Staff operates with a sense of urgency, and supports one another when issues arise.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Schoolwide Procedures	School-wide procedures such as entering the school, classroom, and asking questions during class are evident. Students gather paperwork upon entering the classroom and prepare exit tickets while leaving. As students departed, the classroom teacher stood at the back of the classroom, wishing each student well and touching base with them one final time. She gathered their exit tickets and reminded them, individually, of important upcoming events. This example of managing school-wide procedures exemplifies the importance of meaningful and built-in communication.	Distinguished Proficient Basic Unsatisfactory Not Observed
Maintaining a Safe Environment	School-wide procedures such as the posting of “Safe-Voice” materials, Exit signs, and a clean uncluttered environment were observed. Additionally, students commented that they felt very safe at the school. One student remarked, “I attended another school in the past and was fearful of experiencing a school-wide threat from another unstable student. I don’t feel that way here and there is no drama either.” Another student stated, “I have encountered issues with bullying and not fitting in. Here I feel safe, welcome, and we have our own small community of which I am included.” These statements exemplify the importance of a safe school environment.	Distinguished Proficient Basic Unsatisfactory Not Observed

IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
Governing Board²	N/A	Completed April 2019
Parents/Families	4	30 minutes
Students	10	30 minutes
School Leadership	1	30 minutes
Staff	Completed with Meadowood Staff	30 minutes

Governing Board:

² Two members of the five-member board participated. Quorum was not met, and Open Meeting Law was not violated.

The governing board focus group was conducted in April 2019. It was redundant to convene a second group considering the board members have not changed in the last 5 months. For transparency purposes, we are inserting the notes from the April focus group here:

- The Board indicated that they are very familiar with the current performance of the school and how they are progressing against their academic goals as well as the school's stated mission. One Board member illustrated this in detail: "We get reports on student performance regularly. These reports use a tiered system—red, green and yellow. This is very detailed, broken down by campus, with some commentary and explanation from the school leadership team. We also look at graduation rates."
- The board recognizes the difference between their role for oversight and the school leadership team's role of management. Both board members stated they want to be responsive and accessible for the leadership to address the needs of the school but to not micromanage the execution of the program. One board member provided the example of the current Executive Director search, indicating that the current leadership team was struggling to fill this role. The board has been leveraged in this process to extend the school's reach and help.
Note As of August 2019, Nevada State High School (NSHS) has filled the role of Executive Director for NSHS and this new employee was present during the site evaluation process.
- Board members spoke about receiving a great deal of information regarding Nevada State High School and met with the school leadership team before becoming official board members. Additionally, Board members stated that there is some annual training, but it is provided by school leadership

Parents/Families

- Parents at this site reported that their children like the independence, lack of social pressure, and being able to focus on school and feel safe.
- One parent commented, "My son likes being with kids who are motivated and serious about being in school. He is so excited about learning every day."
- A parent said that the college schedule, including Truckee Meadows Community College and University of Nevada – Reno, helps her son organize his time and he loves being in college.
- Parents commented that they feel welcome at the school and feel the staff is very responsive to their needs. Specifically, one commented, "My daughter has social phobias and anxieties; she didn't want to talk with people, but you have to do it in life; here it is not optional, and she is warming up to it so I like it. She is becoming less resistant."

Students

- Students communicated that NSHS has enabled them to act more like adults as well as work towards their personal goals. Students appreciate the opportunity to advocate for themselves, as well as the freedom to attend classes that they believe are worthwhile. A student commented about why he came to NSHS, saying "I came here because I heard there were kids that got perfect scores on the ACT."
- Another student commented that she felt this school would give her the support she

needs to attend college because her family members have not attended and do not know what should take place.

- Students feel involved in taking control of the progress of their classes. The CAP form helps them document and keep track of the classes they are taking.
- A student stated that, “If you mess up and fail a class, you will be charged for the class and receive a \$500 fee. The school makes this abundantly clear because they tell you in the registration form and summer packet and they remind you in the handbook and again during the parent performance review.”
- In general, students at this campus are frustrated with communication. For example, the Study Skills class time was changed abruptly from 10:00am–12:00pm to 7:30am-9:30am. In some cases, this resulted in students having to scramble and change work schedules, transportation to the class, and, in one case, the necessity for a student to drop a previously registered college class for another. The majority of the students attending the focus group communicated feeling disrespected when last-minute changes occur, and expressed that these practices should be improved by NSHS.
- Students feel they are isolated at this campus and receive multiple emails regarding events taking place in the Las Vegas area which are not applicable to them. Students suggested that NSHS develop email groups to alleviate this frustration.
- Students enrolling in the Study Skills class for the second time view this as a punishment for not achieving at the higher level of math. One student commented, “It is not my fault that I tested in at a lower level math class and even though I was successful in taking and passing the math during my junior year, I am still required to re-take the Study Skills class. The content and videos are the same. A student suggested that perhaps one time a week would suffice. Another student said, “Because I am still in the lower level math class, I not only have to re-take Study Skills, I am not allowed to run for student government.”

Leadership

- The leader of this campus, who is new, expressed the biggest challenge being their work to ensure 100% of the students are attending class. He said, “We have a couple of kids that like to sleep in or have transportation issues and/or family commitments and then show up late. We talk about professional and college standards and why being punctual is important.”
- In order to implement the mission fully, the administrator commented, “We document phone calls and conversations with students and record their progress on the SSR form. We empower them to develop a plan and then hold them accountable to the plan. We ask leading questions or directly tell the student what to do, but only in extreme cases. There are probably one or two students out of 55 that are not receptive and are not getting better.”
- When asked about IEP students, the leader said, “First we develop a plan and meet with students and parents to discuss the plan. The student would have input on accommodations and then NSHS would decide if they are empowering or enabling the plan. Next, we put the plan in motion. There are three students on an IEP and all **three are out of remedial courses** and very good at empowering themselves, I’ve met with all three.”

- The leader communicates with staff face to face, text message, and emails, all of which are helpful to him in his new role. “We have team meetings to discuss projects and priorities and District Site Administrator (DSA) meetings occur through Skype once a week.”
- The leader was asked about retaining quality people, and this was echoed as a priority for the Meadowood campus. He said, “I want to do this. We need to hire the right people, but we might find people. We had an EAC here for two weeks that we thought would be a good fit. That was not the case. Hiring recommendations come from the site; posts from the NSHS central office-but they rely on me for a good fit.”

Staff

- Staff members shared that Nevada State High School’s mission aligns with everyday functions at the school site. For example, one staff member stated, “The school pays for students to attend college and during our Study Skills our curriculum teaches students how to fill out the FAFSA, provides a textbook allowance, and helps students apply for college scholarships.”
- Staff explained that they support each other by making sure students fill out their SSRs. This report asks students to write down grades, quizzes, and upcoming assignments with their due dates. Staff explained that they sit personally with students one on one to see how work, family, and academic success is going.
- It was suggested that employee training could be improved by streamlining. It would be helpful to have written procedures so that employees can be enabled to go back later and solve problems and answer questions independently.
- At times, staff feels pressure to complete all of the checklists provided to them and sometimes the deadlines change which serves to increase the pressure.
- Employees reported feeling very optimistic overall with staff morale and teamwork at not only their site but also between sites.

Results

This report has been prepared for the Nevada State High School Meadowood campus. Each school site contains an evaluation report with evidence and ratings for each individual school as listed on the first page of the report.

The final sections within each report (V. Overall Strengths of Program, VI. Recommendations, and VII. Deficiencies) have been combined. This allows for charter network-wide comparisons of data across schools to identify patterns of strengths and weaknesses within both the network and the school.

V. OVERALL STRENGTHS OF PROGRAM

1. A robust, academic program is offered to students and families

The Meadowood Nevada State High campus is to be commended for providing their students superior levels of academic support which leads to strong student academic success in high school and college settings. The courses offered at the Nevada State High School, Meadowood Campus has been designed and implemented to increase the chances of success in any college setting. This has been accomplished by a narrow curricular scope,

knowledge of barriers that college students may encounter and one on one coaching of students. In all focus groups including students, staff, parents, board members, and leadership, the emphasis of doing whatever it takes to create college success was messaged numerous times. In addition, the school offers college courses for college credit, free of charge, and this in turn gives Nevada students a road to success both in terms of cost, time and support to realize academic success.

2. Mission Driven Operations

The mission of the school is considered “distinguished” for several reasons. The operations of the school including, lesson plans, teaching methods, adult behaviors, system-wide forms, and monitoring of progress all align with the mission statement. The school provides an interwoven plan to communicate the intent of the school in terms of staff training, student summer courses, student/parent handbook, messaging on the website, work displayed on the classroom walls, and verbal affirmation from all adults at the campuses. Evidence for this rating is found in the individual campus operations rubric for each school (all received a “distinguished” in the category of Area 1- Mission driven operations). In addition, focus group participants vocalized the mission and intent of the school and it is clear that the stakeholders, board, parents, students, staff, and leaders are truly united in this mission.

3. Instruction and Student Supports are offered in a Safe Learning Environment

This campus provides a safe, clean learning environment. Shootings and violence in High Schools has been a topic in the news often, however, this campus provides the students with an alternative environment which leads to the feeling of being safe. This was a common theme during the student and parent focus groups. Students in the focus group said that they are truly thankful for the absence of this fear that exists for many high school students. Students also pointed out that they are not only safe from violence but also from feeling alienated or bullied on campus. One student mentioned that she has PTSD from witnessing a violent event at a local public high school in the Reno area and she values the culture, friendliness of staff, and acceptance of peers. She said she has a whole new outlook on life due to the campus and overall secure feeling while attending classes at the high school site.

4. Student Satisfaction with the NSHS program is very high.

The students at the NSHS Meadowood, showed their commitment to succeed in a college environment. The students appreciate the same commitment from their peers, teachers and school leaders and the freedom to learn in a safe and secure environment. During classroom observations, the SPCSA staff witnessed several one on one conversations which were held in a confidential and supportive way. Students were encouraged to advocate for themselves and empowered to create their own futures. Although students had suggestions as to how to improve, they made it very clear that this school is their best choice.

VI. RECOMMENDATIONS

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

1. Improve student/staff communication.

Students:

In the student focus group, students suggested using email groups for school-wide electronic information. This would include information about NSHS as it pertains to social, academic, and personal opportunities. The overall message was that students find it cumbersome when they receive multiple emails that do not necessarily apply to their campus. One example provided during the focus group was students at this campus (in Reno) receive information about events taking place in Las Vegas.

2. Review public documents

Ensure that classroom posters, brochures, and handbooks are current with all relevant information and that they comply with state statutes and regulations.

VII. DEFICIENCIES

There were no deficiencies for any of the Nevada State High School Campuses during this evaluation.

Appendix C

Nevada State High School - Meadowood

Address: 7530 Longley Drive Suite 103, Reno, NV 89511

Website: <http://earlycollegenv.com/>

Enrollment: 55

Grades Served: 11-12

2019-20

2018-19

In Good Standing

N/A

1. CURRENT RATIO

Meets Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Meets Standard

Is the school's UDCOH at least 60 days or 30 days with a positive trend?

3. ENROLLMENT FORECAST ACCURACY

-

Is the school's Forecast Accuracy at least 95% for the most recent and three prior years?

4. DEBT DEFAULT

Meets Standard

Is the school in default of loan covenant(s) or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE
THREE YEAR TOTAL MARGIN

Meets Standard

Is the school's current year and three year aggregate Total Margin positive?

6. DEBT TO ASSET RATIO

Meets Standard

Is the school's Debt to Asset Ratio less than 0.90?

7. CASH FLOW

Does Not Meet Standard

Is the school's most recent year and three year aggregate cash flow positive?

8. DEBT OR LEASE SERVICE COVERAGE
RATIO

Meets Standard

Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

* Enrollment Forecast Accuracy ratings were not reported for the 2019-20 school year.

Appendix D

Nevada State High School - Meadowood

Address: 7530 Longley Drive Suite 103, Reno, NV 89511

Website: <http://earlycollegenv.com/>

Enrollment: 55

Grades Served: 11-12

2019-20

100.00
Meets Standard

2018-19

N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
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1. EDUCATION PROGRAM

20 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizational Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA measures charter school compliance with a variety of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.