



Nevada State Public Charter School Authority

Site Evaluation Report: Southern Nevada Trades High School Evaluation Date: 12/13/2023

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Appendices

A: Nevada School Performance Framework

<https://doe.nv.gov/accountability/nspf/>

B: SPCSA Academic Framework

https://charterschools.nv.gov/Performance_Reports/2020-2021_Academic_Reports/

C: SPCSA Organizational Framework

https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-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 12/13/23 at Southern Nevada Trades High School (SNTHS). 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

Members of the SPCSA staff will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately following the classroom rubric readings. Using information gathered from 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

SNTHS is located in Las Vegas, Nevada in a facility at 1580 Bledsoe Ln. The school serves 83 students (as of the most recent Validation Day) in 9-10th grades. The mission is: "Southern Nevada Trades High School will promote excellence in academic and career and technical education, preparing students for post-secondary education and careers in construction-related professions."

ACADEMIC PERFORMANCE

SPCSA schools within their inaugural year of operation have no historical reporting data during the first year of operation. This is the case for SNTHS at this time. In the future site evaluation reports will contain the following information: Nevada School Performance Framework Math and ELA Results, SPCSA Academic Performance Framework information including the Geographic Comparison Report, SPCSA Academic Performance Framework and Diversity Comparison Results.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45 minutes
Parents/Families	5	45 minutes
Students	7	45 minutes
School Leadership	2	45 minutes
Staff	10	45 minutes

Governing Board¹:

- Three members of the Southern Nevada Trades High School (SNTHS) met with the site evaluation team on the day of the evaluation. Board members shared that the inaugural year has gotten off to a strong start. One board member said, “We have an amazing staff and we are blessed to have our Executive Director and Principal on board. Our teachers are so committed and find inventive ways to connect with our students.” Another board member added, “We have some great kids and our students have a lot of learning to do. This first year can be scary but we are confident we will be a successful school. We don’t expect everything to go smoothly but we work together in a positive way and things keep getting better and better.”
- Board members confirmed there are eleven members on the SNTHS board with two advisory members. The board looks to fill one open seat with a parent board member in the near future. Board meetings take place on a monthly basis. Individual board members have extensive background knowledge in the fields of legal matters, education, finance, and the construction industry. Board members reported that they have a plan to evaluate the school leader and have already reviewed the criteria. One of the board members spoke about board and governance training. “We participated in online board governance training, and financial training. We did it together as a board so that we would know how the school is rated and fully understand the information.
- Board members spoke about the strengths at SNTHS. “Being a trade high school with a diverse group of people who can support the school and are so compassionate about what we can offer kids is definitely amazing. We partner with ACE Charter school located in Washoe County and offer a unique opportunity for students to be a part of something different. So many of the students don’t fit into a normal high school and now they can graduate from high school and immediately enter the work force with a trade in their back pocket.”
- Board members shared information about what they wish to accomplish in the near future. “We want to finish the construction part-phase B of our building. (Phase B is the second portion of the construction being done on site). We believe this will help increase enrollment over time. Our staff has put together a plan to see how students are doing academically and we look forward to filling the other board position.” One of the board members concluded, “We really do have an active and committed board and everyone is working hard toward the goals.”

¹ Three members of the eleven member board participated. Quorum was not met, and Open Meeting Law was not violated.

Parents/Families:

- The five members of the family focus group shared many reasons they decided to enroll their high school students. One family member said, “This program is effective and unique. There is no other school that can compare to it.” Another parent added, “We came to the open house before school started and I was comfortable with that. I liked that the program was based on a Reno school with a 90% success rate.” A different parent explained, “Our son is very hands-on with how he learns, and it seemed very fitting. He is doing extremely well.”
- Some family members described their appreciation for the educational model at the school. One of the mothers in the group said, “What you are doing is allowing a student who had poor grades to go to having all A’s and B’s. Kudos to the model.” Another parent added, “I get emotional because my son thought he was a bad student and now he believes he is a good kid and a good student. He likes school and learning. I’ve never heard my son say he wants to come to school until this year.” Another family member said, “My daughter gets out of focus and is a hands-on visual learner. At this school she gets this type of learning all day. Each kid here has a different issue, but all their needs are met. My daughter comes home full of stories and is exuberant about her learning.”
- Family members reported that they are kept up to date with their child’s academic progress. One parent said, “I get regular updates from Infinite Campus², emails, and text messages from the school staff.” Several family members said the teachers do a great job of keeping students informed about their grades. One parent commented, “Somewhere there is some good communication taking place because my son knows where he is with grades and knows he must go to the school to keep up.”
- Parents were asked about the personal connections at the school. A family member said, “Yesterday, a teacher came out and told me how much she loves my son.” Another parent said “My son loves the teachers and he talks about them every day when he comes home. My son is eager to go to class and has strong relationships with the teachers.” A different parent remarked, “My son adores his teachers, even when he has conflicts with other students. My son is comfortable talking about it with a teacher and says he feels safe and comfortable.” Another parent added, “My daughter can reach out to any teacher, and they will fill in the void. They are a big team here and help the students.”
- Families offered several compliments to the school. One person said, “My son has been able to make friends and build meaningful social relationships.” Another family member commented, “I like that the teachers are involved with the students and the small school and small classrooms are such a bonus.” A third parent said, “The career fair, field trips and personal relationships have created an environment where my son is inspired to do something with his future. My son has hope and a strong sense of purpose for his future.”

² Infinite Campus is a software platform containing student records such as grades, classes, attendance.

Students:

- Seven students in ninth and tenth grade participated in the focus group. Students shared reasons for making the choice to attend SNTHS. Students said decisions were based on family suggestions, location to home, and an interest in the field of construction. One student shared, “I moved here from Los Angeles and this school is different than anything I’ve ever done before. I didn’t realize I have opportunities for my life. I already have my OSHA³ card and I’m doing well in school for the first time!” Another student added, “I have a strong relationship with my teachers here and get good grades. I see the opportunity to make a living the legal way and feel completely different about my future than before I attended this school.”
- Students commented about relationships at school. A student said, “I was sick of going to school that had no point. This is a good school and teachers know how to teach and push you to the limit of your ability. The teachers teach the curriculum and add their own spin to help out students.” Another student commented, “Teachers make an effort to be nice to students and don’t single out people who don’t understand the lesson. One teacher is like an older brother to me and has helped me through some stuff. I feel comfortable sharing my experiences with him.” Another young man said, “One of the teachers here keeps it real with you and is strict but understanding. I thought I was going to hate going to school here but everyone is very welcoming. We have peace among each other as students and keep our differences outside of school.”
- The ninth and tenth graders said the rules at school are very important and consistently enforced. Several students said they appreciated that as students they’re required to review their individual assignments, grades and missing work on a weekly basis. Students said they are taught how to monitor their grades and status of passing classes. One student commented, “This school has impacted me heavily. Now I’m a straight ‘A’ student. I didn’t know I could change in this way.” Students stated they are looking forward to the completed construction addition to the school which will enable them to get more serious about the actual building part of the program. Students offered a few suggestions for the future, which included a basketball court, ability to get their driver’s license through driver’s education classes, a weight room, and more variety of warm food offerings. Students were interested in having some of the trades added to the program such as welding, iron work, floor design, and demolition training.

Leadership:

- Two leaders met with the site evaluation team and reported that the process of opening a new school has gone smoothly. “We were able to open on time and believe the educational program of the school is needed in Las Vegas.” Leaders reported they are showing students what possibilities exist to both learn a construction trade and graduate from high school. “I think we are a good fit for students who want hands-on learning. We are seeing students come and sit through classes because they like it.” A leader reported, “We care about the academic side for students and look for opportunities to help students to excel. There is also a big entrepreneur side to this program such as a pathway to become a building inspector, project manager, and construction management.”

³ OSHA card is a small wallet sized card that shows you have completed a safety training course.

FOCUS GROUP SUMMARY continued

- Leaders said some current challenges are supporting students to work at grade level standards and at the same time, increase reading, writing, and math skills to reach proficiency. “Our team supports students, and the expectation is that each student monitor their grades, and assignments each week. We make sure this takes place and it seems to be going well.”
- One leader spoke about the importance of a good team of teachers. She said, “I have anxiety over making sure we get all the right people here. Our teachers suggested that they participate in upcoming teacher interview processes in order to help select people that will be great for our team. I think we have been successful so far because no one complains about things operationally and instead offer to help each other with anything that comes up.”
- Leaders spoke about ongoing additions to educational programming taking place at SNTHS. One leader remarked, “Students will eventually build a tiny home and auction it off. We have a third workshop underway and tools coming in to provide students with even more hands-on experiences.” Another leader added, “Everyone wants to see the school grow. We anticipate needing four to five new teachers and plan to use Title IV funds to develop a mentoring program. This would involve having more seasoned teachers support newer educators.” The school leader commented, “We make sure to have no after-school meetings and no extra mandatory duties like chaperoning a school dance to draw attention to interested teaching candidates. We were able to secure bonuses for teachers before Thanksgiving and hope for another monetary bonus in the spring of 2024, should our board approve this.”
- School leaders said they expected the SPCSA evaluation staff to see high levels of student engagement within classrooms. In addition, leaders predicted evaluators would notice students talking with each other, and noticeable intellectual activity when observing classrooms. One school leader said, “Students should be able to see how the learning applies to their lives and translate into a career.” Leaders reported that they see very little chronic absenteeism and attribute this to the fact that students want to come to school each day.

Staff:

- Ten staff members participated in the staff focus group and said they appreciate the small school size as well as the lower numbers of staff. They said it allows them to be more intimate and student friendly. Several staff said they feel the school is unique and proactive in creating a family atmosphere. A staff member commented, “We cultivate positivity and uplift these kids while making sure they have a great future.”
- Staff were asked about offering feedback to students. A teacher responded, “I usually offer individual feedback to students quite frequently. It could be instantaneous because of the small numbers of students in our classes.” Another instructor agreed and added, “It is much easier to share feedback and have students re-do assignments with the small class sizes. We offer one to one devices.” Another teacher pointed out, “The majority of kids read the agenda when they come into the classroom and I have them express themselves to others to build their confidence. We have kids that need a great deal of feedback on life. What is really interesting is that students have buy-in here and want to work hard and attend school.”

FOCUS GROUP SUMMARY continued

- Teachers spoke candidly about students' academic growth and remediation needs. An English language arts teacher said he gave a reading test on the first day of school so that he would have a general idea of reading levels. He reported that he created a spreadsheet and has worked to both teach grade level content and accommodate those students with below grade level reading levels. One teacher commented, "Students had to pass their OSHA test to become OSHA certified and this was something each student is very proud to have accomplished."
- In math, students work with teachers and receive remediation to learn and make up gaps in content area instructional concepts. Teachers said that students are required to talk about their grades, get make up work, and go to a working lunch to get caught up if they have anything lower than a 'C'. The teachers pointed out that they offer tutoring both before and after school. One teacher said, "We have brave students and provide caring individualized help. Most learning is hands-on and kinesthetic. We have guest speakers who will possibly employ students in the future, so it is all highly relevant."
- Staff reported that there is very little vandalism and believe this is because students are proud of the school. Staff commented that students and teachers are provided with support for emotional well-being. A teacher commented, "Every teacher in this room can tell you something personal about a student and everyone is super approachable. I think each student feels wanted and welcome." Another teacher suggested, "We need more social emotional support because we have students with anger issues. But the students trust the staff and have a connection to us, and we keep it real."

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 7 classrooms were observed for approximately 15 minutes on the day of the evaluation.

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: 4	Total: 3	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: 3	Total: 4	Total: 0	Total: 0	Total: 0	

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: 4	Total: 3	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: 3	Total: 4	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: 6	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 with 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: 2	Total: 5	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: 3	Total: 4	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: 2	Total: 5	Total: 0	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable

1. In one high school classroom, students worked on individual tasks. The teacher walked around to provide individual support to students. Students appeared to be engaged in their learning.
2. This was a construction classroom. There were 19 students and one teacher. Students were each making a bird house. They cut wood, they measured, and put wooden parts together. They sanded the completed structure. All students were OSHA certified, and students used a power drill and made individual structures.
3. In this history class there were eight students and one teacher. Students completed an exam and were finishing up an assignment. The teacher walked around the room and monitored student progress and answered questions as needed.
4. In one high school classroom, the teacher led discussions on science topics. All students appeared to be engaged in their learning and participated in discussions.
5. This was a high school science class. There were 10 students and one teacher. The teacher knew the names of each student and begins class by asking students to predict if a glass of crushed ice will melt in ten minutes or not. Each student had a chance to respond and explained their predictions.
6. In one high school classroom, students reflected on their goals accomplished this semester. The teacher led discussions while students typed their responses. Students were all engaged in their learning.

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	<p>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.</p> <p>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.</p>	<p>The school is implementing the material terms of the program and staying true to the approved charter application.</p> <p>The school protects the rights of students with disabilities as measured through classroom observations and staff and student focus groups.</p>
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>The school's board is in compliance with governance requirements.</p>
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately</p> <p>Measure 4d: Personnel files are under lock and key/stored appropriately</p>	<p>Student and staff records are secure in stored in a safe environment.</p>
Indicator 5: School Environment	<p>Measure 5b:</p> <ul style="list-style-type: none"> • 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 	<p>All classrooms had evacuation plans posted. Active permits for fire extinguishers were noted. The nurses station contained a cot, refrigerator for medical prescriptions and a place to dispose of sharp objects.</p>

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.

Prior recommendations by SPCSA staff	None, due to school being in the first year of its charter contract.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	None, due to school being in the first year of its charter contract.
SPCSA staff assessment based upon findings during site evaluation	None, due to school being in the first year of its charter contract.

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.

- SNTHS is to be commended for their high levels of academic and organizational alignment to the school's mission statement. The majority of the student population is considered "at-risk" for not graduating from high school.
 - SNTHS welcomes all students and offers high levels of individual instruction and communication to each student.
 - Staff is aware that many of the students are vulnerable and have intentionally created a highly respectful school environment. This respectful atmosphere offers students support, understanding, and opportunities to build trusting relationships with adults.
 - The staff engages the students and empowers them to have the ability to create success in monitoring grades and completing assignments.
 - Although it is early to determine the overall effectiveness of the educational model, it appears to be working in this early stage. Students, staff, family members and school leaders provided multiple examples of students who had previously not wanted to go to school or had poor grades getting straight A's or good grades and wanting to go to school.
 - Students, families, staff, and members of the school board are highly satisfied with SNTHS.
- As a newly opened school, SNTHS appears to have a team of educators who are focused on creating relevant lessons that relate to students' backgrounds and interests with a positive and thoughtful method of engaging students.
- Instructional staff appear to be passionate about what they were teaching and communicated enthusiasm.
 - In both the observed lessons and the student, teacher, and family focus groups, there was a pattern of trust between the high school students and their teachers.
 - Students vocalized that their teachers care about them as individuals. During observations teachers appeared sincere, believable, and capable of convincing students that they are able to achieve both academically and work within the construction trade after high school.
 - Teachers were visible and available to guide students and provide feedback and encouragement. This positive bond between the teacher and student promotes a supportive classroom which nurtures learning and growth in students both inside and outside of the classroom.
 - Classroom environments are personalized and flexible. School staff appears to have worked hard to be positive and think about things from the viewpoint of students using humor, caring, and thoughtfulness.

- Another strength at SNTHS is the highly engaged school board. With eleven members and two advisory members and board meetings taking place on a monthly basis, board members are fully aware of the circumstances at the school. In addition, board members have extensive background knowledge in the fields of education, finance, and in the legal construction industries. Board members appear to be highly proactive and report that they already have a plan to evaluate the school leader. The board appears to work collaboratively with each other and participated in online board governance training, and financial training together as a board so that they would know how the school is rated and fully understand the process.
- Although SNTHS has just opened their doors to students, in fall of 2023, the student population appears to be highly diverse and representative of students within special education, Title I, and English language learners. The teaching staff appear to have a unique and diversified staff consisting of a variety of age groups, and ethnic backgrounds.

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.

- One of the challenges at SNTHS is the ongoing construction taking place on site. As construction continues for phase B of the school, the school leaders and board members continue to monitor the project for compliance and completion. In addition, construction is taking place on the school campus, which at times causes extra dust and noise.
- Balancing the need for academic remediation with providing grade level standards based instructional material is a challenge at SNTHS. This is because several students enrolled at several grade levels behind in core subjects such as reading, writing, and math.
- School leaders reported that marketing at the school to prospective high school age students is challenging. School representatives have discovered that other people within the community outside of the high school age group criteria are often interested, but not eligible for enrollment.

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.

- It is recommended that as SNTHS grows, school leaders and instructional staff continue to work collaboratively to develop a more refined plan to meet the needs of students within Academic Teir levels one, two, and three. This might be accomplished by determining which students will fall into each category. In addition, the school should consider how instruction within each tier be conducted in terms of how often, size of student group, and how learning will be measured for specific skills within the Tier level.
- Consider strengthening the way the school implements the teaching of grade level work, remediation, and acceleration. With large gaps between student ability and grade level expectations, it is recommended that this process to accommodate, remediate, and differentiate grade level assignments become more detail oriented as the school moves into year two and continues to grow.
- Develop a formalized Positive Behavior Intervention System to enhance and continue the positive culture that has been established at the school. This should help manage minor behavior infractions such as dress code, cell phone use, and tardies. A universal procedure for the whole school may also help support the school in terms of consistency from classroom to classroom.
- Continue to improve student enrollment numbers through a variety of marketing methods, which have already been put into motion. Several ideas for this were shared during the site evaluation and it is recommended the school continue with strong efforts already underway.
- Consider a plan to continue to monitor students when students test out of the i-Ready system currently in place. Since the i-Ready testing system has a ceiling of an eighth-grade achievement level, it is suggested the SNTHS team locate a second monitoring system which will provide achievement data for educators beyond eighth grade, since this school is going to continue to enroll students through grade twelve.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Southern Nevada Trades High School during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for Southern Nevada Trades High School during this site evaluation.