STATE PUBLIC CHARTER SCHOOL AUTHORITY

2021 Renewal Report for Nevada State High School – Flagship and Sunrise[1]

Per NRS 388A.285 and NAC 388A.415

Issued June 30, 2021

[1] NSHS was approved to consolidate the Sunrise campus charter contract into the Flagship charter contract effective July 1, 2021. Because the school will apply to renew the Flagship, which will include the Sunrise campus, a single performance report is being issued that incorporates this campus. A separate renewal report will be issued for the NSHS-Meadowwood campus as it under a separate contract through June 30, 2022.

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1. School Overview

a. Addresses:

Downtown:	300 N. 13th Street Las Vegas, NV 89101
Henderson:	233 N. Stephanie Street Henderson, NV 89074
Henderson – #2:	303 S. Water Street Suite 120 Henderson, NV 89015
Northwest:	7240 Azure Drive Suite 110 Las Vegas, NV 89130
Southwest:	7885 West Sunset Rd Las Vegas, NV 89113
Summerlin:	850 S. Durango Drive Suite 100 Las Vegas, NV 89145
Sunrise:	2425 N. Lamb Blvd Suite 130 Las Vegas, NV 89115

b. Campus Locations and Enrollment Caps:

Clark County	
Downtown Cap:	130
Henderson Cap:	290
Henderson - #2 Cap:	130
Northwest Cap:	120
Southwest Cap:	160
Summerlin Cap:	240
Sunrise Cap:	130

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 Overview[2]- 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 – Flagship & Sunrise**
2016 – 2017	Not Rated
2017 – 2018	Downtown: Not Rated Henderson: 5 Stars Summerlin: 5 Stars
2018 – 2019	Downtown: 5 Stars Henderson: 5 Stars Summerlin: 5 Stars Sunrise: Not Rated
2019 – 2020[3]	Downtown: 5 Stars Henderson: 5 Stars Summerlin: 5 Stars Southwest: Not Rated Sunrise: 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.

[2] 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.

[3] 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 – Flagship & Sunrise**
2016 – 2017	Good Standing
2017 – 2018	Good Standing
2018 – 2019	Good Standing
2019 – 2020	Meets Standard. See Appendix D for a complete copy of the SPCSA Financial Performance Framework.

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

Year	**Findings & Framework Results – Flagship & Sunrise**
2016 – 2017	Good Standing
2017 – 2018	Good Standing
2018 – 2019	Good Standing
2019 – 2020	Meets Standard. See Appendix E 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 Flagship and Sunrise 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	218	227	350	402	480
12	216	265	333	413	482
Total	**434**	**492**	**683**	**815**	**962**

2020 – 21 Demographics – Enrollment Rate

	Asian	Bl/Afr Amer	White	Hisp/Latino	Amer Indian	Two or More Races	Pac Isl/AK	FRL	IEP	ELL
Downtown	7.1	17.8	10.7	57.1	0	3.5	3.5	83.9	*	*
DwnTwn Hend	3	2	73	13	0	8	1	14	*	0
Henderson	5.9	3.4	56.6	21.6	0.3	10.8	1	18.1	*	*
Sunrise	1	20.6	12.3	54.6	1	9.2	1	55.6	0	*
Northwest	7	17.1	39.3	22.2	0	11.1	3	37.3	*	0
Summerlin	7.9	13.7	41.2	26.9	0	9.5	0.5	40.7	0	*
Southwest	13.3	27.4	25.9	20.7	0	5.1	7.4	44.4	*	*

*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 – Flagship and Sunrise campuses:

a. *Academic*

The Authority Board has not issued any Academic Notices to NSHS – Flagship or Sunrise campuses this charter term.

b. *Financial*

The Authority Board has not issued any Financial Notices to NSHS – Flagship or Sunrise campuses this charter term.

c. *Organizational*

The Authority has not issued any Organizational Notices to NSHS – Flagship or Sunrise campuses this charter term.

d. *Site Evaluations*

Not deficiencies have been identified during site evaluations of NSHS – Flagship and Sunrise campuses 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 – Flagship & Sunrises campuses

The Nevada State High School Flagship contract encompasses six campuses currently offering instruction in grades 11-12. Additionally, the Nevada State High School Sunrise contract encompasses one campus, also offering instruction to students in grades 11-12. According to the NSPF ratings for the 2018 – 2019 school year, the Flagship and Sunrise campuses earned the following ratings:

	High School Ratings
2018 – 2019	Downtown: 5 – star Henderson: 5 – star Henderson #2: Not Open Northwest: Not Open Southwest: Not Open Summerlin: 5 – star Sunrise: Not Rated

A copy of the NSPF reports for each of the campuses under the Flagship contract as well as the Sunrise campus are included as Appendix A within this report.

With regards to the financial performance and viability of the school, the Authority has not issued any Notices during this charter term to either the NSHS-Flagship schools or the NSHS-Sunrise campus. A copy of the most recent Financial Performance Framework for both charters can be found as Appendix D to this report.

The organizational health and performance of the school has been strong over the current charter term. Both NSHS – Flagship and NSHS – Sunrise were 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 for both charters can be found as Appendix E to this report.

Finally, SPCSA staff has conducted two site evaluations at the Downtown, Henderson, Southwest and Summerlin campuses under the NSHS – Flagship charter, in addition to two site evaluations at the Sunrise campus during the current charter term[4]. SPCSA staff has only conducted one site evaluation at both the Northwest and Henderson #2 campuses as they opened for the 2020 – 21 school year. Throughout these site evaluations, SPCSA staff has identified many positive takeaways, 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, enhancing messaging regarding lower-level classes, and prioritizing staff and leadership retention. 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 Appendices B and C for more details on the site evaluations occurring at the campuses under the Flagship and Sunrise campuses.

[4] A second SPCSA Site Evaluation for each campus under the Flagship charter and the Sunrise campus was conducted in April 2021. At the time this report was issued, a final version of these site evaluation reports 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, 2021[5].. 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.

[5] 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.

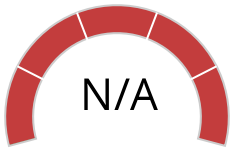
For schools applying for a third charter term and beyond, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous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

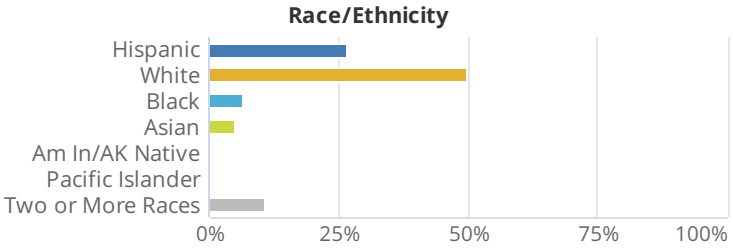
School Year 2016-2017 Nevada School Rating for

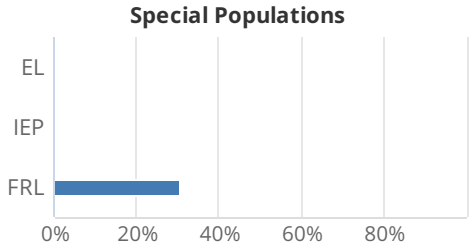
Nevada State High School



Nevada State High School
Dr. Wendi Hawk, Principal
Grade Levels: 11-12
Website: www.earlycollegeNV.com
School Level: High School

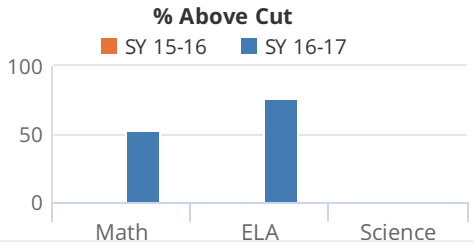
233 N. Stephanie Street
Henderson, NV 89074
Phone: 702-953-2600





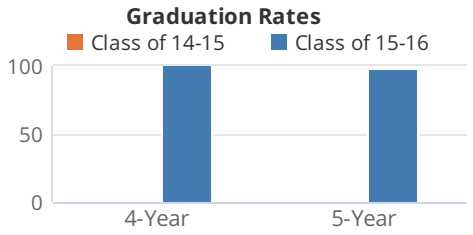
Academic Achievement

	% Above Cut	District
Math End of Course	52.8	54.8
ELA End of Course	76.3	70.5
Science End of Course		
Pooled Average	63.9	61.8



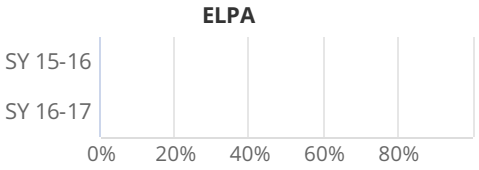
Graduation

Graduation Rate	School Rate	District Rate
4-Year	99.3	58.5
5-Year	98.7	63.8



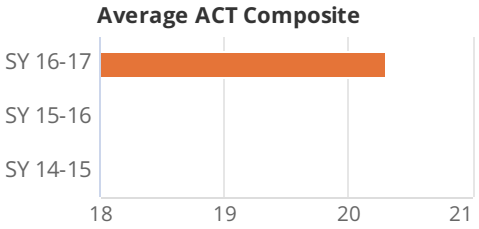
English Language Proficiency

	% of EL Meeting AGP	District
ELPA	N/A	14.4

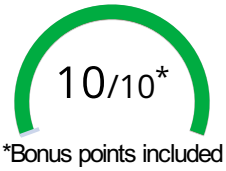


College Career Readiness

	School	District
ACT Average Composite	20.3	17.8
Grade 9 Sufficiency	-	82.2
Grade 10 Sufficiency	-	71.9
Pooled Average	-	77.4
EOC Math CCR	31.7	25
EOC ELA AL CCR	55.9	43.9
Pooled Average	43.1	34

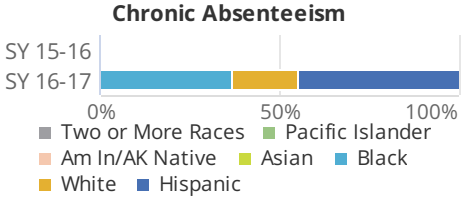


Student Engagement



*Bonus points included

	School	District
Chronic Absenteeism	2.3	13.7
Academic Learning Plans	100	78.3
	% Participation	**Met Target**
Climate Survey	-	NO



Student EOC Proficiency

	Percent Above the Cut							
	Math I	2017 Math I MIP	Math II	2017 Math II MIP	ELA I	2017 ELA I MIP	ELA II	2017 ELA II MIP
American Indian/Alaska Native	-	70.5	-	29.3	-	70.8	-	72
Asian	-	87.5	-	59.3	-	84.2	-	84
Black/African American	-	63.5	-	19.6	-	51.4	-	47.8
Hispanic/Latino	84.6	71.2	17.6	28.4	92.3	64.9	85.7	64.9
Pacific Islander	-	79	-	35.4	-	66.9	-	67.6
Two or More Races	-	79.5	-	41.6	-	75.1	-	75.2
White/Caucasian	83.8	82	21.8	46.2	80.6	78.6	60.7	78.3
Special Education	-	56.2	-	13.4	-	36.1	-	36.7
English Learners Current + Former	-	61.5	-	13.2	-	40.1	-	32.9
English Learners Current	-		-		-		-	
Economically Disadvantaged	93.7	69.3	26.3	27.3	81.2	62.7	76.4	60.8

Four & Five Year Graduation Rate

Graduation Measures	4y Graduation Rate	District	4y Graduation MIP	5y Graduation Rate	District	5y Graduation MIP
American Indian/Alaska Native	-	-	64.7	-	-	57.1
Asian	100	82	87.9	100	86.6	86.4
Black/African American	100	47.8	56.5	-	56.9	59.4
Hispanic/Latino	97.8	61	69.7	100	59.4	67.1
Pacific Islander	-	46.1	75.9	-	53.8	77.8
Two or More Races	-	49.2	76.8	-	51.7	79.2
White/Caucasian	100	59.3	79.9	97.7	65.4	80.1
Special Education	-	28.3	29.3	-	35.5	33.8
English Learners Current + Former	-	30.7	42.6	-	50	37.4
Economically Disadvantaged	98.7	50	66.7	98.6	53.3	68.3

ACT Average Composite

	Composite Score	District
American Indian/Alaska Native	-	15.3
Asian	20.4	20.8
Black/African American	18.4	15.6
Hispanic/Latino	18.6	16.5
Pacific Islander	-	16.9
Two or More Races	19.1	17.9
White/Caucasian	21.7	18.6
Special Education	-	14
English Learners Current + Former	N/A	N/A
English Learners Current	-	14
Economically Disadvantaged	19.4	16.4

EOC Math & ELA CCR

	Percent CCR Achievement Level							
	Math I	**Math I District**	**Math II**	**Math II District**	**ELA I**	**ELA I District**	**ELA II**	**ELA II District**
American Indian/Alaska Native	-	15	-	15	-	15.3	-	13.3
Asian	-	41.9	-	40.4	-	57.8	-	67.5
Black/African American	-	19.7	-	7.8	-	23.6	-	23.6
Hispanic/Latino	46.1	24.6	5.8	16.6	69.2	37.7	64.2	43.6
Pacific Islander	-	27.7	-	15.1	-	44.4	-	48
Two or More Races	-	29.4	-	22.2	-	42.5	-	44.8
White/Caucasian	58	32	6.2	23.2	58	46.7	42.8	44.2
Special Education	-	11.2	-	4.3	-	7.2	-	11.2
English Learners Current + Former	-	20	-	17.4	-	6.6	-	33.3
English Learners Current	-	18	-	10	-	8	-	22.2
Economically Disadvantaged	62.5	23.4	5.2	14	50	33.7	47	36.2

Chronic Absenteeism

	% Chronically Absent	**District**
American Indian/Alaska Native	-	20
Asian	0	6.6
Black/African American	3.3	15.9
Hispanic/Latino	4	16.7
Pacific Islander	-	20.1
Two or More Races	0	13
White/Caucasian	1.7	12.1
Special Education	-	17.3
English Learners Current + Former	N/A	N/A
English Learners Current	5	9
Economically Disadvantaged	-	19.5

What does my school rating mean?

High schools will earn an index score and no star rating based on 2016-2017 school performance. All Nevada schools will receive a star rating in September of 2018.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. 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.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 55% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Graduation

The cohort graduation rate is determined through the cohort validation process and follows federal guidelines for reporting an adjusted cohort grauation 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 school accountability reporting date of September 15th, the cohort rates used for this indicator lags one yaear behind the other accountability indicators in the school rating system.

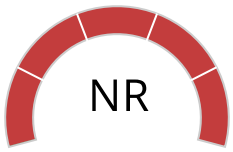
College and Career Readiness

The college and career readiness indicator is made up of three measures: Average ACT Composite Score, Ninth and Tenth Grade Credit Sufficiency, and percent of students achieving college and career readiness status (Level 3 or 4) on the Math, ELA or Science End-of-Course assessments.

Star Rating	Index Score
TBD	

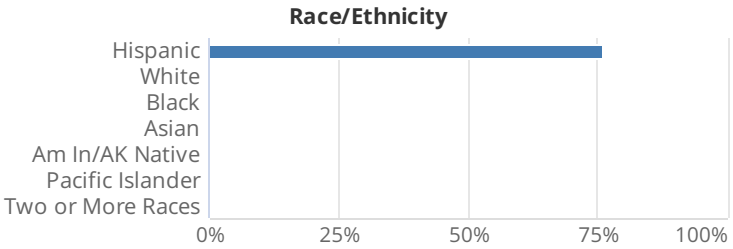
School Year 2017-2018 Nevada School Rating for

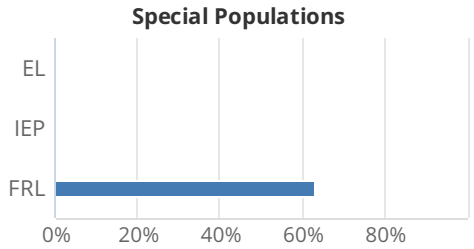
Nevada State High School Downtown



School Type: Charter SPCSA
School Level: High School
Grade Levels: 11-12
District: State Public Charter School Authority
Website: www.earlycollegenv.com

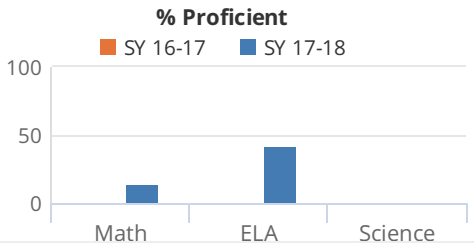
Total Index Score: 73.11
School Designation:
300 N. 13th St.
Las Vegas, NV 89101
Phone: 702-953-2600





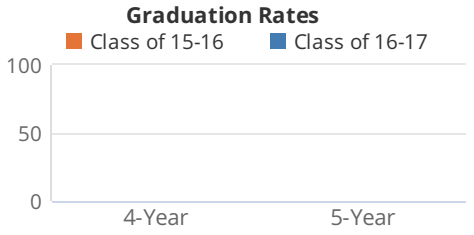
Academic Achievement

	% Proficient	% District
CCR Math	14.2	23.8
CCR ELA	42.8	44.5
Nevada High School Science	N/A	33.1



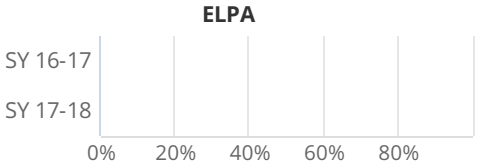
Graduation

Graduation Rate	% School	% District
4-Year	N/A	65.2
5-Year	N/A	66.9



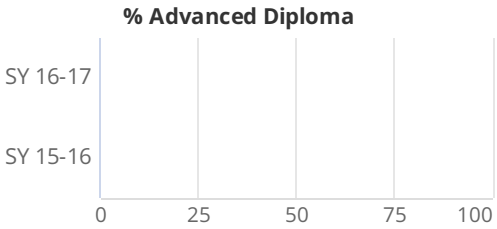
English Language Proficiency

	% of EL Meeting AGP	% District
ELPA	-	26.8

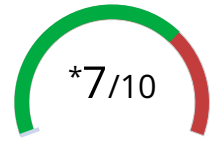


College and Career Readiness

	% School	% District
Post-Secondary Preparation Participation	100	38.3
Post-Secondary Preparation Completion	92.8	24.7
Advanced Diploma	N/A	23.4

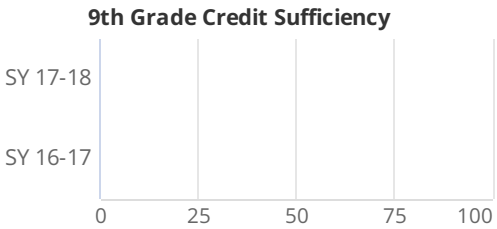


Student Engagement



*Bonus points included

	% School	% District
9th Grade Credit Sufficiency	N/A	87.3
Chronic Absenteeism	1.8	21.0
	% Participation	Met Target
Climate Survey	89.5	YES



Academic Achievement

	% Above the Cut					
	Math	Math MIP	ELA	ELA MIP	Science	Science MIP
American Indian/Alaska Native	-	19.07	-	33.43	N/A	N/A
Asian	-	47.65	-	63.27	N/A	N/A
Black/African American	-	14.12	-	27.78	N/A	N/A
Hispanic/Latino	20	18.87	40	33.15	N/A	N/A
Pacific Islander	-	25.54	-	46.05	N/A	N/A
Two or More Races	-	33.64	-	55.86	N/A	N/A
White/Caucasian	-	41.31	-	60.26	N/A	N/A
Special Education	-	7.77	-	11.27	N/A	N/A
English Learners Current + Former	-	10.02	-	13.18	N/A	N/A
English Learners Current	-	6.96	-	6.9	N/A	N/A
Economically Disadvantaged	10	20.01	20	34.37	N/A	N/A

Graduation Rates

Graduation Measures	% 4-year	% 4-year MIP	% 5 year	% 5 year MIP
American Indian/Alaska Native	N/A	73.9	N/A	75.9
Asian	N/A	93.1	N/A	95.1
Black/African American	N/A	67.7	N/A	69.7
Hispanic/Latino	N/A	79.7	N/A	81.7
Pacific Islander	N/A	82.3	N/A	84.3
Two or More Races	N/A	81.3	N/A	83.3
White/Caucasian	N/A	84.2	N/A	86.2
Special Education	N/A	64.7	N/A	66.7
English Learners Current + Former	N/A	81.7	N/A	83.7
Economically Disadvantaged	N/A	76.8	N/A	78.8

College and Career Readiness

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	-	-	N/A	-
Asian	-	-	N/A	46.2
Black/African American	-	-	N/A	20
Hispanic/Latino	100	90.9	N/A	14.8
Pacific Islander	-	-	N/A	14.2
Two or More Races	-	-	N/A	27.9
White/Caucasian	-	-	N/A	24.5
Special Education	-	-	N/A	9.8
English Learners Current + Former	N/A	N/A	N/A	27.5
English Learners Current	-	-	N/A	27.5
Economically Disadvantaged	100	90	N/A	18.2

Student Engagement

	% 9th Grade Credit Sufficiency Measure		% Chronically Absent	
	School	District	School	District
American Indian/Alaska Native	N/A	87.5	-	30
Asian	N/A	94.7	-	11.9
Black/African American	N/A	82.6	-	27
Hispanic/Latino	N/A	87	2.4	24.2
Pacific Islander	N/A	86.4	-	25
Two or More Races	N/A	88.6	-	20.7
White/Caucasian	N/A	87.8	-	18.3
Special Education	N/A	79	-	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	82.4	-	29.3
Economically Disadvantaged	N/A	82.4	2.7	27.7

*95% Participation on State Assessments

	% Math	% ELA
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	-	-
English Learners Current	-	-
Economically Disadvantaged	-	-

Post-Secondary Preparation Program Information

	Advanced Placement (AP)		Dual Credit/Dual Enrollment		International Baccalaureate		Career and Technical Education	
	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	13.6	0	100	90.9	0	0	0	0
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	15	0	100	90	0	0	0	0

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

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.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

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 assessment scores.

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA.

The NSPF includes Adequate Growth Percentiles (AGP) to determine if English Language Learners are meeting the goal toward English Language Proficiency.

Students meeting their growth targets should be on track to become English proficient and exit English Language Learner status in five years.

Student Engagement

Student Engagement is a measure of 9th Grade Credit Sufficiency and Chronic Absenteeism.

Ninth-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 attendance matters and chronic absenteeism places students at risk of academic failure. 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.

Climate Survey Bonus

The Climate Survey is a State Survey administered to students in certain grades across the State. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points are reflected in the Student Engagement section.

Graduation

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 lags one year behind the other accountability data in the school rating system.

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
- completing post-secondary preparation programs
- earning an Advanced Diploma*

Post-secondary preparation programs includes Advanced Placement (AP), International Baccalaureate, Dual Credit/Dual Enrollment and Career and Technical Education.

Dates a for Advanced Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

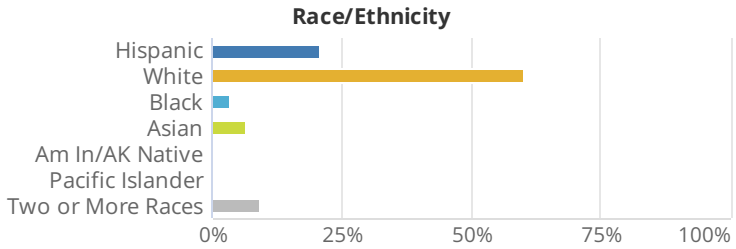
Star Rating	Index Score
★★★★★	at or above 82
★★★★	at or above 70, below 82
★★★	at or above 50, below 70
★★	at or above 27, below 50
★	below 27

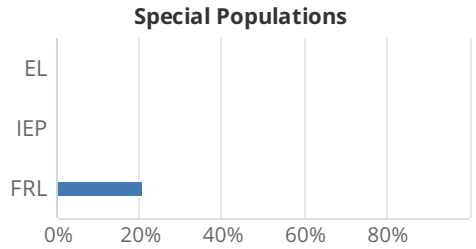
School Year 2017-2018 Nevada School Rating for

Nevada State High School Henderson

School Type: Charter SPCSA
School Level: High School
Grade Levels: 11-12
District: State Public Charter School Authority
Website: www.earlycollegenv.com

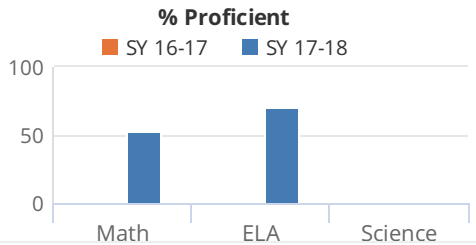
Total Index Score: 100
School Designation:
233 N. Stephanie St.
Henderson, NV 89074
Phone: 702-953-2600





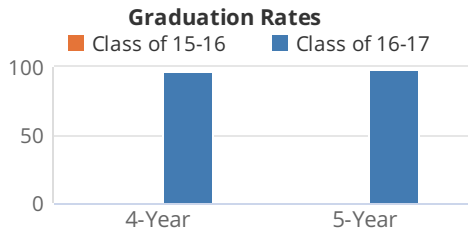
Academic Achievement

	% Proficient	% District
CCR Math	53.3	23.8
CCR ELA	70.4	44.5
Nevada High School Science	N/A	33.1



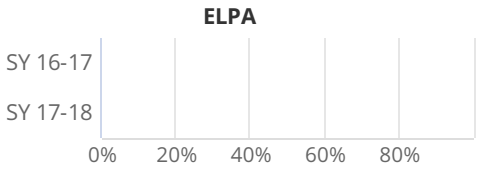
Graduation

Graduation Rate	% School	% District
4-Year	97.4	65.2
5-Year	98.7	66.9



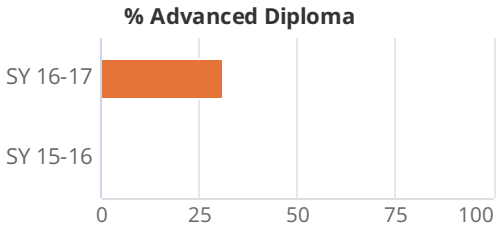
English Language Proficiency

	% of EL Meeting AGP	% District
ELPA	-	26.8

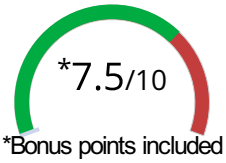


College and Career Readiness

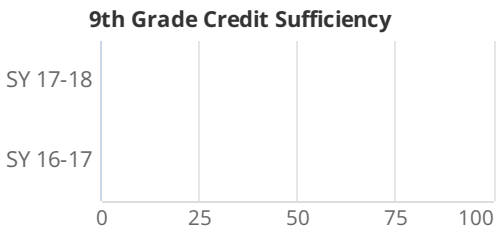
	% School	% District
Post-Secondary Preparation Participation	100	38.3
Post-Secondary Preparation Completion	96.3	24.7
Advanced Diploma	30.9	23.4



Student Engagement



	% School	% District
9th Grade Credit Sufficiency	N/A	87.3
Chronic Absenteeism	0.6	21.0
	% Participation	Met Target
Climate Survey	95.9	YES



Academic Achievement

	% Above the Cut					
	Math	Math MIP	ELA	ELA MIP	Science	Science MIP
American Indian/Alaska Native	-	19.07	-	33.43	N/A	N/A
Asian	-	47.65	-	63.27	N/A	N/A
Black/African American	-	14.12	-	27.78	N/A	N/A
Hispanic/Latino	39.2	18.87	67.8	33.15	N/A	N/A
Pacific Islander	-	25.54	-	46.05	N/A	N/A
Two or More Races	58.3	33.64	66.6	55.86	N/A	N/A
White/Caucasian	58.9	41.31	73.2	60.26	N/A	N/A
Special Education	-	7.77	-	11.27	N/A	N/A
English Learners Current + Former	-	10.02	-	13.18	N/A	N/A
English Learners Current	-	6.96	-	6.9	N/A	N/A
Economically Disadvantaged	41.9	20.01	64.5	34.37	N/A	N/A

Graduation Rates

Graduation Measures	% 4-year	% 4-year MIP	% 5 year	% 5 year MIP
American Indian/Alaska Native	-	73.9	-	75.9
Asian	100	93.1	100	95.1
Black/African American	93.7	67.7	100	69.7
Hispanic/Latino	96	79.7	97.8	81.7
Pacific Islander	-	82.3	-	84.3
Two or More Races	100	81.3	-	83.3
White/Caucasian	97.7	84.2	100	86.2
Special Education	-	64.7	-	66.7
English Learners Current + Former	100	81.7	-	83.7
Economically Disadvantaged	96.8	76.8	98.7	78.8

College and Career Readiness

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	-	-	-	-
Asian	100	100	42.8	46.2
Black/African American	-	-	26.6	20
Hispanic/Latino	100	100	18.7	14.8
Pacific Islander	-	-	-	14.2
Two or More Races	100	75	32.1	27.9
White/Caucasian	100	97.6	36.3	24.5
Special Education	-	-	-	9.8
English Learners Current + Former	N/A	N/A	61.5	27.5
English Learners Current	-	-	61.5	27.5
Economically Disadvantaged	100	92.3	26	18.2

Student Engagement

	% 9th Grade Credit Sufficiency Measure		% Chronically Absent	
	School	District	School	District
American Indian/Alaska Native	N/A	87.5	-	30
Asian	N/A	94.7	0	11.9
Black/African American	N/A	82.6	10	27
Hispanic/Latino	N/A	87	0	24.2
Pacific Islander	N/A	86.4	-	25
Two or More Races	N/A	88.6	0	20.7
White/Caucasian	N/A	87.8	0.5	18.3
Special Education	N/A	79	-	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	82.4	-	29.3
Economically Disadvantaged	N/A	82.4	1.3	27.7

*95% Participation on State Assessments

	% Math	% ELA
All Students	100	100
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	100	100
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	100	100
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	100	100

Post-Secondary Preparation Program Information

	Advanced Placement (AP)		Dual Credit/Dual Enrollment		International Baccalaureate		Career and Technical Education	
	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	30	0	100	100	0	0	0	0
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	19.2	0	100	100	0	0	0	0
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	25	0	100	75	0	0	0	0
White/Caucasian	21.4	0	100	97.6	1.1	0	0	0
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	19.2	0	100	92.3	0	0	0	0

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

5 Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

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.

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Students meeting their growth targets should be on track to become English proficient and exit English Language Learner status in five years.

Student Engagement

Student Engagement is a measure of 9th Grade Credit Sufficiency and Chronic Absenteeism.

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Climate Survey Bonus

The Climate Survey is a State Survey administered to students in certain grades across the State. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points are reflected in the Student Engagement section.

Graduation

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 lags one year behind the other accountability data in the school rating system.

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
- completing post-secondary preparation programs
- earning an Advanced Diploma*

Post-secondary preparation programs includes Advanced Placement (AP), International Baccalaureate, Dual Credit/Dual Enrollment and Career and Technical Education.

Dates a for Advanced Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

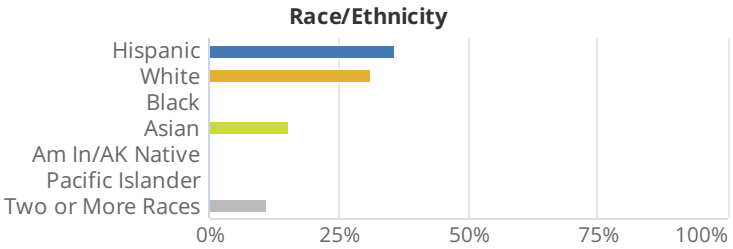
Star Rating	Index Score
★★★★★	at or above 82
★★★★	at or above 70, below 82
★★★	at or above 50, below 70
★★	at or above 27, below 50
★	below 27

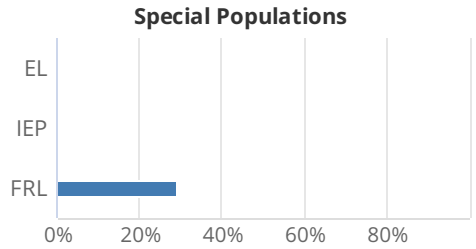
School Year 2017-2018 Nevada School Rating for

Nevada State High School Summerlin

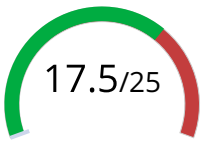
School Type: Charter SPCSA
School Level: High School
Grade Levels: 11-12
District: State Public Charter School Authority
Website: www.earlycollegenv.com

Total Index Score: 96.88
School Designation:
850 S. Durango Dr. Ste. 100
Las Vegas, NV 89145
Phone: 702-953-2600

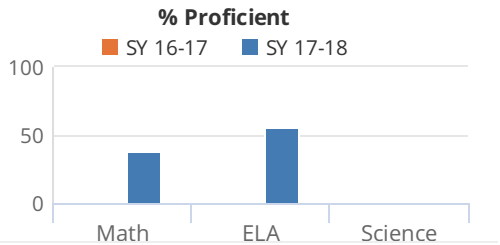




Academic Achievement

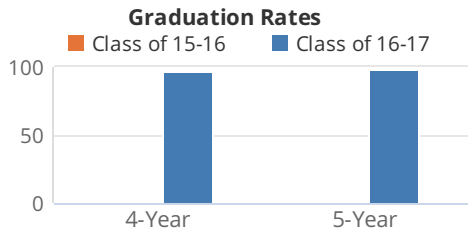


	% Proficient	% District
CCR Math	37.8	23.8
CCR ELA	55.5	44.5
Nevada High School Science	N/A	33.1



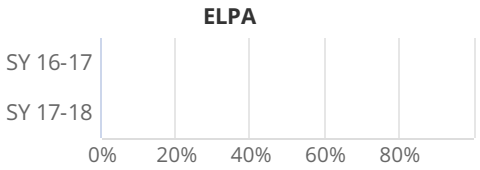
Graduation

Graduation Rate	% School	% District
4-Year	97.4	65.2
5-Year	98.7	66.9



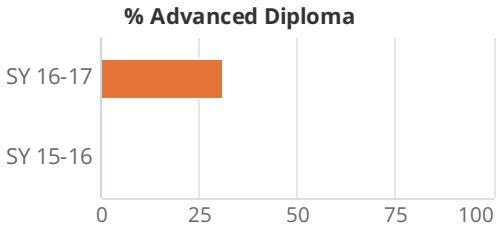
English Language Proficiency

	% of EL Meeting AGP	% District
ELPA	-	26.8

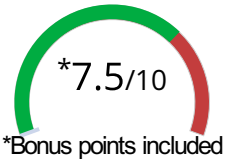


College and Career Readiness

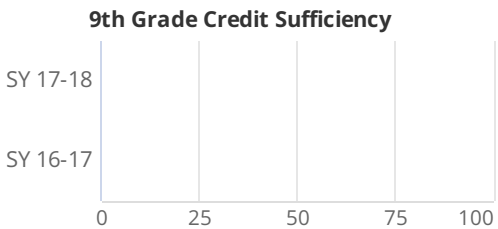
	% School	% District
Post-Secondary Preparation Participation	100	38.3
Post-Secondary Preparation Completion	98.5	24.7
Advanced Diploma	30.9	23.4



Student Engagement



	% School	% District
9th Grade Credit Sufficiency	N/A	87.3
Chronic Absenteeism	1.1	21.0
	% Participation	Met Target
Climate Survey	99.3	YES



Academic Achievement

	% Above the Cut					
	Math	Math MIP	ELA	ELA MIP	Science	Science MIP
American Indian/Alaska Native	-	19.07	-	33.43	N/A	N/A
Asian	-	47.65	-	63.27	N/A	N/A
Black/African American	-	14.12	-	27.78	N/A	N/A
Hispanic/Latino	35.7	18.87	28.5	33.15	N/A	N/A
Pacific Islander	-	25.54	-	46.05	N/A	N/A
Two or More Races	-	33.64	-	55.86	N/A	N/A
White/Caucasian	40	41.31	90	60.26	N/A	N/A
Special Education	-	7.77	-	11.27	N/A	N/A
English Learners Current + Former	-	10.02	-	13.18	N/A	N/A
English Learners Current	-	6.96	-	6.9	N/A	N/A
Economically Disadvantaged	17.6	20.01	31.2	34.37	N/A	N/A

Graduation Rates

Graduation Measures	% 4-year	% 4-year MIP	% 5 year	% 5 year MIP
American Indian/Alaska Native	-	73.9	-	75.9
Asian	100	93.1	100	95.1
Black/African American	93.7	67.7	100	69.7
Hispanic/Latino	96	79.7	97.8	81.7
Pacific Islander	-	82.3	-	84.3
Two or More Races	100	81.3	-	83.3
White/Caucasian	97.7	84.2	100	86.2
Special Education	-	64.7	-	66.7
English Learners Current + Former	100	81.7	-	83.7
Economically Disadvantaged	96.8	76.8	98.7	78.8

College and Career Readiness

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	-	-	-	-
Asian	100	100	42.8	46.2
Black/African American	-	-	26.6	20
Hispanic/Latino	100	100	18.7	14.8
Pacific Islander	-	-	-	14.2
Two or More Races	-	-	32.1	27.9
White/Caucasian	100	100	36.3	24.5
Special Education	-	-	-	9.8
English Learners Current + Former	N/A	N/A	61.5	27.5
English Learners Current	-	-	61.5	27.5
Economically Disadvantaged	100	94.4	26	18.2

Student Engagement

	% 9th Grade Credit Sufficiency Measure		% Chronically Absent	
	School	District	School	District
American Indian/Alaska Native	N/A	87.5	-	30
Asian	N/A	94.7	0	11.9
Black/African American	N/A	82.6	0	27
Hispanic/Latino	N/A	87	0	24.2
Pacific Islander	N/A	86.4	-	25
Two or More Races	N/A	88.6	4.7	20.7
White/Caucasian	N/A	87.8	2	18.3
Special Education	N/A	79	-	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	82.4	-	29.3
Economically Disadvantaged	N/A	82.4	0	27.7

*95% Participation on State Assessments

	% Math	% ELA
All Students	100	100
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	-	-
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	-	-
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	-	-

Post-Secondary Preparation Program Information

	Advanced Placement (AP)		Dual Credit/Dual Enrollment		International Baccalaureate		Career and Technical Education	
	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	40	0	100	100	0	0	0	0
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	9.5	0	100	100	0	0	0	0
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	21.7	0	100	100	0	0	0	0
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	5.5	0	100	94.4	0	0	0	0

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

5 Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

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 assessment scores.

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA.

The NSPF includes Adequate Growth Percentiles (AGP) to determine if English Language Learners are meeting the goal toward English Language Proficiency.

Students meeting their growth targets should be on track to become English proficient and exit English Language Learner status in five years.

Student Engagement

Student Engagement is a measure of 9th Grade Credit Sufficiency and Chronic Absenteeism.

Ninth-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 attendance matters and chronic absenteeism places students at risk of academic failure. 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.

Climate Survey Bonus

The Climate Survey is a State Survey administered to students in certain grades across the State. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points are reflected in the Student Engagement section.

Graduation

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 lags one year behind the other accountability data in the school rating system.

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
- completing post-secondary preparation programs
- earning an Advanced Diploma*

Post-secondary preparation programs includes Advanced Placement (AP), International Baccalaureate, Dual Credit/Dual Enrollment and Career and Technical Education.

Dates a for Advanced Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

Star Rating	Index Score
★★★★★	at or above 82
★★★★	at or above 70, below 82
★★★	at or above 50, below 70
★★	at or above 27, below 50
★	below 27

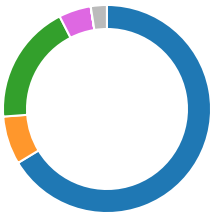
Nevada State High School Downtown

School Year 2018-2019 Nevada School Rating

School Level:	High School
Grade Levels:	11-12
District:	State Public Charter School Authority
School Address:	300 N. 13th St. Las Vegas, NV 89101

88
Total Index Score

School Type: *Charter SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*



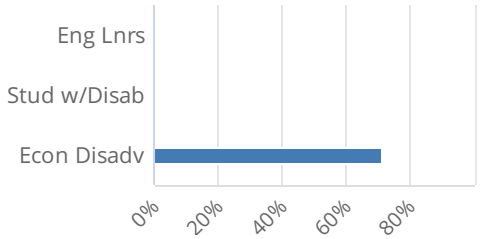
Student Race/Ethnicity

7.5%	White
18.6%	Bl/Afr Am
66.2%	Hisp/Latino
5%	Asian
0%	Am Ind/AK Nat
0%	Pac Isl
2.5%	Two or More

School Performance History

School Year	Index Score/ Star Rating	
2017-2018	73.1	NR
2016-2017	N/A	N/A

Alternative Student Groups



What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

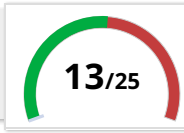
How are school star ratings determined?

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

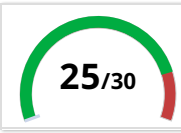
Measure	School Rate	District Rate
Math Proficiency	19.0	25.8
ELA Proficiency	57.1	53.8
Science Proficiency	N/A	28.8

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	24.3

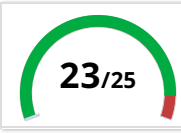
Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	N/A	90.7
Chronic Absenteeism	3.1	10.3
Climate Survey Participation	82.5	N/A



Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	100.0	70.0
5-Year	N/A	69.0



College and Career Readiness Indicator

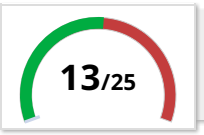
Measure	School Rate	District Rate
Post-Secondary Preparation Participation	90.0	46.2
Post-Secondary Preparation Completion	85.0	32.8
Advanced or CCR Diploma	31.0	29.6

Climate Survey Participation is not a point-earning measure.

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

Nevada State High School Downtown

School Year 2018-2019 Nevada School Rating



Academic Achievement

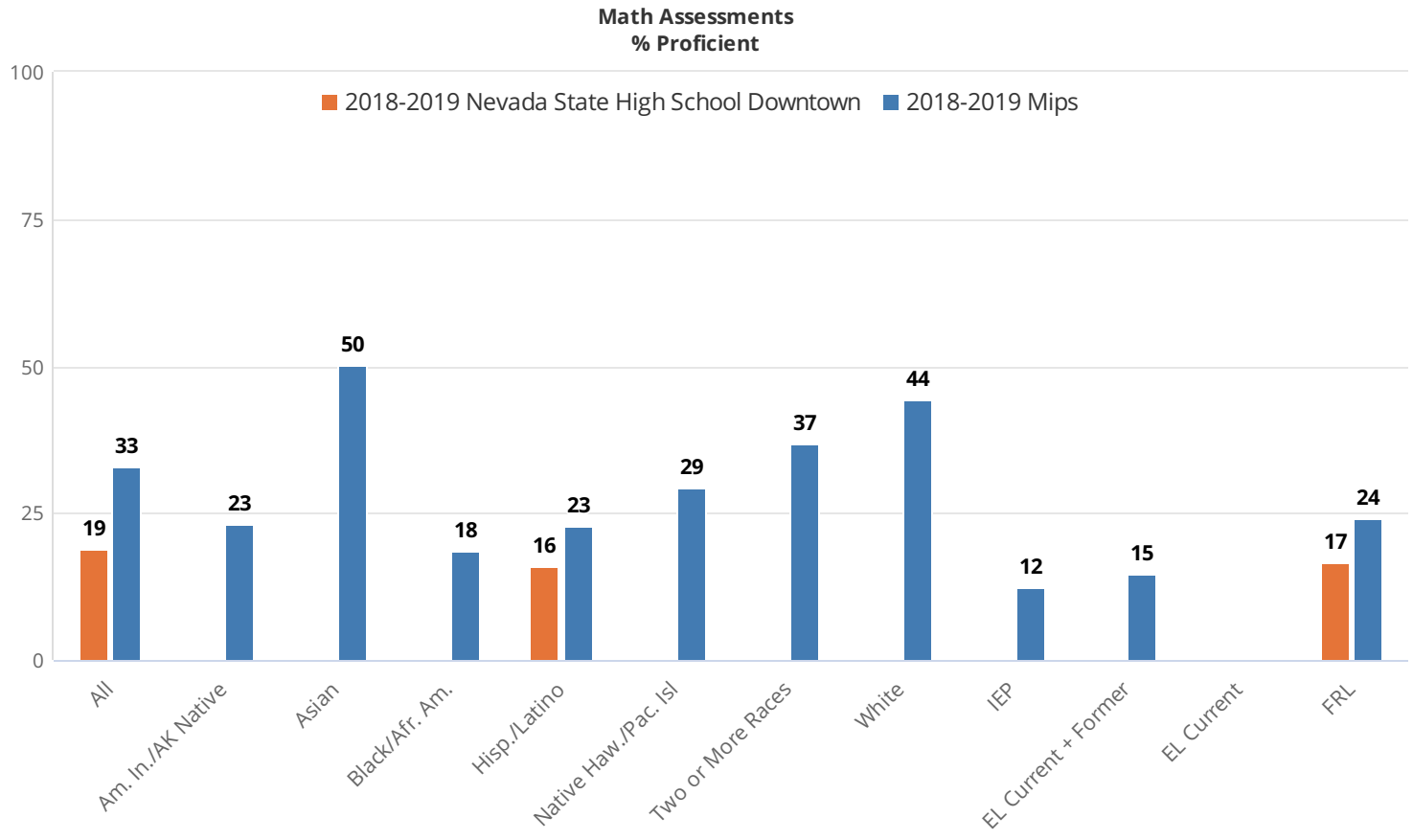
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language 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: 3/10

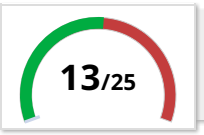
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	19	25.8	32.83	14.2	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50	50.27	-	54.7	47.65
Black/African American	-	7.5	18.42	-	6.2	14.12
Hispanic/Latino	16	18.5	22.93	20	17.5	18.87
Pacific Islander	-	16	29.26	-	6.2	25.54
Two or More Races	-	26	36.96	-	26.1	33.64
White/Caucasian	-	32	44.25	-	28.4	41.31
Special Education	-	6	12.38	-	2.2	7.77
English Learners Current + Former	-	5	14.52	-	10.9	10.02
English Learners Current	-	0		-	2.4	6.96
Economically Disadvantaged	16.6	14.5	24	10	13.3	20.01



'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.

Nevada State High School Downtown

School Year 2018-2019 Nevada School Rating

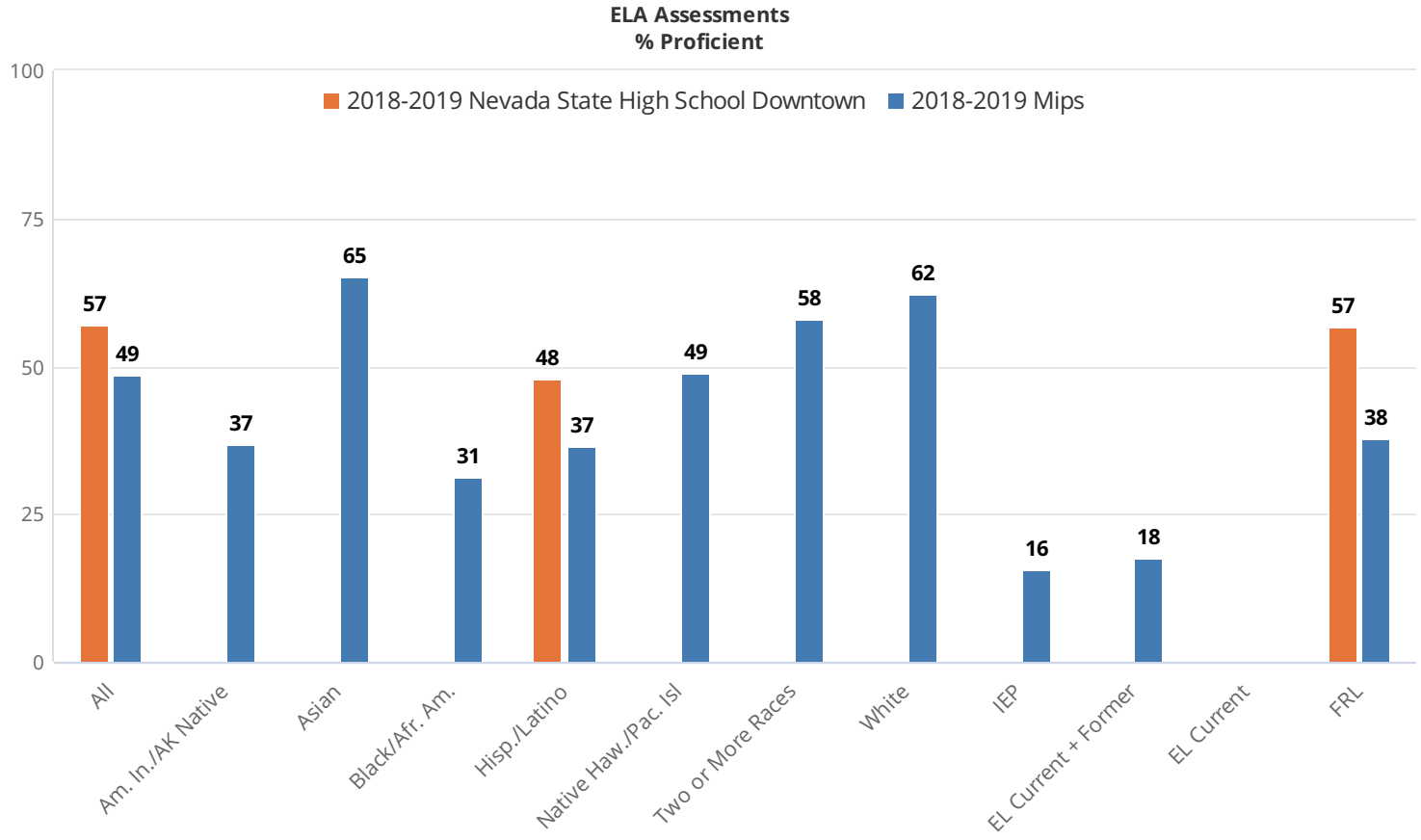


Academic Achievement

ELA Proficient

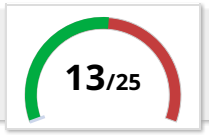
ELA Proficient Points Earned: 10/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	57.1	53.8	48.54	42.8	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71	65.11	-	68.4	63.27
Black/African American	-	32.7	31.39	-	21.6	27.78
Hispanic/Latino	48	47.2	36.5	40	39.5	33.15
Pacific Islander	-	52	48.75	-	37.5	46.05
Two or More Races	-	62.5	58.07	-	46.9	55.86
White/Caucasian	-	59.7	62.25	-	50	60.26
Special Education	-	18.8	15.71	-	9	11.27
English Learners Current + Former	-	18.1	17.52	-	21.8	13.18
English Learners Current	-	10.5		-	9.7	6.9
Economically Disadvantaged	56.6	41.8	37.66	20	31.2	34.37



Nevada State High School Downtown

School Year 2018-2019 Nevada School Rating

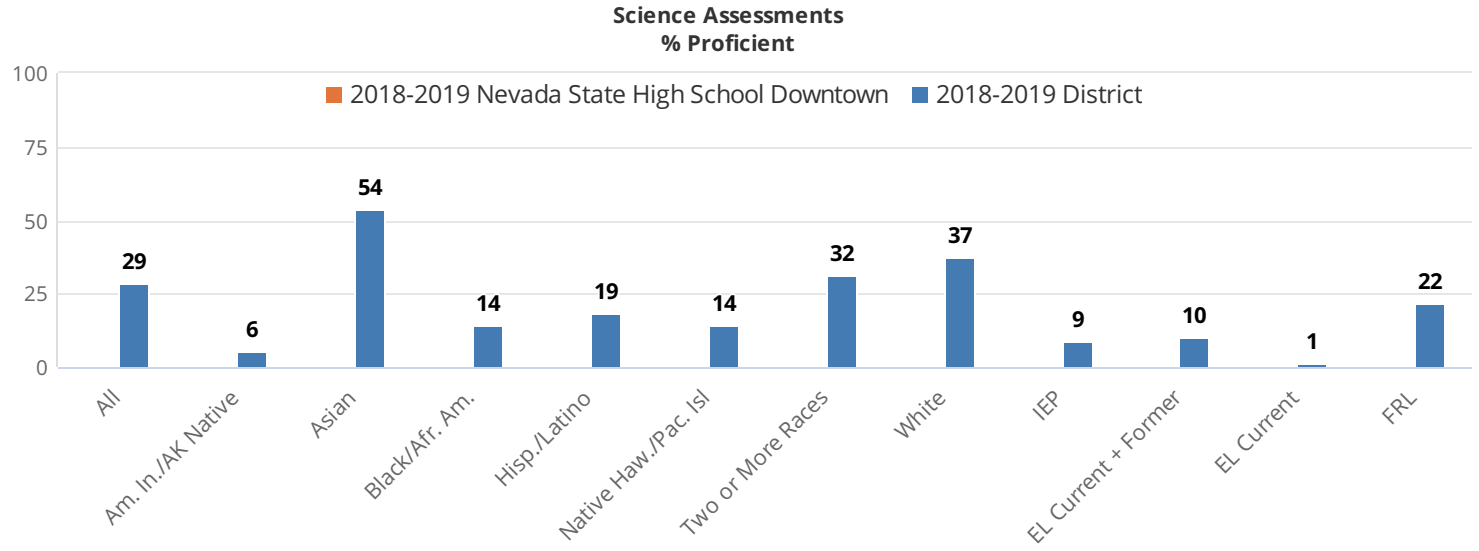


Academic Achievement

Science Proficient

Science Proficient Points Earned: NA/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	N/A	28.8	N/A	33.1
American Indian/Alaska Native	N/A	5.7	N/A	30.7
Asian	N/A	53.7	N/A	48.2
Black/African American	N/A	14	N/A	18.7
Hispanic/Latino	N/A	18.5	N/A	23.5
Pacific Islander	N/A	14.1	N/A	22.7
Two or More Races	N/A	31.5	N/A	36.9
White/Caucasian	N/A	37.2	N/A	39.7
Special Education	N/A	9	N/A	12.9
English Learners Current + Former	N/A	9.9	N/A	8.5
English Learners Current	N/A	1.1	N/A	4.1
Economically Disadvantaged	N/A	21.8	N/A	26.4



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.

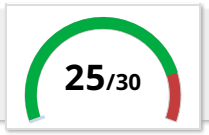
Participation Penalty: 0

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

Yellow indicates 95% participation requirement not met.

Nevada State High School Downtown

School Year 2018-2019 Nevada School Rating



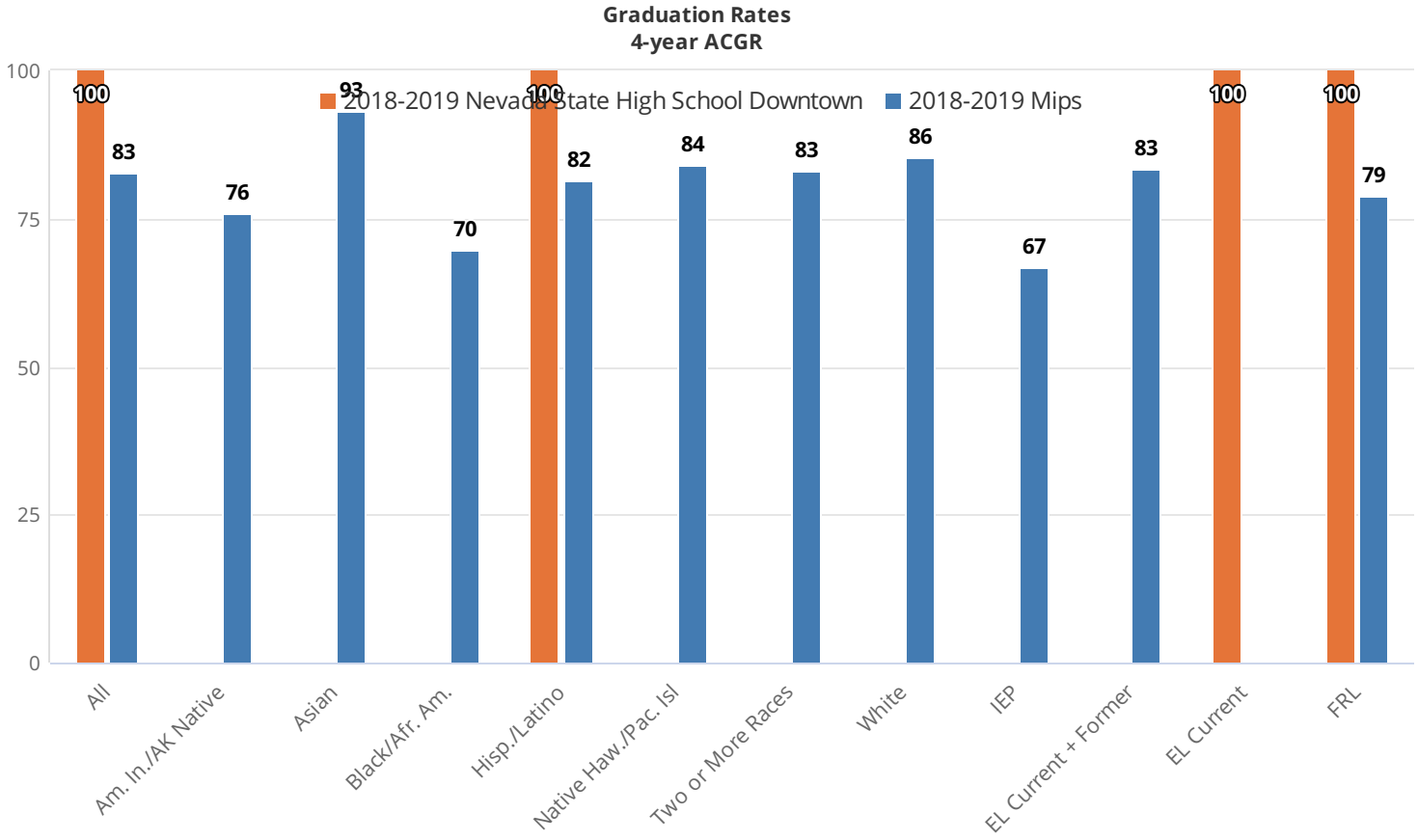
Graduation Rates

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 whoever 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

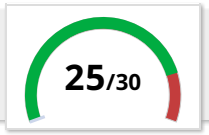
4-Year ACGR Points Earned: 25/25

Groups	2018 % 4-Year ACGR	2018 % District	2018 % 4-Year ACGR MIP	2017 % 4-Year ACGR	2017 % District	2017 % 4-Year ACGR MIP
All Students	100	70	82.6	N/A	65.2	80.9
American Indian/Alaska Native	N/A	63.6	75.9	N/A	35.2	73.9
Asian	N/A	82.7	93.3	N/A	84.1	93.1
Black/African American	-	59.6	69.8	N/A	58.5	67.7
Hispanic/Latino	100	68.9	81.5	N/A	59.5	79.7
Pacific Islander	N/A	63.2	83.9	N/A	46.6	82.3
Two or More Races	-	68.9	83	N/A	66.3	81.3
White/Caucasian	-	71.9	85.5	N/A	68.6	84.2
Special Education	-	61.7	66.9	N/A	50.7	64.7
English Learners Current + Former	N/A	N/A	83.4	N/A	N/A	81.7
English Learners Current	100	68.4		N/A	62.2	
Economically Disadvantaged	100	65	78.7	N/A	56.5	76.8



Nevada State High School Downtown

School Year 2018-2019 Nevada School Rating

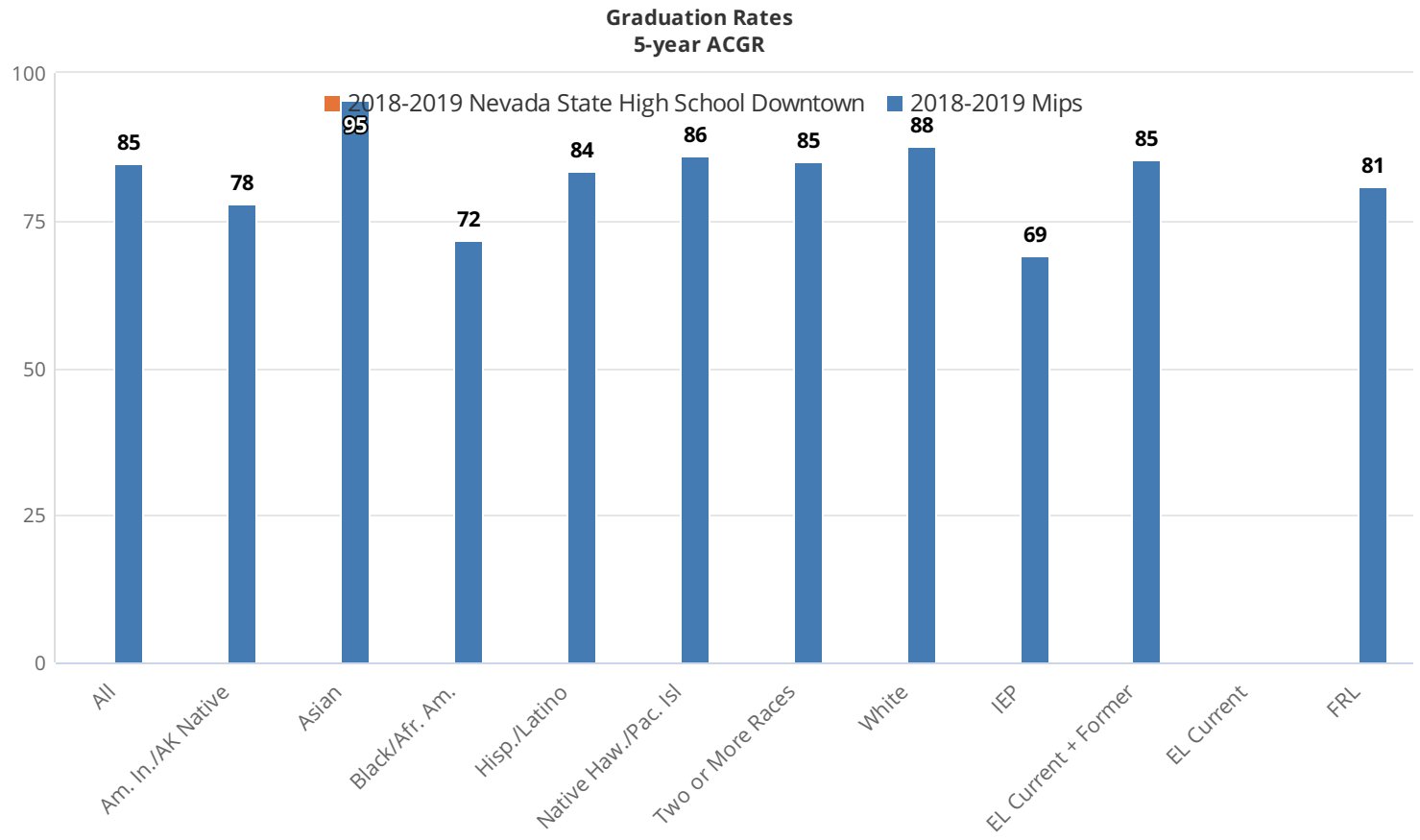


Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: NA/5

Groups	2018 % 5-Year ACGR	2018 % District	2018 % 5-Year ACGR MIP	2017 % 5-Year ACGR	2017 % District	2017 % 5-Year ACGR MIP
All Students	N/A	69	84.6	N/A	66.9	82.9
American Indian/Alaska Native	N/A	58.7	77.9	N/A	-	75.9
Asian	N/A	80.9	95.3	N/A	84.6	95.1
Black/African American	N/A	67.4	71.8	N/A	54	69.7
Hispanic/Latino	N/A	64.4	83.5	N/A	70.1	81.7
Pacific Islander	N/A	52	85.9	N/A	69.2	84.3
Two or More Races	N/A	72	85	N/A	54.2	83.3
White/Caucasian	N/A	71	87.5	N/A	68.1	86.2
Special Education	N/A	56.2	68.9	N/A	46.6	66.7
English Learners Current + Former	N/A	N/A	85.4	N/A	N/A	83.7
English Learners Current	N/A	64		N/A	52	
Economically Disadvantaged	N/A	61.3	80.7	N/A	58.5	78.8



'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.

Nevada State High School Downtown

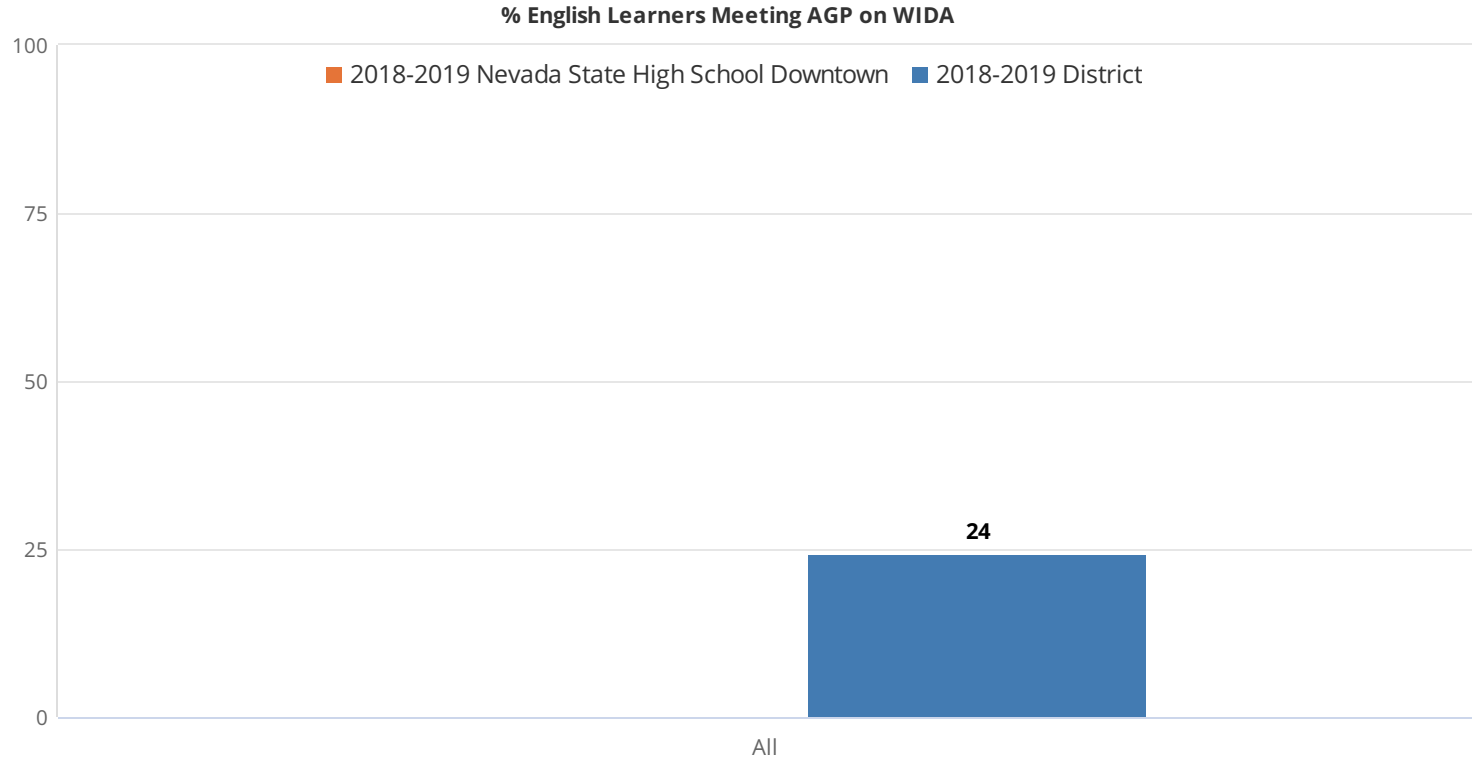
School Year 2018-2019 Nevada School Rating

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	-	-	24.3	-	-	26.8



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

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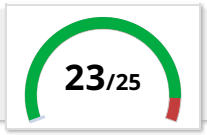
Nevada State High School Downtown

School Year 2018-2019 Nevada School Rating



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: 10/10

Groups	2019 % Participation	2019 % Participation District	2018 % Participation	2018 % Participation District
All Students	90	46.2	100	38.3
American Indian/Alaska Native	-	50	-	-
Asian	-	67	-	61.1
Black/African American	-	27.5	-	25.6
Hispanic/Latino	85.7	48.6	100	38.6
Pacific Islander	-	25	-	26.8
Two or More Races	-	46.2	-	49.2
White/Caucasian	-	46.2	-	37.6
Special Education	-	25	-	6.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	58.8	-	8.5
Economically Disadvantaged	90	40	100	28.1

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 10/10

Groups	2019 % Completion	2019 % Completion District	2018 % Completion	2018 % Completion District
All Students	85	32.8	92.8	24.7
American Indian/Alaska Native	-	40	-	-
Asian	-	54.6	-	45.7
Black/African American	-	20.1	-	13.1
Hispanic/Latino	78.5	30.8	90.9	23.1
Pacific Islander	-	18.6	-	15.3
Two or More Races	-	39.7	-	27.6
White/Caucasian	-	33.2	-	25.6
Special Education	-	21.3	-	2.2
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	52	-	0
Economically Disadvantaged	80	28.8	90	18

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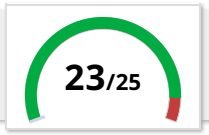
Nevada State High School Downtown

School Year 2018-2019 Nevada School Rating

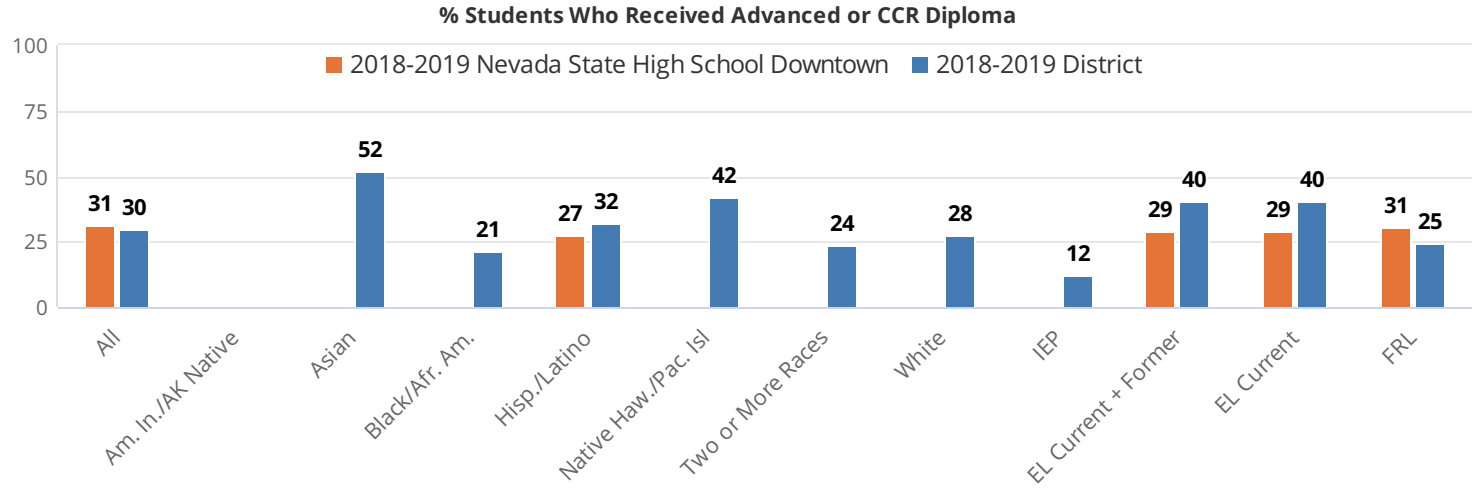


College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 3/5

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	31	29.6	N/A	23.4
American Indian/Alaska Native	-	-	N/A	-
Asian	-	52.2	N/A	46.2
Black/African American	-	21.3	N/A	20
Hispanic/Latino	27.1	32.2	N/A	14.8
Pacific Islander	-	42.1	N/A	14.2
Two or More Races	-	23.8	N/A	27.9
White/Caucasian	-	27.5	N/A	24.5
Special Education	-	12.3	N/A	9.8
English Learners Current + Former	29.3	40.3	N/A	27.5
English Learners Current	29.3	40.3	N/A	27.5
Economically Disadvantaged	30.6	24.6	N/A	18.2



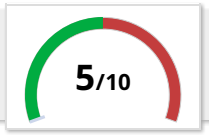
Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	0	0	90	0	0	0	0	0
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	0	0	85.7	78.5	0	0	0	0
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	0	0	90	80	0	0	0	0

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 Adavnced 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..

Nevada State High School Downtown

School Year 2018-2019 Nevada School Rating



Student Engagement

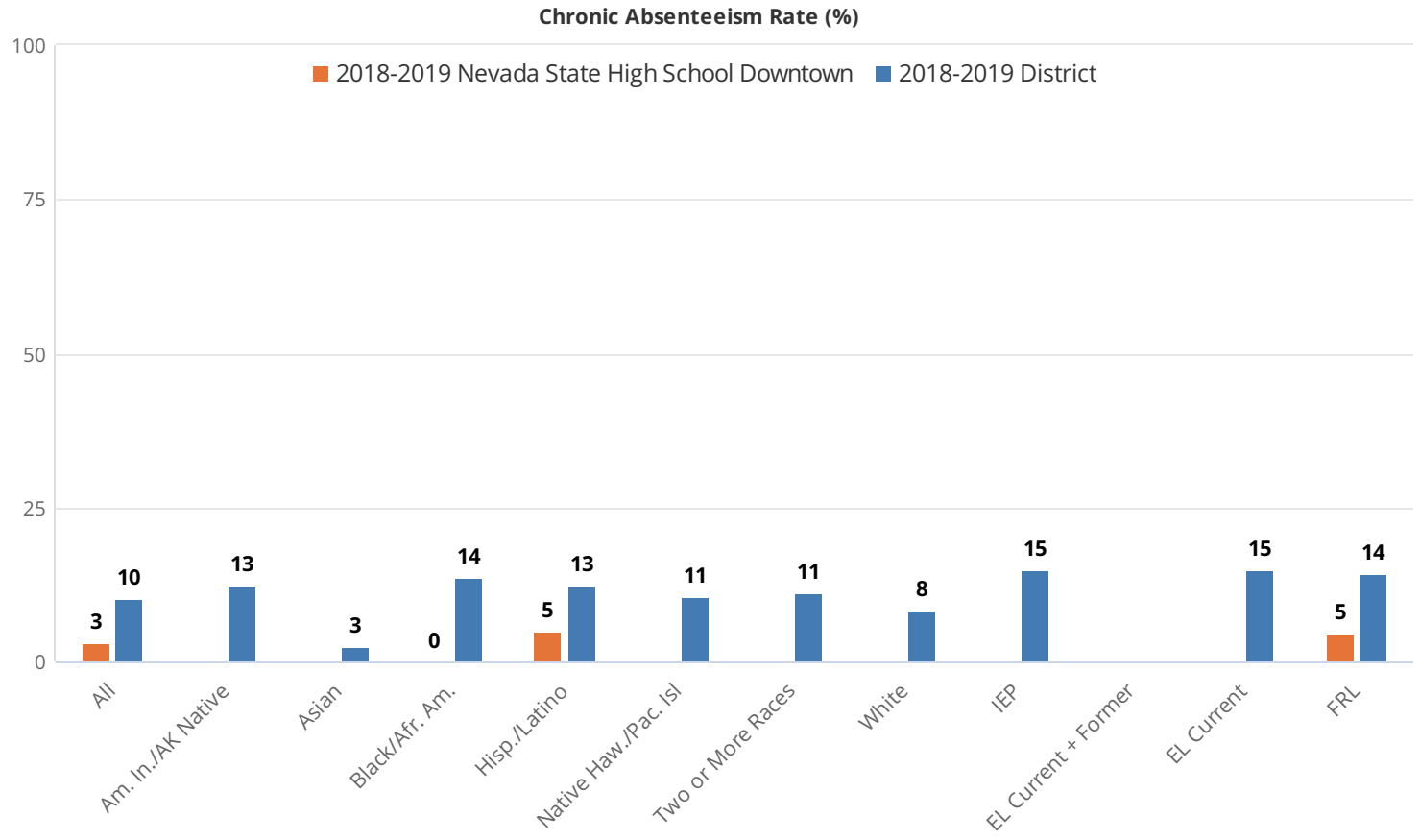
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic 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

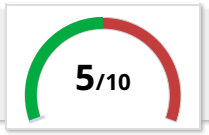
Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	3.1	10.3	1.8	21
American Indian/Alaska Native	-	12.6	-	30
Asian	-	2.6	-	11.9
Black/African American	0	13.8	-	27
Hispanic/Latino	5	12.5	2.4	24.2
Pacific Islander	-	10.5	-	25
Two or More Races	-	11.1	-	20.7
White/Caucasian	-	8.4	-	18.3
Special Education	-	15.1	-	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	15	-	29.3
Economically Disadvantaged	4.7	14.3	2.7	27.7

Reducing Chronic Absenteeism by 10% bonus points: NA



Nevada State High School Downtown

School Year 2018-2019 Nevada School Rating

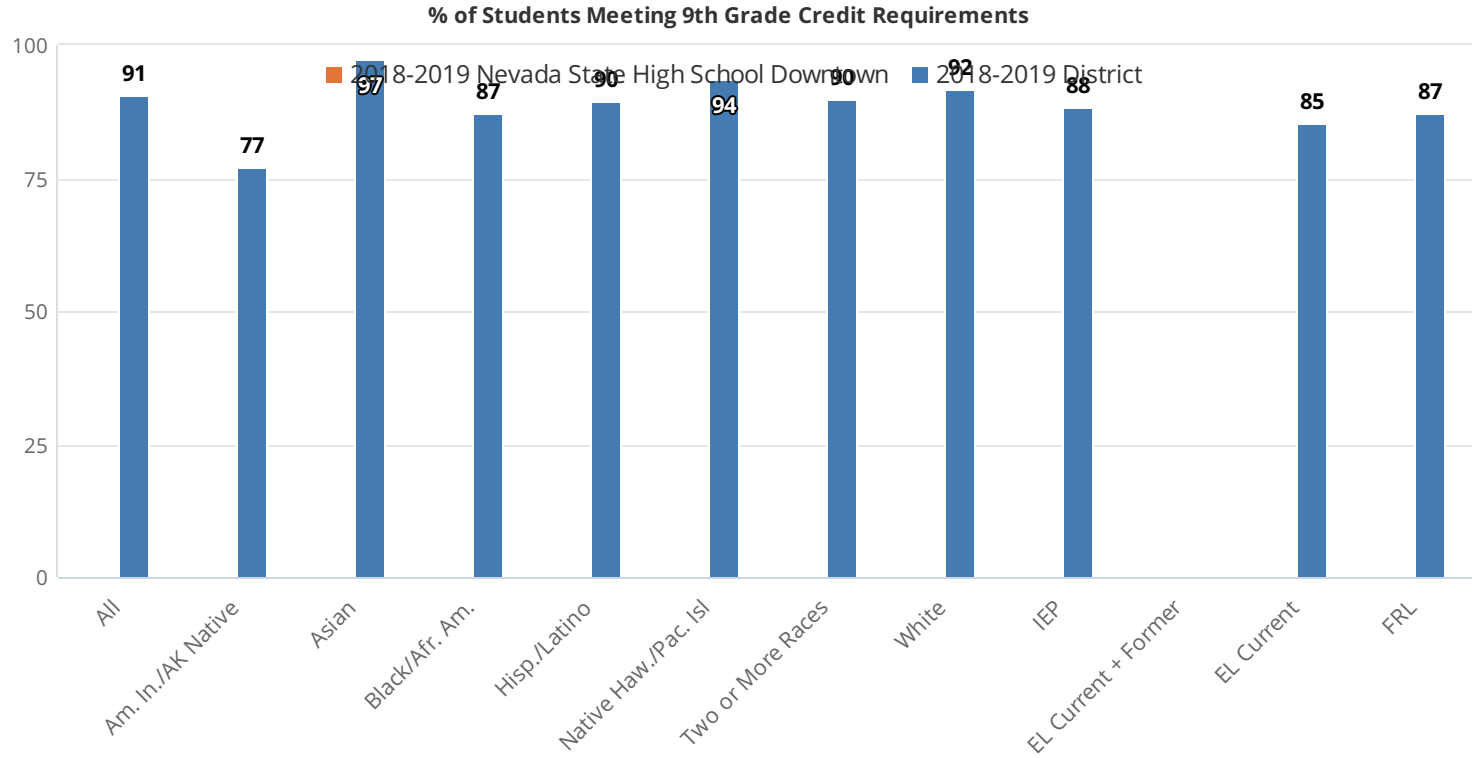


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned NA/5

Groups	2019 % 9th Grade Credit Sufficiency	2019 % 9th Grade Credit Sufficiency District	2018 % 9th Grade Credit Sufficiency	2018 % 9th Grade Credit Sufficiency District
All Students	N/A	90.7	N/A	87.3
American Indian/Alaska Native	N/A	76.9	N/A	87.5
Asian	N/A	97.2	N/A	94.7
Black/African American	N/A	87.2	N/A	82.6
Hispanic/Latino	N/A	89.5	N/A	87
Pacific Islander	N/A	93.7	N/A	86.4
Two or More Races	N/A	89.7	N/A	88.6
White/Caucasian	N/A	91.7	N/A	87.8
Special Education	N/A	88.2	N/A	79
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	85.4	N/A	82.4
Economically Disadvantaged	N/A	87.2	N/A	82.4



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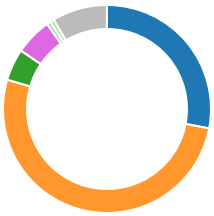
Nevada State High School Henderson

School Year 2018-2019 Nevada School Rating

School Level:	High School
Grade Levels:	11-12
District:	State Public Charter School Authority
School Address:	233 N. Stephanie St. Henderson, NV 89074

98.7
Total Index Score

School Type: *Charter SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*



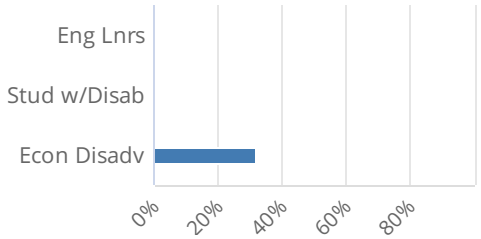
Student Race/Ethnicity

51.2%	White
4.9%	Bl/Afr Am
27.8%	Hisp/Latino
5.7%	Asian
0.6%	Am Ind/AK Nat
0.6%	Pac Isl
8.5%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	100 ★★★★★
2016-2017	N/A N/A

Alternative Student Groups



What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

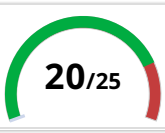
How are school star ratings determined?

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

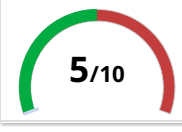


Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	44.3	25.8
ELA Proficiency	79.0	53.8
Science Proficiency	N/A	28.8

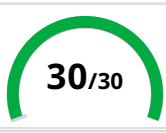
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	24.3



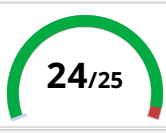
Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	N/A	90.7
Chronic Absenteeism	0.9	10.3
Climate Survey Participation	81.0	N/A



Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	97.9	70.0
5-Year	96.5	69.0



College and Career Readiness Indicator

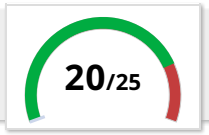
Measure	School Rate	District Rate
Post-Secondary Preparation Participation	99.2	46.2
Post-Secondary Preparation Completion	94.0	32.8
Advanced or CCR Diploma	47.1	29.6

Climate Survey Participation is not a point-earning measure.

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

Nevada State High School Henderson

School Year 2018-2019 Nevada School Rating



Academic Achievement

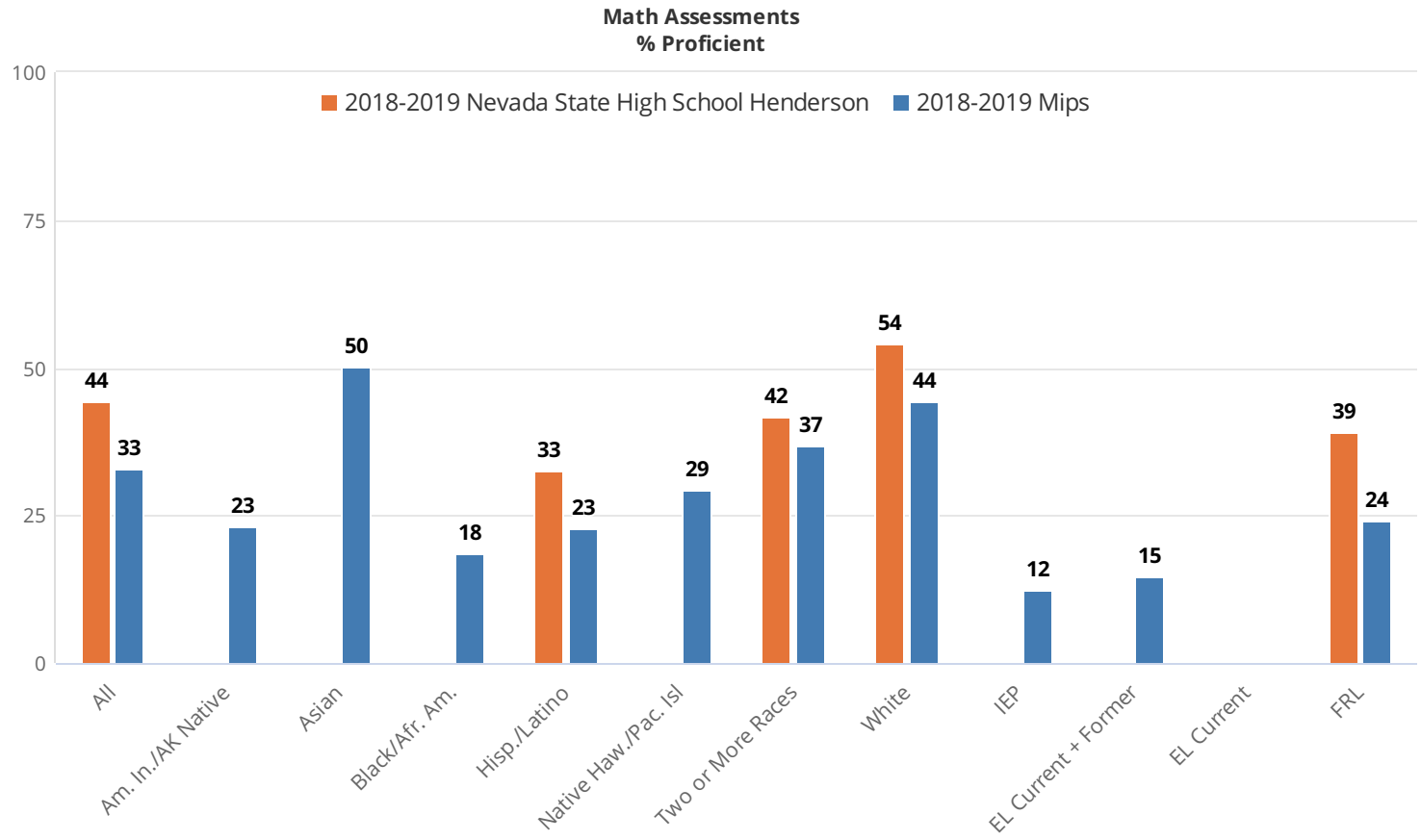
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language 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: 10/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	44.3	25.8	32.83	53.3	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50	50.27	-	54.7	47.65
Black/African American	-	7.5	18.42	-	6.2	14.12
Hispanic/Latino	32.5	18.5	22.93	39.2	17.5	18.87
Pacific Islander	-	16	29.26	-	6.2	25.54
Two or More Races	41.6	26	36.96	58.3	26.1	33.64
White/Caucasian	54.2	32	44.25	58.9	28.4	41.31
Special Education	-	6	12.38	-	2.2	7.77
English Learners Current + Former	-	5	14.52	-	10.9	10.02
English Learners Current	-	0		-	2.4	6.96
Economically Disadvantaged	39.2	14.5	24	41.9	13.3	20.01



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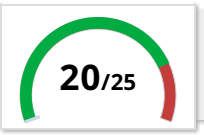
Nevada State High School Henderson

School Year 2018-2019 Nevada School Rating

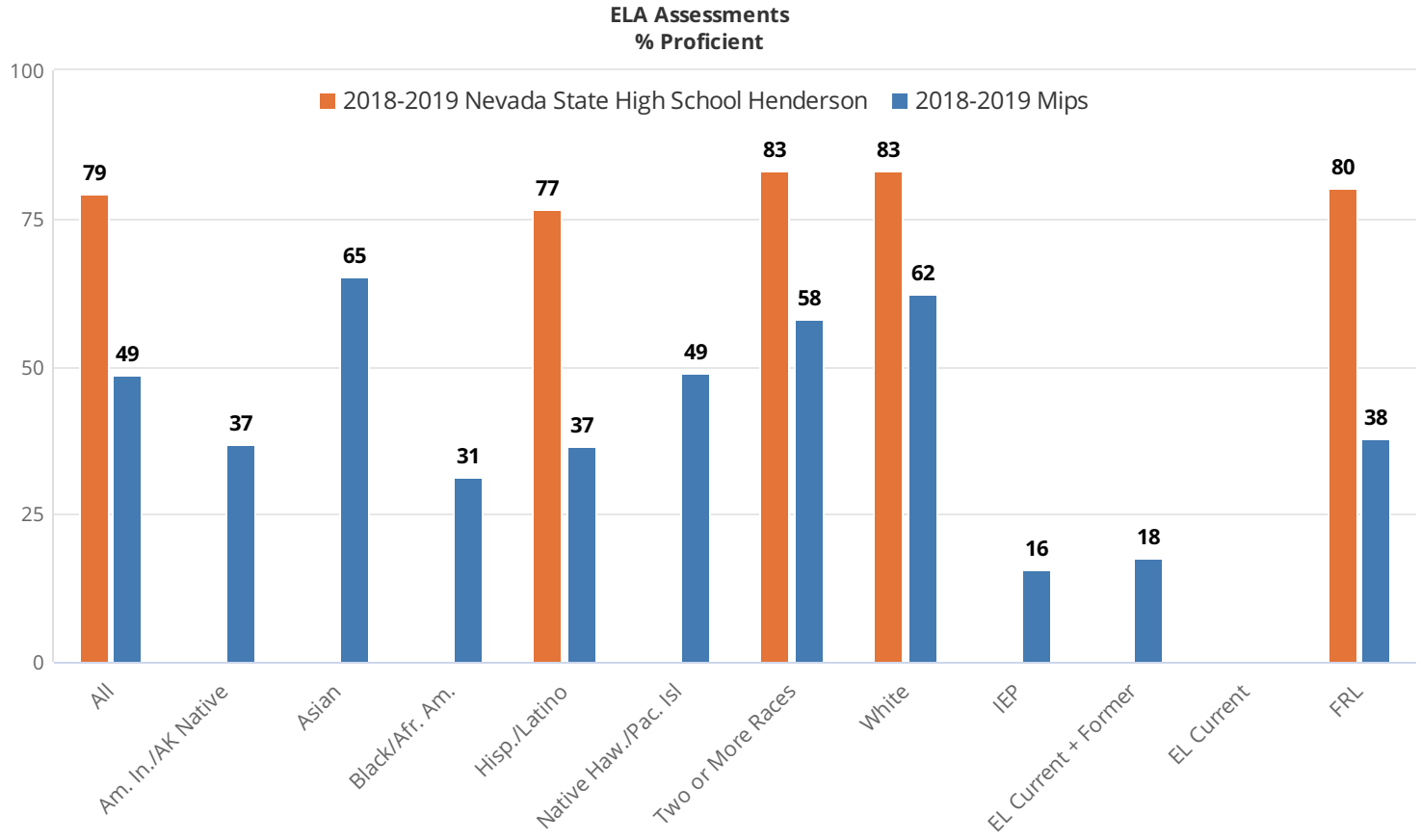


Academic Achievement

ELA Proficient

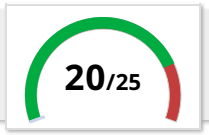
ELA Proficient Points Earned: 10/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	79	53.8	48.54	70.4	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71	65.11	-	68.4	63.27
Black/African American	-	32.7	31.39	-	21.6	27.78
Hispanic/Latino	76.7	47.2	36.5	67.8	39.5	33.15
Pacific Islander	-	52	48.75	-	37.5	46.05
Two or More Races	83.2	62.5	58.07	66.6	46.9	55.86
White/Caucasian	83	59.7	62.25	73.2	50	60.26
Special Education	-	18.8	15.71	-	9	11.27
English Learners Current + Former	-	18.1	17.52	-	21.8	13.18
English Learners Current	-	10.5		-	9.7	6.9
Economically Disadvantaged	80.2	41.8	37.66	64.5	31.2	34.37



Nevada State High School Henderson

School Year 2018-2019 Nevada School Rating

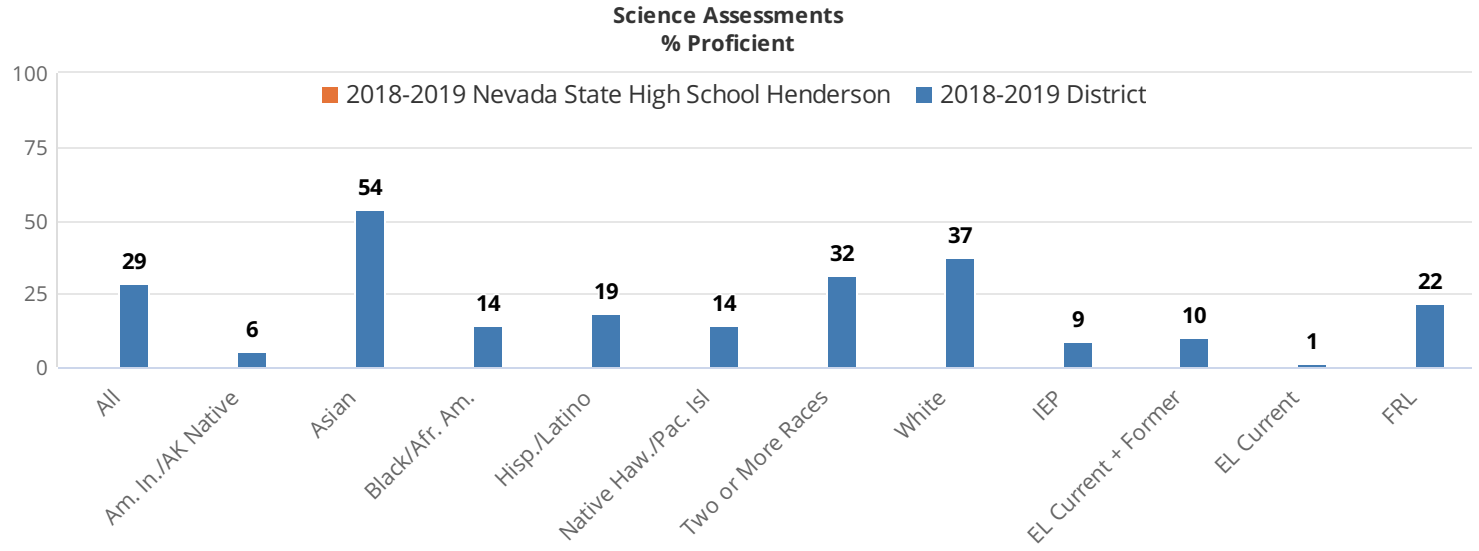


Academic Achievement

Science Proficient

Science Proficient Points Earned: NA/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	N/A	28.8	N/A	33.1
American Indian/Alaska Native	N/A	5.7	N/A	30.7
Asian	N/A	53.7	N/A	48.2
Black/African American	N/A	14	N/A	18.7
Hispanic/Latino	N/A	18.5	N/A	23.5
Pacific Islander	N/A	14.1	N/A	22.7
Two or More Races	N/A	31.5	N/A	36.9
White/Caucasian	N/A	37.2	N/A	39.7
Special Education	N/A	9	N/A	12.9
English Learners Current + Former	N/A	9.9	N/A	8.5
English Learners Current	N/A	1.1	N/A	4.1
Economically Disadvantaged	N/A	21.8	N/A	26.4



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	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.

Nevada State High School Henderson

School Year 2018-2019 Nevada School Rating

30/30

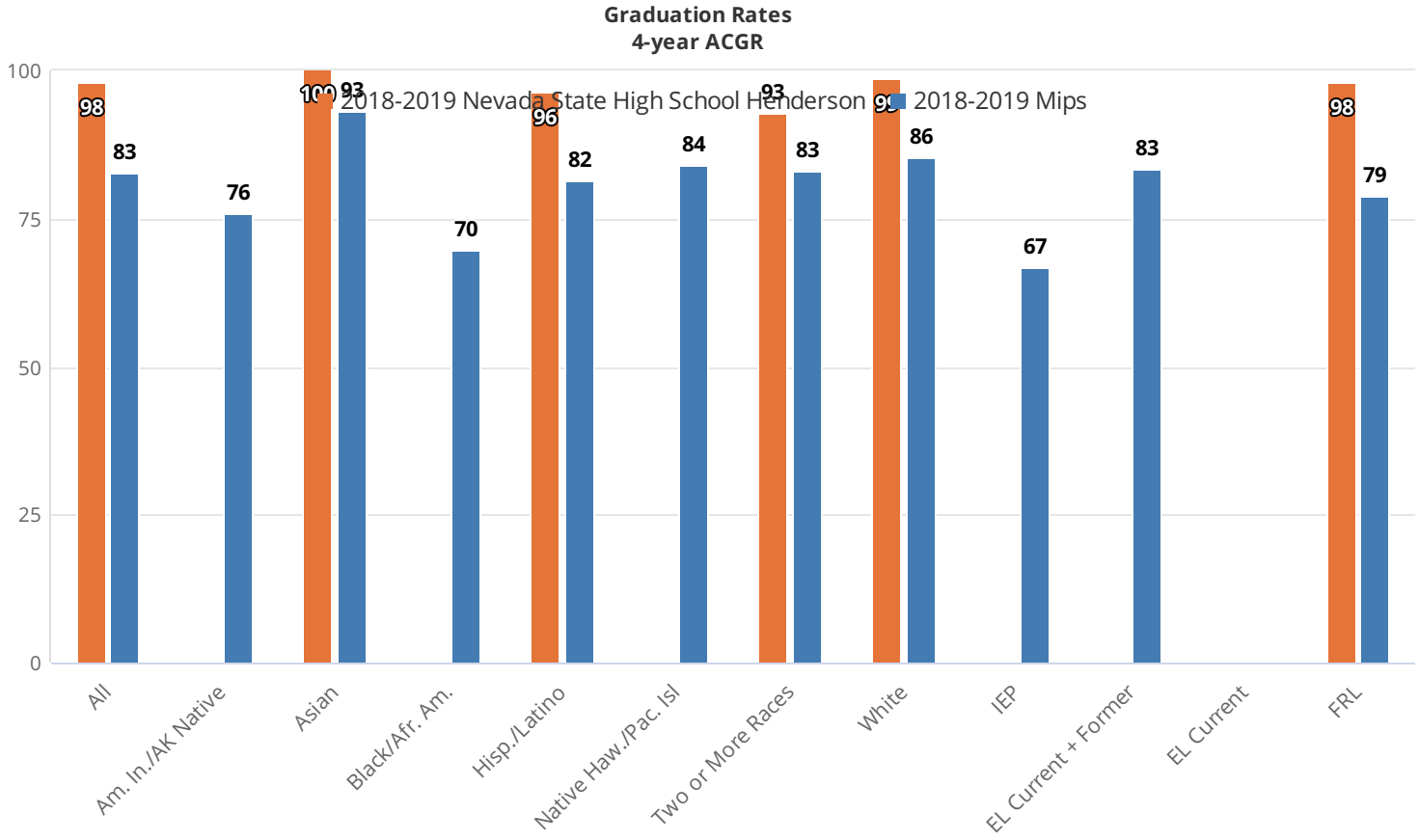
Graduation Rates

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 whoever 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: 25/25

Groups	2018 % 4-Year ACGR	2018 % District	2018 % 4-Year ACGR MIP	2017 % 4-Year ACGR	2017 % District	2017 % 4-Year ACGR MIP
All Students	97.9	70	82.6	97.4	65.2	80.9
American Indian/Alaska Native	N/A	63.6	75.9	-	35.2	73.9
Asian	100	82.7	93.3	100	84.1	93.1
Black/African American	-	59.6	69.8	93.7	58.5	67.7
Hispanic/Latino	96.4	68.9	81.5	96	59.5	79.7
Pacific Islander	-	63.2	83.9	-	46.6	82.3
Two or More Races	92.7	68.9	83	100	66.3	81.3
White/Caucasian	98.7	71.9	85.5	97.7	68.6	84.2
Special Education	-	61.7	66.9	-	50.7	64.7
English Learners Current + Former	N/A	N/A	83.4	N/A	N/A	81.7
English Learners Current	-	68.4		100	62.2	
Economically Disadvantaged	98.2	65	78.7	96.8	56.5	76.8



Nevada State High School Henderson

School Year 2018-2019 Nevada School Rating

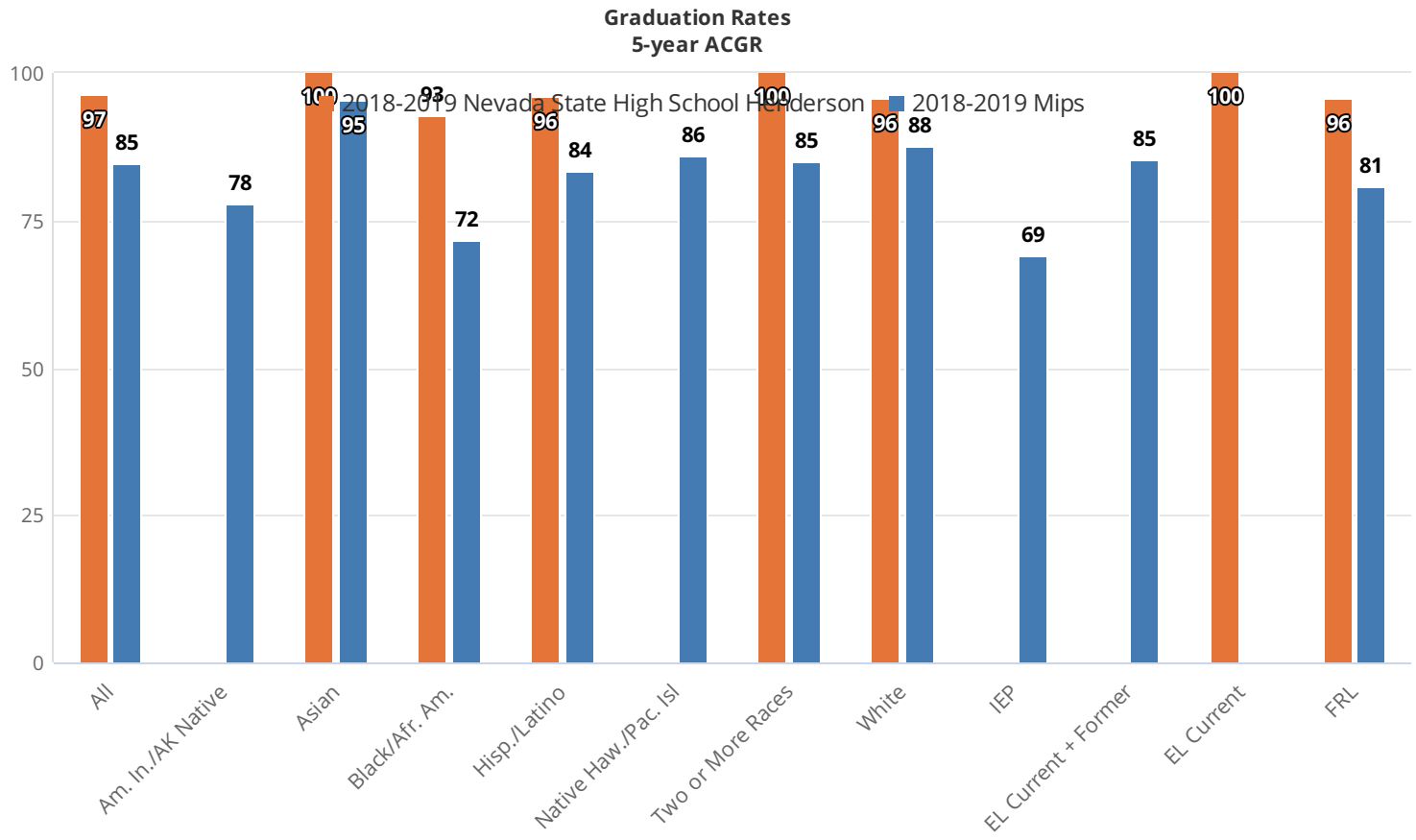
30/30

Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

Groups	2018 % 5-Year ACGR	2018 % District	2018 % 5-Year ACGR MIP	2017 % 5-Year ACGR	2017 % District	2017 % 5-Year ACGR MIP
All Students	96.5	69	84.6	98.7	66.9	82.9
American Indian/Alaska Native	-	58.7	77.9	-	-	75.9
Asian	100	80.9	95.3	100	84.6	95.1
Black/African American	92.7	67.4	71.8	100	54	69.7
Hispanic/Latino	96	64.4	83.5	97.8	70.1	81.7
Pacific Islander	N/A	52	85.9	-	69.2	84.3
Two or More Races	100	72	85	-	54.2	83.3
White/Caucasian	95.7	71	87.5	100	68.1	86.2
Special Education	-	56.2	68.9	-	46.6	66.7
English Learners Current + Former	N/A	N/A	85.4	N/A	N/A	83.7
English Learners Current	100	64		-	52	
Economically Disadvantaged	95.7	61.3	80.7	98.7	58.5	78.8



'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.

Nevada State High School Henderson

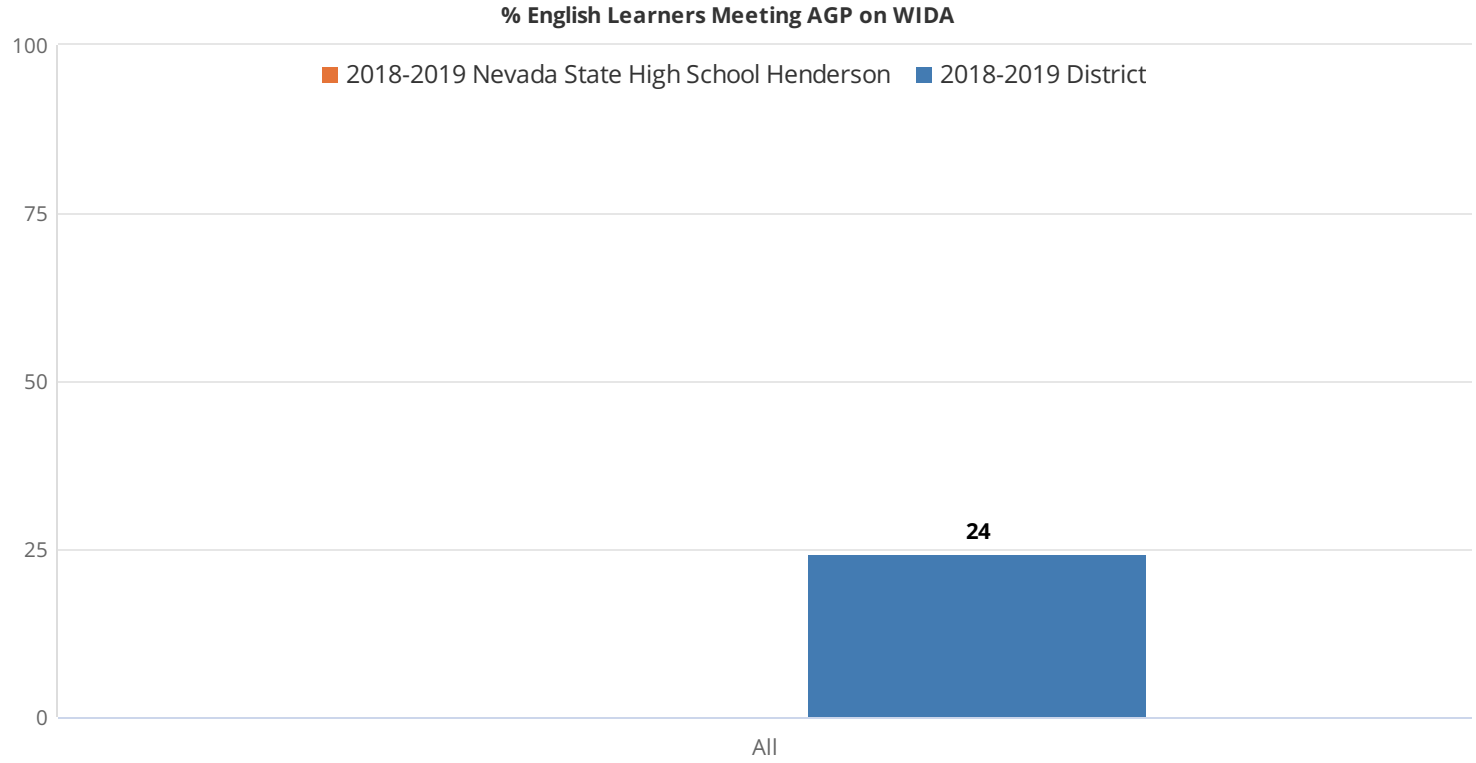
School Year 2018-2019 Nevada School Rating

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	-	-	24.3	-	-	26.8



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

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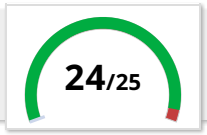
Nevada State High School Henderson

School Year 2018-2019 Nevada School Rating



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: 10/10

Groups	2019 % Participation	2019 % Participation District	2018 % Participation	2018 % Participation District
All Students	99.2	46.2	100	38.3
American Indian/Alaska Native	-	50	-	-
Asian	-	67	100	61.1
Black/African American	-	27.5	-	25.6
Hispanic/Latino	97.4	48.6	100	38.6
Pacific Islander	-	25	-	26.8
Two or More Races	100	46.2	100	49.2
White/Caucasian	100	46.2	100	37.6
Special Education	-	25	-	6.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	58.8	-	8.5
Economically Disadvantaged	100	40	100	28.1

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 10/10

Groups	2019 % Completion	2019 % Completion District	2018 % Completion	2018 % Completion District
All Students	94	32.8	96.3	24.7
American Indian/Alaska Native	-	40	-	-
Asian	-	54.6	100	45.7
Black/African American	-	20.1	-	13.1
Hispanic/Latino	87	30.8	100	23.1
Pacific Islander	-	18.6	-	15.3
Two or More Races	92.7	39.7	75	27.6
White/Caucasian	98.7	33.2	97.6	25.6
Special Education	-	21.3	-	2.2
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	52	-	0
Economically Disadvantaged	95.5	28.8	92.3	18

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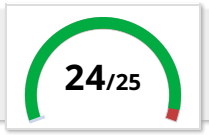
Nevada State High School Henderson

School Year 2018-2019 Nevada School Rating

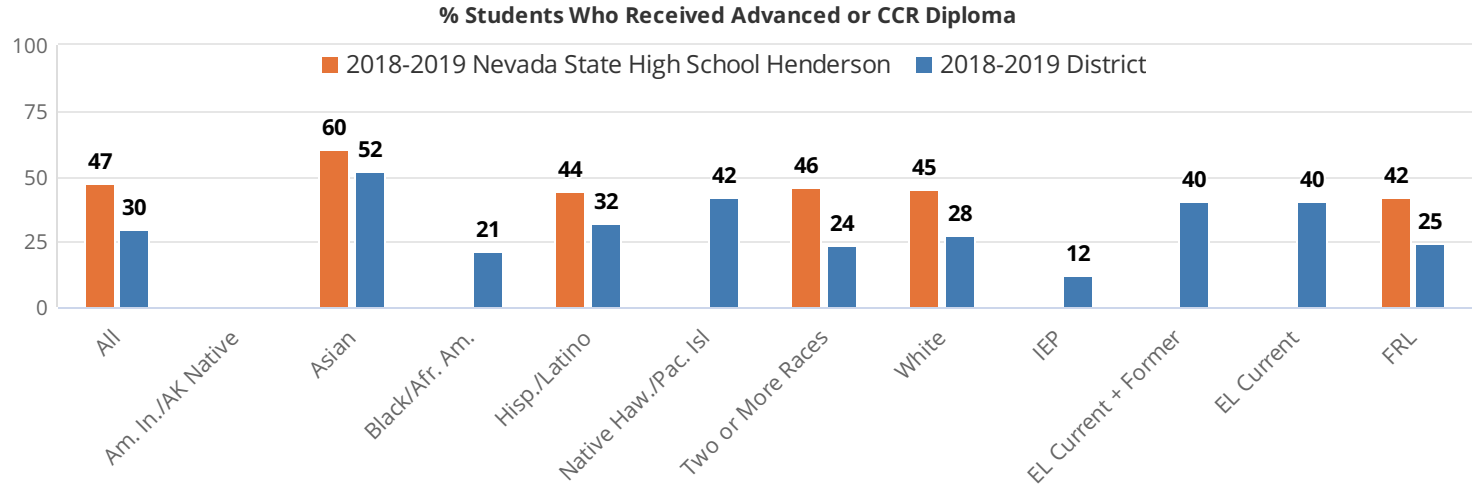


College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 4/5

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	47.1	29.6	30.9	23.4
American Indian/Alaska Native	-	-	-	-
Asian	60	52.2	42.8	46.2
Black/African American	-	21.3	26.6	20
Hispanic/Latino	44.3	32.2	18.7	14.8
Pacific Islander	-	42.1	-	14.2
Two or More Races	46.1	23.8	32.1	27.9
White/Caucasian	45.2	27.5	36.3	24.5
Special Education	-	12.3	-	9.8
English Learners Current + Former	-	40.3	61.5	27.5
English Learners Current	-	40.3	61.5	27.5
Economically Disadvantaged	41.7	24.6	26	18.2



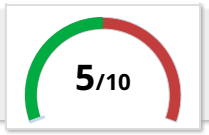
Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	0	0	99.2	0	0	0	0	0
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	0	0	97.4	87	0	0	0	0
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	0	0	100	92.7	0	0	0	0
White/Caucasian	0	0	100	98.7	0	0	0	0
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	0	0	100	95.5	0	0	0	0

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 Adavnced 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..

Nevada State High School Henderson

School Year 2018-2019 Nevada School Rating



Student Engagement

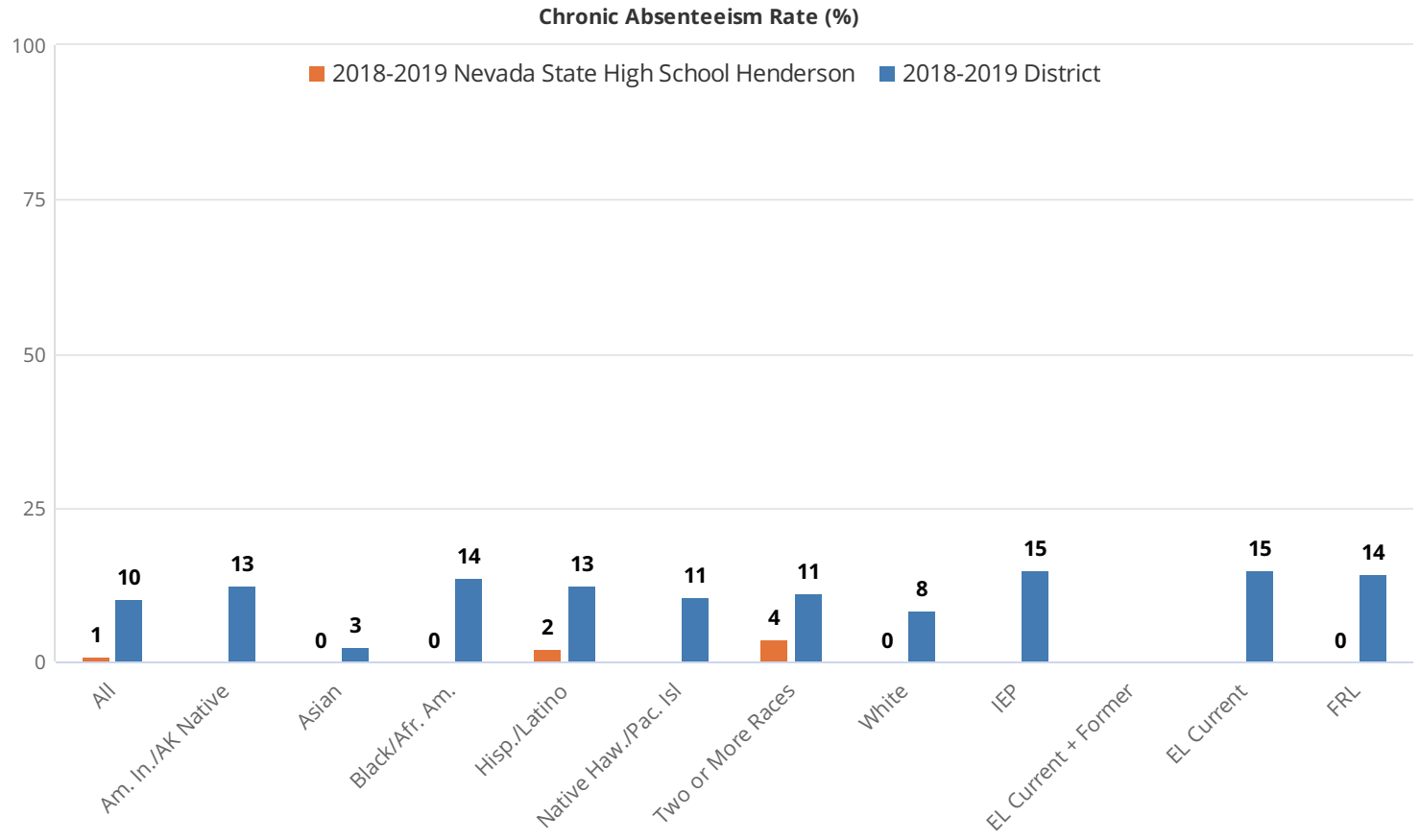
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic 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

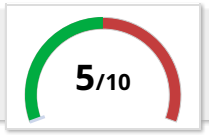
Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	0.9	10.3	0.6	21
American Indian/Alaska Native	-	12.6	-	30
Asian	0	2.6	0	11.9
Black/African American	0	13.8	10	27
Hispanic/Latino	2.3	12.5	0	24.2
Pacific Islander	-	10.5	-	25
Two or More Races	3.7	11.1	0	20.7
White/Caucasian	0	8.4	0.5	18.3
Special Education	-	15.1	-	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	15	-	29.3
Economically Disadvantaged	0	14.3	1.3	27.7

Reducing Chronic Absenteeism by 10% bonus points: NA



Nevada State High School Henderson

School Year 2018-2019 Nevada School Rating

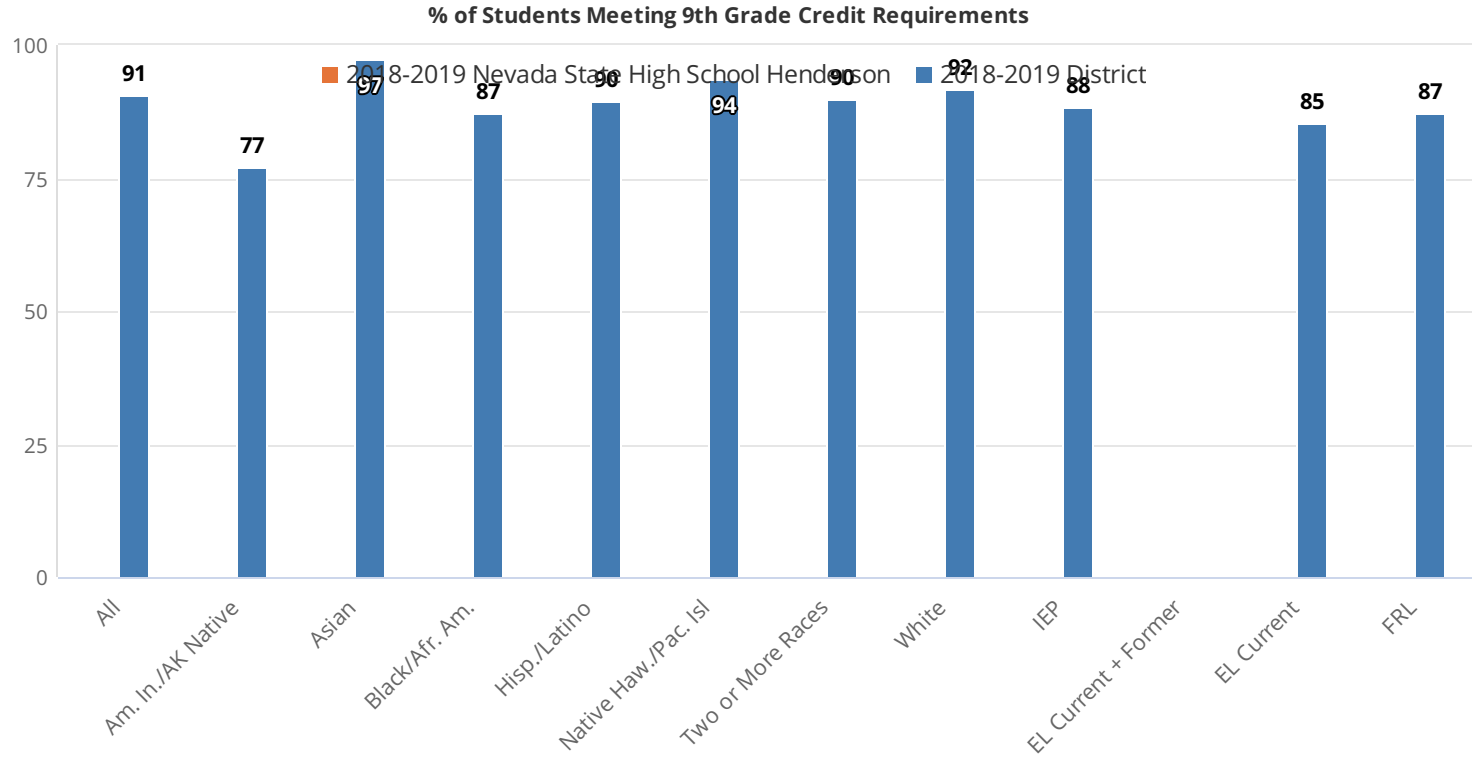


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned NA/5

Groups	2019 % 9th Grade Credit Sufficiency	2019 % 9th Grade Credit Sufficiency District	2018 % 9th Grade Credit Sufficiency	2018 % 9th Grade Credit Sufficiency District
All Students	N/A	90.7	N/A	87.3
American Indian/Alaska Native	N/A	76.9	N/A	87.5
Asian	N/A	97.2	N/A	94.7
Black/African American	N/A	87.2	N/A	82.6
Hispanic/Latino	N/A	89.5	N/A	87
Pacific Islander	N/A	93.7	N/A	86.4
Two or More Races	N/A	89.7	N/A	88.6
White/Caucasian	N/A	91.7	N/A	87.8
Special Education	N/A	88.2	N/A	79
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	85.4	N/A	82.4
Economically Disadvantaged	N/A	87.2	N/A	82.4



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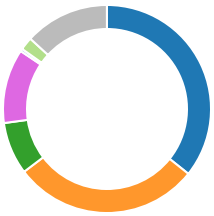
Nevada State High School Summerlin

School Year 2018-2019 Nevada School Rating

School Level:	High School
Grade Levels:	11-12
District:	State Public Charter School Authority
School Address:	850 S. Durango Dr. Ste. 100 Las Vegas, NV 89145

93.1
Total Index Score

School Type: *Charter SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*



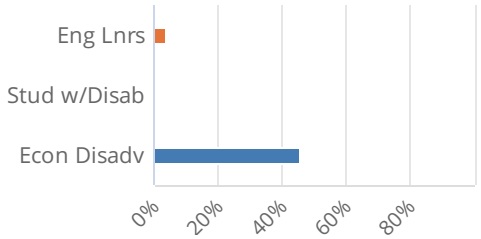
Student Race/Ethnicity

28.8%	White
8.1%	Bl/Afr Am
35.5%	Hisp/Latino
11.5%	Asian
0.4%	Am Ind/AK Nat
2%	Pac Isl
13.1%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	96.8 ★★★★★
2016-2017	N/A N/A

Alternative Student Groups



What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

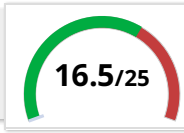
How are school star ratings determined?

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	33.2	25.8
ELA Proficiency	71.0	53.8
Science Proficiency	N/A	28.8

English Language Proficiency Indicator

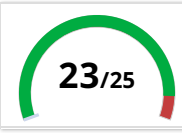
Measure	School Rate	District Rate
Met EL AGP Target	-	24.3

Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	N/A	90.7
Chronic Absenteeism	0.9	10.3
Climate Survey Participation	96.2	N/A

Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	97.2	70.0
5-Year	96.5	69.0



College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	100.0	46.2
Post-Secondary Preparation Completion	96.4	32.8
Advanced or CCR Diploma	35.2	29.6

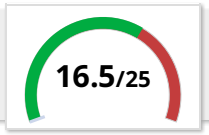
** Reduction in Chronic Absenteeism (CA): Received 0.5 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

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

Nevada State High School Summerlin

School Year 2018-2019 Nevada School Rating



Academic Achievement

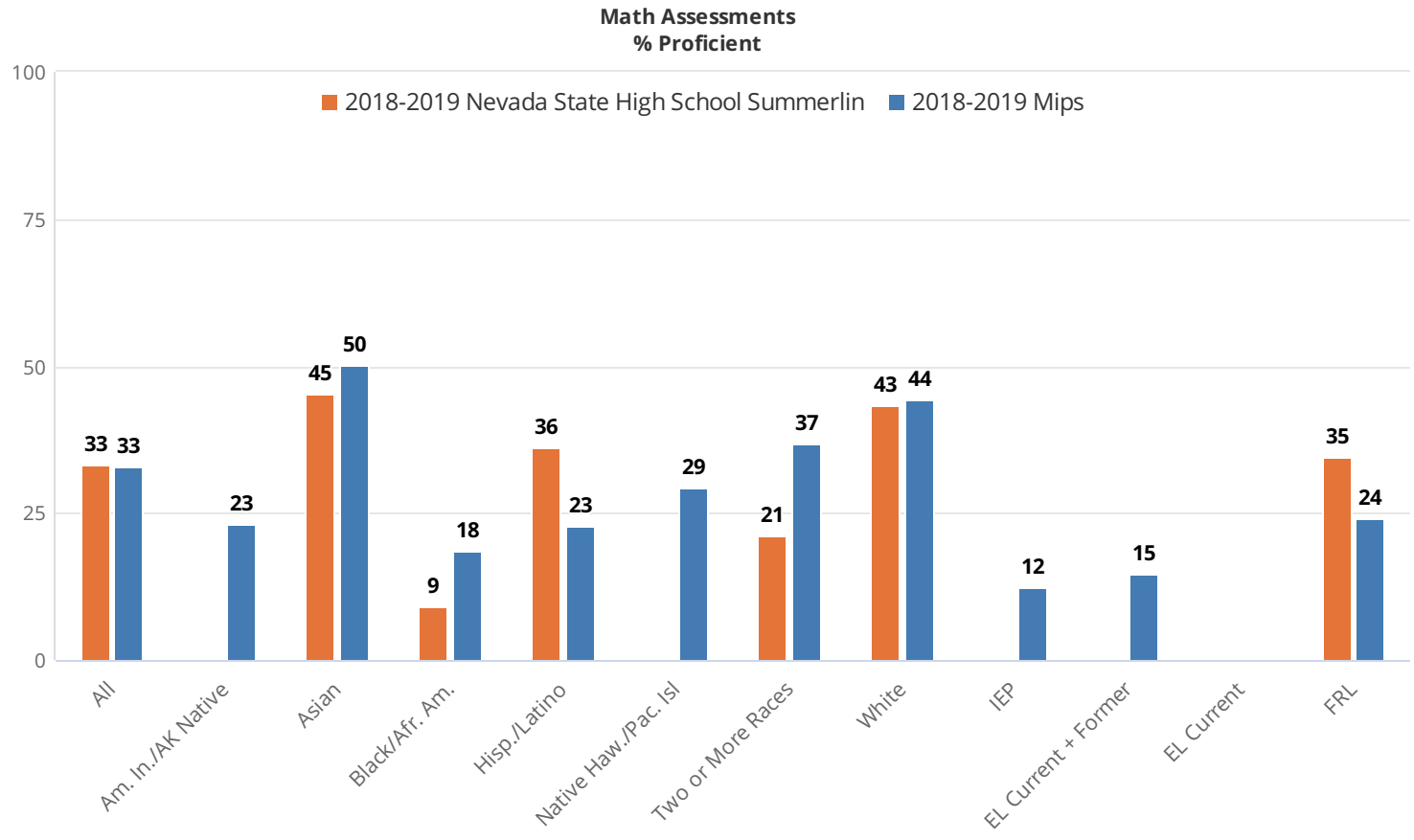
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language 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: 6.5/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	33.2	25.8	32.83	37.8	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	45.3	50	50.27	-	54.7	47.65
Black/African American	9	7.5	18.42	-	6.2	14.12
Hispanic/Latino	36.1	18.5	22.93	35.7	17.5	18.87
Pacific Islander	-	16	29.26	-	6.2	25.54
Two or More Races	21.3	26	36.96	-	26.1	33.64
White/Caucasian	43.2	32	44.25	40	28.4	41.31
Special Education	-	6	12.38	-	2.2	7.77
English Learners Current + Former	-	5	14.52	-	10.9	10.02
English Learners Current	-	0		-	2.4	6.96
Economically Disadvantaged	34.6	14.5	24	17.6	13.3	20.01



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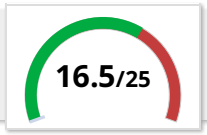
Nevada State High School Summerlin

School Year 2018-2019 Nevada School Rating

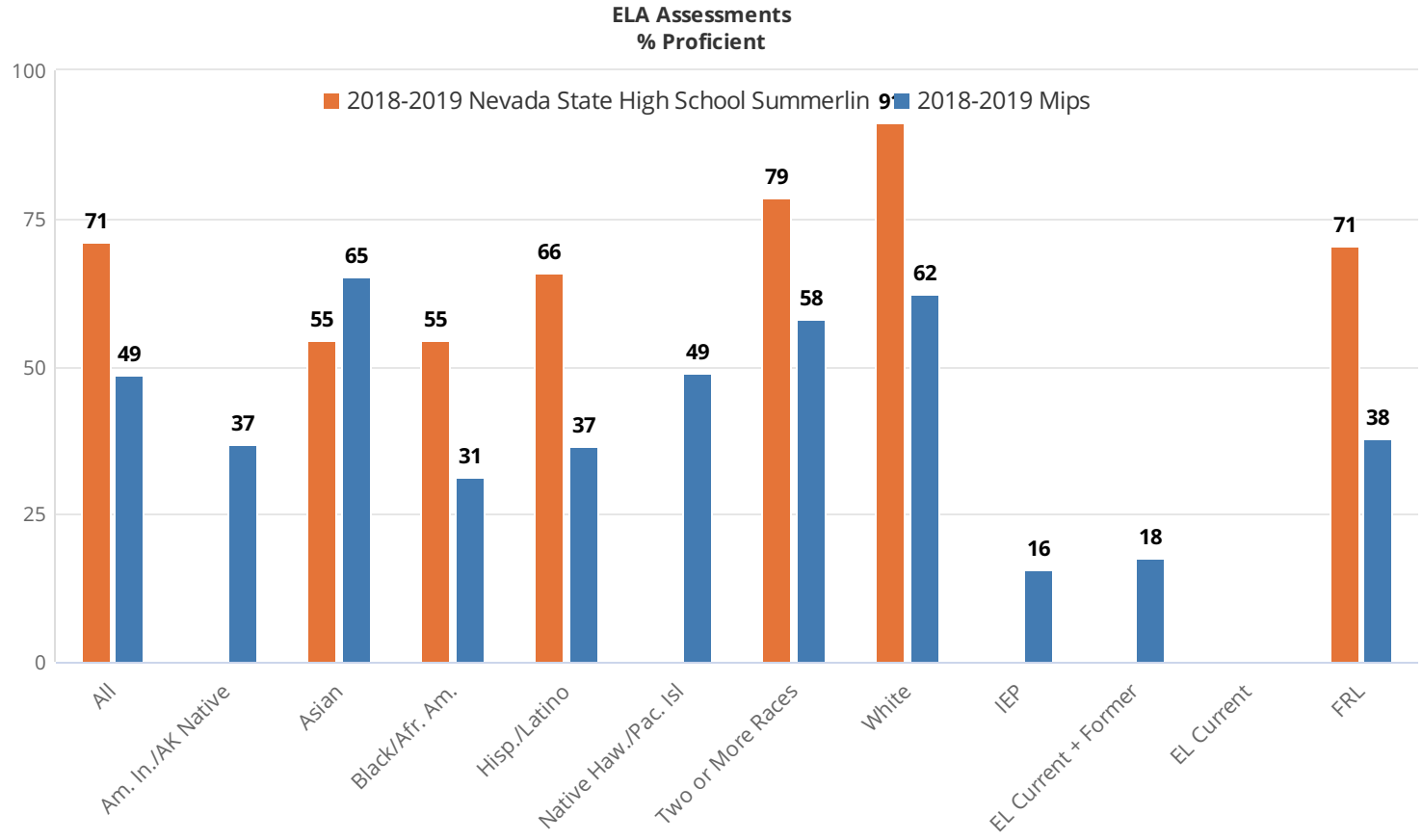


Academic Achievement

ELA Proficient

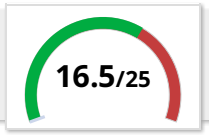
ELA Proficient Points Earned: 10/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	71	53.8	48.54	55.5	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	54.5	71	65.11	-	68.4	63.27
Black/African American	54.5	32.7	31.39	-	21.6	27.78
Hispanic/Latino	65.7	47.2	36.5	28.5	39.5	33.15
Pacific Islander	-	52	48.75	-	37.5	46.05
Two or More Races	78.5	62.5	58.07	-	46.9	55.86
White/Caucasian	91.2	59.7	62.25	90	50	60.26
Special Education	-	18.8	15.71	-	9	11.27
English Learners Current + Former	-	18.1	17.52	-	21.8	13.18
English Learners Current	-	10.5		-	9.7	6.9
Economically Disadvantaged	70.5	41.8	37.66	31.2	31.2	34.37



Nevada State High School Summerlin

School Year 2018-2019 Nevada School Rating

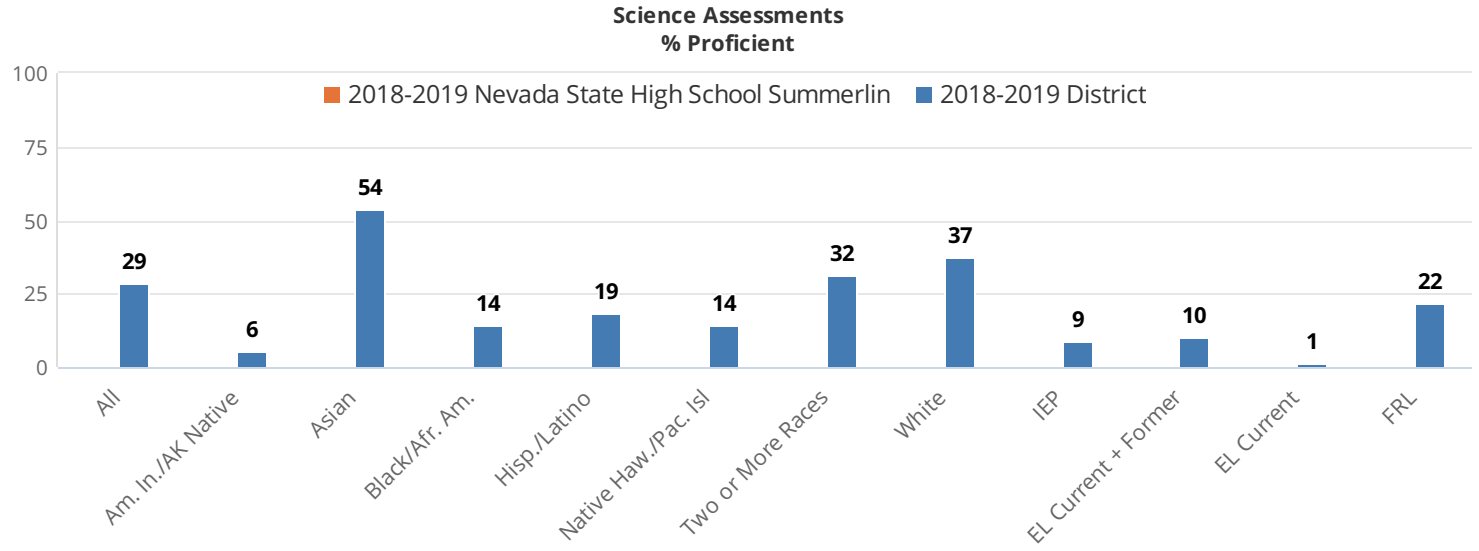


Academic Achievement

Science Proficient

Science Proficient Points Earned: NA/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	N/A	28.8	N/A	33.1
American Indian/Alaska Native	N/A	5.7	N/A	30.7
Asian	N/A	53.7	N/A	48.2
Black/African American	N/A	14	N/A	18.7
Hispanic/Latino	N/A	18.5	N/A	23.5
Pacific Islander	N/A	14.1	N/A	22.7
Two or More Races	N/A	31.5	N/A	36.9
White/Caucasian	N/A	37.2	N/A	39.7
Special Education	N/A	9	N/A	12.9
English Learners Current + Former	N/A	9.9	N/A	8.5
English Learners Current	N/A	1.1	N/A	4.1
Economically Disadvantaged	N/A	21.8	N/A	26.4



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	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	-	-
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	-	-
Special Education	-	-	-	-
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	-	-

Yellow indicates 95% participation requirement not met.

Nevada State High School Summerlin

School Year 2018-2019 Nevada School Rating

30/30

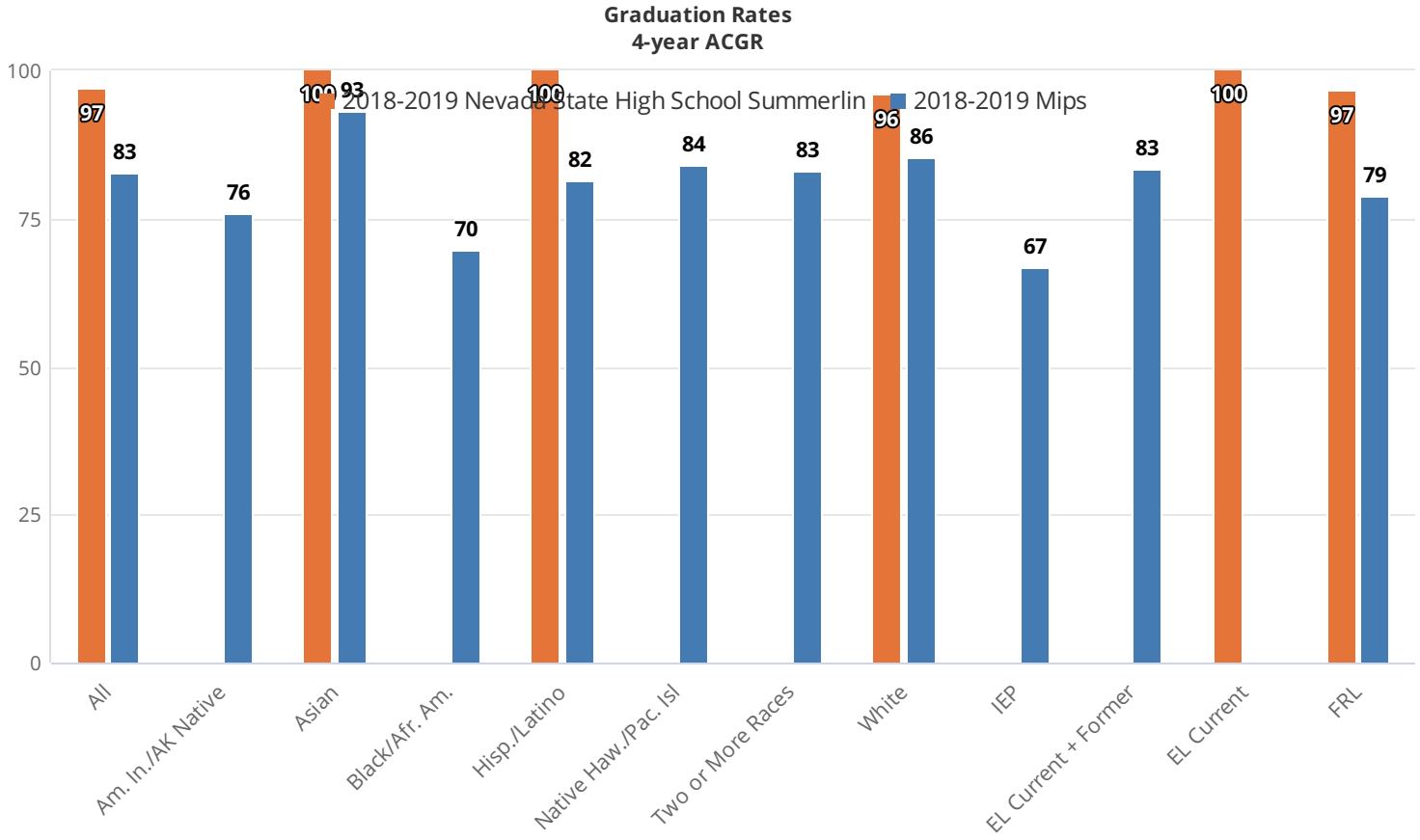
Graduation Rates

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 whoever 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

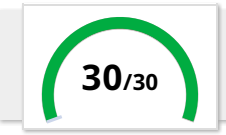
4-Year ACGR Points Earned: 25/25

Groups	2018 % 4-Year ACGR	2018 % District	2018 % 4-Year ACGR MIP	2017 % 4-Year ACGR	2017 % District	2017 % 4-Year ACGR MIP
All Students	97.2	70	82.6	97.4	65.2	80.9
American Indian/Alaska Native	-	63.6	75.9	-	35.2	73.9
Asian	100	82.7	93.3	100	84.1	93.1
Black/African American	-	59.6	69.8	93.7	58.5	67.7
Hispanic/Latino	100	68.9	81.5	96	59.5	79.7
Pacific Islander	N/A	63.2	83.9	-	46.6	82.3
Two or More Races	-	68.9	83	100	66.3	81.3
White/Caucasian	96	71.9	85.5	97.7	68.6	84.2
Special Education	-	61.7	66.9	-	50.7	64.7
English Learners Current + Former	N/A	N/A	83.4	N/A	N/A	81.7
English Learners Current	100	68.4		100	62.2	
Economically Disadvantaged	96.7	65	78.7	96.8	56.5	76.8



Nevada State High School Summerlin

School Year 2018-2019 Nevada School Rating

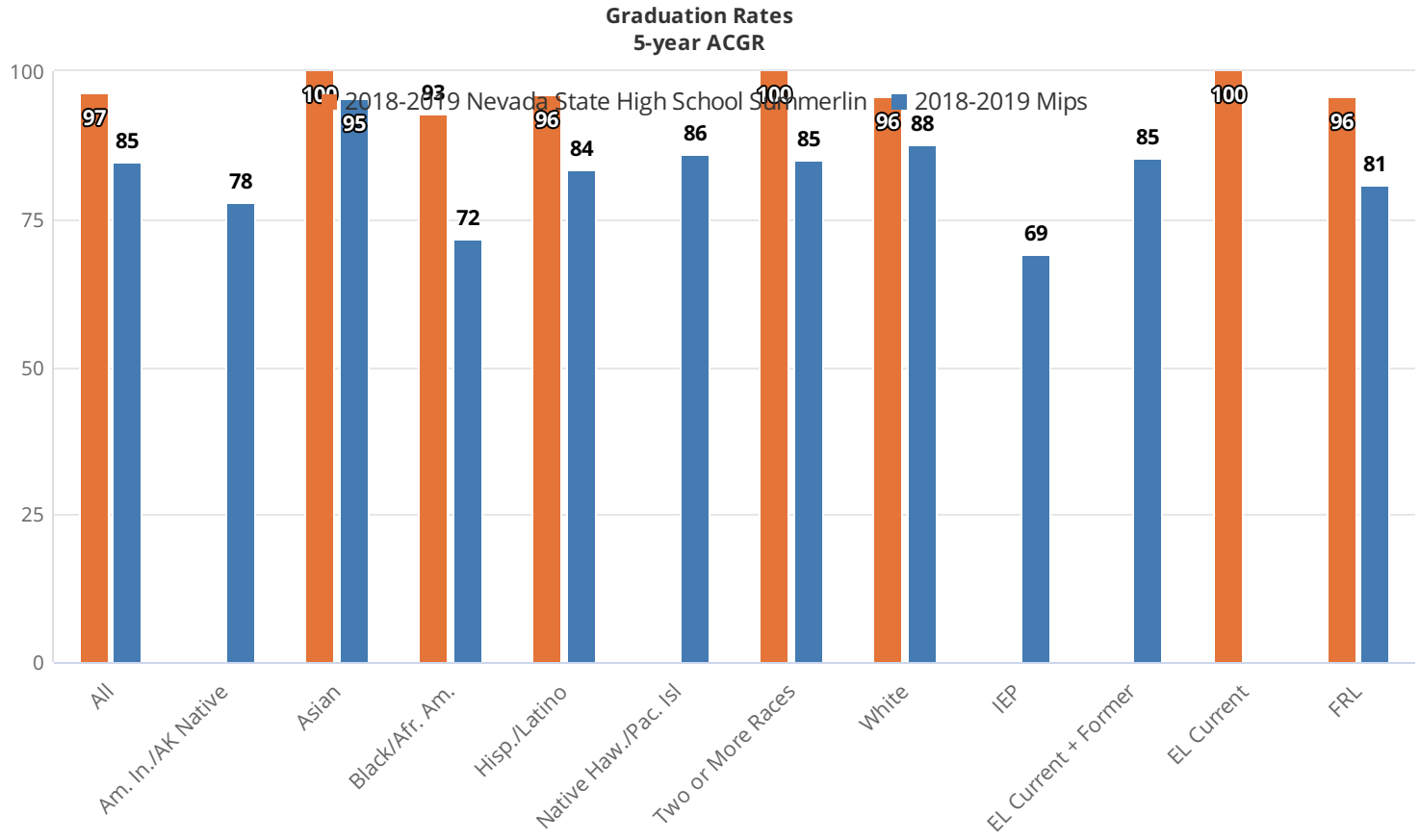


Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

Groups	2018 % 5-Year ACGR	2018 % District	2018 % 5-Year ACGR MIP	2017 % 5-Year ACGR	2017 % District	2017 % 5-Year ACGR MIP
All Students	96.5	69	84.6	98.7	66.9	82.9
American Indian/Alaska Native	-	58.7	77.9	-	-	75.9
Asian	100	80.9	95.3	100	84.6	95.1
Black/African American	92.7	67.4	71.8	100	54	69.7
Hispanic/Latino	96	64.4	83.5	97.8	70.1	81.7
Pacific Islander	N/A	52	85.9	-	69.2	84.3
Two or More Races	100	72	85	-	54.2	83.3
White/Caucasian	95.7	71	87.5	100	68.1	86.2
Special Education	-	56.2	68.9	-	46.6	66.7
English Learners Current + Former	N/A	N/A	85.4	N/A	N/A	83.7
English Learners Current	100	64		-	52	
Economically Disadvantaged	95.7	61.3	80.7	98.7	58.5	78.8



'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.

Nevada State High School Summerlin

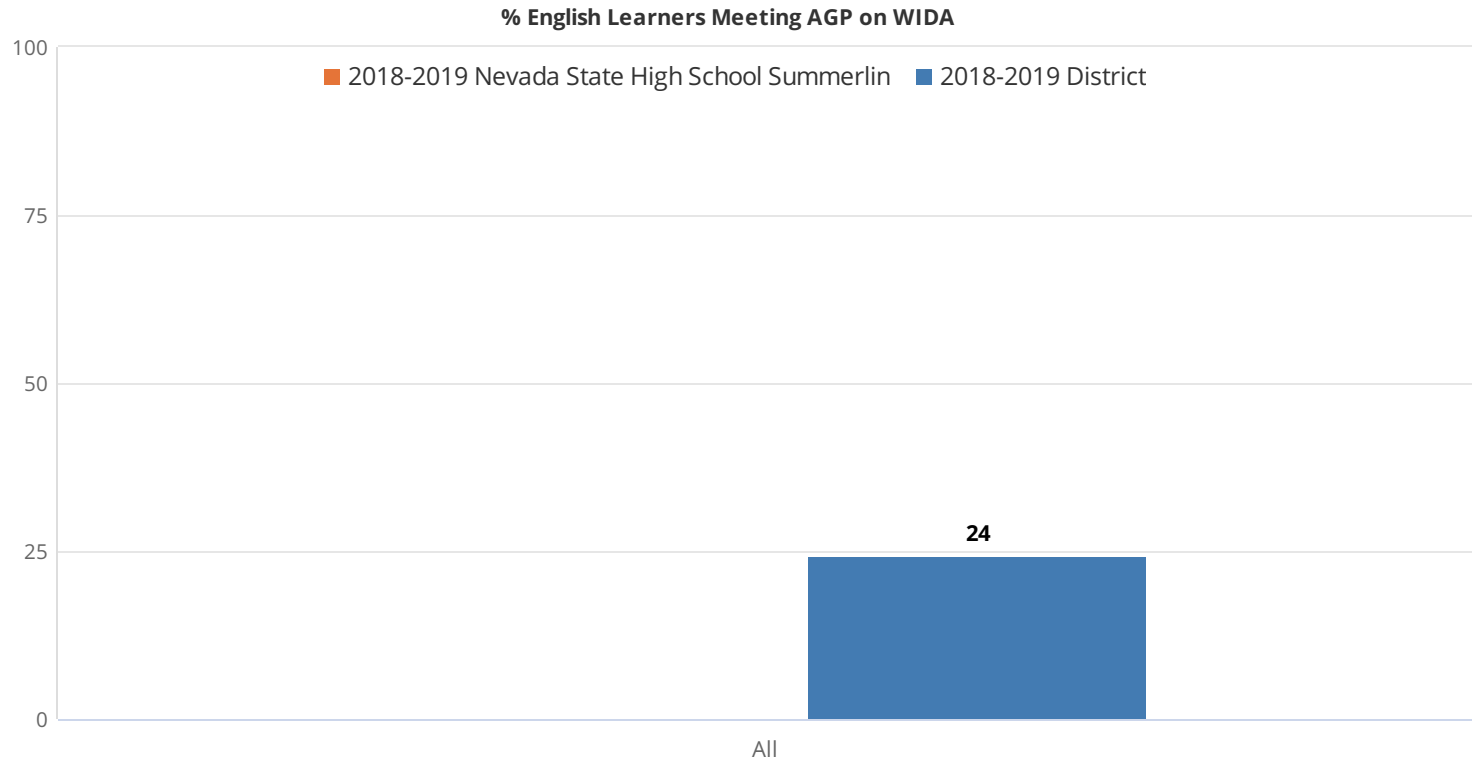
School Year 2018-2019 Nevada School Rating

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	-	-	24.3	-	-	26.8



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

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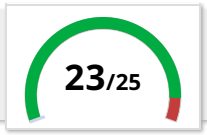
Nevada State High School Summerlin

School Year 2018-2019 Nevada School Rating



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: 10/10

Groups	2019 % Participation	2019 % Participation District	2018 % Participation	2018 % Participation District
All Students	100	46.2	100	38.3
American Indian/Alaska Native	-	50	-	-
Asian	100	67	100	61.1
Black/African American	-	27.5	-	25.6
Hispanic/Latino	100	48.6	100	38.6
Pacific Islander	-	25	-	26.8
Two or More Races	100	46.2	-	49.2
White/Caucasian	100	46.2	100	37.6
Special Education	-	25	-	6.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	58.8	-	8.5
Economically Disadvantaged	100	40	100	28.1

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 10/10

Groups	2019 % Completion	2019 % Completion District	2018 % Completion	2018 % Completion District
All Students	96.4	32.8	98.5	24.7
American Indian/Alaska Native	-	40	-	-
Asian	100	54.6	100	45.7
Black/African American	-	20.1	-	13.1
Hispanic/Latino	97.2	30.8	100	23.1
Pacific Islander	-	18.6	-	15.3
Two or More Races	100	39.7	-	27.6
White/Caucasian	94.7	33.2	100	25.6
Special Education	-	21.3	-	2.2
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	52	-	0
Economically Disadvantaged	97.9	28.8	94.4	18

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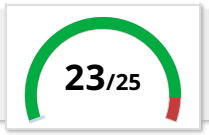
Nevada State High School Summerlin

School Year 2018-2019 Nevada School Rating

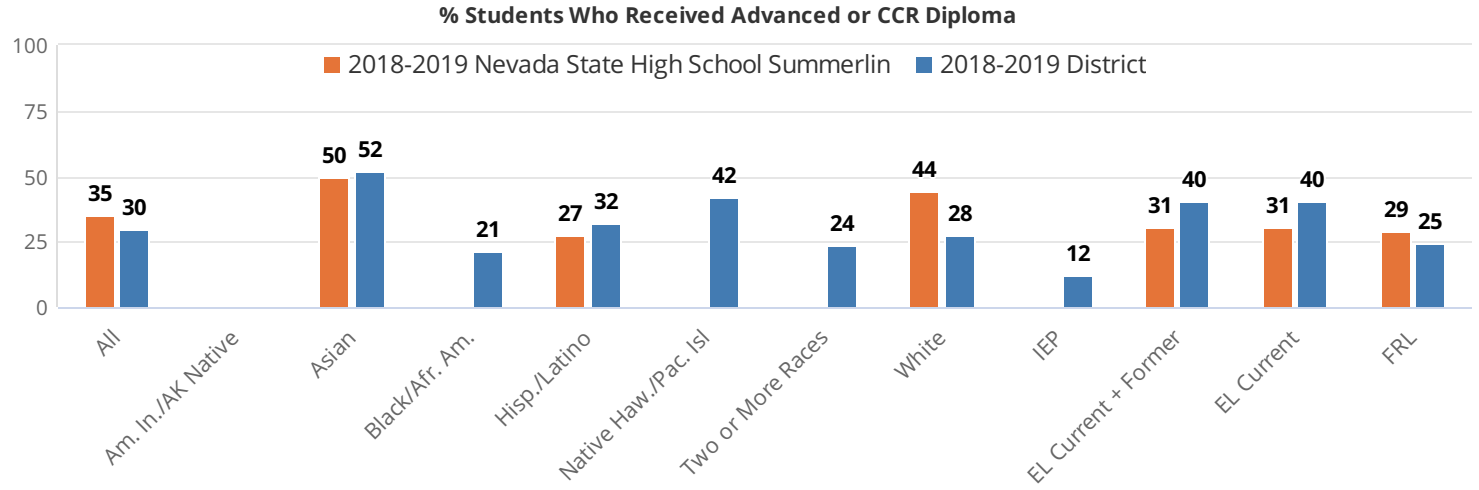


College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 3/5

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	35.2	29.6	30.9	23.4
American Indian/Alaska Native	-	-	-	-
Asian	50	52.2	42.8	46.2
Black/African American	-	21.3	26.6	20
Hispanic/Latino	27.1	32.2	18.7	14.8
Pacific Islander	-	42.1	-	14.2
Two or More Races	-	23.8	32.1	27.9
White/Caucasian	44	27.5	36.3	24.5
Special Education	-	12.3	-	9.8
English Learners Current + Former	30.6	40.3	61.5	27.5
English Learners Current	30.6	40.3	61.5	27.5
Economically Disadvantaged	29	24.6	26	18.2



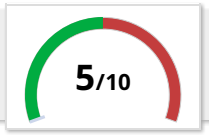
Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	0	0	100	0	0	0	0	0
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	0	0	100	100	0	0	0	0
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	0	0	100	97.2	0	0	0	0
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	0	0	100	100	0	0	0	0
White/Caucasian	0	0	100	94.7	0	0	0	0
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	0	0	100	97.9	0	0	0	0

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 Adavnced 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..

Nevada State High School Summerlin

School Year 2018-2019 Nevada School Rating



Student Engagement

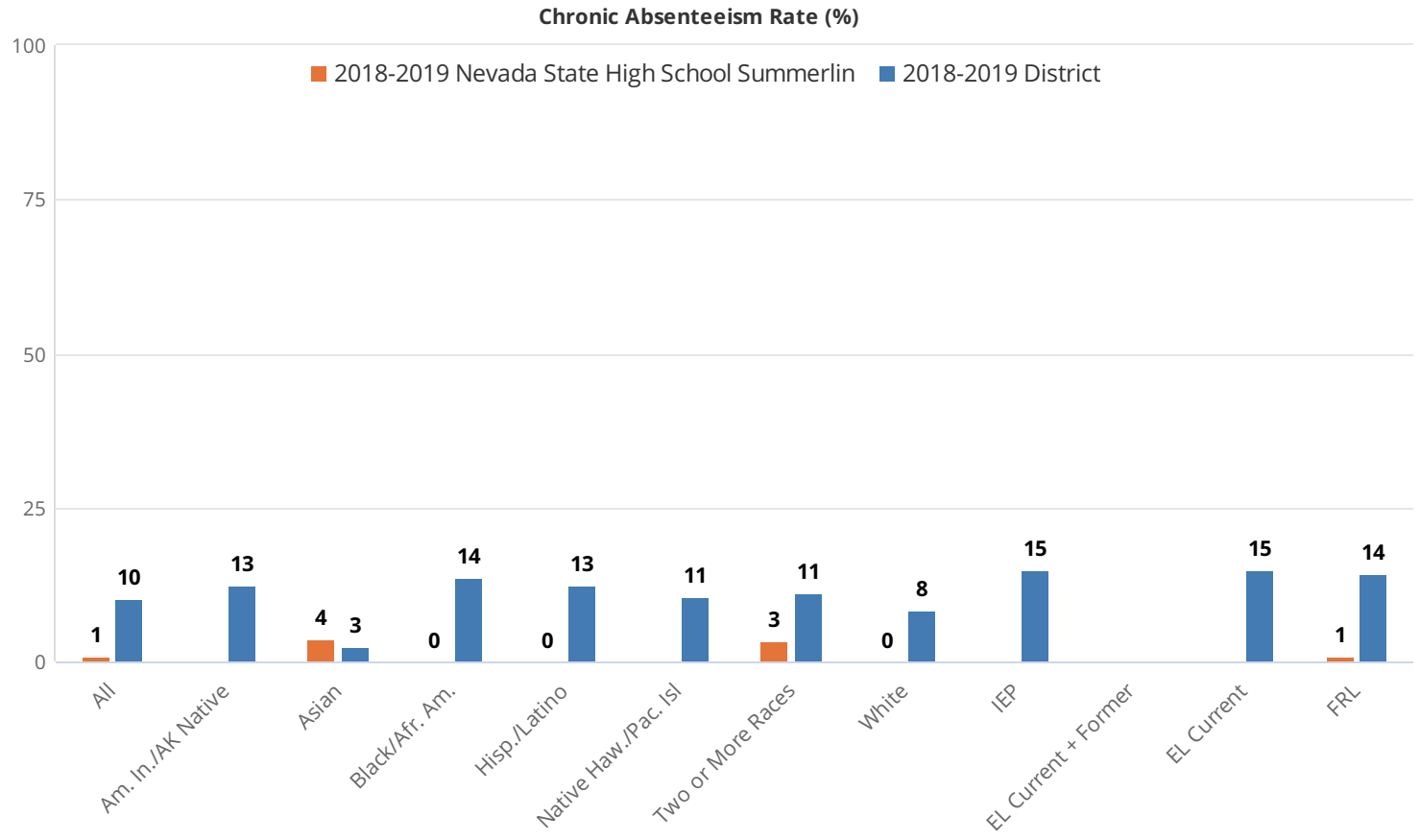
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic 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

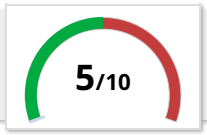
Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	0.9	10.3	1.1	21
American Indian/Alaska Native	-	12.6	-	30
Asian	3.7	2.6	0	11.9
Black/African American	0	13.8	0	27
Hispanic/Latino	0	12.5	0	24.2
Pacific Islander	-	10.5	-	25
Two or More Races	3.3	11.1	4.7	20.7
White/Caucasian	0	8.4	2	18.3
Special Education	-	15.1	-	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	15	-	29.3
Economically Disadvantaged	0.9	14.3	0	27.7

Reducing Chronic Absenteeism by 10% bonus points: 0.5



Nevada State High School Summerlin

School Year 2018-2019 Nevada School Rating

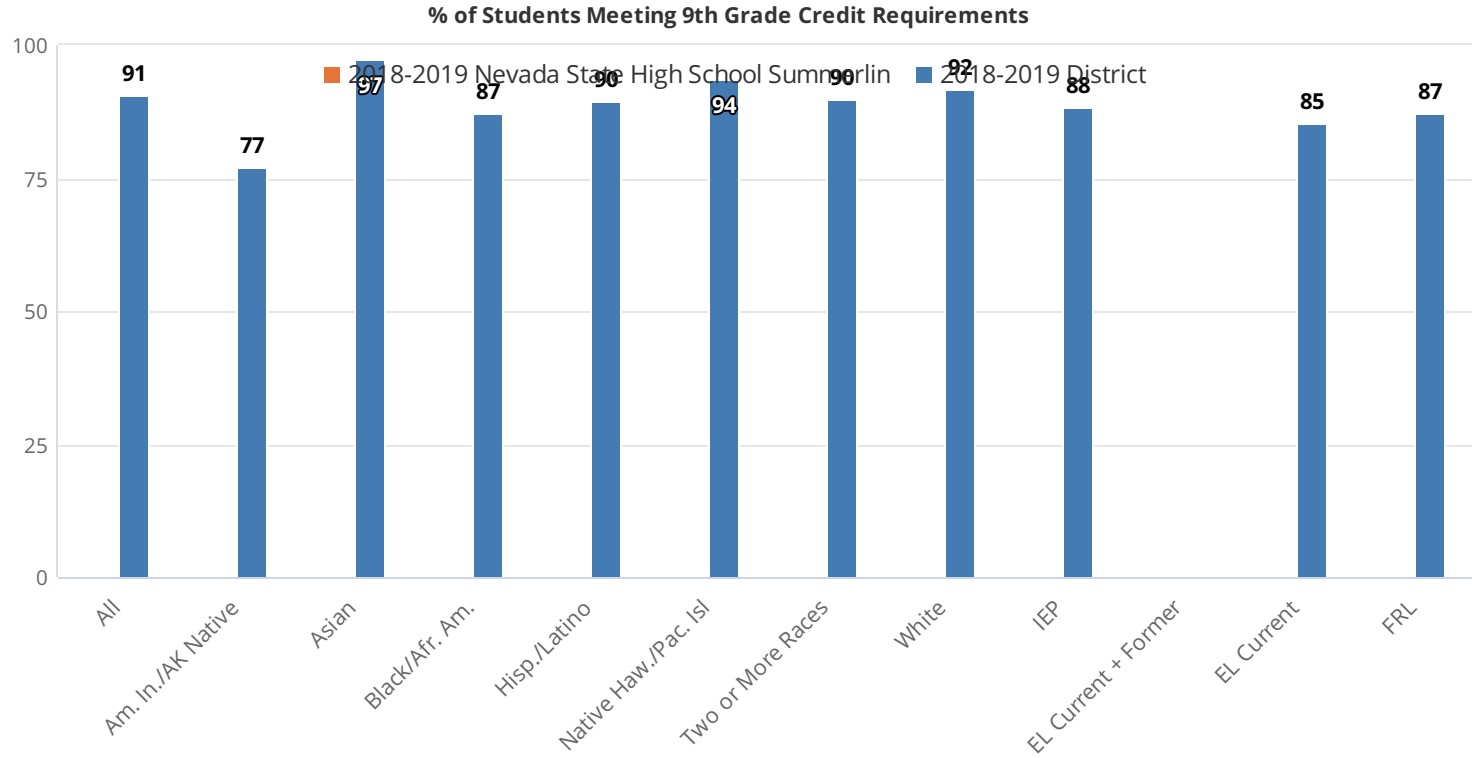


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned NA/5

Groups	2019 % 9th Grade Credit Sufficiency	2019 % 9th Grade Credit Sufficiency District	2018 % 9th Grade Credit Sufficiency	2018 % 9th Grade Credit Sufficiency District
All Students	N/A	90.7	N/A	87.3
American Indian/Alaska Native	N/A	76.9	N/A	87.5
Asian	N/A	97.2	N/A	94.7
Black/African American	N/A	87.2	N/A	82.6
Hispanic/Latino	N/A	89.5	N/A	87
Pacific Islander	N/A	93.7	N/A	86.4
Two or More Races	N/A	89.7	N/A	88.6
White/Caucasian	N/A	91.7	N/A	87.8
Special Education	N/A	88.2	N/A	79
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	85.4	N/A	82.4
Economically Disadvantaged	N/A	87.2	N/A	82.4



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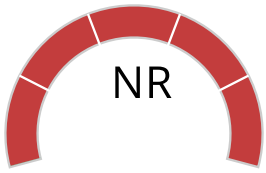
NV State HS Sunrise

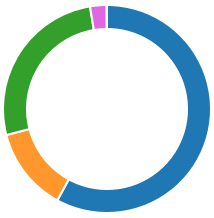
School Year 2018-2019 Nevada School Rating

School Level:	High School
Grade Levels:	11-12
District:	State Public Charter School Authority
School Address:	300 N 13th St, 2nd Floor Las Vegas, NV 89101



66.6
Total Index Score

School Type:
School Designation: *No Designation*
95% Assessment Participation: *Met*



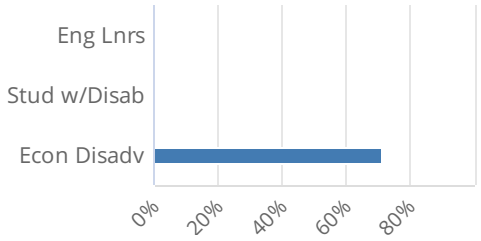
Student Race/Ethnicity

13%	White
26.3%	Bl/Afr Am
57.7%	Hisp/Latino
2.6%	Asian
0%	Am Ind/AK Nat
0%	Pac Isl
0%	Two or More

School Performance History

School Year	Index Score/ Star Rating	
2017-2018	N/A	N/A
2016-2017	N/A	N/A

Alternative Student Groups



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.

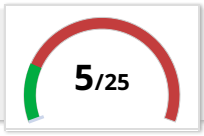
How are school star ratings determined?

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

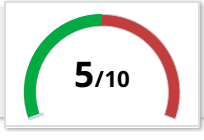


Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	5.5	25.8
ELA Proficiency	38.7	53.8
Science Proficiency	N/A	28.8

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	24.3

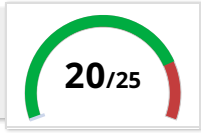


Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	N/A	90.7
Chronic Absenteeism	0.0	10.3
Climate Survey Participation	94.5	N/A

Graduation Rates Indicator

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



College and Career Readiness Indicator

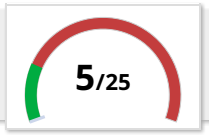
Measure	School Rate	District Rate
Post-Secondary Preparation Participation	100.0	46.2
Post-Secondary Preparation Completion	90.9	32.8
Advanced or CCR Diploma	N/A	29.6

Climate Survey Participation is not a point-earning measure.

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

NV State HS Sunrise

School Year 2018-2019 Nevada School Rating



Academic Achievement

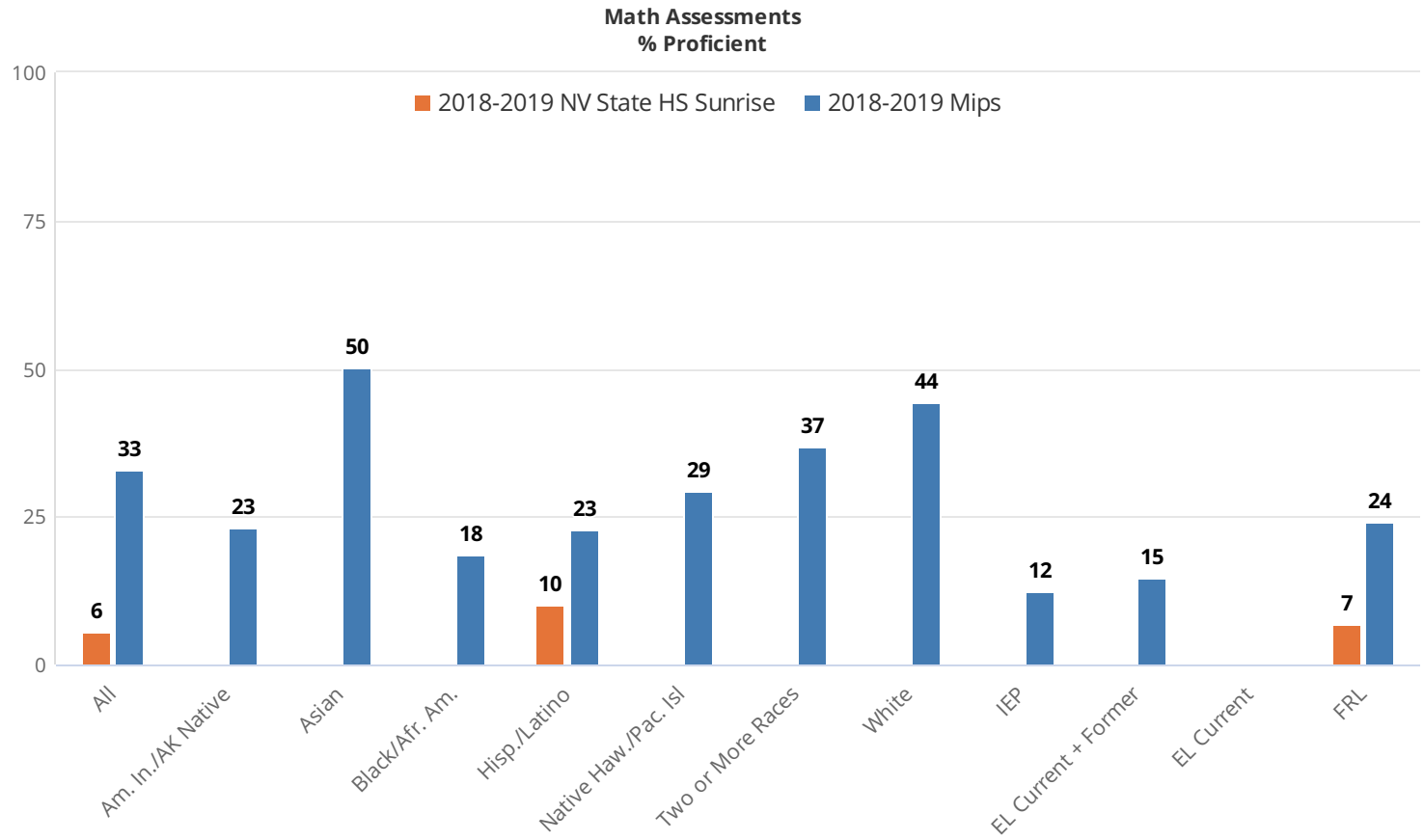
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language 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: 1/10

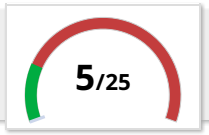
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	5.5	25.8	32.83			29.29
American Indian/Alaska Native	-	-	23.12			19.07
Asian	-	50	50.27			47.65
Black/African American	-	7.5	18.42			14.12
Hispanic/Latino	10	18.5	22.93			18.87
Pacific Islander	-	16	29.26			25.54
Two or More Races	-	26	36.96			33.64
White/Caucasian	-	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	7	14.5	24			20.01



'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.

NV State HS Sunrise

School Year 2018-2019 Nevada School Rating

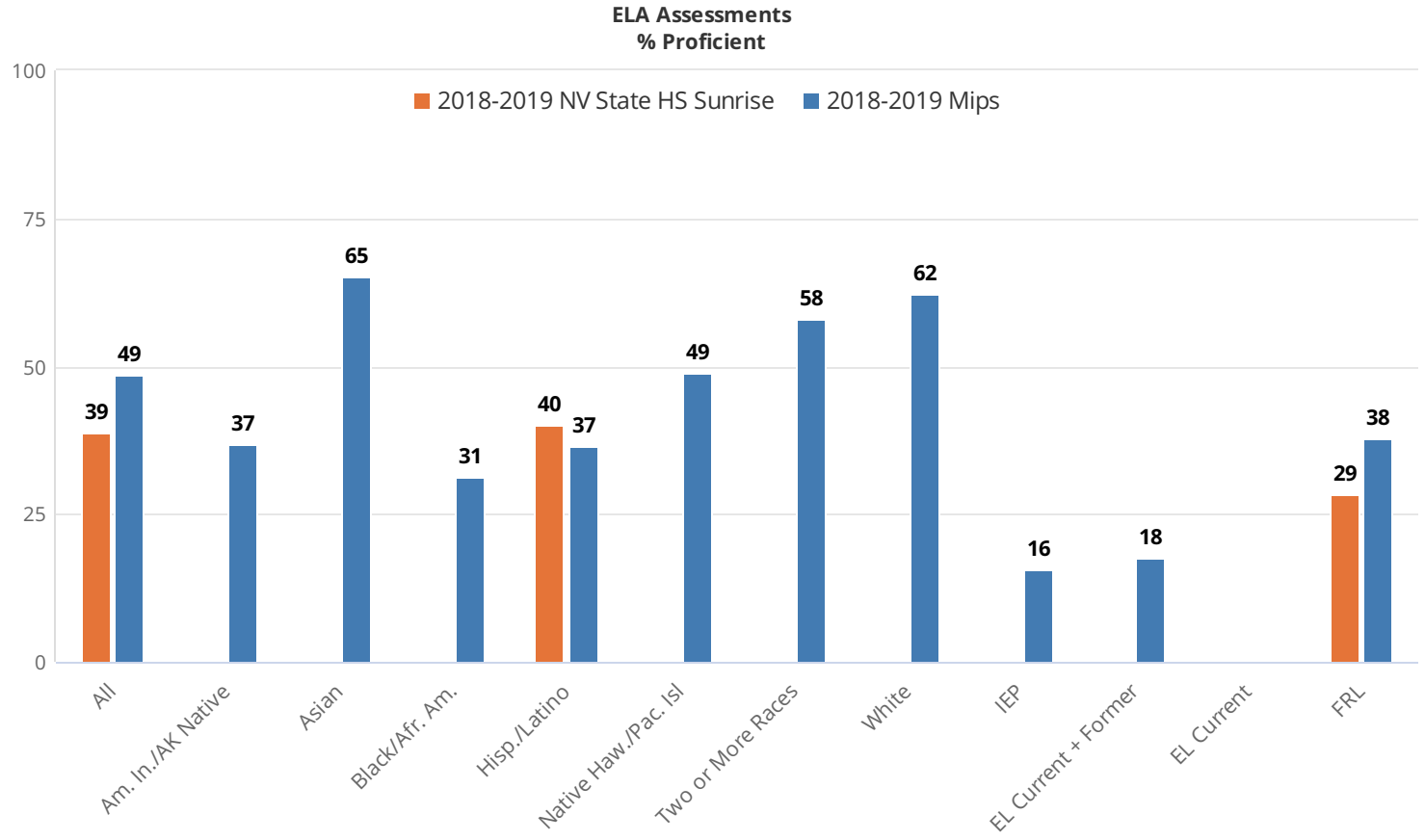


Academic Achievement

ELA Proficient

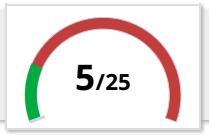
ELA Proficient Points Earned: 4/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	38.7	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	40	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	-	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	28.5	41.8	37.66			34.37



NV State HS Sunrise

School Year 2018-2019 Nevada School Rating

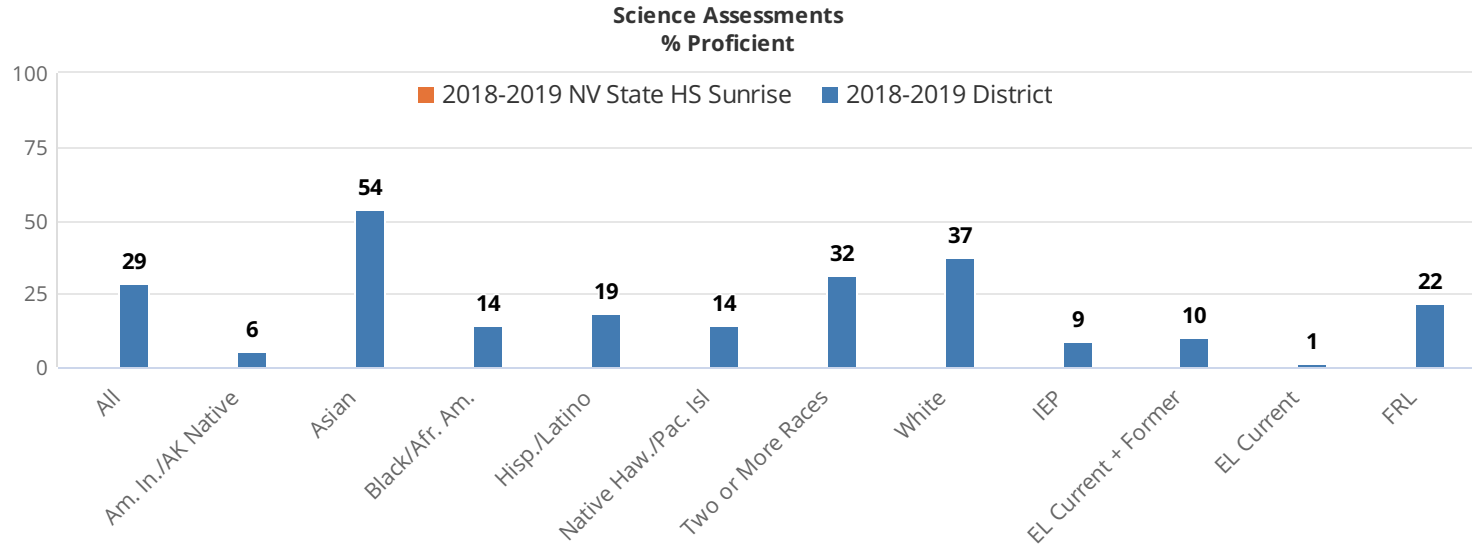


Academic Achievement

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		



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.

NV State HS Sunrise

School Year 2018-2019 Nevada School Rating

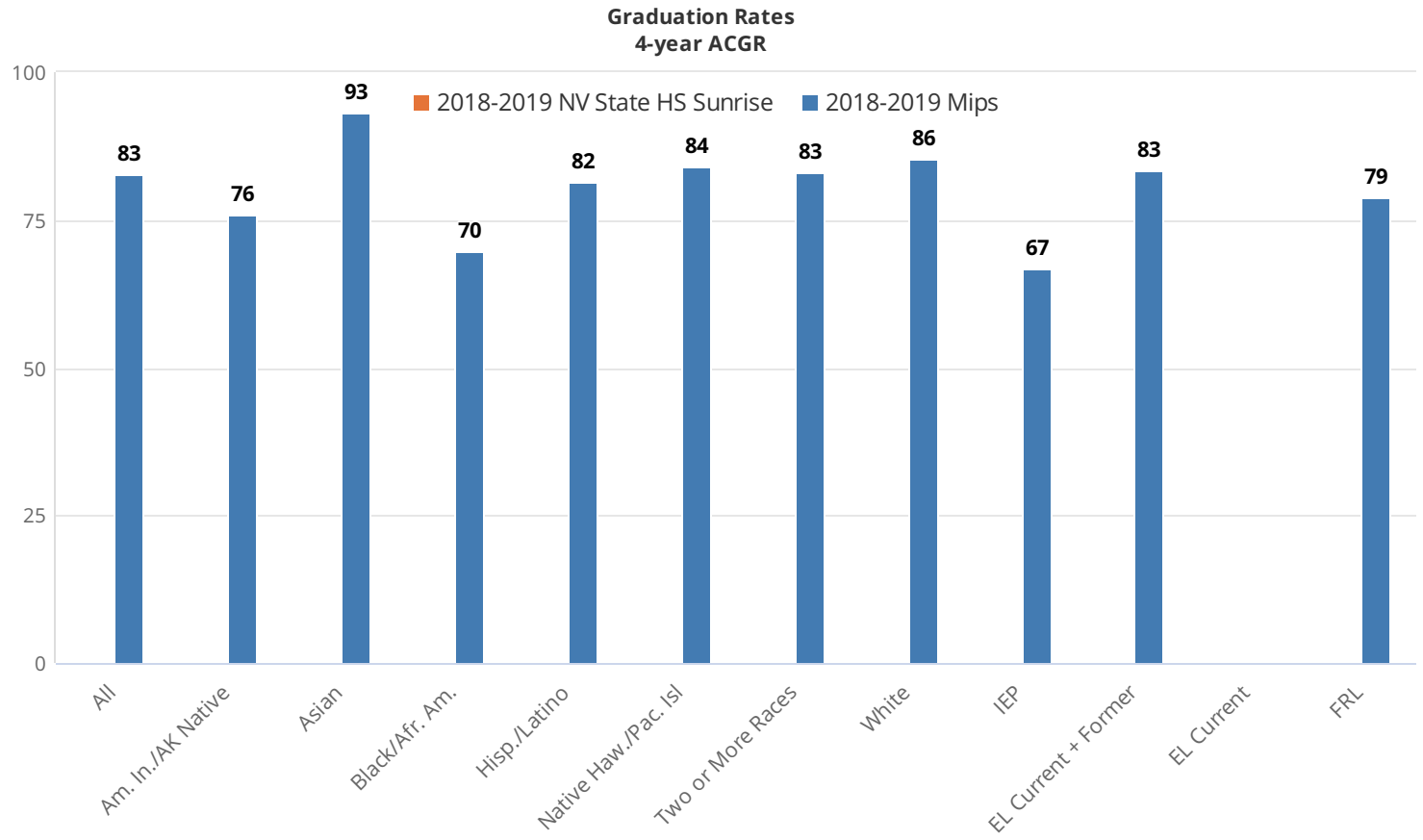
Graduation Rates

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 whoever 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 % 4-Year ACGR	2018 % District	2018 % 4-Year ACGR MIP	2017 % 4-Year ACGR	2017 % District	2017 % 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



NV State HS Sunrise

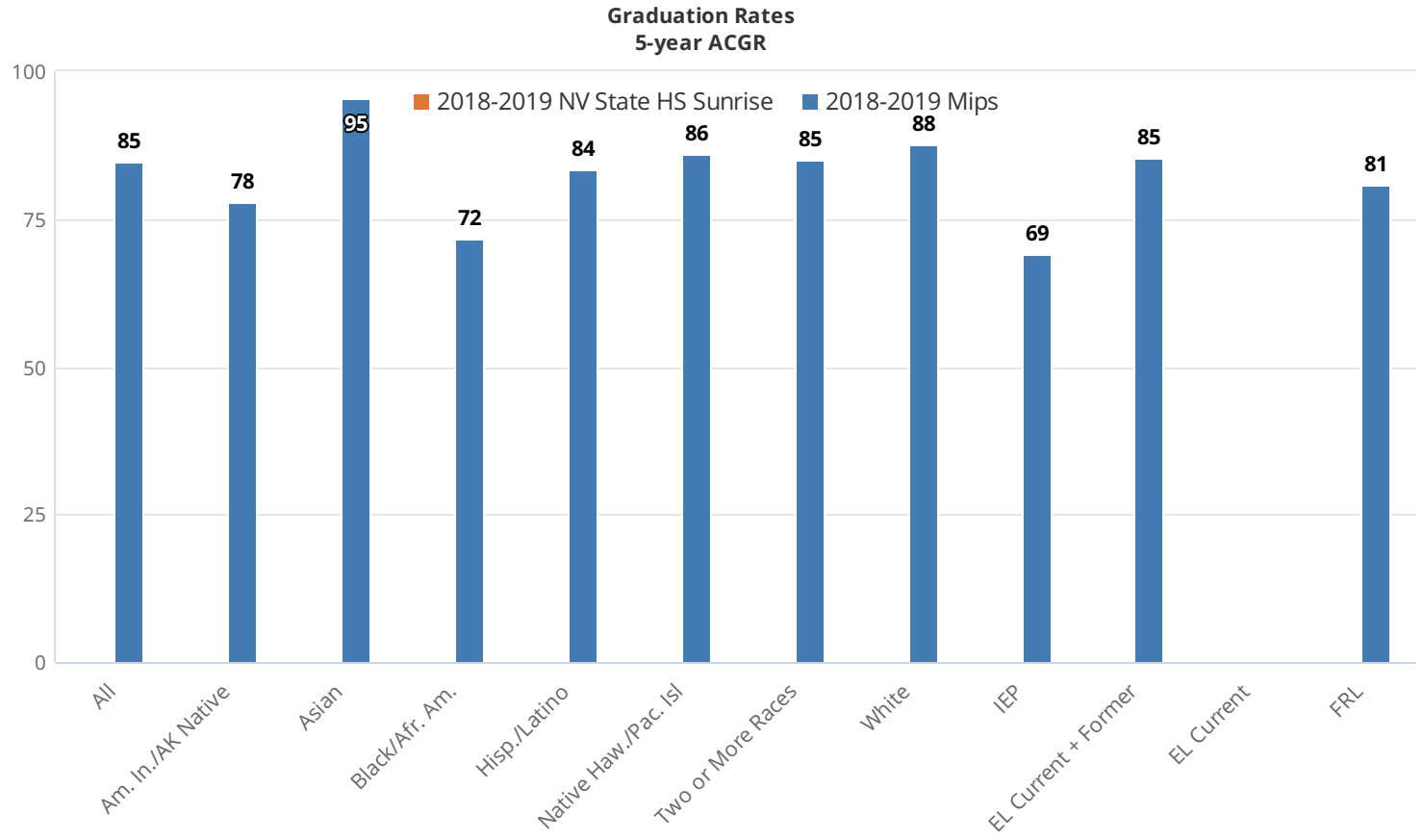
School Year 2018-2019 Nevada School Rating

Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: NA/5

Groups	2018 % 5-Year ACGR	2018 % District	2018 % 5-Year ACGR MIP	2017 % 5-Year ACGR	2017 % District	2017 % 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



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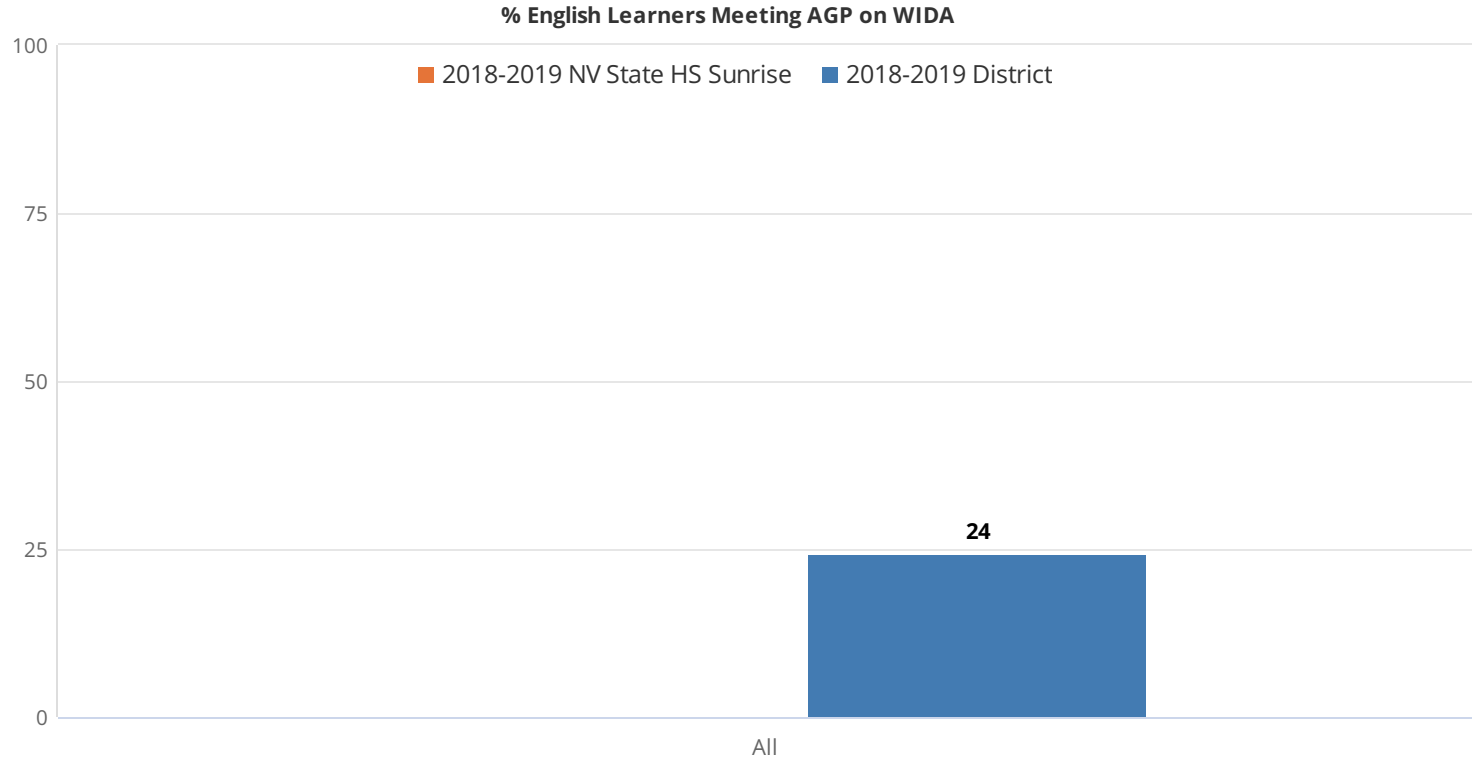
NV State HS Sunrise

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	-	-	24.3			



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

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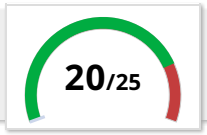

College and Career Readiness

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: 10/10

Groups	2019 % Participation	2019 % Participation District	2018 % Participation	2018 % Participation District
All Students	100	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: 10/10

Groups	2019 % Completion	2019 % Completion District	2018 % Completion	2018 % Completion District
All Students	90.9	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		

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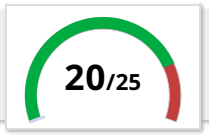
NV State HS Sunrise

School Year 2018-2019 Nevada School Rating

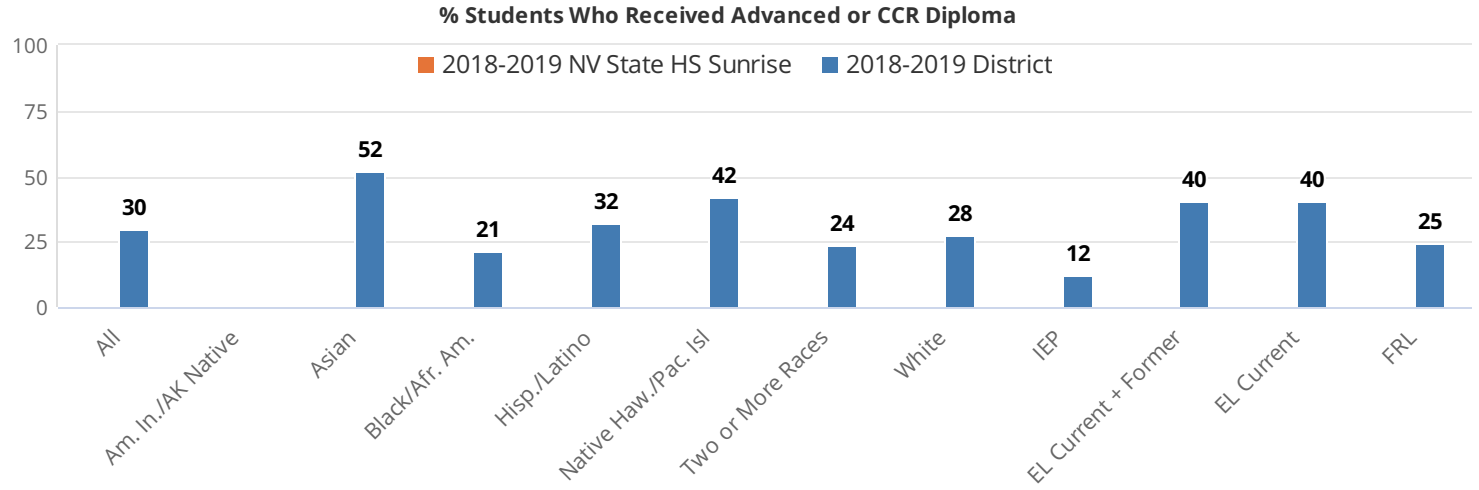


College and Career Readiness

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		



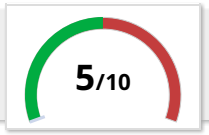
Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	0	0	100	0	0	0	0	0
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 Adavnced 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..

NV State HS Sunrise

School Year 2018-2019 Nevada School Rating



Student Engagement

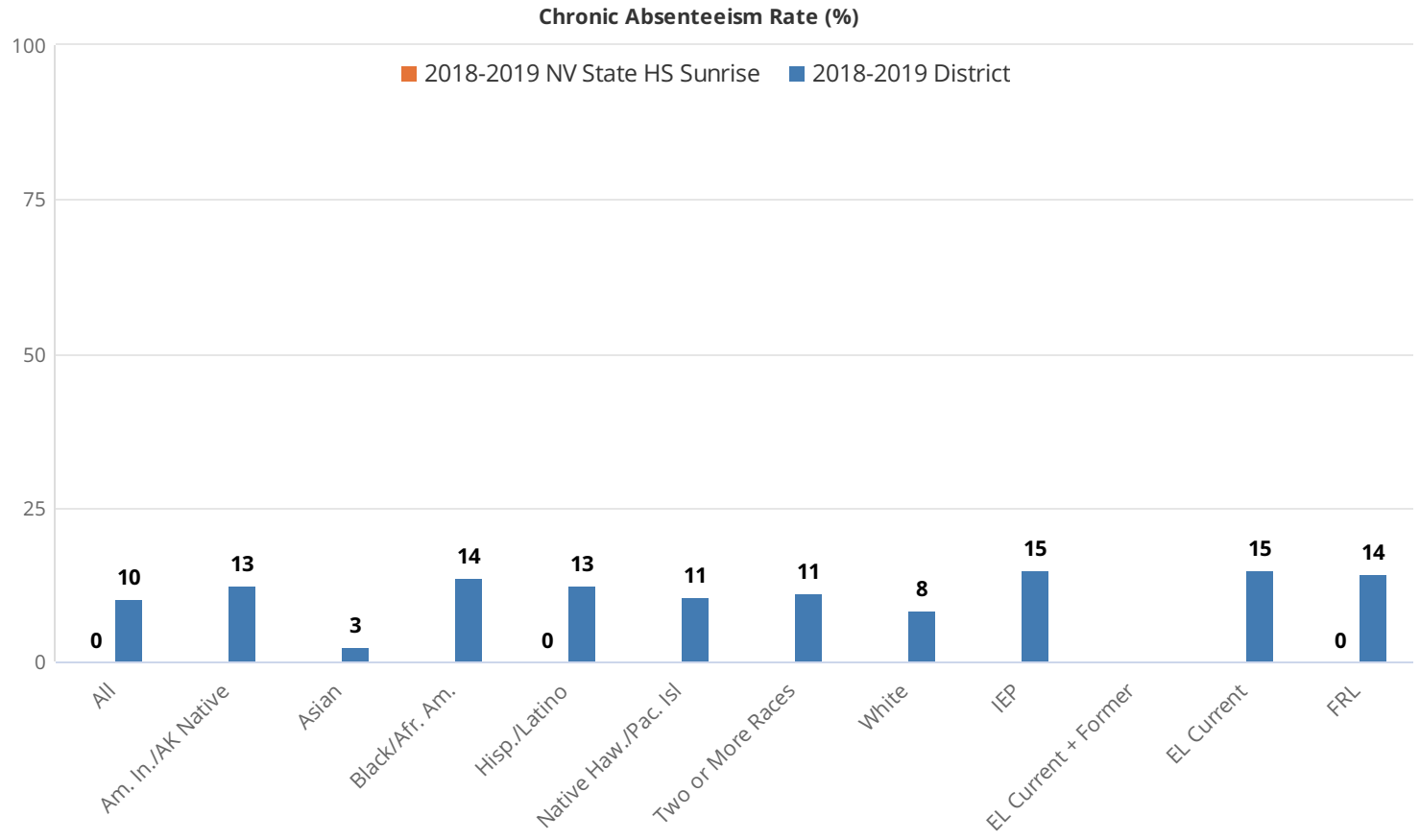
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic 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

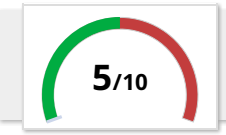
Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	0	10.3		
American Indian/Alaska Native	-	12.6		
Asian	-	2.6		
Black/African American	-	13.8		
Hispanic/Latino	0	12.5		
Pacific Islander	-	10.5		
Two or More Races	-	11.1		
White/Caucasian	-	8.4		
Special 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



NV State HS Sunrise

School Year 2018-2019 Nevada School Rating

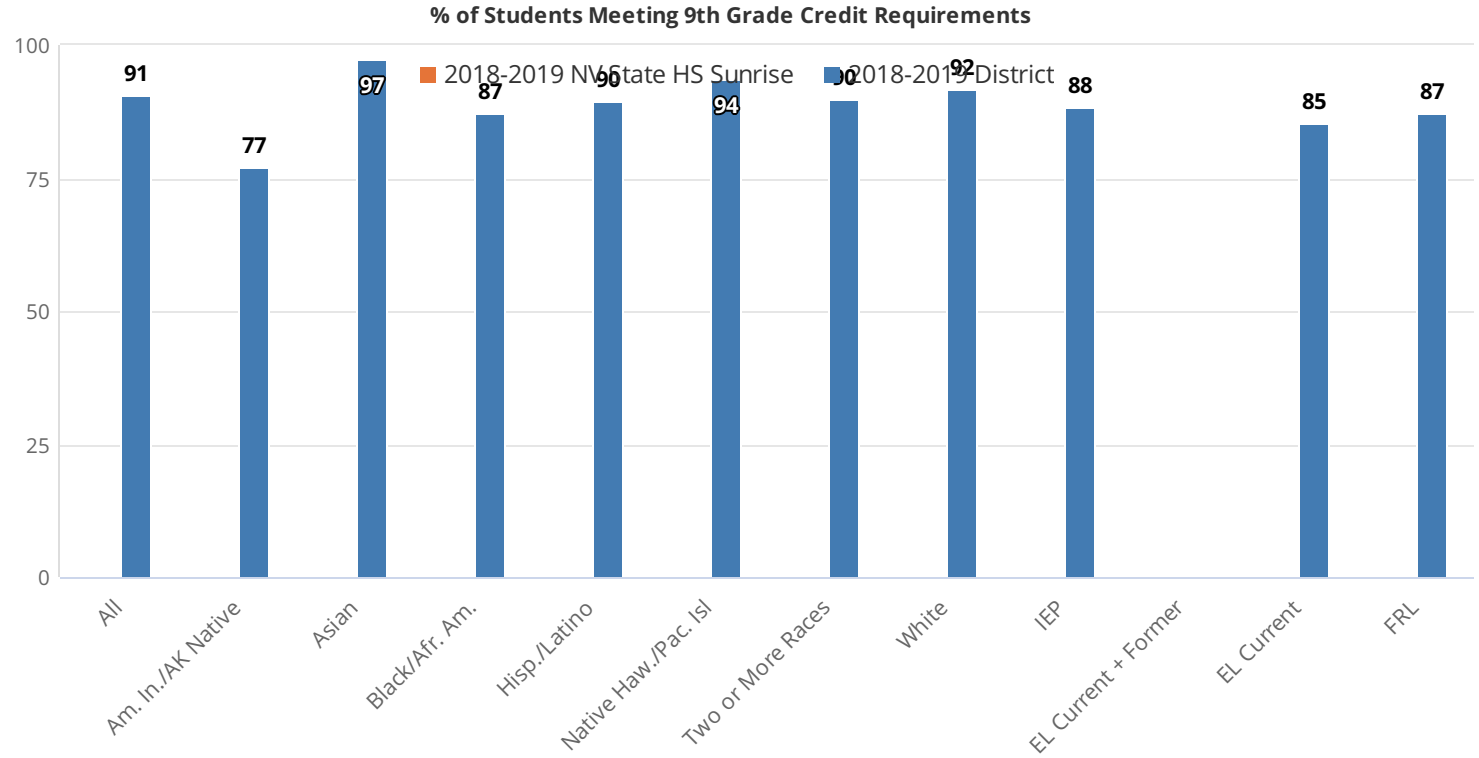


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned NA/5

Groups	2019 % 9th Grade Credit Sufficiency	2019 % 9th Grade Credit Sufficiency District	2018 % 9th Grade Credit Sufficiency	2018 % 9th 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		



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Appendix B

Nevada State Public Charter School Authority

To: Matthew Fox, Board President, Nevada State High School
Dr. Wendi Hawk, Chief Academic Officer, Nevada State High School
From: Mark Modrcin, Director of Authorizing, State Public Charter School Authority
CC: Jason Guinasso, Chair, State Public Charter School Authority
Rebecca Feiden, Executive Director, State Public Charter School Authority
Date: May 24, 2019
Re: Site Evaluation Report for Nevada State High School – Summerlin

SITE EVALUATION REPORT
Nevada State High School – Summerlin

Site Evaluations are a critical accountability component to the oversight of schools by the Nevada State Public Charter School Authority (SPCSA) and are fundamental to charter schools' autonomy. As approved by the Legislature [NRS-388A.150] the Authority is to *"provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community."*

Site Evaluations allow the SPCSA to assess schools' student achievement, progress to goals, and fulfillment of their mission, vision, and educational program outlined in their charter. Improving the learning of pupils, and, by extension, the public education system; increased opportunities for learning and access to quality education; and a more thorough and efficient system of accountability for student achievement in Nevada are all foundational elements of the SPCSA's mission, the legislative intent of charter schools and are central elements of the Authority's on-going evaluation of charter schools.

The SPCSA conducts multiple visits and evaluations throughout schools' charter terms. The cumulative evidence through multi-year oversight measures become part of the record that help inform recommendations put forth by SPCSA staff, specifically renewal recommendations.to the Authority Board. The Board of the Nevada State Public Charter School Authority makes all final charter renewal decisions. Site Evaluations are just one criteria considered for renewal; student achievement, financial prudence, and fulfilment of the program outlined in the approved charter are also evaluated by the Authority when making renewal decisions.

Attached is the Site Evaluation Report for Nevada State High School - Summerlin, which was conducted by Mark Modrcin and Mike Dang on April 4, 2019. The optional school response is also included. The school is currently in its 3rd year of its 3rd charter term, which expires on June 30, 2022.

Please contact the Team Lead for this Site Evaluation, Mark Modrcin, with any questions.

SITE EVALUATION REPORT: NEVADA STATE HIGH SCHOOL

Campus Name: Summerlin Campus
Grade Levels: K – 12
School Leader: Dr. Wendi Hawk
Purpose of Site Evaluation: Year 3, third charter term
Date of Authorization: July 2003
Evaluation Date: Thursday, April 4, 2019
Conducted By: Mark Modrcin & Mike Dang

SUMMARY OF SITE EVALUATION

The mission of Nevada State High School is to support students in a college environment with personal, academic, and social skills.

During our Site Evaluation, the team observed this mission being lived out on campus through the following:

- Consistent reminders for students regarding the importance of the three pillars described within the mission statement: personal, academic and social skills. The observed spoke to this throughout the lesson and detailed why each is important to a college student.
- Staff members recognize and spoke to their specific role to ensure that NSHS students can be successful to and through college. Staff members that are more student-facing recognized that they play an important role as the 'entry point' for a student's college trajectory. Back-office personnel recognize that their role is critical to operations and help ensure a conducive working environment is possible.
- NSHS provides students with individualized supports and supplementary courses, such as the observed Study Skills classroom, that imitates a college-like environment.

Site Evaluation team members observed instruction in the lone class, Study Skills, offered at the Summerlin campus that day. Staff observed 18 students actively participating in the Study Skills class. An additional 10 students were present in the classroom space to receive additional help. The SPCSA evaluation team observed the Study Skill class for a combined total of 124 minutes. Evaluators were able to observe the class during the middle and end of period.

Observers noted that students also appeared actively engaged and familiar with expectations while on campus. No behavior issues were observed.

Note:
Due to the unique structure of Nevada State High School, SPCSA staff only observed one classroom to 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 looks forward to evaluating the remaining NSHS sites in the 2019 – 2020 school year to develop a more representative school-wide rating.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	The Educational Advising Coordinator (EAC) maintains positive communication when instructing and supporting students both in whole group and individual settings. In one instance, the EAC worked with a student who is behind in their work, politely reminding the student that there are ways to prevent this situation from recurring. Additionally, students are on-task and respectful of one another, whether working on the Study Skills lesson or in the back of the room receiving support.	Distinguished Proficient Basic Unsatisfactory Not Observed
Establishing a Culture of Learning	The EAC exhibited a strong desire to instruct and support students as evidenced by her individual check-ins with all students throughout the class period to assess progress and identify deficiencies. Additionally, the classroom featured the personal and social goals for students, which mirror the student scorecard. This indicates the school is aligned to its mission and emphasizing its importance on a regular basis.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Classroom Procedures	Observers did not observe any loss of instructional time. Only minor instances of disruptions or off-task behavior were noted by the team, such as side conversations unrelated to the lesson among students. The EAC actively moved around the room to address and any of these situations from escalating.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Student Behavior	Observers did not note any misbehavior that warranted reprimands or redirection by the EAC. On two occasions, the EAC did remind the students of their time constraints within the lesson and an impending due date, but these were not in response to misbehavior. The teacher did move around the room frequently so as to effectively monitor student behavior.	Distinguished Proficient Basic Unsatisfactory Not Observed

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	The EAC delivered directions, content and support throughout the lesson clearly and accurately. The teacher's tone in her communication was positive and she worked to connect individually with all students as evidenced by her movement around the room and tailored questions to specific students based on their knowledge and performance within that lesson.	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Questioning and Discussion Techniques	During the observation, the teacher employed a mixture of low-level and high-level questions to challenge and support students. Most high-level questions were asked in a one-on-one setting. For example, the EAC starts a line of questioning about	Distinguished Proficient Basic Unsatisfactory Not Observed

	health habits in college with basic recall questions and builds to analyzing and application questions on the same topic.	
Engaging Students in Learning	Students were actively engaged throughout the lesson. For example, students appeared on-task throughout and were working collaboratively to complete the assignment, asking questions when necessary, and were heard conversing about the lesson. The instruction and materials provided to students appeared appropriate and aligned with one another. The pace of the lesson allowed most students to complete for their work.	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Assessment in Instruction	SPCSA staff did not have sufficient evidence to rate this indicator.	Distinguished Proficient Basic Unsatisfactory Not Observed

III. OPERATIONS

Instructional Observation	Evidence Observed	School-wide Rating
Mission-driven Operations	Operations for both staff and students are executed seamlessly and with a sense of urgency that ties to the school's mission. The Educational Advising Coordinator (EAC) starts class promptly, leading with the day's objective which ties to the mission of the school. Meanwhile, approximately 10 students are in the back of the same room working with a tutor to support their progress in college courses. This is clear evidence that students and staff are focused on utilizing class time efficiently with a priority on the lesson and supporting students seeking extra help.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Schoolwide Procedures	Schoolwide routines and procedures are evident as all students, including those that are here only for additional support, know where to sit and how to conduct themselves during their time on campus.	Distinguished Proficient Basic Unsatisfactory Not Observed
Maintaining a Safe Environment	Staff has clearly worked to establish a safe and secure working environment, as evidenced by the posted emergency exits and plans for evacuation. There were no security or procedural issues observed.	Distinguished Proficient Basic Unsatisfactory Not Observed

IV. FOCUS GROUP SUMMARY

Group	Number of Participants	Duration
Governing Board Members	2	45 minutes
School Leadership Team	5	60 minutes
Parents / Families	3	45 minutes
Students[1]	9	45 minutes
School Staff (w/teachers)	6	45 minutes

[1] The student focus group included some students from the NSHS – Henderson and NSHS – Downtown campuses.

Site Evaluation team members conducted five Focus Groups, one each with the following groups: Governing Board, school leadership team, parents/families, students, and school Staff. Participants were asked a series of questions, including common questions across all Focus Groups, with a range of 5 to 15 questions, depending on the group. The staff focus group included a mix of instructional and non-instructional staff.

In general, the following themes developed from each of the following Focus Groups:

Governing Board

- 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 that they desire to be as 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 offer assistance.
- 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.

School Leadership Team

- The leadership team believes that the school is faithfully executing on its mission statement to successfully transitions students to and through college. One leadership team member said, *"We use the three pillars of success—academic, personal and social—throughout the semester during class, and tie it to every assignment."* Other leadership team members agreed that one of the biggest strengths of the school is to offer college courses to high school students.
- The leadership team has implemented a rigorous hiring process to help them find the right educators. One staff member spoke to this in detail: *"We do a lot of advertising through Indeed, Teacher2Teacher, EdWeek, and NASA (Nevada Association of School Administrators) to get the word out. Under our new process, we weed out a lot of people because we do a culture fit contract and interview for each position to which they are applying. This gives [the school leadership team] an idea if this person is the right fit for the school. The candidate also observes classrooms and the day-to-day operations to get a glimpse of the day."*
- Weekly staff meetings, trainings, the master calendar and email are all leveraged by the school in order to promote strong communication. The leadership team stressed the multiple forms of communication help because they must support multiple campuses, each with a separate staff.
- School leadership prioritizes consistency in the coaching and evaluation of teachers. One member of the team noted, *"We give teachers time to rotate so they can look at other teachers and observe them. Site administrators do evaluations, but those of us from other*

sites are brought in as well. If there are inconsistencies, we recognize that we need to re-norm as a team which could involve additional training."

Parents / Families

- All parents agreed that NSHS provides their students a comfortable, yet challenging, environment for their children to be successful as they transition to college. One parent described the school this way, *"NSHS is a perfect setting. [My student] has never fit in at the regular high school. He seemed to get lost as it was so large. This particular setup allows [him] to be more in control of his education and meet his goals."*
- Parents expressed strong support of the communication provided by the school regarding individual student progress. Specifically, one parent commented that the regular meetings with the school counselor really help them understand the upcoming semester. S/he said, *"I have to meet with the counselor along with my student, but I am told what classes they are enrolled in, and everything is explained to both me and my student. This is helpful, and I feel fully aware."* All parents added that they always feel welcome at the school.
- There was consensus among the parents that NSHS is preparing their students for success beyond high school graduation for multiple reasons. One parent summed it up this way, *"The on-campus experience has been very positive for my student. He can go up and ask questions and has grown comfortable doing this over time. For him to be able to do this is remarkable. While there is a wide variety of students in these courses, no one knows he is actually in high school."*

Students

- Students overwhelmingly endorsed the school's ability to prepare them for college. Multiple individuals stated that NSHS teaches them responsibility, how to be independent, and prepares them to be successful upon graduation and after college. One comment from a student was particularly telling: *"A lot of people are shocked I have a resume [at my age], but I know that a job interview is more than just the actual interview."*
- There was some shared frustration among students about the availability of current textbooks and classroom resources outside of the university. While students recognized that they are always available on campus, individual NSHS campuses may not offer the same textbooks to borrow from campus sites, and editions may not be the correct one. This can be an added cost to students which can get cost-prohibitive.
- Multiple students in the focus group commented how safe they feel on campus, especially given some of the current events across the country. One student stated, *"Some schools can be crazy and dangerous. I don't feel like a target in this school, I'm not intimidated when I come here, and I don't worry about fitting-in. These differences make this place special."*
- Students echoed the sentiments shared during the parent/family focus group about college preparedness. Students indicated that they feel very prepared due to the number of college courses they have completed, their familiarity with the expectations of college professors, and the basic differences between high school and college.
- The majority of students in the focus group shared comments and frustration regarding the school's policies on CAP forms, the consequences of not following courses, and the fines for dropped courses or those that are not passed. Students commented that CAP forms are important, but that it requires near perfection to avoid school or college fines. When asked how fines work if you do not pass a course, multiple students chimed in unison: *"If we fail, we have to pay for it unless it can be demonstrated that [we] tried every avenue to correct the problem."*

School Staff

- Like respondents in other focus groups, school staff members gave high praise to NSHS for closely adhering to their stated mission and helping prepare its students for college and beyond. Multiple staff members said that the greatest strengths of NSHS are the core values and the attention and support students receive when they are on-campus due to the smaller class sizes.
- Staff expressed optimism that the new, restructured staffing structure that incorporates the EOS model will continue to foster improvement for all staff. One participant in the focus group stated: *"The transition to the new system has been a challenge, but communication has begun to improve. We need to continue to work on this so that our improvement trickles down to benefit students."*
- School staff reiterated the importance of communication, particularly with the District Site Administrators (DSAs), which helps provide feedback to employees while also keeping everyone apprised of priorities for the entire NSHS system.

V. OVERALL STRENGTHS OF PROGRAM

1. The school boasts a positive culture that reflects the mission and vision of the school

All stakeholders – parents, staff, students, leadership – expressed their satisfaction with the school's culture, and attributed this to the school consistently working towards fulfilling its mission on a daily basis. Members of both the leadership team and staff commented that this is one of the biggest strengths of the school. Parents validated this sentiment

2. Robust human capital and performance systems reinforce high expectations and provide unique opportunities for staff development

Multiple members of the leadership team spoke to the unique professional development system used by NSHS as a way to effectively drive improvement in a very tailored manner. Specifically, staff is required to submit their professional development twice a year off of a menu of options which includes annual conferences to published articles/literature. When coupled with the robust and extensive employee performance incentive system, it is clear that the school has benefitted from systems and training that focus on motivating and developing staff. All staff indicated that they are very content with the professional development opportunities made available to them, and that the new EOS system has helped them become a more cohesive unit.

3. NSHS offers strong instruction that focuses on instilling habits of success

The environment imitates a college atmosphere, where students are responsible for seeking out help, and ties to the school's mission. During the classroom observation, both the students in the back of the room and those that were receiving instruction in the Study Skills class understand classroom expectations as evidenced by their execution of procedures during class and work independently. The EAC was actively engaged in the learning of the students and tied the lesson to the three pillars of the school at the beginning, middle and end of the lesson. These skills, and frequent reminders of the importance of academic, social and personal success, are critical to the development of successful individuals.

4. Students are provided with a safe learning environment

During the student focus group, multiple students voiced that they feel safe and comfortable while at the NSHS – Summerlin campus. Parents also shared that they are satisfied with their students' experience given the small setting. Given school safety headlines both in Nevada as well as nationally, SPCSA staff believes this is important and speaks to the efforts of staff to provide a welcoming environment where students are comfortable, but also feel

safe. This type of conducive atmosphere allows students to focus on the task removes the possibility of some safety distractions.

VI. RECOMMENDATIONS & ACTION ITEMS

1. Formal Board governance training should be provided by an external third-party and occur on at least an annual basis

It was confirmed during the Board Focus Group, and the evaluation debrief at the end of the day, that the full NSHS Board undergoes a brief, 20-minute governance training annually. This training is provided by a member of the NSHS team. SPCSA staff does not believe that there are any governance issues present at NSHS, but best practices suggest that Board training should be delivered by a third-party that can speak to a variety of topics such as the fiduciary responsibilities of Board members, school leader evaluations, etc. A stronger, annual training in addition to a formal orientation for Board members can only benefit the school as the composition of the NSHS Board changes. Effective training can also provide the school a safety net during times of unexpected transition.

Action Item

In collaboration with SPCSA staff, identify possible service providers of governance training in advance of the 2019 – 2020 school year. An external training will help current and future Board members understand their roles and responsibilities as the legal holders of the charter contract. NSHS Board members may also consider speaking with Board members of other, unaffiliated public charter schools to determine what may be the best path forward.

2. Serve more at-risk students in future years, especially as the NSHS footprint expands to new campuses

As verified by email communication following the site evaluation, the student population at NSHS – Summerlin lags behind in two demographic categories when compared to the averages for the state of Nevada, Clark County School District and/or the SPCSA portfolio. Specifically, 2% of NSHS – Summerlin students have an IEP, 3% are English language learners. There are a few additional students that have a 504 plan or that are on an ELL 'watch list'.

Recommendation

In collaboration with SPCSA staff, develop a plan prior to July 1, 2019 to increase the diversity of NSHS-Summerlin prior to the 2020 – 21 school year. This plan may include pursuing an aggressive school marketing and recruitment plan in multiple languages across the Las Vegas metropolitan area to different student demographics, moving or expanding to areas that are underserved, and/or implementing a weighted lottery at the Summerlin campus for admissions in the 2020 – 21 school year. The SPCSA recognizes the value of having diverse schools that are representative of the community in which they are located.

3. Continue to reflect and look at the NSHS staffing model, including the possibility of consolidating all campuses to one charter

SPCSA staff heard from multiple staff members a sincere appreciation for the new NSHS staffing model, and how communication appears to be improving as the school leverages multiple platforms and avenues to keep staff apprised of upcoming events and deadlines. At the same time, NSHS – Summerlin staff expressed some concern that the school may not continue to reflect so as to make future adjustments, especially as the school continues to add seats in the coming academic years.

Recommendation
In collaboration with staff and the Governing Board, NSHS leadership should continue to evaluate the staffing model and governance model so as to be responsive to needs and improvements on at least an annual basis, if not more frequently. SPCSA staff is confident this work is already underway. As the NSHS footprint grows across the state, the SPCSA evaluation believes that this work will serve the whole NSHS system well in both the short and long-term.

4. Modify the Student and Parent Handbook and the NSHS Student Scorecard to ensure compliance with regulations and to reinforce a college-like atmosphere
As NSHS personnel is aware, SPCSA staff has expressed some concerns regarding language currently included within the NSHS Student/Parent Handbook as well as the NSHS Student Scorecard. Specifically, these issues center around student enrollment and the ability for a charter school to levy fines for failure to abide by an academic program.

Action Item
By August 1, 2019, modify the NSHS Student/Parent Handbook, Student Scorecard, NSHS website and all enrollment materials to ensure compliance with regulations and statutes. SPCSA staff directs the school to make the following changes effective the 2019 – 2020 school year:

- Remove all language and references to student fines issued by NSHS for a student's inability to follow a Course Approval Form (CAP) or earn a passing grade. Use of the term fine must be replaced with language that comports with NRS 389.310, and must provide specific examples as to when a pupil could be asked to pay for all or part of their tuition for a dual credit course. SPCSA staff believes it is permissible for NSHS to pass along tuition costs to a student enrolled in a dual-credit course ***after*** completing and signing a CAP form. In this circumstance, tuition costs passed along to the student may not be excessive or above the actual cost of the individual course. Lastly, NSHS may not pass along tuition course costs to students that remain enrolled at NSHS that fail a course or earn a passing grade.
- Add clarifying language to the NSHS Student Scorecard stating that all students classified as an 11th or 12th grader are eligible to attend NSHS no matter their incoming GPA. The current Student Scorecard assigns a point value for incoming high school GPA but can be interpreted to be a barrier to entry for students. SPCSA staff suggests adding a footnote to the scorecard to provide a detailed explanation about how incoming GPA is used by the school, but NSHS leadership may propose an alternative solution to this concern.

The SPCSA authorizing team commits to working proactively with the NSHS leadership team to address both of these concerns prior to the August 1, 2019 deadline. Additionally, SPCSA staff plans to evaluate all other NSHS campuses during the 2019 – 2020 school year and looks forward to working with NSHS leadership to ensure that this is done in a seamless manner that adheres to the Authority-approved site evaluation process.

Note
SPCSA School Support Team members will follow-up on each of these recommendations during their next site visit, unless otherwise noted.

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Matthew Fox, Esq.
Chair

NEVADA
State High School

Wendi Hawk, EdD
Chief Executive Officer

May 15, 2019

Mark Modrcin, Director of Authorizing
State of Nevada, State Public Charter School Authority
9890 South Maryland Parkway, Suite 200B
Las Vegas, Nevada 89183

Dear Mr. Modrcin:

I am in receipt of your draft "Site Evaluation Report for Nevada State High School – Summerlin" sent to me on May 10, 2019. During your correspondence, you invited the school to include option school responses which are provided for your review and insertion into the report including:

- General – Nevada State High School is requesting that this report name Downtown and Henderson as was indicated would be the case prior to the site evaluation.
- Board Training – The SPCSA is requesting formal annual board training
  ACTION – BOARD TRAINING IS BEING SCHEDULED EARLY NEXT SCHOOL YEAR
- Serve More Underserved – It appears that the SPCSA was not reporting on Summerlin data as the Summerlin data is different than the report suggests given that over 50% of the students in Summerlin are FRL. NSHS has a lottery system approved by requirement, but does not have need for a lottery system due to the dual credit nature of the school as students are not on the NSHS campus continually. NSHS does not have a plan to exclude ANY student from the school with a weighted lottery. Furthermore, if all data for the sites that were supposed to be observed including Downtown and Henderson, the SPCSA would see that the Summerlin population is one of the most diverse campuses with 29% White students (per the Nevada Report Card for 17-18 the White population was 32.47% state-wide and 44.05% for the SPCSA portfolio) and 50% FRL. Furthermore, Downtown is 7% White with over 65% FRL. The Henderson campus represents the same if not more diversity than its feeder high schools in Henderson that are also overcrowded. Black and Hispanic students and FRL students are deemed to be "underserved" by NDE in which NSHS has already proved the commitment to serve all students as proven through the opening of locations in low socio-economic areas. NSHS showed evidence that great effort has been taken to reach out to Hispanics and targeted underserved low-socio economic areas through mailers and Spanish advertising and events. All 10th and 11th graders are targeted for Southern and Northwestern parts of Nevada
  ACTION – NSHS WILL CONTINUE EFFORTS TO RECRUIT AND ENROLL ALL INTERESTED 11TH AND 12TH GRADE STUDENTS ESPECIALLY UNDERSERVED

- Single Charter Consolidation – SPCSA is recommending to consolidate into one charter
  ACTION – NSHS SUPPORTS THIS ITEM AND WOULD LIKE TO MOVE FORWARD WITH THE SPCSA RECOMMENDATION ON HOW TO ACCOMPLISH THIS SUGGESTION.
- Modify Student Handbook – The word "fines" will be removed from the handbook and cap form and replaced with a reference to NRS 389.310 regarding passing on tuition costs to families. This action item from the SPCSA as stated oversteps the interpretation of the NRS they reference which does not specify the outlined limitations and directly contradicts NRS 388a.366.1.(c) and other evidence that was provided in an earlier response regarding the ability of NSHS to pass on tuition costs if the local district is authorized to charge.
  ACTION – NSHS WILL FOLLOW THE LAWS AS OUTLINED IN NRS 389.310 AND NRS 388a.366.1.(c) AND CHANGE THE FINE TERMINOLOGY TO PASS ON TUITION COSTS
- Scorecard with gpa – NSHS does not see that a scorecard report that is first reported to families in October leads to any indication that the school is screening students at admissions. Historically and national data shows that gpa, math levels, test scores etc. have an impact on a student's successful progress in college. Incoming data and initial assessment data taken during the first two weeks at the school help the staff target those in need of interventions. The scorecard also has no impact on graduation – it is only an intervention tool. Mandating the removal of this item that is part of an essential intervention tracking system is an intrusion on the school's autonomy and poor educational practice.
  ACTION – NSHS WILL PROTECT THE INTEGRITY OF THE STUDENT REGARDING THE SCORECARD GPA AND WILL PLACE A CLARIFYING STATEMENT IN THE HANDBOOK REGARDING INCOMING DATA AND SCORECARD COLOR DO NOT IMPACT HIGH SCHOOL GRADUATION.

Nevada State High School takes your correspondence seriously and shall be taking the above actions to protect the integrity of the student and the overall operations of Nevada State High School while comporting to the laws of Nevada. Please contact me directly if you have any questions at whawk@earlycollegenv.com or (702) 332-5063.

Sincerely,

Wendi Hawk
Chief Executive Officer

Appendix C

SITE EVALUATION REPORT

Campus Name:	Nevada State High School: Downtown Campus
Year Opened:	2017 – 2018
Grade Levels:	11th and 12th
School Leader:	H. Tyrone Henderson
Purpose of Evaluation:	This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.
Charter Re-Authorization:	July 1, 2016
Conducted Date:	September 10, 2019
Conducted By:	Mark Modrcin, Mike Dang and Karen Gordon

SUMMARY OF SITE EVALUATION

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

The Nevada State High School (NSHS), Downtown Campus had 80 students enrolled during the previous school year. The school has a 100% graduation rate with 95% daily attendance (2018-2019).

During our Site Evaluation, the State Public Charter School Authority (SPCSA) authorizing team recorded several instances of the above mission being put into effect on the campus. Highlights include the following:

- During the Staff Focus group, the school's mission and key design were verbalized by employees. One employee stated that," The school's mission is transparent, and we follow it at every single site. Students know what is required and every kid becomes college ready."
- The lesson plans have been designed and implemented to highlight the three pillars within the mission statement. This was evidenced when the classroom instructor encouraged students to discuss reasons why they have been asked to complete a portfolio. The instructor was direct and got right to the point saying, "Why do this portfolio?" A student made comments such as, "It represents who you are on paper, helps with time management, and you could be asked for a syllabus in the future and you will have it ready instead of rummaging around to find it."
- The instructor at this campus tied this learning for the day to the upcoming "mock interviews" that would be taking place in the near future. She explained that the students would be asked questions when applying for jobs, and for entrance into college. She said that the portfolio helps students be prepared to answer questions and provide evidence as it is all found in one binder. The staff, including the site leader, office manager, and classroom teacher, expressed the importance of preparing students for college.
- At this site, there was a strong team culture that included the front office, instructor,

and the site administrator. At one time, they were all in the classroom supporting each other and the students to complete assignments, answer questions, and become enthusiastic about the opportunity to attend college. The school leader high-fived each student as they walked out the door saying, "It starts today, and it starts with you!"

Site Evaluation team members observed instruction in a Transitions[1] class offered at the Downtown Campus from 11:00 am to 12:00 pm. Staff observed a large classroom filled with diverse students who were actively participating in the Transitions class.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	The downtown campus had a feeling of warmth and comfort. Students seemed at ease and were comfortable asking questions and receiving feedback. In one instance, the Teacher said, "You are half-way done; that's awesome!" Evidence shows that one on one interactions are not only respectful but emotionally supportive.	Distinguished Proficient Basic Unsatisfactory Not Observed
Establishing a Culture for Learning	At this campus, students appeared interested in learning and the expectations for the day are listed on the board. Students worked independently, at their own pace, and adults (more than one at this campus) checked in with students one-on-one.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Classroom Procedures	Students were fully engaged and asked questions without hesitation. There was little to no loss of instructional time during the lesson.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Student Behavior	The adults in the room made every attempt to monitor student behavior through the following methods: *Providing written expectations on the board *Frequently scanning the room for student engagement or questions. *A deliberate re-cap of why the class is taking place. Behavior expectations were clear and managed by staff.	Distinguished Proficient Basic Unsatisfactory Not 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, the Educational Advising Coordinator (EAC). SPCSA staff also observed similar classes and school sites at the Sunrise, Henderson, Meadowwood and Southwest campuses and a summary of combined observational patterns is included with each individual school report.

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	The communication at this campus was provided orally, in writing, and was repeated as necessary. The adult staff anticipated possible misconceptions that students might have and addressed these by monitoring the room and looking closely at student work. The adult(s) made a point of fully connecting the learning activity to the bigger purpose of the students' lives, not only in the provided lesson but by engaging students in discussion and allowing the students to talk comfortably among themselves about the big picture-which is the mission of the school. In addition, students were responsible for explaining the concepts to their peers in an authentic way.	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Questioning and Discussion Techniques	Students did not formulate higher-level questions, however, the teacher facilitated discussion with higher-level questions. Many of the conversations were one- on- one and the instructors appeared well- trained at continuing to ask students questions to guide students to help themselves.	Distinguished Proficient Basic Unsatisfactory Not Observed
Engaging Students in Learning	Students were engaged in completing all items listed on the board. All materials and classroom activities supported student engagement.	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Assessment in Instruction	Students were well aware of classroom expectations during the class period. As students talked one- on- one with adults, they received timely feedback about course work, grades, and completing the portfolio.	Distinguished Proficient Basic Unsatisfactory Not Observed

III. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	The mission was reflected in lesson plans, classroom activities, one on one conferencing with students, and clearly executed operations such as staff training and tracking college success.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Schoolwide Procedures	At the Nevada State High School campuses, many normal school-wide procedures do not exist due to the framework of the school. These include hallway, playground, parking, lunchroom, and locker room procedures. It should be noted that of the procedures observed, entering the classroom, going to the bathroom, arriving and leaving for the day, there appeared to be no negative issues observed and well-established school-wide procedures appeared in place and internalized by students.	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 newer classroom environment was observed.	Distinguished Proficient Basic Unsatisfactory Not Observed

IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
Governing Board[2]	N/A	Completed April 2019
Parents/Families	N/A	Completed April 2019
Students	N/A	Completed April 2019
School Leadership	1	30 minutes
Staff	5	45 minutes

Governing Board:
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 as they are material to this report:

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

- 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, 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:

The parent/family focus group was conducted in April 2019. It was redundant to convene a second group considering that family members from the Henderson and Downtown campuses have already participated in the Summerlin Focus group. For transparency purposes, we are inserting the notes from the April focus group here as they are material to this report:

- All parents agreed that NSHS provides their students a comfortable, yet challenging, environment for their children to be successful as they transition to college. One parent described the school this way, "NSHS is a perfect setting. [My student] has never fit in at the regular high school. He seemed to get lost as it was so large. This particular setup allows [him] to be more in control of his education and meet his goals."
- Parents expressed strong support of the communication provided by the school regarding individual student progress. Specifically, one parent commented that the regular meetings with the school counselor really help them understand the upcoming semester. S/he said, "I have to meet with the counselor along with my student, but I am told what classes he/she are enrolled in, and everything is explained to both me and my student. This is helpful, and I feel fully aware." All parents added that they always feel welcome at the school.
- There was a consensus among the parents that NSHS is preparing their students for success beyond high school graduation for multiple reasons. One parent summed it up this way, "The on-campus experience has been very positive for my student. He can go up and ask questions and has grown comfortable doing this over time. For him to be able to do this is remarkable. While there is a wide variety of students in these courses, no one knows they are actually in high school."

Students:

The student focus group was conducted in April 2019. It was redundant to convene a second group considering the students from both Henderson and Downtown have already participated in a focus group approximately 5 months ago. For transparency purposes, we are inserting the notes from the April focus group here as they are material to this report:

- Students overwhelmingly endorsed the school's ability to prepare them for college. Multiple individuals stated that NSHS teaches them responsibility, how to be independent, and prepares them to be successful upon graduation and after college. One comment from a student was particularly telling: "A lot of people are shocked I have a resume [at my age], but I know that a job interview is more than just the actual interview."
- There was some shared frustration among students about the availability of current textbooks and classroom resources outside of the university. While students recognized that they are always available on campus, individual NSHS campuses may not offer the same textbooks to borrow from campus sites, and editions may not be the correct ones. This can be an added cost to students which can get cost-prohibitive.
- Multiple students in the focus group commented how safe they feel on campus, especially given some of the current events across the country. One student stated, "Some schools can be crazy and dangerous. I don't feel like a target in this school. I'm not intimidated when I come here, and I don't worry about fitting in. These differences make this place special."
- Students echoed the sentiments shared during the parent/family focus group about college preparedness. Students indicated that they feel very prepared due to the number of college courses they have completed, their familiarity with the expectations of college professors, and the basic differences between high school and college.
- The majority of students in the focus group shared comments and frustration regarding the school's policies on Candidate Assessment of Performance (CAP) forms, the consequences of not following courses, and the fines for dropped courses or those that are not passed. Students commented that CAP forms are important, but it requires near perfection to avoid school or college fines. When asked how fines work if you do not pass a course, multiple students chimed in unison: "If we fail, we have to pay for it unless it can be demonstrated that [we] tried every avenue to correct the problem."

School Leadership

- The leader at the Downtown location is new to his position. He came to the school from the Clark County School District and shared that he is excited and optimistic about his prospects at the school.
- When asked about challenges, the leader said that his campus is unique from the others because most students at the school are first generation college students. He feels his role is to open doors, offer strong encouragement, and keep every single student from slipping through the cracks.

- Even though he is new, the leader feels fully supported, and likes that the NSHS senior leaders encourage him to bring problems and proposed solutions to them. He feels that his voice is heard and is empowered.
- The leader said that the instructional coach has been very instrumental in instructionally coaching his staff and himself in best teaching practices. He said, "I've been a teacher and an administrator for a long time and even I learn and grasp new ideas from the coach."

School Staff (Combined with Henderson[3])

- Staff from both campuses reiterated that they understand the school's mission and key design elements very well. A staff member commented, "Our job is to provide students with a real college experience. We do this and include personal academic and social areas."
- Members of the staff at both campuses said they feel supported in the area of professional development and that trainings take place every Friday throughout the summer months. Opportunities include monthly training, internal audits, observations from colleagues, invitations s to attend seminars, as well as a mentor teacher.
- Staff shared that morale is excellent. One staff member stated, "One of our core processes is level 10 meetings-and they help us to stay positive and on track."
- Regarding lesson plans, staff stated that all instructors work off the same plans and this helps maintain consistency.
- When asked about how the school staff supports students when they encounter less than quality instruction at the college, staff stated, "We coach and teach the students to self-advocate as well as help them come up with better study habits and self-discipline to make time for college courses. The Student Situation Report (SSR) form is proof of these supports and we suggest going to a writing center or the document center. We require proof that students actually went and ask for documentation; we love them but don't trust them."
- When asked to describe the expectations for behavior which you teach your students to perform well in their classes staff commented, "Starting from day one, when students ask questions about the school, we ask them what they are looking forward to exploring and we empower them to lead themselves to answer their own questions. We really want them to be able to find out for themselves." Another staff member commented, "The transition from high school to college is that the teachers in college are not teachers but are experts in their field and our students have more freedom than they did in high school. We preach accountability and advocacy and help students verbalize what they need to know and how to tune into their own needs."

[3] Because the site evaluations for both the NSHS-Downtown and Henderson campuses were conducted on the same day, this focus group was combined for logistical reasons and to accommodate the schedule of school personnel. Staff at the Henderson and Downtown campuses met collectively on Tuesday, September 10th at the Downtown Campus. There were 5 participants and the session took 45 minutes to complete.

Results

This report has been prepared for the Nevada State High School – Downtown campus, although each school site will receive an individual evaluation report with evidence and ratings.

The final sections within each report (V. Overall Strengths of Program, VI. Recommendations, and VII. Deficiencies) have been combined when appropriate. 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. Specific findings for individual campuses are captured within those reports, respectively. Stated another way, should a specific school site have a strength, recommendation, or deficiency related only to that site, this will be noted within that specific report.

V. OVERALL STRENGTHS OF PROGRAM

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

Nevada State High School – Downtown[4] 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 have 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 fact, the Nevada State High School – Downtown's process of onboarding, communicating the culture and expectations, measuring success and monitoring students is systematically followed. 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

[4] The Downtown Campus was not fully rated in 2018 because the graduation rate was not available until after the rating was established. The school received its first full rating in 2019.

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 Safe Learning Environment.

The NSHS – Downtown campus provides 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 said that they are truly thankful for the absence of this fear that exists for many high school students.

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

The students at the NSHS – Downtown campus 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.

5. The campus has a diverse staff that reflects the demographics of the community.

Demographic data from the 2018 – 2019 school year indicated that the Downtown campus was one of the more diverse NSHS campuses within the network. SPCSA staff noted that the Downtown staff also featured a very diverse staff as well, which can be a powerful characteristic for students as research indicates those who share their identities and backgrounds with teachers benefit both academically and emotionally.

VI. RECOMMENDATIONS

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

1. Improve staff communication

Staff was very complimentary in all respects of the school; however, it was suggested that the school place an emphasis on setting deadlines and keeping them in place. Unexpected deadline changes can cause anxiety and frustration for staff forcing them to choose between teaching or meeting the changed deadline. The SPCSA staff noticed this scenario taking place in two classrooms.

Recommendation:
Attempt to set deadlines in advance that are well-communicated and posted in a central, easily accessible location.

VII. DEFICIENCIES

There were no deficiencies identified for any of the Nevada State High School Campuses during the evaluations.

Nevada State Public Charter School Authority

PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE[5]

Name of School: **Nevada State High School-Downtown Campus**
300 North 13th Street, 2nd Floor
Las Vegas, NV 89101

School Year **2018-2019** Nevada School Performance Framework Rating(s) (NSPF)

High School: **Nevada State High School - Downtown**
5 of 5 Stars

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
N/A	N/A	N/A	N/A
Elementary	Middle	Elementary	Middle

High School Data

Graduation Rate:	Average ACT Composite:
100%	**18.35%**

[5] Note: The Sunrise, Southwest and Meadowood Campuses are not reflected in the state data at this time.

SITE EVALUATION REPORT

Campus Name:	Nevada State High School: Henderson Campus
Grade Levels:	11th and 12th
School Leader:	Dr. Andrea McDonald
Purpose of Site Evaluation:	This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.
Date of Re-Authorization:	July 1, 2016
Conducted Date:	September 9, 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.**

The State Public Charter School Authority (SPCSA) Authorizing Team found multiple examples of the mission coming through in the day-to-day activities at the Henderson Campus.

- During the two classroom observations, the objectives, and created curriculum directly align with supporting Nevada State High School (NSHS) student success in college. For example, students were asked to talk in groups about how the content within the Study Skills class would help them in the college setting in either a personal, academic, or social skills area.
- The was a clear emphasis on the school mission within school documents such as the classroom observation form, Student Score Card, Portfolio Checklist, and the Student Situation Report (SSR).
- In both classrooms, there were portions of planned activities which supported the mission. These included announcements about upcoming opportunities for students to participate in social events, academic tutoring, and an analysis of how each personal student was proceeding with this semester's classes.

The Site Evaluation team members observed instruction in a Study Skills class and a Transitions class[1]. The instructor of the Study Skills class provided clear and well-articulated directions to the group. She was respectful and thorough as she conferenced one – on – one with students. The team noticed that she asked open-ended questions followed by additional questions to meet the different needs of the students.

[1] Note: Due to the unique structure of Nevada State High School, SPCSA staff observed two classrooms to 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 two teachers, Educational Advising Coordinators (EACs).

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	The classroom teachers in both classes established an environment of genuine warmth and caring. Classroom interactions were supportive of students with no displays of insensitivity. It was noted that both classroom teachers seemed to relate to the students in an easy open manner. Both were highly capable of whole group and small group communication with students aged 15-19 years of age.	Distinguished Proficient Basic Unsatisfactory Not Observed
Establishing a Culture for Learning	Students in both classrooms showed a commitment to completing the lesson objectives. Students received one – on – one time within both classrooms and worked independently with little appearance of off-task student actions. At one point, a math tutor came into the classroom and announced that he was there for the entire morning should students want to meet and get assistance with math. He told the students, "Don't wait until it's too late, see me right away before a small misunderstanding with math leads to a poor grade." Teachers in both classrooms openly supported the tutor and encouraged students to seek out help should they need it. There were five students receiving help. On one wall of this campus there were pictures and graduation announcements of former students sharing their college success.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Classroom Procedures	There was little to no loss of instructional time during either of these lessons. It was clear that students knew to raise their hand with questions and speak-up. At times, front office assistance was needed by students with questions about their college schedules. Students knew exactly how to get this support in terms of where to go and who to talk to about their situation.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Student Behavior	Both teachers were fully aware of student behavior and responded to questions, technology issues, college scheduling issues, and overall student engagement in appropriate, respectful, and nearly immediate fashion.	Distinguished Proficient Basic Unsatisfactory Not Observed

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	In both classrooms the instructors used clear oral and written language that was expressive and clear. The two teachers appeared to anticipate possible student misconceptions and actively scanned the classrooms to quickly answer questions and re-state directions as required. In one – on – one conferences, both teachers connected the conversation with the purpose of the lesson and the mission of the school. Students contributed to explaining concepts/lesson expectations to other students sitting at their table. Students did this respectfully and without disrupting others.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Using Questioning and Discussion Techniques	Questions used by teachers were a mix of high-level (open-ended) and one answer checks for understanding. The one – on – one discussions in both classrooms were true discussions about school related items such as poor scores on college tests, importance of ACT practice, and why early help with Math is highly recommended. It was evident that the students felt comfortable engaging in these conversations with both teachers.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Engaging Students in Learning	Students were intellectually engaged throughout the lesson. Students worked independently, at their own pace, finishing each task at their own speed. The classroom teachers provided clear directions about what options the students could their time in the classroom to complete the assignment and they reiterated the instructions several times. No off- task behavior was observed, nor did students appear to be confused about classroom expectations or the task at hand for very long, if at all. Students appeared very comfortable speaking up and quickly asking questions rather than sitting and waiting for the instructor to come around.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Using Assessment in Instruction	The Education Advising Coordinator (EAC) expressed expectations clearly and then monitored student work. Student feedback was timely, respectful, and students were fully aware of their progress. Students were required to take a quiz at the end of one of the videos to check their progress and understanding of the content.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**

III. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	All stakeholders, including the students, staff, school leader, and parents are aware of and fully dedicated to the mission at the school. This is evidenced by observations of the campus, classroom, and forms used at the school site. This site had two added items: *On-Site Math Tutoring *An entire wall of the main area of the school dedicated to posting the graduation and career achievements of former students.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Schoolwide Procedures	This campus is not newly established, and the school-wide procedures reflect several well-established school procedures: *Bathroom protocol *Entering and exiting the School *Greeting each other coming into the classroom/sign in and sign out sheets and handouts provided at the doorways of classrooms *Exit Tickets *Procedure for going into the common area for math assistance without disturbing the class.	Distinguished Proficient Basic Unsatisfactory Not Observed
Maintaining a Safe Environment	This campus was clean, safe, warm, and inviting. "Safe-Voice" posters were displayed where all students, staff, parents can read and respond if need be.	Distinguished Proficient Basic Unsatisfactory Not Observed

IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
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Parents/Families	N/A	Completed April 2019
Students	N/A	Completed April 2019
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. [2] Two members of the five-member board participated. Quorum was not met, and Open Meeting Law was not violated.

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- There was a consensus among the parents that NSHS is preparing their students for success beyond high school graduation for multiple reasons. One parent summed it up this way, "The on-campus experience has been very positive for my student. He

can go up and ask questions and has grown comfortable doing this over time. For him to be able to do this is remarkable. While there is a wide variety of students in these courses, no one knows they are actually in high school."

Students:

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- Students overwhelmingly endorsed the school's ability to prepare them for college. Multiple individuals stated that NSHS teaches them responsibility, how to be independent, and prepares them to be successful upon graduation and after college. One comment from a student was particularly telling: "A lot of people are shocked I have a resume [at my age], but I know that a job interview is more than just the actual interview."
- There was some shared frustration among students about the availability of current textbooks and classroom resources outside of the university. While students recognized that they are always available on campus, individual NSHS campuses may not offer the same textbooks to borrow from campus sites, and editions may not be the correct ones. This can be an added cost to students which can get cost-prohibitive.
- Multiple students in the focus group commented how safe they feel on campus, especially given some of the current events across the country. One student stated, "Some schools can be crazy and dangerous. I don't feel like a target in this school. I'm not intimidated when I come here, and I don't worry about fitting in. These differences make this place special."
- Students echoed the sentiments shared during the parent/family focus group about college preparedness. Students indicated that they feel very prepared due to the number of college courses they have completed, their familiarity with the expectations of college professors, and the basic differences between high school and college.
- The majority of students in the focus group shared comments and frustration regarding the school's policies on Candidate Assessment of Performance (CAP) forms, the consequences of not following courses, and the fines for dropped courses or those that are not passed. Students commented that CAP forms are important, but it requires near perfection to avoid school or college fines. When asked how fines work if you do not pass a course, multiple students chimed in unison: "If we fail, we have to pay for it unless it can be demonstrated that [we] tried every avenue to correct the problem."

School Leadership:

- School Leadership at the Henderson campus has been in her position throughout the previous year and before. She supports the mission and vision of the school and has seen students directly benefit from the school as many graduates have successfully transitioned to and through college.
- School leadership shares information with staff members both at the site and all sites by constantly checking emails and attending Level 10 meetings. This approach keeps staff informed and ensure that all staff are prioritizing the same objectives and goals.
- The administrator stated that the staffing at Henderson is strong because it puts supporting students first. Staff at the Henderson campus works together to step in and fulfill student requests and needs as required.

School Staff (combined with Downtown[3]):

- Staff from both campuses reiterated that they understand the school's mission and key design elements very well. A staff member commented, "Our job is to provide students with a real college experience. We do this and include personal academic and social areas."
- Members of the staff at both campuses said they feel supported in the area of professional development and that trainings take place every Friday throughout the summer months. Opportunities include monthly training, internal audits, observations from colleagues, invitations s to attend seminars, as well as a mentor teacher.
- Staff shared that morale is excellent. One staff member stated, "One of our core processes is level 10 meetings-and they help us to stay positive and on track."
- Regarding lesson plans, staff stated that all instructors work off the same plans and this helps maintain consistency.
- When asked about how the school staff supports students when they encounter less than quality instruction at the college, staff stated, "We coach and teach the students to self-advocate as well as help them come up with better study habits and self-discipline to make time for college courses. The Study Skills Report (SSR) form is proof of these supports and we suggest going to a writing center or the document center. We require proof that students actually went and ask for documentation; we love them but don't trust them."
- When asked to describe the expectations for behavior which you teach your students to perform well in their classes staff commented, "Starting from day one, when students ask questions about the school, we ask them what they are looking forward to exploring and we empower them to lead themselves to answer their own questions. We really want them to be able to find out for themselves." Another staff member commented, "The transition from high school to college is that the teachers in college are not teachers but are experts in their field and our students have more freedom than they did in high school. We preach accountability and advocacy and

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help students verbalize what they need to know and how to tune into their own needs."

Results

This report has been prepared for the Nevada State High School – Henderson campus, although each school site will receive an individual evaluation report with evidence and ratings.

The final sections within each report (V. Overall Strengths of Program, VI. Recommendations, and VII. Deficiencies) have been combined when appropriate. 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. Specific findings for individual campuses are captured within those reports, respectively. Stated another way, should a specific school site have a strength, recommendation, or deficiency related only to that site, this will be noted within that specific report.

V. OVERALL STRENGTHS OF PROGRAM

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

Nevada State High School – Henderson 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 Henderson campus has earned a superior rating with a total of five stars according to the Nevada School Performance Framework (NSPF). The courses offered have 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 fact, the Nevada State High School – Henderson's process of onboarding, communicating the culture and expectations, measuring success and monitoring students is systematically followed. 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 Safe Learning Environment.

The Henderson campus provides a safe, clean learning environment. Shootings and violence in high schools is on the rise; however, these campuses provide 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 commented that they feel safe and secure while at the Henderson campus, which is critical to student learning.

4. Student Satisfaction with the NSHS Program is Very High.

The students at the Henderson campus 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. Additionally, students were offered supplementary help with their academics through a tutor that is on campus regularly. 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 staff communication.

Staff was very complimentary in all respects of the school; however, it was suggested that the school place an emphasis on setting deadlines and keeping them in place. Unexpected deadline changes can cause anxiety and frustration for staff forcing them to choose between teaching or meeting the changed deadline.

Recommendation:

Attempt to set deadlines in advance that are well-communicated and posted in a central, easily accessible location.

VII. DEFICIENCIES

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

Nevada State Public Charter School Authority

PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE

Name of School: **Nevada State High School-Henderson Campus**

School Year **2018-2019** Nevada School Performance Framework Rating(s) (NSPF)

High School: **5** of **5** Stars

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
N/A	N/A	N/A	N/A
Elementary	Middle	Elementary	Middle

High School Data

Graduation Rate:	Average ACT Composite:
97.9%	**20.66**

SITE EVALUATION REPORT

Campus Name:	Nevada State High School Southwest Campus
Grade Levels:	11th and 12th
School Leader:	Danielle Jones
Purpose of Site Evaluation:	This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.
Date of Re-Authorization:	July 1, 2016
Conducted Date:	September 11, 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 mission of the school coming to life on the campus as evidenced in the following ways:

- The classroom had displays of the school's pillars (personal, academic, and social skills) as well as student work explaining real-world connections to the pillars.
- The teacher reiterated the purpose for the day's lesson at the beginning of the class, explaining that she was there to help students to successfully transition to college which directly parallels the school's mission. More specifically, students were instructed to create portfolios which were described as follows by the instructor, "If you have it in one place, it helps you apply for scholarships, and use it in the real world when applying for jobs and to college."
- During the beginning of the class, the teacher went through a list of announcements, and these directly related to the mission (opportunities for social gatherings/social points, college open house, and a financial planning workshop).

Site Evaluation team members observed instruction in a Transitions class[1] with 18 students taking place at the Southwest Campus from 10:00 am to 12:00 pm. The State Public Charter School Authority (SPCSA) evaluators were able to observe the class during the beginning, middle, and end.

[1] Note: Due to the unique structure of Nevada State High School (NSHS), 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, the Educational Advising Coordinator (EAC). The SPCSA staff also observed similar classes and school sites at the Sunrise, Henderson, Downtown and Meadowwood campuses and a summary of combined observational patterns is included with each individual school report.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	The interactions between teacher to student and student to student appeared warm and caring. There were no conflicts observed.	Distinguished Proficient Basic Unsatisfactory Not Observed
Establishing a Culture for Learning	The teacher and students showed a genuine culture for learning. The classroom environment represented a commitment to the subject by the teacher and fostered high expectations among students.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Classroom Procedures	There was little loss of instructional time during the lesson. For the most part, classroom routines and procedures have been established and expectations appear to be clear for all students.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Student Behavior	The teacher was aware of student behavior. On two occasions, the teacher had to remind students to keep appropriate voice levels in class. The first was a silent reminder and the second was a verbal announcement. Both of these reminders were successful.	Distinguished Proficient Basic Unsatisfactory Not Observed

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	The teacher's oral written communication did not contain errors. Instructions did have to be repeated regarding the course validation form and processes on multiple occasions with at least a quarter of the class. Some students needed directions repeated two or three times. More effort and time could have been expended at the beginning of the lesson to show and fully explain the instructions on how to complete the activity using the available technology. The instructor could have also brought the students back together in a whole group setting to clarify directions.	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Questioning and Discussion Techniques	Higher-level questions were not asked regarding classroom content during classroom activities. Not observed.	Distinguished Proficient Basic Unsatisfactory Not Observed

Engaging Students in Learning	Students were partially engaged during this class period. However, it appeared that there was an inconsistent understanding of how to complete the course validation component. At one table with a group of three, one student could not pull up their courses at the college, while another was texting a third student for directions on completing the video and Student Situation Report (SSR) instructions.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Using Assessment in Instruction	The expectation for completing the SSR was unclear, as were the directions for course validation. Given the newness of several of the students, new school year, and new form, it would have been beneficial for the teacher to slow down during directions, show/model steps for students and undertake a quick check for understanding by walking the room before engaging in the task of validated classes.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**

III. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	School-wide procedures for staff and students have been designed and implemented with the school's mission in mind as evidenced by course design, social opportunities, and academic functions such as mock interviews and students being held personally accountable for their actions.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Managing Schoolwide Procedures	It was not clear that there was an established school-wide procedure for the course validation process. Several students seemed confused about where to go and how to screenshot the different class schedules for the instructor to validate and confirm. This process could be made more efficient with a bit more teacher modeling and by support from another adult or two. Some students displayed a bit of frustration when they had difficulty accessing their schedules and a handful of students had this issue with more than one campus.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Maintaining a Safe Environment	The "Safe-Voice" poster was displayed, and the school site appeared uncluttered and clean. The environment, systems and student procedures reinforced student safety.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**

IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
Governing Board[2]	N/A	Completed April 2019
Parents/Families	4-2 from Sunrise 2 from Southwest	30 minutes
Students	8	30 minutes
School Leadership	1	30 minutes
Staff	(5)	30 minutes

Governing Board:

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[3] 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.
- 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

The parent/family focus group was conducted with parents/families from the Sunrise and Southwest campuses. Highlights from this time are located below:

- Parents shared that their students enjoy the independence that this school provides. One person commented, "This atmosphere and being out of a traditional classroom is new to them. My child's previous school was a college prep as well, but this one has more of a feel of college and helps transition to college successfully.
- When asked how Nevada State High School helps make families feel welcome, a parent said, "This is a new campus for us, and the school leader has been

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

[3] As of August 2019, NSHS has filled the role of Executive Director for NSHS and this new employee was present during the site evaluation process.

overwhelmingly positive and answered all of our questions. On the first day, my daughter's Spanish class was canceled. The school leader calmed my daughter right down and enrolled her in other courses-it all worked out but could have been a bigger problem."

- Families reiterated that their students feel a strong connection to their NSHS campus. Families were asked about what the school has done to help their child connect to his/her NSHS campus. A parent remarked, "I know my child goes to the campus to stay on track. NSHS staff is here to help with college applications beyond their two years here. They really care at the Southwest campus."
- Multiple parents and family members expressed that the registration process presented some unique challenges that can adversely impact students if not handled well. One parent noted that, "The registration process was challenging at times and confusing and it was also a little bit frustrating. Because the registration was so late, there was a lot that had to be done in a short amount of time. This resulted in a slightly late start in the transitional course that starts at the end of the summer. Lucky for us the administrator handled it on behalf of my student and it did work out in the end."
- Family members offered the following suggestions that can help the school improve and be even more customer-friendly. First, NSHS can maintain a up-to-date website that has current information to foster parental support of their students. Additionally, NSHS should continue to offer social points and even enhance this requirement. Finally, the initial interface between parents and the school could be more thorough as there is a lot of information that can lead to mistakes and/or miscommunication.

Students

- Students are thankful for this new campus. They appreciate saving time in driving to other campuses to attend Nevada State High School classes.
- Students said that they appreciate the fact that they get to earn college credit while obtaining their high school diploma. One student said, "I actually feel sorry for some of my friends because they are wasting time at their traditional high school."
- Multiple students noted that they appreciate the extracurricular events that help promote a real high-school experience. When asked about events at the high school, and the high school experience, a student said, "We get social points for going on hiking trips and attending senior sunrise. You can decide to take all on-line college classes, but the school doesn't want us to be socially awkward."
- Students had several recommendations for improvement during this focus group and prefaced the recommendations by saying, "The staff here, is always nice to you, they say please and thank you and are willing to pitch in and do as much as possible to help you."
- Participating students noted that more opportunities to shape the school with their voice and ideas would be welcomed.
- Most students agreed that communication is a problem at this campus, stating that mass emails are sent out among the student body at all campuses, some of which do not apply to some student groups.
- When asked about safety during the student focus group, students commented that they felt very safe at the school. They unanimously said that they feel very safe and come to school unafraid of a violent act or of being harassed.

Leadership

- The school leader described her experience at NSHS Southwest as a new and positive experience for both herself and students. Specifically, she described it in this way: "I had over ten years as a teacher and a Dean when I arrived here over the summer. This school strives for the real college experience, which is something I've never seen or experienced myself. There are high expectations and we all know it is attainable and feel that students, even though they are high school aged, can, with additional supports to guide them, succeed in college."
- School leadership acknowledged that some high school students still require accommodations or additional supports despite the unique setting of NSHS. When asked about the Individual Education Program (IEP) students, the administrator remarked, "We accommodate everybody. Certain accommodations are in place and all students receive some type of support. IEP accommodations are important when students are unable, or do not want to self-advocate, for themselves. We only have one new student with an IEP, two returning, and no English Language Learners (ELL) students.
- When talking about sharing information with staff, the administrator noted that this was an important aspect of her role, saying, "Every site has a different leadership style. We try to be as transparent as possible, update staff on which students we have had conversations with and we use email and text to keep everyone informed."

Staff

The Southwest focus group was conducted at the school site with 3 participants. The following are highlights:

- The staff at this campus had an excellent understanding of the school's mission. One staff member said, "I help students prepare for exams, make sure each student is college ready, and assist students in applying for college."
- Staff felt supported with coaching and professional development. A staff member recalled, "The entire summer we met one time per week and learned about different subjects that school does so I feel very good about the training here." Additionally, that same staff member added, "We get so much help here and we go over lessons to learn and find out what's expected of us and also have the chance to collaborate and touch base with others. We are given access to audio books and can get additional training this way."
- Southwest campus staff reiterated that lesson planning and feedback are done in a consistent manner across all campuses. When asked about what staff is expected to create in terms of lesson planning and feedback there were several responses. One person said, "The topics, videos, and quizzes are here and we can personalize the lesson to connect it to the topic." A second staff member added, "We may be assigned topics, like research and note cards, portfolios; that's where we can be creative."

Results

This report has been prepared for the Nevada State High School – Southwest campus,

although each school site will receive an individual evaluation report with evidence and ratings.

The final sections within each report (V. Overall Strengths of Program, VI. Recommendations, and VII. Deficiencies) have been combined when appropriate. 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. Specific findings for individual campuses are captured within those reports, respectively. Stated another way, should a specific school site have a strength, recommendation, or deficiency related only to that site, this will be noted within that specific report.

V. OVERALL STRENGTHS OF PROGRAM

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

The Nevada State High Schools are 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 campuses have 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 fact, the Nevada State High School process of onboarding, communicating the culture and expectations, measuring success and monitoring students is systematically followed. In addition, the schools offer 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. Instruction and Student Supports are offered in Safe Learning Environment.

All campuses provide a safe, clean learning environment. Shootings and violence in high schools is on the rise; however, these campuses provide 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 one focus group said that they are truly thankful for the absence of this fear that exists for many high school students. A group of students 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 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.

3. Student Satisfaction with the NSHS Program is Very High.

The students at the NSHS Southwest campus 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 communication.

Students:

In the student focus group, multiple 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 relate to their situation. Several students felt that the Help Ticket was not productive. There were times the request was never addressed. Other times, the response was not timely.

Our team would like to suggest the possibility of creating email groups relevant to location, grade level and if they are first or second year students.

2. Improve Messaging regarding lower level math classes.

A few parents and several students verbalized their frustration about feeling "punished" because a student is not yet proficient in college level math and must take lower level courses. This was viewed as a punishment. Students are required to take the Study Skills class again, and students were upset that they were prohibited from holding a Student Council officer position due to their enrollment in the remedial math class. One young lady remarked that this was disappointing because she would like to contribute in a leadership role, and this limits her voice and ability to shape her learning environment. SPCSA staff suggests that the network work to provide consistent messaging around the study skills course and consider revising the course if students are enrolling for a second time.

3. Improve Checks for Understanding and Scaffolded Instruction/Student Support

Instruction at the Southwest campus could be improved if direction to students included checks for understanding incorporated and "wait-time" to provide students the opportunity to ask questions. In more than one instance, there were multiple students off-task and/or confused by what was to be accomplished during the lesson. It is suggested that teachers visually scan the classroom to ensure that students are working productively.

In addition, if a student has a question, the teacher should consider that other students may also be unclear about the same thing. For example, if multiple students have trouble

completing their college course registration during individual check-ins, they should stop the class and clear up the confusion right away for the entire class. Leveraging whole-group instruction may be appropriate to ensure that all students have completed the day's lesson prior to class ending.

4. Consider offering more student behavioral and counseling supports

During both the parent and student focus groups, it was noted that there are minimal supports at NSHS that provide counseling or psychological services. Both stakeholder groups expressed a desire for the school to have on-site staff available to students or provide NSHS students with information about how to access these services on their college campus. SPCSA staff suggests working with partner colleges and universities more closely to identify these services and/or hire part-time staff to address these issues.

VII. DEFICIENCIES

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

Nevada State Public Charter School Authority

PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE

Name of School: Nevada State High School Southwest Campus

School Year 2018-2019 Nevada School Performance Framework Rating(s) (NSPF)

Southwest Campus NOT RATED for the 2018-2019 school year

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
N/A	N/A	N/A	N/A
Elementary	Middle	Elementary	Middle

High School Data

Graduation Rate:	Average ACT Composite: ____

SITE EVALUATION REPORT

Campus Name:	Nevada State High School: Sunrise Campus
Grade Levels:	11th and 12th
School Leader:	Dr. Deborah Whitmoyer
Purpose of Site Evaluation:	This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.
Date of Re-Authorization:	July 1, 2016
Conducted Date:	September 9, 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 enacted on the campus as evidenced in lesson plans, classroom activities, and during parent, student, administrative, and staff focus groups.

- The mission statement was reflected in the objectives for the observed lesson. The class was asked to watch an on-line video which consisted of content created to help students to succeed at the college level. Students completed a quiz at the end of the video to ensure comprehension of the content.
- At the conclusion of the lesson, students were encouraged to discuss how the lesson helped them to succeed in college in terms of either personal, academic, or social aspects. As students discussed these concepts, the teacher asked them to share their ideas with the group. The instructor restated student response so as to emphasize the mission of the school and tie the lesson together.
- The class began with announcements from the teacher, all of which aligned to the mission of NSHS. These included social, academic, and personal opportunities for students such as practice interviews, hiking field trips, and ACT preparation.

Site Evaluation team members observed instruction in a Study Skills class[1] offered at the Sunrise Campus from 10:00 am. - 11:30 am. Staff observed students actively participating in the Study Skills class. Evaluators were able to observe the class during the beginning, middle, and end. Observers noted that the instructor for this campus is part-time and was absent. The school leader, who is new to that position, led this class given the primary instructor's absence.

[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. Therefore, the ratings on the following pages 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 Henderson, Downtown, Meadowwood and Southwest campuses and a summary of combined observational patterns is included with each individual school report.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	The instructor established an environment of respect. Interactions were free from conflict but on a few occasions, the instructor was unaware that some students were having difficulty with completing the list of expectations for the day, due to either technology issues or questions about the initial directions. This appeared to cause questions or confusion among at least four students. Multiple students followed-up with questions or were unable to move forward with completing the lesson until the instructor was able to provide support. It is important to note that this observation took place early in the school year and the instructor as well as the students are still establishing relationships as would be expected.	Distinguished Proficient Basic Unsatisfactory Not Observed
Establishing a Culture for Learning	A genuine culture for learning was established as the instructor created a sense of urgency to complete lesson expectations. However, the atmosphere did not maximize learning time for all students as there were at least some students that were off-task and not engaged with the lesson. The instructor could have employed techniques to enhance student engagement.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Classroom Procedures	Classroom procedures and routines are in progress as this is the beginning of the school year and several students as well as the instructor are new to this environment. The loss of instructional time during the lesson, which appeared to be caused by student questions that required the instructor, match the description of a basic classroom as practices by both the instructor and students functioned unevenly.	Distinguished Proficient Basic Unsatisfactory Not Observed

Managing Student Behavior	The classroom instructor provided expectations at the beginning of the lesson and responded to students in a respectful and thoughtful manner. There was no evidence of student misbehavior.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	The classroom instructor communicated to students both individually and in a whole group setting. Lesson expectations were verbally read with clear, understandable language; however, observers noted that the pace of the communication was very fast and only partially successful, and as a result, some students seemed unclear about certain expectations. This resulted in a number of students appearing off – task until the teacher was able to come around individually to assist. In each instance, however, the instructor was both clear and complete in answering questions, concerns, and providing support to each student. Once students had the opportunity to meet one – on – one with the instructor, they became more relaxed and focused on lesson objective.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Using Questioning and Discussion Techniques	There was little evidence of true discussion in a whole group setting; however, the instructor asked high level, thought provoking questions of each individual student as she conferenced with them regarding their college classes.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Engaging Students in Learning	Some students were intellectually engaged throughout most of the lesson, although a subset of students appeared disengaged and/or confused by what was to be accomplished. At times, students asked each other questions about what to do or how to complete a task. Many students worked independently, at their own pace, finishing each task at their own speed. Observers noted that the instructor was focused on making sure she conferenced with each student during the instructional time.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**

Using Assessment in Instruction	Expectations during the class period were verbally read out loud at the beginning of the class period. A quiz, which accompanied the video, was included as a check for understanding. The instructor assessed each student's college class schedule as she met with every student before the class was dismissed.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**

III. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	The mission of NSHS is woven throughout operations including curriculum design, communication to families, and training/evaluation of staff. A comprehensive road map for targeting the three pillars (from the mission statement - academic, social, and personal) are repeatedly present. Specific examples of mission-driven operations include: websites, student handbooks, lesson plans, core curriculum, classroom activities, staff professional development, family and student communications, verbal interactions within the classroom, expectation of a Student Portfolio/checklist, Student Situation Reports (SSR), Student Scorecards, Classroom Observation forms, and Core Value student nomination forms.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Managing Schoolwide Procedures	School-wide routines and procedures, such as entering the school and classroom, appear seamless. Generally, students know what the common expectations within the classroom. The school-wide procedure for teaching the class and confirming college classes, however, was challenging given the timeframe within the school year.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Maintaining a Safe Environment	All school-wide procedures, such as entering and exiting the school, materials, and a clean uncluttered environment were observed. Systems and procedures function with student safety in mind.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**

IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
Governing Board[2]	N/A	Completed April 2019
Parents/Families	2	30 minutes
Students	4	30 minutes
School Leadership	1	30 minutes
Staff	(completed with Meadowood staff)	30 minutes

Governing Board:

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[3] 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.
- 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 shared that they are thankful to have this newer campus up and running. In the past, their students were required to travel long distances to attend class at other NSHS campuses, and this campus provides the same, high-quality program at a much more convenient location.
- One parent said she had three of her children attend and graduate from NSHS and she is in full support of her high schooler's getting a jump start on college.

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

[3] As of August 2019, NSHS has filled the role of Executive Director for NSHS and this new employee was present during the site evaluation process.

- Family members commented that, “Two of my children graduated and went to the College of Southern Nevada and my third child found this to be a better program than the traditional high schools in Clark County.”
- Another parent said, “I know that my children are here to stay on track and if they have a question they can come to the adults and get help.”
- When asked about how parents can support their students at this school, one parent stated, “I still try to encourage, but stay a bit more hands-off. I try to be less proactive and let my child do check-ins regularly with staff.”
- A parent suggested, “Because of our financial bracket, I’d really appreciate the school’s help with paying for books.”

Students

- Students communicated that they appreciate the opportunity to attend high school and college at the same time. One student mentioned that her only regret was not coming sooner because she could have earned twice the number of college credits and possibly an Associate Degree.
- When asked about how parents monitor their academic success, students explained that NSHS encourages teaches self- advocacy. Furthermore, students stated that the high school has provided them with instruction on how effectively to plan for future classes and at the same time, monitor their current success.
- Multiple students indicated that they feel very safe at the Sunrise campus. One student remarked, “I feel safe to talk to the staff here about any issues I may be having. I’ve noticed that the staff gets back to you very quickly. I wanted to apply to college and the school got back to my family very quickly and told us what we can do.”
- Students also said that NSHS staff provides students with on-campus resources that can be used for additional assistance. For example, there is a writing center at college campuses, an online website which can be used to have someone else look over written assignments and tutoring at the colleges as well.
- Students commented that they appreciate the flexibility of attending college classes and feel they are not wasting their time having to “sit through” unengaging or unneeded classes.

Leadership

- Although no specific challenges were noted, the leader spends a great deal of her time verifying that all Sunrise students have successfully registered for the correct classes and that all of the supplies and tools needed for a strong start.
- The site leader feels supported in learning about NSHS and travels to other sites to observe other employees to improve her craft and strengthen the instruction provided to students at this campus.
- School leaders use data to inform instruction by filling out a report which monitors how students are doing in their college classes.
- NSHS staff is goal-oriented and uses these to improve the outcomes at their specific site. The DSA at this site articulated her goals, stating: “I hope to have no drop-outs

this year. I hope to grow student enrollment at this campus to 130 by the beginning of next year."

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 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 students in becoming college and career ready in a number of ways, including the completion of Student Situation Reports. This report asks students to write down grades, quizzes, and upcoming assignments with their due dates. Staff explained that they meet personally with each student to see how work, family, and academic success is going.
- It was suggested that employee training could be streamlined so as to make it more meaningful. Staff noted that it would be helpful to have written procedures so that employees can be empowered to go back later and solve problems/answer questions independently without assistance from upper management/leadership.
- At times, staff feels pressure to complete all of the checklists provided to them. Furthermore, staff commented that it is not uncommon for deadlines to change which can have a detrimental effect on the quality of work staff is tasked to complete on a routine basis.
- Employees reported feeling very optimistic overall with staff morale and teamwork at not only their site but between sites.
- During the staff focus group, a staff member commented, "I know that I can make a difference by helping students succeed in the college setting."

Results

This report has been prepared for the Nevada State High School – Sunrise campus, Each school site will receive an individual evaluation report with evidence and ratings.

The final sections within each report (V. Overall Strengths of Program, VI. Recommendations, and VII. Deficiencies) have been combined when appropriate. 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. Specific findings for individual campuses are captured within those reports, respectively. Stated another way, should a specific school site have a strength, recommendation, or deficiency related only to that site, this will be noted within that specific report.

V. OVERALL STRENGTHS OF PROGRAM

1. 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.

2. Instruction and Student Supports are offered in Safe Learning Environment

All campuses, including the Sunrise campus, provide a safe, clean learning environment. Shootings and violence in high schools is on the rise; however, these campuses provide 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 one focus group said that they are truly thankful for the absence of this fear that exists for many high school students. A group of students 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 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. Both parents and students are also thankful that there is a safe NSHS campus located in the northeast side of Las Vegas, eliminating lengthy commutes for many NSHS families.

3. Student Satisfaction with the NSHS Program is Very High

The students at the NSHS campuses 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. One student said, "I actually regret not coming here in my Junior year of high school because I would have been able to earn an Associate Degree. I encourage all of my friends to come here and I love the freedom the school provides." Another student commented, "I like the fact that I am not wasting my time in a regular high school, taking classes I don't need and being totally bored."

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, multiple 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 relate to their situation. Several students felt that the Help Ticket was not productive. There were times the request was never addressed. Other times, the response was not timely.

Recommendation
Our team would like to suggest the possibility of creating email groups relevant to location, grade level and status as a first or second year student.

Staff:
Staff was very complimentary in all respects of the school; however, it was suggested that the school place an emphasis on improved communication. Staff indicated that more clarity is needed around system-wide deadlines. These can sometimes change at the last-minute which creates confusion and can cause anxiety and frustration for staff forcing them to choose between teaching or meeting the changed deadline. The SPCSA staff noticed this scenario taking place in class. Additionally, NSHS staff reported that written policies for basic school-wide procedures would be helpful so as to avoid dependence on other, more seasoned employees. References that are written down would be more useful than relying on telephone calls or in person responses to on-going questions, according to employees.

2. Continue to Develop and Refine a Plan to retain staff and leadership from year to year.

Knowing that the NSHS are experiencing growth at this time, it is understandable that there are many new positions within the network of schools. If not managed appropriately, staff turnover can cause tremendous strain on a school system.

Recommendation
SPCSA staff suggests that NSHS senior leadership and Board continue to rely on researched-based methods for retaining quality staff and implement these methods by forming a plan.

3. Improve Messaging regarding lower level math classes.

A few parents and several students verbalized their frustration about feeling "punished" because a student is not yet proficient in college level math and must take lower level courses. This was viewed as a punishment as students reported that they were required to take the Study Skills class a second time should they fail to progress above the remedial math status. Students expressed that this felt unfair because the level of the math class which was tested upon enrolling in the school was out of their control. In addition, the content of the Study Skills class is identical to the curriculum from the first time they took the class. One student commented, "If the school could require us to attend Study Skills a bit less often and change the curriculum to support this group of students, it would no longer appear as a punishment."

Recommendation

SPCSA staff suggests that the network work to provide consistent messaging around the study skills course and consider revising the course if students are enrolling for a second time.

4. Improve Checks for Understanding and Scaffolded Instruction/Student Support

Instruction at the Sunrise campus could be improved if direction to students was delivered using a slower rate of speed and checks for understanding incorporated "wait-time" to provide students the opportunity to ask questions. In more than one instance, there were multiple students off-task and/or confused by what was to be accomplished during the lesson.

In addition, if a student has a question, the teacher should consider that other students may also be unclear about the same thing. For example, if more than one student has trouble accessing internet/on-line classes, they should stop the class and clear up the confusion right away for the entire class.

Recommendation

It is suggested that teachers visually scan the classroom to ensure that students are working productively. Leveraging whole-group instruction may be appropriate to ensure that all students have completed the day's lesson prior to class ending.

VII. DEFICIENCIES

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

Nevada State Public Charter School Authority

PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE

Name of School: **Nevada State High School-Sunrise Campus**

School Year **2018-2019** Nevada School Performance Framework Rating(s) (NSPF)

Sunrise Campus NOT RATED for the 2018-2019 school year

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
N/A	N/A	N/A	N/A
Elementary	Middle	Elementary	Middle

High School Data

Graduation Rate:	Average ACT Composite: **17.5**

Appendix D

Nevada State Public Charter School Authority

2019-20 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.

Nevada State High School

Address: 2651 North Green Valley Parkway Suite 106, Henderson, NV 89014
Website: http://www.earlycollegenv.com
Enrollment: 735
Grades Served: 11-12

2019-20	2018-19
In Good Standing	N/A

1. CURRENT RATIO	2. UNRESTRICTED DAYS CASH ON HAND	3. ENROLLMENT FORECAST ACCURACY	4. DEBT DEFAULT
Meets Standard	**Meets Standard**	**-**	**Meets Standard**
Is the school's Current Ratio at least 1.1?	Is the school's UDCOH at least 60 days or 30 days with a positive trend?	Is the school's Forecast Accuracy at least 95% for the most recent and three prior years?	Is the school in default of loan covenant(s) or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN	6. DEBT TO ASSET RATIO	7. CASH FLOW	8. DEBT OR LEASE SERVICE COVERAGE RATIO
Meets Standard	**Meets Standard**	**Meets Standard**	**Meets Standard**
Is the school's current year and three year aggregate Total Margin positive?	Is the school's Debt to Asset Ratio less than 0.90?	Is the school's most recent year and three year aggregate cash flow positive?	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.

Nevada State Public Charter School Authority

2019-20 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.

Nevada State High School - Sunrise

Address: 2425 N. Lamb Blvd. Suite 130, Las Vegas, NV 89115
Website: http://earlycollegenv.com/
Enrollment: 80
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 E

Nevada State Public Charter School Authority

2019-20 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.

Nevada State High School

Address: 2651 North Green Valley Parkway Suite 106, Henderson,
Website: http://www.earlycollegenv.com
Enrollment: 735
Grades Served: 11-12

2019-20	2018-19
98.00 Meets Standard	N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD

1. EDUCATION PROGRAM

18 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 Organizaitonal 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 mesaures charter school compliance with a variaty 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.

Nevada State Public Charter School Authority

2019-20 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.

Nevada State High School - Sunrise

Address: 2425 N. Lamb Blvd. Suite 130, Las Vegas, NV 89115
Website: http://earlycollegenv.com/
Enrollment: 80
Grades Served: 11-12

2019-20	2018-19
100.00 Meets Standard	N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD

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 Organizaitonal 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 mesaures charter school compliance with a variaty 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.