



# **Nevada State Public Charter School Authority**

## **Site Evaluation Report: Nevada State High School Meadowwood** Evaluation Date: 4/4/2023

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# Contents

Introduction and School Background .....	3
Academic Performance .....	4
Focus Group Summaries .....	7
Classroom Observation Totals .....	14
Organizational Performance.....	18
Site Evaluation Findings .....	21

# Appendices

## A: Nevada School Performance Framework

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

## B: SPCSA Academic Framework

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

## C: SPCSA Organizational Framework

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

# INTRODUCTION AND SCHOOL BACKGROUND

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 4/4/2023 at Nevada State High School Meadowwood. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

This evaluation has been designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

## SCHOOL BACKGROUND

Nevada State High School Meadowwood is located in Reno, Nevada in a facility at 7350 Longley Lane. The school serves 34 students (as of the most recent Validation Day) in 11<sup>th</sup> and 12<sup>th</sup> grade. The mission of Nevada State High School-Meadowwood is: "To support students in a college environment with personal, academic, and social skills."

# ACADEMIC PERFORMANCE

## Nevada School Performance Framework 2022

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

High School

Nevada State High School II Meadowwood

School Year 2021-2022 Nevada School Rating



## Math and ELA Results Nevada School Performance Framework 2022

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

### Proficiency Rates

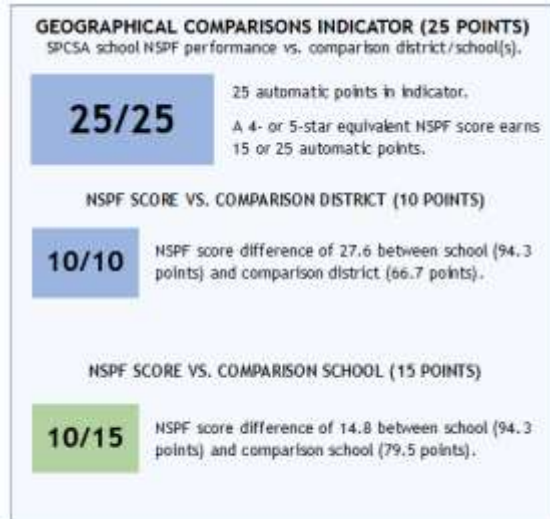
#### High School

<b>Math Proficient</b>				<b>Math Proficient Points Earned: 5.5/10</b>		
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	31.2	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	-	55.1	52.76			
Black/African American	-	10.2	22.5			
Hispanic/Latino	-	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	-	31.9	40.11			
White/Caucasian	-	33.8	47.04			
Special Education	-	6.6	16.76			
English Learners Current + Former	-	<5	18.8			
English Learners Current	-	<5	16.04			
Economically Disadvantaged	-	14.6	27.8			

<b>ELA Proficient</b>				<b>ELA Proficient Points Earned: 10/10</b>		
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	87.5	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	-	78.7	66.85			
Black/African American	-	40.6	34.82			
Hispanic/Latino	-	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	-	60.5	60.16			
White/Caucasian	-	65.7	64.14			
Special Education	-	16.5	19.92			
English Learners Current + Former	-	12.5	21.64			
English Learners Current	-	9.2	15.98			
Economically Disadvantaged	-	43.4	40.77			

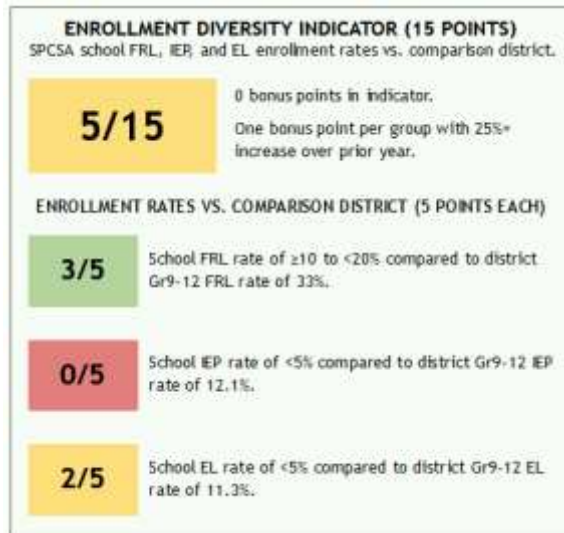
# SPCSA Academic Performance Framework Geographic Comparison Report

## High School



# SPCSA Academic Performance Framework Diversity Comparison Results

## High School



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	45minutes
Parents/Families	3	45minutes
Students	6	45minutes
School Leadership	7	45minutes
Staff	5	45minutes

### Governing Board<sup>1</sup>:

- The Nevada State High School-Meadowwood campus has a charter school governing board which operates separately from the Las Vegas area charter school board. This board meets on a quarterly basis and has seven members. During the focus group the two members in attendance shared they have some board representatives about to term out on the current board. The board is trying to get two more member seats filled by the time they hold their next quarterly board meeting. Board members said they make sure new members have strong training and a system for on-boarding in place.
- According to board members, the Chief Executive Officer (CEO) is evaluated by the board on a yearly basis. The board members were asked about changes to the organizational chart in relation to leadership positions. One board member explained, "We made some changes to the way we previously had employed a school leader at each of our nine school locations. Now we have a leader overseeing several campuses at a time. This has been done to create a bridge between the site administrator and the CEO. We see this as providing more hands to help with communication and support those campuses which are remote."
- Board members were asked if they could speak to the outside audit which was conducted due to previous employee concerns at the school. One board member said, "I can speak to this. We had an outside audit conducted and the results have provided information about both current and past employee viewpoints. There were several exit interviews conducted and surveys revealed instances of workload being too high, communication being a struggle, and a general feeling of discontent between executive leaders and staff working at school sites." Another board member added, "Dr. Wells was recently hired and has started to work on these issues. An all-staff meeting was held to begin creating a better environment for employees." Another board member added, "There were five pages of bullet point suggestions and we as a board expect to see improvement. We had the school's private legal counsel speak with our Human Resources Coordinator. We plan to do our due diligence to fix this. I feel well informed with the actions the board is taking to correct the issues that have been brought to light."

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<sup>1</sup> Two members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

- Board members were asked about enrollment at the Meadowwood campus. One board member explained, “I think increasing student enrollment is one of the focuses. As a board member it is important to have a positive message about the school and to spread the word about this particular NSHS which is located in the Reno area. At this time, we don’t have an active advertisement program.” Another board member said, “At the October board meeting, we discussed enrollment. We have hired new people since then and have been able to facilitate more study skills classes and offer additional classes.”
- Board members were asked about possible changes and improvements. One board member said, “I noticed, for example, the NSHS Prom, which was mandatory for all students, cost families money. In addition, it was held on day which lined up to spring break for schools in the Reno area.” Another person on the board said, “There are a few things happening which are not lined up with our student handbook. For example, a person brought to my attention that students are being charged extra fees for certain classes and asked to pay back money in some cases.” Another person said, “Some families don’t have easy access to have fees like this explained. I don’t want to go to Las Vegas to alleviate this yet I’m not sure how to mitigate this situation. I think we need someone to come here, to the north on a more regular basis. It would help if senior level staff could be more accessible.” Board members added that it would be helpful to have consistent staff and to strengthen the school by looking at things from the ground level.

### Parents/Families:

- Family members from the Meadowwood campus spoke about the strengths of the Nevada State High School educational program. One family member said, “I know my grandson is flourishing in this program. He actually gave up a scholarship at a private school to come here. He said he is learning so much and appreciates the challenge. Now he is having his younger brother thinking about attending” Another parent said, “My three kids were in California schools and this program is such a great alternative for us. It is a no brainer.” Families commented on having relationships with staff at the campus. One family member said, “ I can speak with someone if needed. I don’t treat the situation like I would in a normal high school. I don’t hold my kids’ hand . I only step in when my child is not progressing.” Another family member added, “It is good enough. They tell us to step back and let the child advocate for themselves and I can ask the person at the Meadowood campus about issues if I need to do so.” A different parent said, “My grandson has a relationship with the counselor at Western Nevada College who has thankfully taken him under his wing.”
- When asked if family members get regular communication one person said, “No- there really isn’t anything regular. I will say that when my grandson failed a class, we were notified that we owed money back to the school. So, I made him pay for it, a \$600.00 price. At this school you must reimburse fees to the school for the class that you failed.” Families were asked if their students seem to have relationships with peers or teachers at the school. One family member said, “My son knows a few people he met at the prom. He doesn’t do much socializing outside of the events that are required at the school. their events.”



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

- Families were asked about their perspective on the Study Skills class required at the school. Both family members are new this year. One person said, “My daughter took the class during the first semester and it was necessary. In order to transition to the college environment, I think it is helpful. Now she is exempt.”
- Families were asked if they have suggestions for improvement. One person said, “My family went through a difficult time with the lottery process. This is because the private schools in the Reno area offer scholarships and expect families to sign a contract for the next school year in February. But the lottery here is not until March. It would be very helpful if the Meadowood campus could hold the lottery earlier. Another parent said, “ I believe that community service is not a requirement of Nevada or the county or private schools to earn a diploma. It is a requirement at NSHS and I think that community service should come from the heart, it shouldn't be coerced. I think removing the requirement would help bolster enrollment and overall achievement of students.” A different parent added, “It was difficult to find a community service and establish a relationship with them. We finally ended up at the Humane Society but they closed for five weeks right before Thanksgiving because kittens were dying. This caused a great deal of stress. We felt our daughter was in jeopardy of failing the study skills class due to inability to earn enough community service hours. If a Study Skills class is failed, then a student must take the same class again and is not eligible to take full time college classes. This in turn may have an effect on earning the Associates Degree. This is just a lot of stress which is not needed.”

### Students:

- Students from the Meadowood campus spoke about the many reasons they like attending NSHS. One student explained, “This high school offers the chance to attend college classes at a young age which saves my family money. I like that I actually go to a college for the classes and the school definitely prepares me.”
- Another student talked about the study skills class. He said, “The class is helpful and reminds you to get your work completed. But I don't like how it actually gives you more work to do. If a student is in remedial math, study skills must be taken over again and it is the exact same class as before. It feels wrong.” A different student commented, “The issue I have is that the concept behind taking study skills class again, if you are in a remedial math class is that what we need is help with the math class, but instead, we have to take study skills again.”
- Students shared their thoughts about success at this school. One student commented, “Without my parents being very hands on, I would never have survived this. I feel like the school gives us a great deal of information but sometimes I want help knowing how to apply the information. One thing that would help is having more regular check-ins with a live adult.” Another student added, “I don't like having only one physical person at this campus. It is hard to get a hold of people.” A different student said, “I would love to have more guidance for the transition between high school and being accepted to a college, I feel like I'm on my own with the actual transition from being a senior at NSHS and becoming a college student the following year.” One student spoke about the difficulty of making it to

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

the campus in person due to weather conditions in Reno and said that the “strict nature” of tardiness or absences in relation to the study skills class has been troublesome. This student commented, “With just one campus located in Northern Nevada, students commute to the in-person high school class from all over northern Nevada.

There have been several occasions this winter, where I was driving in unsafe conditions and extremely stressed out. Washoe County schools had been closed due to poor road conditions, however, there was no compromise or consideration from officials at Nevada State High School. This seems a bit extreme, inflexible, and totally unnecessary. It made me feel like an outsider because those making the decision are located in Las Vegas.”

### **School Leadership:**

- The leadership team was asked to provide an update about the third-party investigation into some complaints regarding the working environment at NSHS. Leadership reported that this is a two-phase project and the report issued from outside third-party indicated four pages of recommendations. One of the school leaders said, “We have gone over the outside recommendations line by line. We have our legal counsel looking over next steps and we have action items beginning to be formed in response to the outside report.”
- The Chief Operating Officer (CEO) along with six members new to the leadership team this year participated in the leadership focus group which was conducted to represent all nine NSHS campus locations. The leadership team was asked about organizational changes to leadership positions at NSHS as a whole. The leadership team acknowledged the fact that in the past there was not one leader overseeing all nine NSHS campus locations. The organizational change of one leader overseeing all nine NSHS campuses began in the spring of 2023. One member of the leadership team explained, “The organizational structure has changed. We feel we are able to provide a unified message with one leader over all of the locations.”
- Leadership described the process in which students with special needs attending NSHS schools receive their Individualized Education Plan (IEP) or a 504 plan. “If a student comes in for an IEP or 504 plan, we review the documents and then have a meeting to update the documentation. Our staff psychologist, special education director, and EAC (general education teacher), along with family members of the student meet and confer. A 504 or IEP is approved by the director of curriculum at each individual NSHS site. Our special education director visits every site and meets with every student on an IEP or 504 plan. We use the accommodations on the 504 plan or IEP to support ACT2 testing here at NSHS. We also have a monthly special programs check-in, separate from our regular student check-in.” Leadership continued to explain that 504 plans and IEPs are not the terms used on college campuses and that each higher education institution assesses and creates a student accommodation plan based on their findings at the college’s DRC. Leadership said, “We can’t send our 504s or IEPs documents to the college or contact them because of FERPA . Colleges conduct and create their own accommodation documents.

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<sup>2</sup> “In Nevada, students in third through eighth grade take ‘Smarter Balanced’ in English language arts and math. Students also take a science test in fifth, eighth and 10th grade. High school students take the ACT in 11th grade, which includes reading, writing, math, and science, and is required to earn a diploma”(Nevada Department of Education).

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

- We provide students with contact information for the DRC and discuss the importance of students contacting the DRC to ensure their accommodation is met. NSHS requires students who do have special needs to show proof they have contacted the DRC. We don't ask students to give us a copy of their accommodation plan. We ask they show us an email verifying a DRC appointment." Leadership further confirmed, "Special programs students participate in the annual re-evaluation process with their IEP team once they are students at NSHS. Some accommodation is restructured to fit the college setting. Once the updated IEP or 504 plan is complete, students are tasked with going to the DRC at the colleges where they are taking classes to ensure their accommodations are in place. The IEP students' direct support minutes are provided by the NSHS special programs teacher as outlined in the IEP, which is scheduled and facilitated by the NSHS Special programs teacher. A member of the leadership team stated, "The colleges are not responsible for direct support, as it can only be provided by a certified special education teacher. The staff at each NSHS has monthly contact with students who receive special program support."
- Leadership said, "We pay up to 18 college credits for students' associate degree (AA). If students take summer classes, the tuition responsibility is on them as summer courses are not mandatory. Students can take college classes in the summer if they want to, but NSHS does not make it a requirement. We do require students on the AA track to complete sixty community volunteer hours or make up credits they are deficient in (PE, computer, etc.) during the summer." NSHS provides a list of community agencies in which students can choose to volunteer. Students can also propose an organization if they have a preference. Leadership explained, "A supervisor at the volunteer agency signs off on the volunteer hours. Contact information, a description of the program, the purpose of the organization, and the work completed during the volunteer time is included with the hourly log." NSHS leadership confirmed that if students fail a college class, they must retake the course and pay the tuition for second or subsequent enrollment.
- Leadership explained students complete college placement tests to determine which college math and English course in which they need to enroll. "If students need to complete a remedial class, they sometimes need to take the course a few times to become proficient." NSHS provides targeted support for students' academic needs during the Study Skills course. Support is individualized based on the student's needs. Leadership explained, "Students are generally in a hurry to pass out of remedial classes because they do not want to continue taking the Study Skills class. Everyone takes Study Skills their first semester at NSHS. If they pass all of their university courses, they do not have to continue taking Study Skills. Regardless of the college's grade requirements, NSHS requires students to complete math with a grade of C or higher. If students earn a grade of D in any other college class, they cannot enroll in more than four college classes the following semester. We also recommend they retake the class in which they received a D." Leadership confirmed that the Study Skills course lessons are the same at every NSHS campus and students complete the same Study Skills assignments even if they are required to retake the course.
- Leadership described the tutoring and support services available at NSHS campuses. "Tutoring is offered before and after Study Skills, and students can sign up to attend tutoring at other times as well. Students are also encouraged to take advantage of instructor's office hours and use the

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

tutoring services at the college in which they are enrolled.”

- When asked about the English language learner (ELs) population at the downtown campus, leadership said, “Less than five percent of the population is EL at the downtown campus; but because the N size is low, the specialized population is not showing as noticeable.” Mr. Reynolds reported WIDA3 testing was just completed. Leadership also said, “The fact that students come to NSHS in 11th grade means they have usually tested out of WIDA’s four domains or have mastered English. The EL population at Nevada State High School is lower than schools that enroll ninth through twelfth graders. These students are also college focused and generally focused on academics.” Leadership was asked to speak about the low proficiency ratings in the content areas of English language arts (ELA) and math at the NSHS Downtown campus. Leadership said, “Our downtown campus is our smallest site in the Las Vegas valley. The ACT examination is used at NSHS to determine ELA and math proficiency because the state of Nevada requires the ACT for graduation.”

### Staff:

- Staff members in the staff focus group session described knowing students very well. One teacher said, “We get to know students very well when they registered. We get to interact with them quite a bit. We check in with the students on how they are doing academically as well as their personal lives.” Another faculty member added, “We are close with the students. The students feel comfortable in sharing their personal and private problems with us.”
- Staff members discussed the many changes in organizational structure that recently occurred at NSHS, impacting the nine NSHS campuses within the state of Nevada. One staff member said, “There have been a lot of shifts in leadership. I am feeling a little overwhelmed with all the changes and adjusting to that.” Another person said prior to the recent organizational changes in personnel and structure there was one supervisor she reported to, “now there are nine folks under one leader, Dwight Reynolds. Dwight is the leader for all nine NSHS campuses. He is very understanding and very supportive.” Teachers described Dwight has stepped in and covered classes when needed. Another example was provided when a copier broke at one NSHS site. “The copier broke and Dwight was at a different site and came immediately and assisted in getting a copy repairman on site.” Staff and instructors at NSHS said they felt supported by their colleagues. One staff member said, “Everyone is responsive, respectful, and helpful. Anytime I have reached out to the lead EAC or leadership, I get a response quickly. Colleagues are very helpful with mentoring and helping us find things”
- Staff members were candid in sharing the challenges that have emerged due to organizational restructuring. One faculty member said, “Because there is now one leader for all of the schools, we don’t have the flexibility of having someone on site when there is a need.” Staff described two advertised positions to support Mr. Reynolds “that will be a help.” Faculty and staff described feeling supported by peers. One teacher said, “Everyone tries hard to assist each other. We will telephone each other and have ‘well staff calls.’ We can always get a hold of someone and get

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<sup>3</sup> WIDA is a consortium of 41 states that designs language development standards for English learners. WIDA screener assessments identify and inform programmatic placement of English language learners.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

assistance. Everyone pitches in and helps each other out.” Another teacher described onboarding as a new hire. “It was extensive and lasted over a month. Two weeks were spent getting access to websites and software platforms and obtaining passwords. Another week was spent on ensuring an understanding of roles and responsibilities.”

- Staff candidly described professional development (PD) opportunities to improve their practice. One instructor said, “We don’t always get a lot of in-depth PD because we do a lot of PD in a short amount of time.” Another instructor said she would like a little more time with all faculty to be able to cover all of the questions that may arise during PD time.” Staff explained they do not always get a lot of details during PD time, especially for newer staff. One instructor said, “The counselors are kept aware of changes in college requirements.” Faculty said they usually hear changes in college policy from their students first and do not have a direct pipeline for learning about changes in policy/laws with their college partners.
- Staff described ways in which the NSHS Student Services Department (SSD) schedules time at each campus to meet with students on an IEP or 504 plan. One faculty member said, “The special education contractor sets her schedule around student availability. This is usually around the Study Skills course. The first part of Study Skills is synchronous. The second part of Study Skills is autonomous. Students will work or review work from other classes during autonomous time. This is also where instructors meet with students one-on-one. Individualized instruction happens when I walk around and help students with their practical questions that apply specific to their pathways. IEPs and 504s also play into the individualized foundational plan building. That’s where I tailor the instruction, with the individual time. I ask myself and the students, ‘are they maintaining their learning goals? Are they advocating for themselves? Do they know what to ask? Or to whom to go to ask?’” During the one-on-one conferences, teachers described talking to students about where they are in their college classes, what struggles they might be having both within their academics and in their personal lives. “Students have personal buy-in to their work when we know some personal things about them. It’s helpful.” Staff said they also discuss ways in which to prepare for examinations, tutoring opportunities, and accommodations with students during one-on-one time. “We share information with the whole class, but we reinforce this information during one-on-one time.”

# CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 2 classrooms were observed for approximately 20 minutes on the day of the evaluation.<sup>4</sup>

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Classroom Learning Environment is Conducive to Learning</b>	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.  Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.  Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Establishing a Culture for Learning</b>	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>

<sup>4</sup> Two SPCSA Evaluators observed two classes at each campus due to the unique, dual-credit classroom and instructional delivery structure of the NSHS program. A total of 16 classrooms were observed for approximately 20 minutes across all nine campuses throughout the month of April.



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

## Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Intellectual Engagement in Learning</b>	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Using Formative Assessment in Instruction</b>	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	<b>Total: 0</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>



Additional information about the classroom observations shared here when applicable

- There were 13 students and one adult in this study skills class. Students worked to create resumes.

# ORGANIZATIONAL PERFORMANCE

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

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

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

<p><b>Indicator 4:</b> Students and Employees</p>	<p><b>Measure 4a:</b> Student records under lock and key/stored appropriately</p> <p><b>Measure 4d:</b> Personnel files are under lock and key/stored appropriately</p>	<p>Student and faculty records are stored under lock and key in a secure office.</p>
<p><b>Indicator 5:</b> School Environment</p>	<p><b>Measure 5b:</b></p> <ul style="list-style-type: none"> <li>• Evacuation plans for classrooms are posted</li> <li>• The school has fire extinguishers on all floors which are tagged</li> <li>• Active permit for food service (if applicable)</li> <li>• Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration</li> </ul>	<p>The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.</p>

## Measures of Progress from Previous Site Evaluations

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

<p>Prior recommendations by SPCSA staff</p>	<ul style="list-style-type: none"> <li>• Improve student/staff communication.</li> <li>• Continue to develop and refine a plan to retain staff and leadership from year to year.</li> <li>• Improve messaging regarding lower-level and remedial college math classes.</li> <li>• Improve student checks for understanding and scaffolded instruction.</li> <li>• Consider offering more student behavioral and counseling supports.</li> </ul>
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations.</p>	<ul style="list-style-type: none"> <li>• NSHS uses Help Ticket<sup>5</sup>, Email, Remind<sup>6</sup>, Parent Performance Review, Academic Success Meetings and Course Validations to communicate with students and families. Communication with staff is conveyed through weekly, monthly, and quarterly collaboration meetings, Level 10<sup>7</sup> meetings, as well as through email and basecamp to ensure consistent communication of expectations to staff.</li> <li>• NSHS has implemented a Culture Committee to examine workplace culture and staff morale, while exploring ways to improve retention.</li> <li>• Incoming students complete a required math placement test. Any student testing into a remedial course is required to complete Study Skills until passing the math course. Students are informed of this during registration and are informed of opportunities to retest through the semester</li> </ul>
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>NSHS leadership believes many recommendations from the 2021- 2022 site evaluation have been addressed and are continuing to be addressed by leadership, the governing board, and staff. Communication with school stakeholders is ongoing and feedback loops have been implemented for retention.</p> <p>SPCSA staff agrees with this assessment, and concluded the board, leadership team, and staff continue to address the academic and social-emotional needs of students. Intentional strategies to address staff retention is ongoing</p>

<sup>5</sup> Help Ticket is the online support portal term NSHS uses with students and staff. Students log into the system and provide their contact information and describe their need. Students can see where their request is in the queue.

<sup>6</sup> Remind is a tutoring software platform designed for students individual needs. Students participate with the same tutor weekly. Students are guided through questions that encourage students to master concepts and learn independent problem solving.

<sup>7</sup> A Level 10 meeting is a weekly 90-minute, collaborative meeting with the same weekly agenda. At the end of each meeting, participants quickly rate the meeting on a scale of 1 to 10.

# SITE EVALUATION FINDINGS

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## STRENGTHS

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

### NSHS Network Strengths

- The SPCSA site evaluators have recognized Nevada State High School for its commendable collaboration with college Disability Resource Centers (DRC) to help support students with Individualized Education Programs (IEPs). While there is more work to do in the school's support of students with IEPs, this collaboration helps ensure that students with IEPs receive the necessary accommodations and support to succeed in their college education. The efforts of Nevada State High School in working with the college DRCs are appreciated by both family and student focus group participants. These participants have expressed their gratitude for the school's support in getting accommodations aligned with their IEPs at the college level. One student even shared a personal testimonial, stating that the accommodations provided by the college allowed them to successfully complete their courses, overcoming the challenges associated with having an IEP.
- SPCSA site evaluators have recognized Nevada State High School for demonstrating strength in strategizing funding to cover students' college tuition. The school utilizes various funding sources, including per pupil funding, Title 1 funding, grants, and other funding sources to support and cover the costs of students' college tuition. This strategic approach to funding allows Nevada State High School to provide valuable opportunities for students by removing financial barriers and ensuring access to higher education.
- Each Study Skills class asks students to respond to the academic, personal, and social components that align with the pillars of the program. For example, the question, "How did this lesson help you transition from high school to college" is the overarching question that students answer every class session. SPCSA staff observed students explaining their thinking when sharing with their peers how the lesson "added to or complimented" their academic, personal.
- The change in leadership at the NSHS is a strength. New leadership reported to SPCSA staff that he is focused on "relationship building to establish trust and develop a healthy culture and climate." The school leader has frequent conversations with school personnel to resolve issues and problems quickly and in a collaborative manner. Leadership and faculty are proactive to student needs and quickly resolve student needs in a positive manner.
- A continued strength at NSHS is the unique educational program with students completing high school graduation credit and college general education credits simultaneously. NSHS classes students attend have been created to successfully transition students to their new college environment. Before classes begin in the fall, students complete an Introduction to College class. The learning model is intended to promote student responsibility while providing an individualized educational path for each student. The Study Skills course is designed to provide students with guidance with degree research, college registration, scheduling classes, financial aid information, and academic support. Staff are available to assist and provide academic guidance as needed during the Study Skills period.

NSHS is committed to their mission which is to support students in a college setting to ensure students become college ready.

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

#### **NSHS Meadowwood Campus Strengths:**

- Located in Reno, the NSHS, Meadowwood Campus is the only high school in the Northern portion of the state offering high school juniors and seniors the opportunity to attend college on a full-time basis on actual college campuses. The school is unique in preparing and supporting students to successfully obtain college credit and in some cases an Associate's degree, while attending high school.

## **CHALLENGES**

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

- NSHS system wide has experienced multiple changes in leadership and staff. This was noted in previous SPCSA site evaluations during the 2018-2019 and 2020-2021 evaluation cycles. The turnover rate has been noted in the SPCSA's site evaluation reports for the past two cycles. The 2022-2023 school year brought another organizational change, placing one individual as the lead for all NSHS schools one month prior to the SPCSA's site evaluation. While this NSHS staff member has institutional history and prior experience leading three of the nine NSHS campuses, overseeing all nine NSHS campuses is new. Leadership capacity is a challenge. The ability to respond quickly to student, family, and staff needs in a timely manner is a concern. Leadership and the governing board should work together to cultivate and delegate responsibilities that are operationally important.
- Students within the focus group attending the Meadowwood campus spoke about challenges they have encountered. Students would like more adult presence at the actual campus. Students reported feeling left out or isolated from the eight other campuses located in the Las Vegas area. A few students spoke about the occurrence of winter storms in the Reno area and the school leadership not responding in a timely manner to the intensity and dangerous road conditions. Students were still expected to attend classes and to be on time under these conditions while nearby county schools were all closed or delayed for the sake of student safety.

## RECOMMENDATIONS

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

### Network Recommendations

- SPCSA staff continue to recommend NSHS differentiate the Study Skills course for students needing to repeat Study Skills to include targeted academic supports in math and English. Students repeating the Study Skills course due to enrolling in remedial collegiate courses and/or receiving an unacceptable grade do not benefit academically from completing the same lessons in resume writing, portfolio building, completing college applications, or a collegiate course plan of study. Governing Board members shared that “less than 30% of students repeat study skills. It is not feasible capacity wise to expand Study Skills to create more study skills classes.” Differentiating lessons for those needing targeted support upon repeating the course maintains the spirit of study skills and direct student support.
- SPCSA staff recommend NSHS consider offering the Study Skills course and tutoring opportunities outside the times in which college classes schedule the bulk of their courses. F NSHS can adjust Study Skills and tutoring to occur before or after these times to optimize student support. Also, SPCSA staff recommend placing tutoring timeframes not only on the physical bulletin boards at each campus, but also make this information available through the online platforms in which students routinely engage; in particular the Canvas course management system and the NSHS website.
- SPCSA staff recommend NSHS pursue solutions to address lower than anticipated enrollment. SPCSA staff encourage leadership to develop a school-wide plan to increase student applications, acceptance, and enrollment. Taking an asset-based approach to enrollment can optimize governing board support and expertise. NSHS should consider highlighting their unique mission and vision in their marketing materials, specifically emphasizing the pathway for obtaining an AA while completing high school credit. NSHS may want to consider including community outreach, on-site tours of the school facilities, and virtual presentations of school offerings as part of their marketing efforts. NSHS is encouraged to work with current families to include student success stories as an avenue to increase communication with feeder schools and prospective students.
- It is recommended that NSHS leadership and all current and future special education staff take care to document all IEP services including direct instruction, related services, accommodations, and modifications provided to students with disabilities as required per NAC 388.215 section 5 (a) and (b).
  5. *The establishment of a system of records for the purpose of verifying:*
    - a *The implementation of the foregoing measures; and*
    - a *That each pupil identified as a pupil with a disability is receiving special education and related services appropriate to the pupil's disability.*

It is important to note that NSHS is required to ensure the implementation of IEPs for students with disabilities. This is the responsibility of the school, not the student<sup>13</sup>. Transition services within the IEP must be coordinated with college level personnel. NSHS Memorandums of Understanding (MOUs) with local colleges should have agreements outlined in terms of roles and responsibilities surrounding communication and coordinated IEP service implementation and documentation for students with disabilities. Although students are attending college through a dual enrollment program/model, it is NSHS' responsibility to provide special education services to any qualifying student.

- SPCSA staff recommend NSHS develop a system wide family communication plan. Families are supportive of their high schoolers attending and receiving college credit and are a resource for student support. A few ideas may include:
  - Developing a family survey to inform leadership on parental suggestions.
  - Develop a calendar in which parents can volunteer at NSHS campuses.
  - Consider creating a ‘Parent University’ on various topics that can also be recorded and placed on the NSHS website for parents to refer back to as needed.
  - Consider having one page reference guides for families to access that explain NSHS frequently asked questions, a leadership organizational chart with contact information, a calendar of upcoming events, policies and procedures that relate to NSHS specifically and those that are the purview of colleges. These items can be added to the website as well.
  - Families may benefit from a partnership relationship with experienced parents.
  - Develop print information communicating with families of students with an IEP or 504 plan on the process and colleges have in place through their Disability Resource Center. One family member reported they did not understand the process for obtaining accommodation at the collegiate level, nor did they know whom to contact.
  
- SPCSA staff recommend NSHS leadership, and the governing board familiarize themselves with various resources offered by the SPCSA, such as Multi-Tiered Systems of Support (MTSS) training, board training, funding opportunities, etcetera. Leadership reported they were unaware of some resources offered by the SPCSA. SPCSA staff can be available to provide support as needed.
  
- SPCSA staff recommend NSHS leadership and governing board develop and implement a plan to build capacity and agency. Effective communication and appropriately delegated tasks lead to overall organizational improvement and sound management practices. This may include formalizing a recruitment and retention plan. SPCSA staff encourage NSHS create a formalized contingency plan given the pattern of turnover in personnel. A formalized plan will assist in filling future considerations of personnel. As noted in previous SPCSA site evaluations during the 2018-2019 and 2020-2021 evaluation cycles a pattern of high rates of personnel turnover “exacerbate challenges associated with unstable learning environments” (Matthews, Knight, Shin, 2022). Working with an outside, third-party to assess the landscape at NSHS is a strong foundation on which to develop a plan to address these concerns.

### **Meadowwood Campus Recommendations**

- SPCSA staff recommend NSHS leadership and governing board develop a system to check for weather related school closings in area schools. Should a one- or two-hour delay take place, or a snow day be implemented, NSHS officials should be prepared to act on behalf of students in a timely manner. With one of nine campus schools located in a very different climate, it rests upon NSHS officials to monitor conditions and act in a manner which puts the students’ safety, first.
  
- It is recommended that NSHS leadership and the Meadowwood campus board of directors take action in consideration of students at this campus having a sense of being left out or not included in system-wide events, support, or overall emotional health needs. As this was a repeated concern voiced by students during the student focus group, the adults within the



operating realm may consider establishing a student survey, action steps, and consideration of ways to support student perception in the coming years.

- As was mentioned during the board focus group, it is recommended the NSHS leaders and members of the school board understand the fee structure with regard to charging for classes or additional fees, and that NSHS work with SPCSA staff to ensure it is permissible. Fees associated with graduation requirements are largely not permissible. It is important that NSHS provide full written documentation of fees within the family and student handbook. In addition, it is recommended and equally important for students and families to receive a clear explanation without delay to all stakeholders should questions pertaining to fees charged arise in the future. SPCSA looks forward to working with NSHS staff to ensure all proposed fees align with state requirements,
- SPCSA staff recommend Meadowwood campus create a plan to better support incoming students with lower ACT scores in both math and reading. The school's math proficiency rate is low with an overall score at 31.2%. This indicates a high need for student intervention and support in this area. NSHS should consider allocating resources and/or personnel that specialize in math and English intervention and remediation. By focusing on ways in which to fill learning gaps and increase student performance in these content areas, ACT scores may improve. In addition, this student academic success may alleviate students completing Study Skills multiple times. SPCSA staff recommend NSHS build intentional undergirding for math competency, writing, and speaking skills. Previous SPCSA site evaluations during the 2018-2019 and 2020-2021 evaluation cycles recommended adjusting the Study Skills course for those repeating the course.

## **STRONG RECOMMENDATIONS**

There were no strong recommendations identified for NSHS Meadowwood campus during this site evaluation.

## **DEFICIENCIES**

There were no Deficiencies identified for NSHS Meadowwood campus during this site evaluation.