



Nevada State Public Charter School Authority

# Nevada State High School: Flagship and Meadowwood

## Site Evaluation Report: November 25, 2024

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## **Links to Resources:**

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

# Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to [NRS 388A.223](#), 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 years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the [Charlotte Danielson Framework for Teaching](#). All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is 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 to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

# Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

## **High graduation rates**

A strength of Nevada State High School (NSHS) is its high graduation rate for all campuses, which is above 95% and surpasses the district rate of 83%, according to the 2023-24 NSPF<sup>1</sup> Report. The high school graduation rates support the Statewide Plan for the Improvement of Pupils<sup>2</sup> (STIP). Nevada law requires the State Board of Education to develop a five-year strategic plan to improve the achievement of students enrolled in public schools across the State, officially referred to as a "Statewide Plan for the Improvement of Pupils." These requirements are outlined in Nevada Revised Statutes (NRS) 385.111-113<sup>3</sup>.

## **High college and career readiness rates**

College and career readiness is included in the high school rating system in the Nevada School Performance Framework (NSPF), reflecting the State of Nevada's commitment to college and career readiness for all high school students. NSHS's college and career readiness rate exceed 95%, according to the 2023-24 NSPF report, which serves as a strength for the school. NRS 390.605 represents the Nevada State Board's goal of adopting regulations that prescribe the criteria for a pupil to receive a college—and career-ready high school diploma.

## **Dual-credit educational model**

One of NSHS's key strengths is its dual enrollment program, which enables high school students to take college courses and earn credits for both high school and college simultaneously. NSHS has designed its classes to help students transition smoothly into the college environment, showcasing its effectiveness in preparing students for higher education. NSHS excels in securing and strategizing funding to cover students' college tuition by leveraging various sources, such as per-pupil funding, Title 1 funding, grants, and other financial resources. This thoughtful approach removes financial barriers, providing students with valuable opportunities to access higher education. NSHS is dedicated to offering a transformative educational experience that fosters academic, personal, and professional growth. Impressively, approximately 25% of the school's senior students graduate each year with a high school diploma and an associate's degree.

## **Strategic funding**

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<sup>1</sup> The Nevada School Performance Framework (NSPF) is Nevada's public-school rating system designed by Nevadans for Nevada public schools and developed in accordance with the federal Student Succeeds Act (ESSA).

<sup>2</sup> Nevada law requires the State Board of Education to develop a five-year strategic plan to improve the achievement of students enrolled in public schools across the state, officially referred to as a "Statewide Plan for the Improvement of Pupils."

<sup>3</sup> Nevada Revised Statutes (NRS 385.111-113) state that the State Board shall prepare a plan to improve the achievement of pupils enrolled in public schools in the State. The plan must be prepared in consultation with multiple stakeholders, including representatives of higher education institutions, outside consultants, at least one school district employee in a county whose population is 100,000 or more, and representatives of the regional training programs for the professional development of teachers and administrators.

Nevada State High School's strategic funding for college tuition is a unique feature that supports students' higher education aspirations. This initiative provides financial support for college tuition, is a strength of the school. The school's model ensures that students can accumulate over 50 college credits over two years, translating to significant savings in college tuition—ranging from five thousand to eighty thousand dollars, according to the school's website.

### **Strong sustained leadership and improved staff retention**

A strength at NSHS includes strong, sustained levels of leadership expertise and improved staff retention. The current Chief Executive Officer and Campus Instructional Director have been with NSHS for three years. During this time, they have taken several measures to improve the culture and climate of the school, such as regularly meeting with staff to seek feedback and review school updates. Portions of the plan included enhanced internal communication and clear expectations for staff. These school leaders are to be commended for turning around the climate at NSHS. Consistency in staff and school leadership is instrumental in offering students and families knowledgeable and resourceful people at the NSHS campuses. According to the school's leaders, the staff retention rate is approximately 82 percent.

### **Effective metacognition strategies with students**

Students at Nevada State High School are encouraged to engage in metacognitive practices by reflecting on and articulating how lessons in the Study Skills course connect to the school's core pillars: academic growth, social development, and personal advancement. Through discussions and reports, students were observed by SPCSA staff analyzing their learning experiences, evaluating their progress, and identifying specific ways the lessons enhance their skills and understanding in these three areas. This reflective process fosters deeper self-awareness and promotes meaningful connections between their education and personal goals. For example, one assignment required students to research and compare the annual costs of at least four colleges. Students completed a table that included each college's name, yearly tuition, expenses for books and supplies, annual fees, and four-year cost.

### **Effective instruction**

Site evaluation team members observed cohesive instruction with high student engagement at some of the campuses. From the lesson's introduction to the formative assessment, the instructor seamlessly connected the material, building upon students' prior knowledge and leading them to clearly defined learning objectives. This created a unified learning experience with a consistent flow of information. SPCSA staff observed students internalizing the information to their specific situation and need, utilizing high levels of metacognition, and moving from basic concepts to more complex and abstract ideas. There were ample opportunities for students to apply their new knowledge and skills through relevant activities on the provided classroom worksheets and real-world scenarios. The instructors at these observed campuses—NSHS North Las Vegas, NSHS Downtown, and NSHS Downtown Henderson—conducted regular checks for understanding, provided additional support, and adjusted instruction as needed. The concluding activity allowed students to share areas in which the new knowledge critically applied to their needs specifically.

# Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

## **Decreased enrollment**

Nevada State High School faces the challenge of decreasing enrollment. The leadership team cited emerging competition, as more schools offer a similar educational model and limited campus visibility as contributing elements.

## **Facility rental limitations**

According to school leaders, facility rental limitations are challenging for Nevada State High School. The leadership team shared that when hosting larger school events, the academy needs to rent out public spaces, sometimes in casinos and hotels, which creates a challenge for efficient access and a constant location for its constituents. The leadership team is exploring opportunities to host these events at local colleges and universities with ample spaces to hold events of up to 500 people.

## **Remote management of the Reno location**

The school's leadership team reported that managing the school's location remotely is challenging for school leaders.

## **Cohesive quality of instruction across all campuses**

The site evaluation team observed that a few NSHS campuses need a more cohesive structure in lesson delivery, student expectations of the learning experience, and reinforcement of the concepts and skills of the teaching to create a coherent learning experience. While several SPCSA site evaluation team members observed cohesive instruction with high student engagement at several of the NSHS campuses, some campuses struggle with a cohesive quality of teaching.

# Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

### **Increase enrollment**

The SPCSA recommends that Nevada State High School continue to implement its recruitment and marketing campaign, which includes strategies such as a multi-faceted approach to promoting the school's brand to address its goal of increasing student enrollment.

### **Increase enrollment of specialized populations**

SPCSA staff recommends NSHS leadership continue strategizing with their governing board ways in which to market to special needs populations, including first-generation college attendees, students who receive free and reduced lunch<sup>4</sup> (FRL), students with an individualized education program<sup>5</sup> (IEPs), and/or are learning English as a new language<sup>6</sup> (EL). NSHS leadership is aware of enrollment challenges across the nine NSHS campuses. NSHS has strategically located its campuses geographically in areas of economic need, created webpages that translate into nine foreign languages, and hired a public relations coordinator. NSHS leadership and the governing board are acutely aware of SPCSA's commitment to providing equitable access to diverse, innovative, and high-quality public schools for every Nevada student. Within the 2019-24 SPCSA Strategic Plan, one of the goals is to increase the diversity of students served by SPCSA Schools. Please continue efforts to increase enrollment with specialized populations.

### **Deepen student engagement strategies in the study skills course**

While significant strides have been made to personalize the Study Skills course at Nevada State High School, making it more relevant and beneficial for students by providing regular feedback sessions to keep students actively involved in their progress. There is room for improvement in fostering greater student engagement with the coursework. To enhance participation and motivation, strategies could include incorporating interactive activities, such as peer collaboration projects or hands-on learning exercises, integrating technology and gamification to make learning more dynamic, and offering flexible assignments that cater to individual interests and goals. Additionally, creating opportunities for student-led discussions and incorporating real-world applications of study skills can further connect the course content to their everyday lives.

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<sup>4</sup> The Free/Reduced Price Lunch (FRL) designation applies to students who qualify for free or reduced lunch based on household income.

<sup>5</sup> An Individualized Education Program (IEP) is a legal document provided under Federal law that is used for children in public schools who need special education.

<sup>6</sup> English language (EL) learners, or EL learners, are students who are not yet able to communicate fluently or learn effectively in English.

# Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

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



# Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

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

# Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

<b>Name of Focus Group</b>	<b>Number of Participants</b>
Governing Board <sup>7</sup>	N/A
Family Members, Parents, and Guardians	N/A
Faculty and Staff	N/A
School Leadership	2
Students	N/A

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<sup>7</sup> Quorum was not met, and Open Meeting Law was not violated.

# Focus Group Summary: Governing Board

Schools operating with a 5-star NSPF status and in good standing on all SPCSA issued frameworks within the third and fifth year of their charter undergo an abbreviated site evaluation.

1. Schools within this category will forego the focus group portion of the evaluation except for the student focus group. If the school has completed the Nevada Climate/Social Emotional Learning Survey and reviewed the NV-SCEL data, the data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.

2. During the abbreviated site evaluation, the number of classroom observations will have about half as many as a typical site evaluation (*Nevada State Public Charter School Authority 2024-2025 Site Evaluation Handbook*, p. 8).

Nevada State High School fulfilled the criterion for an abbreviated site evaluation for the 2024-25 school year, so no governing board focus group was held.

# Focus Group Summary: Family Members, Parents, and Guardians

Schools operating with a 5-star NSPF status and in good standing on all SPCSA issued frameworks within the third and fifth year of their charter undergo an abbreviated site evaluation.

1. Schools within this category will forego the focus group portion of the evaluation except for the student focus group. If the school has completed the Nevada Climate/Social Emotional Learning Survey and reviewed the NV-SCEL data, the data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.

2. During the abbreviated site evaluation, the number of classroom observations will have about half as many as a typical site evaluation (*Nevada State Public Charter School Authority 2024-25 Site Evaluation Handbook*, p. 8).

Nevada State High School fulfilled the criterion for an abbreviated site evaluation for the 2024-25 school year, so no focus group was held with family members, parents or guardians.

# Focus Group Summary: Faculty and Staff

Schools operating with a 5-star NSPF status and in good standing on all SPCSA issued frameworks within the third and fifth year of their charter undergo an abbreviated site evaluation.

1. Schools within this category will forego the focus group portion of the evaluation except for the student focus group. If the school has completed the Nevada Climate/Social Emotional Learning Survey and reviewed the NV-SCEL data, the data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.

2. During the abbreviated site evaluation, the number of classroom observations will have about half as many as a typical site evaluation (*Nevada State Public Charter School Authority 2024-25 Site Evaluation Handbook*, p. 8).

Nevada State High School fulfilled the criterion for an abbreviated site evaluation for the 2024-25 school year, so no Faculty and staff focus group was held.

# Focus Group Summary: School Leadership

Two Nevada State High School leaders participated in the focus group. The leaders thoroughly reviewed the presentation slides, beginning with the school's strengths of having a diverse staff. One leader emphasized that having a staff that reflects the diversity of the community demographics in which each campus resides is a point of pride for the school, further elaborating that over 80% of staff retention is a celebration. A leader noted that besides a diverse staff, the focus is creating a positive school culture that provides much-needed continuity, stating, "We've made huge strides, and we can retain staff, creating consistency."

The leaders shared additional strengths at NSHS. One of these strengths included having NSHS campuses close to College of Southern Nevada<sup>8</sup> (CSN) campuses, providing an added convenience for students to access college campuses. Leadership also appreciated their smaller class offerings that are intended to support students' individualized needs in a safe learning environment.

The leadership focus group discussed the school's Study Skills course and steps to improve its differentiation to ensure students receive instruction in their area of need. One leader shared that the school has worked hard to frame the course as a supportive resource offered twice weekly and as part of each student's learning plan. Further, the leader emphasized that there has been a focus on shifting the support to individualized support for each student. The conversation included the school's documentation system for students with individualized education programs (IEPs). One leader said the school employs a special programs coordinator to support all NSHS campuses. The special program's coordinator role includes meeting with students and parents, teaching them how to advocate for themselves, empowering students, and "Checking to see if they are doing what they should be doing." Lastly, a math tutor was added to support students' math needs. One leader emphasized that having a math tutor helps ensure students receive the necessary assistance.

Addressing the challenge of decreased general enrollment and the limited enrollment of special population groups, including free and reduced (FRL), English language (EL) learners, and students with IEPs, the leaders discussed the school's proactive steps to promote brand awareness. Leaders highlighted the marketing and advertisement efforts on various platforms, including radio, social media, streaming video ads, and billboards. One leader particularly emphasized the grassroots effort to increase brand awareness in Reno and surrounding areas.

The school stresses providing students with social opportunities. One leader conveyed that a monthly social activity calendar includes college tours and academic and social events such as car maintenance activities, hikes, and game nights. This commitment to providing a social life for our students is crucial to the school's ethos. A leader shared, "This allows students from other campuses to get together," further emphasizing the school's endeavors to create a platform for students to build relationships.

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<sup>8</sup> CSN- College of Southern Nevada is a public institution in Las Vegas, Nevada with a total enrollment of approximately 29,000 students. The school utilizes a semester-based academic year.

# Focus Group Summary: Students

Schools operating with a 5-star NSPF status and in good standing on all SPCSA issued frameworks within the third and fifth year of their charter undergo an abbreviated site evaluation.

1. Schools within this category will forego the focus group portion of the evaluation except for the student focus group. If the school has completed the Nevada Climate/Social Emotional Learning Survey and reviewed the NV-SCEL data, the data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.

2. During the abbreviated site evaluation, the number of classroom observations will have about half as many as a typical site evaluation (*Nevada State Public Charter School Authority 2024-25 Site Evaluation Handbook*, p. 8).

Nevada State High School fulfilled the criterion for an abbreviated site evaluation for the 2024-25 school year, so no student focus group was held.

# Classroom Environment and Instruction Observation Rubric

A total of 16 high school classrooms were observed for approximately 30-45 minutes on the days of the several site evaluations across all NSHS campuses.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
<b>Classroom Learning Environment is Conducive to Learning</b>	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 1</b>	<b>TOTAL: 14</b>	<b>TOTAL: 1</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Establishing a Culture for Learning</b>	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 0</b>	<b>TOTAL: 16</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>



# Classroom Environment and Instruction Observation Rubric

A total of 16 high school classrooms were observed for approximately 30-45 minutes on the days of the several site evaluations across all NSHS campuses.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
<b>Communicating with Students</b>	<p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p>	<p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Students indicate through their questions that they are confused about the learning task.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 0</b>	<b>TOTAL: 13</b>	<b>TOTAL: 3</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Using Questioning and Discussion Strategies</b>	<p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Virtually all students are engaged.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>Many students actively engage in the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number participate.</p>	<p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 0</b>	<b>TOTAL: 10</b>	<b>TOTAL: 3</b>	<b>TOTAL: 0</b>	<b>TOTAL: 3</b>

# Classroom Environment and Instruction Observation Rubric

A total of 16 high school classrooms were observed for approximately 30-45 minutes on the days of the several site evaluations across all NSHS campuses.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
<b>Engaging Students in Learning</b>	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 0</b>	<b>TOTAL: 13</b>	<b>TOTAL: 3</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Using Assessment in Instruction</b>	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	
	<b>TOTAL: 1</b>	<b>TOTAL: 12</b>	<b>TOTAL: 2</b>	<b>TOTAL: 0</b>	<b>TOTAL: 1</b>

# Classroom Observations and Additional Comments

The teacher discussed the social points available for different activities, such as a "Sip and Paint" event. She also went over the assignments that students needed to complete. There were three bulletin boards in the classroom, displaying personal, social, and academic student goals. Students worked quietly on various tasks, one of which focused on college debt. For this assignment, they were instructed to visit a website about college costs and calculate the annual tuition, the cost of books, and the total tuition for four years. There was a missed opportunity for students to engage in conversation with one another while completing the task.

The instructor started the class by reviewing social point opportunities and December transitions, emphasizing a final. The instructor also reviewed additional information—the college cap form, EdReady<sup>9</sup>, and senior scholarships, which were listed on the board. The instructor transitioned to lesson-specific information. Students worked independently on their devices, explicitly viewing a college debt video. They were to research and compare the annual cost of at least four colleges and fill in a table that included the college's name, yearly tuition, books and supplies, annual fee, and cost for four years. Additionally, the students were required to use the information to calculate the amount they could save by attending NSHS referring to their academic plan. The board listed the study skills agenda, which includes announcements, a lesson intro, a video, a quiz, the task for the day, and Student Situation Report (SSR) EdReady. The instructor met with a student individually. Sixteen students attended the class.

Students in the studies skills at NSHS North Las Vegas course individually completed their "Studies Curriculum" worksheet, and they received every studies skills class from the instructor. Each worksheet contains a task guiding students through the college process. For example, one task requires students to watch a video and then requires them to answer guided questions regarding seeking a major to pursue. Another worksheet asks students to break down college costs and create a budget for costs per semester. Students in the studies skills course at NSHS North Las Vegas also receive an SSR, a weekly progress check handed to the student on paper and discussed with the instructor in person. The SSR indicates students' academic progress areas, suggestions for improvement, upcoming assignments, what can be edited and resubmitted for credit, absences, upcoming due dates, and opportunities for community service hours. Students who completed the Studies Skills Curriculum worksheet and their SSR components were encouraged to check the whiteboard for items applicable to students' individual needs; for example, FAFSA<sup>10</sup> completion, ACT<sup>11</sup> preparation, EdReady exercises, and selecting their spring college courses. The instructor walked the room individually, assisting each student with their SSR and answering their individual courses.

In one study skills class at NSHS, students began to hear announcements for upcoming assignments, social point opportunities, due dates for the FAFSA, college course registration, scholarships,

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<sup>9</sup> EdReady is an adaptive math and English learning platform that helps administrators and educators assess, track, and address students' knowledge gaps.

<sup>10</sup> The Free Application for Federal Student Aid (FAFSA) is a form completed by current and prospective college students (undergraduate and graduate) in the United States to determine eligibility for student financial aid.

<sup>11</sup> ACT is an abbreviation for American College Test, and I comprised of four distinct tests in English, math, reading, math and science. Many colleges and universities in the United States require this for-profit examination for colleges admissions.

applications, EdReady, etc. Students then transitioned to the task for the day, a college debt calculation. Students were to watch a video and then complete guided questions centering around personal, social, and academic goals to accomplish the task. There were eight students in this class and one instructor. Students were engaged and self-directed. The instructor walked the room and answered specific questions for the students, holding individual conferences with each student regarding their SSR.

The class started promptly at 10 a.m. The instructor displayed published courses on the screen, welcomed the students to class, and asked them about their Thanksgiving plans. Several students responded, and a brief conversation ensued. The instructor shared some school information, including filling out the FAFSA and the form as soon as possible and other related announcements, including opportunities for social points and upcoming school events. The students sat quietly and listened to the details. The topic for the day was college debt, and the instructor reviewed the assignment details and expectations. The students were asked if they had any questions regarding the assignment, and then they started to work on it using their laptop devices as the instructor assisted one of the students. Nine students were in attendance. The instructor also notified the students that the math tutor was in the building to help anyone who needed it. The students worked independently on the assignment. One student read about application deadlines, and another student referenced college registration requirements. As the students worked, SSR grades should be listed on the screen, and SMART Goal Writing should be used.

A "Core Values Admiration Board" was highlighted in the classroom, featuring the principles of Taking Responsibility, Upholding Our Established Process, and Striving for Continuous Improvement. The teacher described a social event where students watch a movie and interact with peers. She mentioned that students must attend the event if they were in their first year with NSHS. The teacher reviewed the Career and Technical Education (CTE) pathway with students, calling on various students during the discussion. Students worked on an assignment comparing different tuition prices for various colleges. They were asked to compare in-state and out-of-state universities. The teacher worked one-on-one with a student to re-explain the assignment.

The study skills course at the Southwest campus started with the teacher providing announcement information regarding assignments and upcoming social points activities. The session had 21 students. The day's agenda was written on the whiteboard. Next, the students engaged in a group discussion about how career pathways can help them academically, socially, and financially. Several students shared their responses. The teacher explained the assignment in detail and asked students if they had any questions about the learning tasks. The students then worked independently on the assignment using their laptops.

At one NSHS campus, students listened passively as the teacher began class, listing the December opportunities for social points, community activities, and upcoming deadlines. Students stared at their computer screens rather than making eye contact with the instructor. The instructor did not engage the students in any dialogue. The instructor transitioned to the day's lesson, using the whiteboard and the projector. Students continued to sit passively, staring at their computer screens. There were 25 students in attendance. Students had handouts to assist them with the assignment and a video to complete. The instructor suggested that students make a draft before completing their Course Approval for Payment (CAP) assignment, the task for the day. The instructor missed an opportunity to have students verbally

strategize as a whole class, ways in which to assist each other in accomplishing this task. By allowing students to verbally have input, there was a missed opportunity for students to take ownership of the learning as well as assist their peers with suggestions. The information was unidirectional. The instructor persistently referred to the class as "guys," negating the female gender in the classroom and perpetuating a very informal tone.

The teacher asked, "How does college debt help you financially plan for your future? How does it help you socially?" No students responded so she supplied the answers. The teacher reviewed the Course Approval for Payment (CAP) form, which indicated the requirements for the NSHS program. Students worked independently on the CAP form after viewing a video. The teacher rotated the room, checking in with the students individually on their success on the assignment and reviewing deadlines with them.

The teacher reviewed upcoming announcements about college costs and deadlines. The students watched a video about college costs and completed an assignment comparing the costs of four colleges. There were 25 students in the classroom. With student input, the teacher reviewed the Course Approval for Payment Form with students. One student at a time was called on. The instruction was largely teacher-led and one-way. The teacher indicated that for students not to retake math classes, they must finish all high school math requirements and math for the highest level of education they wish to receive in their bachelor's degree.

At the NSHS Meadowwood campus, seven students and one teacher went over announcements and expectations. Teacher explained the CAP (Course Approval Payment) for spring 2025. The teacher made a point of explaining that there are F and E courses, where the school limits how many college classes a student may take. She said, "We do not limit you to punish you, but we do it to keep you on track and help you succeed."

Students shared with the class how completing the CAP form assisted with their individual goals personally, academically, and socially at the end of the studies skills course at one NSHS course. Students also wrote down on half sheets of paper how completing the CAP task assisted them in each of the areas: personally, academically, and socially. During class, as students worked individually on the CAP form, the instructor met with each student, assisting them with their work, answering questions, and guiding them as needed. The teacher alerted the whole class with helpful tips as things arose that would benefit the entire class.

# Measures of Progress from Previous Site Evaluation

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 Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
<p>SPCSA staff continue to recommend that NSHS differentiate the Study Skills course for students needing to repeat Study Skills to include targeted academic supports in math and English.</p>	<p>The leader emphasized that there has been a focus on shifting the support to individualized help for each student.</p>	<p>The SPCSA acknowledges the school leaders' plan to differentiate their study skills courses. Monitoring the plan's effectiveness is critical, and including a student and staff survey measuring how the course is differentiated can help ensure students receive individualized support.</p>
<p>SPCSA staff recommend that NSHS consider offering the Study Skills course and tutoring opportunities outside the times in which college classes schedule the bulk of their courses. For example, NSHS Study Skills and tutoring occurs Monday through Thursday during peak college class times; 10:00 a.m. – 2:00 p.m. NSHS can adjust Study Skills and tutoring to occur before or after these times to optimize student support.</p>	<p>The school's leadership team shared that the study skills course is offered twice weekly and as part of each student's learning plan.</p>	<p>The SPCSA recognizes the school's effort to help students through their study skills courses. Aligned with the school's belief in continued improvement will be the school's ability to self-analyze data trends and the scheduling needs of its students to make necessary adjustments to course schedules as needed.</p>
<p>SPCSA staff recommend that NSHS pursue solutions to address lower-than-anticipated enrollment.</p>	<p>The school leaders provided a review of their plan to increase enrollment, including marketing and advertisement campaigns.</p>	<p>The SPCSA acknowledges the school's recruitment efforts to increase enrollment. With growing competition, multiple forms of advertisement and creative recruitment campaigns can be integral to promoting the school's brand to increase enrollment.</p>
<p>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</p>	<p>The leadership team provided an update to the school's system for accurately documenting individualized education programs (IEPs) and 504 plans for special education and 504 students, including employing a special programs coordinator to ensure service and program compliance.</p>	<p>The SPCSA recognizes the school's efforts to ensure accurate documentation and record-keeping of IEP services. Additionally, the SPCSA has a team to assist the school in clarifying any IEP-related questions if the need arises.</p>

<p>SPCSA staff recommends that NSHS leadership and the governing board familiarize themselves with various resources offered by the SPCSA, such as Multi-Tiered Systems of Support<sup>12</sup> (MTSS) training, board training, funding opportunities, etcetera. Leadership reported being unaware of some resources offered by the SPCSA. SPCSA staff can be available to provide support as needed.</p>	<p>The school leaders reported that the school leadership and the governing board are familiar with board training requirements and available resources for charter schools. Also, the school leaders shared the school implements MTSS for students as needed to ensure supports are provided.</p>	<p>The SPCSA recognizes that the school's current leadership and its governance board are aware of the board requirements and resources available for charter schools.</p>
<p>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.</p>	<p>According to the school leaders, they have focused on building capacity to improve the overall management of the school organization. A significant focus has been stabilizing the staff with high retention rates, leading to continuity. According to the school's leaders, over 80% of the staff returned for the 2024-25 school year.</p>	<p>The SPCSA acknowledges the school's focus on improving its organizational management. Maintaining effective management systems and retaining quality staff can be a foundation for NSHS's future success.</p>
<p>SPCSA staff recommend that NSHS develop a system-wide family communication plan.</p>	<p>During their focus group presentation, the NSHS leadership discussed their strategies for communicating with their families.</p>	<p>The SPCSA staff recognizes the school's leadership efforts to ensure families receive timely communication.</p>

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<sup>12</sup> MTSS-Multi-Tiered System of Supports is a framework schools use with a tiered infrastructure that uses data to help match academic and social-emotional behavior and instructional resources to each student.

# Operational Compliance Checks

- Fire Extinguisher  YES  NO
- Nurse's Station  YES  NO
- Evacuation Plan in Classrooms  YES  NO
- Food Permit  YES  NO  N/A
- Elevator Permit  YES  NO  N/A



# Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.