



Nevada State Public Charter School Authority

Young Women's Leadership Academy Site Evaluation Report: February 12, 2025

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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 conduct 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.

The addition of the Executive Director, Principal, and Assistant Principal

A strength at YWLA (Young Women's Leadership Academy) is the implementation of new systems that were previously absent prior to the addition of the Executive Director, Principal, and Assistant Principal at the beginning of the 2024-25 school year. The new systems put into place by the new leadership team include:

- Implementation of formal educator evaluations using the Nevada Educator Performance Framework (NEPF¹).
- The hiring of a significant number of licensed and experienced teachers, as well as coaching unlicensed teachers to become certified.
- Re-branding the school as a scholarly environment. Improvements to the school aesthetics include new student desks/tables, chairs, tile floors, and fresh paint.
- Hiring a social worker and providing greater levels of resources for student mental health.
- Implementing i-Ready², including training on using data to measure student growth.
- Purchasing and rolling out a strong curriculum for English Language Arts, math, and science. The new curriculum meets Ed Reports³ criteria and aligns with the Nevada State Standards⁴ and the Next Generation Science Standards⁵
- The implementation of a school-wide discipline plan, which includes staff training and follow-up.

High levels of professional development for standards-based instruction

Another strength at YWLA is the emphasis on supporting the teaching staff in becoming evolved educators. Teachers received professional development on infusing the NVACS into lesson plans. Teachers at all levels are guided to understand the standard and to create lesson objectives that are translated into student friendly language, guiding students to know and understand what they are to learn.

¹NEPF was designed in 2011 and passed by Nevada's legislators. It was created by the Teachers and Leaders Council (TLC) as a statewide performance evaluation system for teachers and building-level administrators. During the subsequent legislative sessions of 2013, 2015, 2017, 2019, and 2021, NRS (Nevada Revised Statutes) have changed AB222. The overall goals of the framework are to foster student learning, improve instructional practices, and engage stakeholders in the continuous improvement and monitoring of a professional growth system.

² i-Ready Learning is a digital instructional resource assessing students with grade-level materials in reading and math.

³ Ed Reports is a design examine curricular materials, gather evidence, and come to a consensus on scoring of materials and programs.

⁴Nevada Academic Content Standards (NVACS) are a set of grade level standards intended to provide a focus of instruction each year. They are a framework for curriculum and instruction in the state of Nevada.

⁵ Next Generation Science Standards (NGSS) are the K-12 science content standards.

Strong levels of care, dedicated teachers and staff

According to school leaders, the staff attendance at the school is excellent. In addition, the SPCSA team repeatedly observed strong teacher-to-student relationships within classrooms (see pages 17-19). Several positive statements about teachers were made by the participants of the student and family focus groups (pages 13 and 16).

Improved special education policy implementation

An area of strength at YWLA is an improved emphasis on special education policies and procedures. The school has enlisted the support of a person from Academica, the school's EMO⁶, as well as utilizing a person from another charter school to serve as an LEA⁷ when needed. The Special Education teacher receives one-on-one support from an experienced special education teacher on writing a quality IEP⁸, scheduling notices, recording minutes, and conducting IEP meetings.

2023-24 NSPF ELL students met adequate growth targets

Another strength of YWLA is providing quality instruction to its English Language Learners⁹ (ELLs). According to the 2023-24 NSPF¹⁰, 50% of YWLA's ELL students met their adequate growth targets on the World-Class Instructional Design and Assessment (WIDA), exceeding the district average of 27%, earning the school the maximum points (ten) on the most recent Nevada Report Card¹¹.

⁶ EMO in an acronym for Education Management Organization. These are for-profit organizations providing general services including management and maintenance of finance, staffing, human resource coordination, bookkeeping, budgeting, regulatory compliance, and financial forecasting the school facilities, as well as developing and distributing school curricula.

⁷ LEA Local Education Agency -a public authority responsible for representing the school during an IEP, Individual Education Program meeting

⁸ IEP- Individual Education Program is a legal document under US law that outlines the special education instructional supports, and services, a student with a disability needs to thrive in school.

⁹ ELL- English Language Learners are those students learning to speak English while attending school

¹⁰NSPF is Nevada's public school rating system designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA) per NRS 385A.600 and classifies schools within a five-star performance rating system.

¹¹ Nevada Report Card-is found in the Nevada Accountability Portal and displays star ratings, enrollment and more in compliance with NRS 385A.600

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.

Need to increase the star rating

The star rating and subsequent index scores dropped between 2022-23 and 2023-24 school year. The school earned a 2-star rating according to the 2022-23 Nevada Report Card data, which showed a 32.1% ELA (English Language Arts) proficiency rate and less than 5% proficiency in math. Most current data from the 2023-24 school year dropped to 12.6% for ELA and was still less than 5% for math, earning the school a 1-star rating.

Need to decrease levels of chronic absenteeism

The levels of chronic absenteeism increased from 2022-23 (46.7%) to 2023-24 (67.9%). Absenteeism rates were already very high. This indicates students were not attending school on a regular basis, which is a challenge.

Continued focus on increasing transportation options

School leaders reported that student transportation needs continue to be a challenge. Students continue to report transportation is a barrier to strong school attendance. It is important to note that YWLA has contracted with a transportation company that picks up and drops off students at designated stops within Las Vegas.

Need to continue to increase enrollment

Enrollment levels continue to fall below the projected numbers established by the school and school board. School leaders report they are currently working to advertise the benefits of the school through community events.

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.

Continue to monitor the several new systems in place

SPCSA recommends the new school leaders continue the strong and important work they have established during this 2024-25 school year. These new systems, as reported in the strengths section on page 4, support the continuous improvement mindset. The leadership changes taking place at the beginning of the 2024-25 school year have allowed strong opportunities for the YWLA team to establish a culture of high expectations, standards-based lesson design, and human capacity development to support the school's current needs.

Continue to bolster the number of enrolled students

SPCSA recommends that YWLA continue to bolster the number of students enrolled at the school. This means continuing current efforts of increased marketing and participation at community events to promote the school to higher enrollment levels.

Site Evaluation Findings: Strong Recommendations

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

Decrease levels of chronic absenteeism

The SPCSA strongly recommends that the new school leaders decrease the overall levels of chronic absenteeism. Reducing the chronic absenteeism rate will improve the school's star rating and index score. It is important to note that the leadership team has identified that the half-day Fridays that took place during the previous school year were part of the root cause of the high numbers. This half-day Friday schedule has been eliminated. Students attend a full five-day-a-week schedule. School leaders have noted an improvement in this area during the current 24-2025 school year.

Improve student academic achievement

The SPCSA strongly recommends that the YWLA improves its academic achievement in middle school. It is strongly recommended that YWLA raise the academic achievement levels at the middle school level to a 2-star and eventually a 3-star rating as measured by the Nevada School Performance Framework. According to the 2023-24 Nevada State Performance Framework (NSPF), the school's middle school total index score was 22.0 out of 100 possible points equating to a one-star school. It is important to note that the YWLA leadership team is currently working to implement systems and structures focus on a culture of improvement that can serve as a foundation for the school moving forward.

Site Evaluation Findings: Deficiencies

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

There were no deficiencies identified at Young Women's Leadership Academy 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.

Name of Focus Group	Number of Participants
Governing Board ¹²	2
Family Members, Parents, and Guardians	5
Faculty and Staff	7
School Leadership	2
Students	12

¹² Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two members of the governing board participated in the focus group and said there are currently eight seats with no openings. Four of the board members are a part of the original committee to form. Board members indicated they meet once per month and do not have special committees. Board members identified several areas of expertise, including educational leadership, a parent, a legal person, accounting, and Chief Executive Officer.

Board members spoke about the strengths at the school. One person said, “We have changes in leadership. The leaders have been successful in building a community and making strong investments toward greater levels of student academic performance.” Another person added, “We as a board, support our excellent leaders and are pleased with the academic focus taking place.”

Academic performance challenges were discussed. The board said they are aware of the dip in the NSPF star rating. One person said, “We have new leadership, and several changes have taken place during this school year. For example, our leaders have visited other very successful charter schools and walked through the school with those leaders. In addition, the staff has been adjusted to focus on academic outcomes.” Board members said they expect to see a large increase in the overall index score and star rating. One board member explained, “The school absorbed students from another school that was not doing well academically, and the school is working to catch these students up academically. However, we have students in their second year with us on our A/B honor roll, and the improvement is amazing.”

Root causes of chronic absenteeism were discussed. Board members said that during the previous 2023-24 school year, the school’s schedule included half-day Fridays. Parents believed the half day was difficult due to the short drop off and pick up of students. Board members said they had addressed chronic absenteeism by creating a new Monday through Friday, all-day schedule. One board member said, “The staff at the school make phone calls and explain to parents that it is important for families to uphold their end of attending this school of choice by making sure students attend on a regular basis.” The school has deliberately scheduled days off to connect to holidays and adjusted the bus stops in strong attempts at lowering the chronic absenteeism rates.

An evaluation of Academica, the school’s academic service provider, is conducted on a yearly basis. Board members said they receive a survey on an annual basis and provide feedback. The results are discussed at a board meeting and issues are spoken about at that time. Board members said they have not formally evaluated the school Executive Director; however, this has been an ongoing conversation. The board members said they plan to conduct an evaluation prior to the end of the 2024-25 school year.

Board members communicated their strong belief in the school's mission and vision and fully supported the concept of providing education to young women in the community. Members said they believe the school focuses on the whole girl and develops them for strong futures and to be confident people. Board members said they are hopeful about the accountability and academic growth the school will experience during this school year.

Focus Group Summary: Family Members, Parents, and Guardians

Family members met and spoke about their recent experiences attending YWLA. One person said, “My daughter is doing great, and I am enthusiastic about enrolling her here.” Another parent said, “This is my third year here, and my daughter is doing very well. Things seem to have improved since the last school year. There is more control and an academic focus than in the past.” Another family member added, “My child is challenged by higher rigor. I think she became more focused during this school year because the overall environment at the school is more serious about academics and the classes seem more challenging.”

School activities such as the after-school program were spoken about and families said they value them. Some families said they were able to attend a school-wide block party and enjoyed the event. Other families have not yet attended school events.

Parents said the relationships between their daughters and teachers are strong. In addition, one family member said, “The teachers are always responsive to the concerns I have.” Another parent explained, “The teachers helped my daughter when she had a medical issue and had to miss several days of school. The teachers helped her make up the work.” Parents said they appreciate that their daughters are comfortable going to speak with teachers after class for missing assignments and questions and help with concepts that may need to be re-explained.

Family members said they feel welcome at the school and have access to the school leader. One person said, “I like that the people in the office know who we are. They know me and which girl is my child. I am secure knowing that no random person will pick up my child. I appreciate that there is always someone in the office and will call if anything arises.”

Several suggestions were made to add value to the school. One person shared, “I think having the older girls interact with the younger girls could be helpful.” Other suggestions included offering a warm lunch, additional girl empowerment groups, and added security guards. A parent suggested, “I’d like to see some new and interesting extracurricular activities, some sports teams, as well as music classes.” One family member said she is very happy with the school and does not have suggestions for improvement. She said, “My daughter is a newcomer and is learning to speak English. I am so happy for her and appreciate the staff very much.”

Focus Group Summary: Faculty and Staff

Seven members of the staff met and spoke about the school's model. One staff member said, "The all-girls model empowers women. We want to be sure our students are well rounded and have leadership capabilities." Another staff member said, "We are the only all girls public school in the state of Nevada, and we take pride in that. At times we let the girls know that it is a privilege to attend this unique school." A different staff member commented, "This school is completely different regarding behavior problems because there are very few issues. The girls work well together and build each other up. They congratulate each other for trying. We emphasize a cooperative environment and teach our students not to be afraid to try new experiences." One staff member added, "Our class sizes are small, and we are a welcoming group. Our class sizes help adults at the school observe students and provide high levels of individual attention."

The teaching staff were asked how they identify if a student is learning. Staff said that when students ask several questions and want to speak about a topic, staff knows students are involved in the content and learning. One educator said, "Our students will tell us if they are confused, and we conduct frequent checks for understanding. Our students are generally willing to try." Another teacher commented, "I want students to come to the classroom with questions in mind, and I ask the students to defend their answers whenever possible." Members of the teaching staff said they make sure students volunteer to share their thoughts, even if they must ask a peer for support. Teachers emphasized that they teach the students to accept what they don't know so that they can, in turn, advocate for themselves.

When the staff was asked to share their perspectives about the lower NSPF star rating from the previous school year, several educators spoke up. Staff said they are confident the star rating will improve this school year because there are different administrators in the building who know how to raise the rating. Staff said the new leaders reviewed student data with them and taught them how to create effective small-group instructional methods. One person said, "We are on the same page now and we talk to other grade levels about how to support our students from grade to grade and from subject to subject. For example, the English teacher uses math and science in her lessons." Staff recognized that the small groups, test preparation, and practice have helped their students to feel confident about academics. Other important factors, from the staff point of view, are the awards ceremonies, i-Ready lessons, pizza parties for improvement, and the principal's honor roll as well as the A/B honor roll. Staff said that another important change is the use of data this school year. "Our girls participate in discussions and set goals. We don't have altercations any longer and our school leaders are present and highly involved."

Both informal and formal observations take place at the school on a routine basis, according to the staff. "They use a rubric to evaluate us, and the feedback is lengthy and helpful. Our feedback is kind and takes place in face-to-face interactions. Our school leaders are polite and approachable."

Focus Group Summary: School Leadership

Two leadership staff members met to discuss the school. Both leaders are new, having been on campus for about six months. Leaders spoke about strengths, including implementing new hiring systems with more qualified staff, making the school look more aesthetically pleasing, and attracting new students and families to enroll. One of the leaders commented, “Our teaching staff is more experienced and qualified than in the past. We have coached some of our teachers to become certified and look for the potential in substitute teachers to become licensed educators.” Another school leader said, “Staff attendance is awesome. Our teachers get here early and are very dedicated. We got to know the staff and opened ourselves up to letting the staff know who we are as leaders.”

The school leaders spoke candidly about implementing teacher evaluations. “We have implemented formal evaluations and use the NEPF. We underline the importance of having high expectations across the board. These include lesson plans, which are turned in on a weekly basis. Our teachers are very diligent about doing this.”

Leadership team members were asked to comment on what types of initiatives are taking place in response to the previous star rating. One leader said, “We have teamed up with our educators to make sure we have alignment to grade level standards, strong learning objectives, as well as positive classroom management. It all goes hand in hand with relationships. It isn’t necessarily what you say, but how you say it to students.” Leaders reported that the levels of classroom management and school-wide routines have been greatly improved this school year, and the number of actual behavior referrals for poor student conduct has decreased greatly. One leader explained, “When we both arrived at this school, there were picnic tables, couches in the classrooms, horrible brown carpet, and terrible paint colors. The vibe was not that of a school. It looks and feels like a school now.” Another school leader added, “Our teaching staff conducts several small-group instruction sessions. Our winter i-Ready data is promising, and we anticipate an overall 2-star rating. An outside company, Raise the Bar, came to our school and presented the school data to the staff. She talked about a variety of strategies to improve student achievement.”

Special Education programming was discussed. Leaders said they are receiving support from Academica as well as the support from a Mater charter school leader. One leader explained, “The Mater school leader comes into our campus and serves as the LEA. She works alongside the special education teacher and supports the teacher in creating accommodations and a system of tracking them. Leaders are very hopeful and dedicated.” One leader said, “We are here for the children. My job is to expose them to the very best educational experience out there.”

Focus Group Summary: Students

Twelve students participated in the focus group on the day of the evaluation. Students were asked to explain some of the reasons they attend YWLA. One student said, “I decided to go to this school due to a letter I received in the mail.” Another student added, “I wasn’t doing very well at my previous school, and my mom asked if I’d like to attend this one. I have improved and learned a lot.” Students spoke about their learning experiences including academic and internal confidence-building skills. A middle school student shared, “I’ve learned about mathematical slopes and my ability to tackle math problems. I learned about how to create and read data located on graphs, which used to confuse me.” Another student said, “I’ve learned about leadership skills and that I can be a leader. For example, when working in groups with other students, I can help others, and with group projects, I like to take charge.” Another student added, “If younger students have a problem and our administrators are not able to handle it, we advise our peers, in the lower grades and tell them what to do to solve the issue.” A different student said, “I’d like to add that I am not afraid to ask questions. I had one teacher say that by asking questions, the teacher will learn from me and can teach everyone at a higher level.”

Students spoke about the reasons they would or would not suggest this school to a friend. Students said they would recommend this school to friends. A student remarked, “I would let my friend know that they will learn things they never knew before. I would tell them to be yourself and don’t be afraid.” Another student said, “I would say that coming to this school is a good choice, and the school atmosphere is very welcoming. I would remind my friend that if you learn new things, you can help out others.” Students were asked if they felt physically and emotionally safe at YWLA. Students reported feeling safe and appreciated the ability to talk with others comfortably. A student said, “At this school we are pretty much a family. I was surprised that here, students have any issue with each other, they will approach the other student, and say, ‘Hey, I need to talk to you’ and then work it out.”

Students spoke about their relationships with teachers. Students indicated that most relationships were positive. Students pointed out that each teacher is different, and there are some teachers a student can joke with and others who will give students advice. One student said, “I stopped doing my work and didn’t turn in assignments. My teacher spoke with me, and she was right, I knew I got lazy and had to get back up there and improve.” Students said they are involved in setting academic goals for themselves. Students were able to describe their levels for math and English. Students mentioned that the school supports students to plan for high school and college.

Cultural events, clubs, the Fall Festival, block parties, and Black History month were named as some of the school activities that took place. Students shared a few ideas for improving the school. These included adding art classes, more clubs for after-school, music classes, an outside garden, and more activities.

Classroom Environment and Instruction Rubric

A total of 14 middle and high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<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>
	TOTAL: 0	TOTAL: 14	TOTAL: 0	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	<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>
	TOTAL: 0	TOTAL: 11	TOTAL: 3	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Rubric

A total of 14 middle and high classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	<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>	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 11	TOTAL: 1	TOTAL: 0	TOTAL: 2
Using Questioning and Discussion Strategies	<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>	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 8	TOTAL: 4	TOTAL: 0	TOTAL: 2

Classroom Environment and Instruction Rubric

A total of 14 middle and high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	<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>
	TOTAL: 2	TOTAL: 7	TOTAL: 5	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	<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>	
	TOTAL: 0	TOTAL: 11	TOTAL: 3	TOTAL: 0	TOTAL: 0

Classroom Observations and Additional Comments

There were 11 students and one teacher in one classroom. A student read out loud and teachers asked open-ended questions. For example, “What do we know about the minerals in the core?” Students answered using academic language and the teacher provided strong levels of feedback.

The teacher used the example of making pancakes to help students understand independent and dependent variables, emphasizing what they can and cannot control. Through high-level questioning, the teacher encouraged critical thinking and deeper analysis of the relationship between variables.

There were nine students and one teacher in this classroom. The teacher included an Essential Question, agenda, and questions on the whiteboard. The teacher worked one-on-one with students as needed. Every single student was highly engaged and worked on writing about academic content.

In an English language arts classroom, students read a prompt and collaborated in groups to complete narrative stories based on guiding questions. Throughout the activity, they remained engaged and focused approximately 80% of the time.

Twelve students in a classroom worked on solving systems of linear equations by substitution. The lesson's objective was for students to use i-Ready lessons to solve problems involving a system of linear equations. Students were highly engaged in working independently while the teacher monitored the class, helped, and asked students clarifying questions about the assignment and their thought processes.

Students were engaged in writing poems, carefully selecting words and phrases to evoke thoughts, emotions, and actions in their readers. The classroom environment reflected a clear understanding of the learning objectives, ensuring students knew both what they were learning and the purpose behind the task. As they worked, the teacher moved around the room, providing support by discussing academic vocabulary and helping students generate ideas for their writing.

There were 14 students and one teacher in one classroom. Students were studying and reviewing their notes. Students were talking in table groups. They spoke about academic information and occasionally about other topics. Intellectual engagement in the classroom could improve.

Twelve middle school students learned about earthquakes. The teacher led a brief discussion, and students shared responses. The students then worked on an activity in their workbooks on plate boundaries and patterns or connections between the locations of plate boundaries and earthquakes. Students were highly engaged and self-directed. The teacher demonstrated practical questioning techniques to gain evidence of student learning.

As students entered the room, they immediately engaged in a math problem on the board, ensuring a productive start to the lesson. The teacher demonstrated a strong rapport with students by checking in on

one who had been absent and offering quiet, individualized support to another, providing ideas on how to begin the bell ringer problem. However, many students struggled with solving the problem, and only a few asked for help. Based on student engagement, the teacher allowed about two minutes too long for the task, during which students were unproductive.

The learning objective was displayed on the screen as middle school students entered the classroom. It was, "I can identify the features of early Indigenous civilizations in the Americas." The class session began with the students taking a brief quiz on the prior lesson. They then took out their textbooks to refer to as they were required to construct a written response to answer the essential question, "What do we know about the ancient civilizations in the Americas?" The students were self-directed as the teacher monitored their progress.

There were ten students and one teacher in this classroom. The teacher was very engaging and communicated strongly with the students. He encouraged students to speak up and talk about their cultures and foods from different places. Students were enjoying the class. One student suggested, "We should celebrate our cultures and learn dances from different countries." The teacher said he would help to organize it.

Students independently completed a vocabulary quiz, matching map definitions to the correct terms. They worked efficiently, demonstrating a clear understanding of the content. Throughout the activity, the teacher interacted with students kindly and respectfully, fostering a positive classroom environment.

In one classroom, students worked independently on a biographical report about a historical figure of their choice, answering questions about the person's accomplishments and contributions. Nearly all students remained engaged in the task, with only one showing signs of disengagement. As they worked, the teacher provided support by answering students' questions and guiding them through the assignment.

Middle school students learned about persuasive writing techniques, including logical reasoning and conclusions. The teacher also discussed the importance of focusing on verbs and their impact on statements. The students were engaged as the teacher progressed through the lesson. The teacher's explanation of the content was clear and invited student participation and thinking.

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
SPCSA staff recommended that YWLA pursue solutions to address enrollment that is lower than anticipated.	Marketing efforts have been increased. School staff participate in various community events to promote the school.	SPCSA agrees with the school's assessment of progress. Additional progress in this area is still needed.
SPCSA staff recommended that YWLA formalize a plan to address student transportation challenges.	The school is contracted with a Transportation Company that picks up and drops off students at designated stops within Las Vegas.	SPCSA agrees with the school's assessment of progress. Additional progress in this area is still needed.
SPCSA staff recommended that YWLA obtain a locked refrigerator inside the nurse's office for housing student medication as needed for medical purposes within 30 days to be compliant with Nevada State Law NAC 444.56842.	A refrigerator has been purchased and stored in the nurse's Suite.	SPCSA agrees with the school's assessment of progress. This recommendation has been met.

Operational Compliance Checks

Fire Extinguisher	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Nurse's Station	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Evacuation Plan in Classrooms	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Food Permit	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" type="checkbox"/> N/A
Elevator Permit	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" type="checkbox"/> 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.