



Nevada State Public Charter School Authority

Site Evaluation Report Girls Athletic Leadership School – Las Vegas

Evaluation Date: 11/18/2020

Report Date: 12/21/2020

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Appendices

A: Nevada State Performance Framework

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

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062-8-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062-8-OPF-Att-1-Ratings-Scorecard.pdf>

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 11/18/2020 at Girls Athletic Leadership School Las Vegas. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1st, 3rd, and 5th year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

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

SCHOOL BACKGROUND

Girls Athletic Leadership School – Las Vegas is located in Las Vegas, Nevada in a facility at 920 Cottage Grove Avenue. The school serves 96 (as of the most recent Validation Day, October 2020) in 6th – 7th grade. The mission of Girls Athletic Leadership School Las Vegas is: "GALS Las Vegas fosters the academic excellence and personal development necessary for every girl to become a powerful advocate for herself and leaders in their community."

ACADEMIC PERFORMANCE

Girls Athletic Leadership School Las Vegas Nevada School Performance Framework 2019

Girls Athletic Leadership School Las Vegas serves 96 students in grades 6th – 7th grade

* As GALS opened in SY 20-21 and the most recent academic performance data available are from SY 18-19, no academic performance data can be displayed for this school at this time.

Girls Athletic Leadership School of Las Vegas
Math and ELA Results
Nevada School Performance Framework
2019

Proficiency and Graduation Rates - N/A: School is newly opened.

SPCSA Academic Performance Framework
Geographic Comparison Report

SPCSA Academic Performance Framework
Diversity Comparison Results

N/A: School is newly opened.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	3	30 minutes
Parents/Families	5	30 minutes
Students	5	30 minutes
School Leadership	2	30 minutes
Staff	4	30 minutes

Governing Board:

- The board members were asked what their understanding of the design elements of GALS were and how they are being implemented at the school. One board member said they had experienced education through teaching at multiple schools and when they found out about GALS, they were excited to help in any way they could. The board, through the school, and school leadership, tries to make a difference in the girls' lives. Another board member spoke about their experience growing up and how seeing this school made them wish there was a school like this when they were younger. The board said she considered herself lucky to be a part of the GALS board. Board members said that their positions give them the opportunity to give back and hopefully provide an outlet for young girls to grow and succeed. Another board member said they had looked into the program in Denver and Los Angeles and they wanted to bring this type of school to Las Vegas because they felt the local community could really use this type of school for students who need it.
- Board members were then asked about the types of information they receive regarding the academic performance and outcomes of the school. Board members said they receive an in-depth rundown of progress of students at every board meeting. They said they are given the specifics on how students are progressing because some students have started behind grade level. The board is provided reports from school leadership so they can understand what is going on at the school level. Another board member said the school leadership is responsive with specific questions when members of the board would like to dig into the finer details of some of the reports, and the school leadership team provides more information when requested. Every board meeting has materials uploaded and provided to the board in advance, so they have a chance to go over them and then ask clarifying questions during the meetings.
- Board members were asked about how they orient new members and what types of training they have received while serving on the board. Board members said they participated in training last year, and school leadership informs them of upcoming trainings in which they can participate. Board members said there is a multi-step process that prospective board members go through before officially joining the governing body. First, prospective members are invited to see a GALS board meeting in action. Second, the individual may ask questions of school leadership about what they saw. Then the board member is provided a packet of items like Conflict-of-Interest forms should they wish to formally join. From there, they are provided resources for training, like Open Meeting Law training, to help

them understand what it means to serve on a public board.

- Board members were asked about what they have done in forming the school leader evaluation plan and what steps have been taken to implement that plan. The board members said that they have worked on putting together an evaluation plan, but they haven't fully completed the evaluation process yet. Board members shared that they have used resources through Clark County School District (CCSD) to create a template they could build upon for the evaluation process. They hope to have the final evaluation finalized at their board meeting in January 2021. Board members were asked about their policy and procedures, specifically policies regarding SPED and ELL. Board members said they used examples from other charter schools and CCSD along with resources that were provided to them from the school in Denver. They took those examples and modified them to create policies and procedures that were specific to GALS Las Vegas. Board members shared that they also assessed what students had enrolled at the school and catered their policies around the student population.
- Finally, board members were asked if there was anything else they would like the SPCSA staff to know. One board member wanted to emphasize the amount of work and passion that the school leaders have put into the school. Board members shared that school leaders are completely engaged with the school and they keep the board in the loop. Additionally, board members noted that school leaders also make sure to give them examples from the students about how things are going at the school. Another board member said they really appreciate the patience shown by the school leadership because the work is difficult. Another member said they were really impressed by the transparency between the board and the school leadership. School leaders don't sugarcoat things for the board, instead presenting the reality to the board while also coming with solutions which helps the board make informed decisions about the direction of the school.

¹Three members of the 8 member board participated, Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARY continued

Parents/Families: The focus group was broken into two parts. There was an English-speaking focus group and a Spanish speaking focus group.

- Parents were asked what they liked most about the school and they said they really appreciate how great the teachers have been. Parents were also asked if they had seen a change in their children since attending GALS. The parents said they see their children wanting to go to school more now since attending GALS. A parent said their child is more willing to talk to people. Another parent said their child has really enjoyed school more this year than in previous years. Parents were asked if they feel their children are challenged at GALS. Parents said they think their children are challenged, but not too much. They think the school provides the correct amount of challenge for their children. Parents mentioned they like the movement aspects of the school and their children appreciate being able to get up and going. Parents and families also said they liked the school having their children setting goals and sharing those goals with others has helped their child open up more.
- Parents were asked how the school provides access to help if their student is struggling, and they shared that the school has been very responsive when their children need help and they are quick to jump in to explain things again to their children. The teachers are really easy to get ahold of and that has been good for their kids. Parents did not have any suggestions beyond just encouraging the school to keep doing what it is doing. They said they really look forward to when everything gets back to normal and their children can all be in school at the same time. Parents said they can set up Google™ Classroom alerts which keeps them informed. Another parent said they receive emails and other forms of communication from the school and that they really appreciate being able to sign up for the parent/student app where they can see reminders for various items at the school.
- Parents were asked about the relationships the teachers have formed with their children. Parents said the teachers have really helped their children to increase their communication skills and they have helped their children immensely. Another parent said the teachers are always in constant communication with their child and that is really nice. Parents were asked if there was anything else they would like to share about their experience. One parent said the school has been a lifesaver. They were worried about their child becoming depressed but attending the school has really improved her attitude for which they are thankful. During a parent teacher conference, one parent said that were surprised and pleased at how well the teachers knew their child.
- Parents were then asked how they, and their children, know they are learning. The parents said they try and ask a lot of questions of their children about the schoolwork they are doing so they can stay informed. Parents also said they have seen improvement in their children along with more excitement for attending school. Parents shared that their children really enjoy coming to school because of the extracurricular activities through the Boys and Girls Club. One of the parents said their child actually had the day off from school, but they still wanted to go to the school to enjoy the social aspects. While the COVID situation has been tough, the parents understand, and they look forward to having more activities. The school also has been doing social/community meetings to celebrate the student's success and parents have really appreciated being able to celebrate their children. Parents also said they liked having their children participate in activities like volleyball at the Boys and Girls Club and they also commended both the school and the Boys and Girls Club for holding the activities safely.

- Parents were asked about their experience with goal-setting that GALS had the students do at the beginning of the year. Parents said it was very interesting to hear from their children about their goals and also their challenges. The parents also added that they liked seeing their children pushed by the school to truly think about the goals they have. They felt that the instructional program at the school has helped their children mature, allowing their children to take ownership of their future. Finally, parents said they hope the school continues to push their children even when it is difficult for them. They also added they want the school to continue communicating with them because they want to understand what is going on with their children at the school. The parents also said they hoped the school would add grades 9 and 10 so their children could continue at the school.

FOCUS GROUP SUMMARY continued

Students:

- Students were asked what they enjoyed most about the school, and they responded saying that they really like the positive energy of GALS. Students said they feel like a big family and they all care about one another. According to students, they help each other through their problems. Another student said they really like the teachers at the school and that they are very caring. The overall energy at the school motivates them to attend. One student said knowing that when they are going to come to school and have fun and be happy really excites them to come to school. Students were then asked to describe how they were doing in their classes at the school and what they have learned this year. Students said they have learned to try their best. They said the teachers encourage them to not be afraid to make mistakes. Students shared that teachers have told them that mistakes are part of life and they happen. Another student spoke about the confidence they have gained by attending this school. They said they have become braver and to be themselves.
- The students were asked about the wellness team and how participating in that has gone since the beginning of the school year. Students said at first it was really scary, but over time it became better. They were able to learn about themselves which they really liked. The students said it was scary because they had to present to their teachers, but it helped the teachers get to know them better. Another student said they really liked choosing their own goals and over time it allowed them to become more comfortable talking to their teachers and their parents. Students said that attending this school has shown them that teachers do care about you. Many came from other schools where they felt like the teachers did not know them in some cases.
- Students also spoke about teacher office hours which has helped them better understand assignments and lessons they may have been confused about the first time. The office hours are not required, but students shared that it is great knowing they can get help when they need it.
- Students were asked if they had any suggestions for ways to improve the school. Students said they would like to see more electives at the school. Students said they would also like to see classes like theater, art, dance, and music offered at GALS. Another student mentioned they would like to see an increase in different subjects and activities they can participate in. Students said they would like to have more language classes and history classes. Students said they would also like to see student council as an option for them to participate in. One student mentioned they would like to have more time to be able to just meet with teachers and talk about anything. Sometimes they have gloomy days and they would like to be able to share that with their teachers. Finally, one student said they would like to see more tutoring for students who need it.

FOCUS GROUP SUMMARY continued

Leadership:

- The leadership team was asked about the ways the school has implemented the mission and vision statement. Leaders said the mission is built into the name. It is a single gender school that looks to help girls excel. The leaders said they also focus on movement and encouraging the students to get up and exercise which in turn will help their studies. Students have a 40-minute core instruction and then a 10-minute movement and this is done throughout the day. The movement time also allows the leaders to clean around the school to ensure the school is disinfected. The school also focuses on leadership and developing their students to become great leaders. Students recite a pledge every day that reinforces the mission of the school and reminds each student that they matter. The school operates in order to close the gender gap. Being a single gender environment allows the girls to feel more comfortable and open with one another, which the school leaders believe will help them after they move on to higher grades.
- The leaders were asked about how the return to 40% capacity has been going given the ongoing pandemic and the limitations on in-person instruction. School leaders said that on any given day they have no more than 40% capacity, but over the course of the week, they have about 60% of their population come to the school. Leaders discussed their dedication to reach out to the students who are the most difficult to contact and they spoke about how that consistent outreach has made a big difference. Leaders said one of the things they are happiest with has been the school's ability to retain the students even as there has been so much uncertainty, primarily due to the pandemic. The school started the year with 93 students and has increased to 97 students.
- Leaders were asked what type of professional development has been provided to staff. Leaders said they have professional development days every Wednesday and recently added to additional days for staff. Leaders also include wellness checks during some of the Wednesday sessions. Since the school operates within the Boys and Girls Club, staff is able to take lunch together while the Boys and Girls Club oversees the students. This has allowed staff members to get to know one another better which the leaders believe has increased staff morale. The leadership team was then asked about RTI (Response to Intervention) and how well that has been going. Leaders said it hasn't been perfect and the leaders have been focusing a lot of energy in that area. According to school leaders, GALS will be reviewing their second benchmark data to see which students have not been progressing and they will try to get those students on an RTI plan. There are quite a few difficulties with this because the contact with these students has been inconsistent at best during the distance education requirements due to COVID-19.
- Finally, the leadership team was asked if they have conducted outreach to parents regarding the expectations of families during distance education. Staff says they have tried to do outreach, but there have been difficulties. The school purchased "Go Guardian" to take screenshots of student's computers so they can show parents what their children are doing when they should be doing their lessons. The leaders have also been trying to inform parents about students' missing assignments in order to inform the parents of their children's progress.

FOCUS GROUP SUMMARY continued

Staff:

- The staff was asked in what ways they have had to adapt their instructional strategies to meet the need of students through the virtual environment. Staff said they have had to use a lot more communication through email and phone calls to ensure they are reaching out to the students. Other staff members said they have struggled to get some students to join online early in the morning. The staff members said they reach out to the parents and the parents gave them their student's phone number so they could call them in the morning to get them to join online. Another staff member said they have had to condense some of their materials into formats that meet the needs of both the online and in-person students. GALS staff added that they have tried to incorporate more activities using technology and with that, they had to grade a bit differently so they could input that into Infinite Campus. They said there is a lot of platforms they have to keep track of, and that has taken some getting used to.
- Staff members also said the students have been really helpful when there are internet struggles. Students will step in to host the Zoom classroom in the event that the teacher has issues with connectivity. Another staff member spoke about adjusting their expectations when working within the hybrid model. Teachers indicated that they have to ensure they are paying attention to both the in-person and virtual students. They also have to adjust the student expectations so they understand that they may have to wait their turn. Teachers are also using the "Go Guardian" so they can see what the virtual students are doing on their screens, which has been helpful in understanding what is going on with the students attending online.
- Staff was asked in what ways the leadership of the school engages them for feedback about the school. The staff said that since the school is so small right now, they are able to communicate with the leadership team easily. Staff added that they have a lot of interaction with the leadership team and the leadership team is quick to step in when teachers need it. A teacher said it has been refreshing to work in that type of environment especially coming from a school that was much larger. Another staff member said they are afforded multiple avenues to express their opinions with the leadership team through texts, emails, office hours, and lunch. According to the focus group members, staff can bring issues to the whole group or have one-on-one meetings with the leadership team if the issues are not something that is school wide. A staff member said that a small group environment also allows them to stay in touch with the students easier which has been really good for the first year of school.
- Staff was asked about student data and the performance students showed on initial tests taken at the start of the year. Understanding the performance gaps, staff was asked how they are using that data to inform and drive instruction. A staff member said that some of the data is a bit skewed because of circumstances prior to the student attending the GALS. Staff also said they look forward to seeing data from second and third assessments to really be able to gauge how the students are progressing. Staff went on to share that they truly believe the next assessments will show a lot of improvement from the first assessments. Another staff member said they use the data to give an overall look at where the students are performing, which they used to help guide their lessons, so they would cater to the students in the class. Another staff member said they teach Social and Emotional learning which has been rewarding both to her and the students. They have found that the social and emotional learning tracks with the student's academic progress and those are all intertwined. The teachers said they focus on communication in the classes and continue to have the students share different things. At the beginning of the year, students were reluctant to share, but as they have become more

comfortable, they are eager to share every day. Teachers also spoke about encouraging the students to try without fear of failure. This has made the students more comfortable putting themselves out there without fear of retribution.

- Teachers said they also perform student-led conferences with the parents, which they have found that to be very helpful for both the students and the parents to understand how the student it is doing at the school.

CLASSROOM OBSERVATION TOTALS

A total of 10 classrooms were observed for approximately 20 minutes on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 3	Total: 7	Total:	Total:	Total:
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 2	Total: 8	Total:	Total:	Total:
Areas 3 & 4 Managing Classroom Procedures Managing Student Behavior	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 1	Total: 8	Total: 1	Total:	Total:
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 1	Total: 9	Total:	Total:	Total:

II. CLASSROOM INSTRUCTION

Area 5					Not
	Distinguished	Proficient	Basic	Unsatisfactory	Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 2	Total: 7	Total:	Total:	Total: 1
Area 6	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
A Using Questioning and Discussion Techniques	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total:	Total: 3	Total:	Total:	Total: 7
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total:	Total: 4	Total:	Total:	Total: 6

II. CLASSROOM INSTRUCTION (continued)

II. CLASSROOM INSTRUCTION (continued)						
Engaging Students in Learning	Area 7 A	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
		Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 2	Total: 7	Total: 1	Total:	Total:	
	B	Students make contributions to the representation of content.	There are appropriate activities and materials and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content or lack of lesson structure/pacing.	This criterion was not observed or rated.
Total: 2		Total: 7	Total: 1	Total:	Total:	
Using Formative Assessment in Instruction	Area 8 A	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
		Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total:	Total: 8	Total:	Total:	Total: 2	
	B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
Total:		Total: 8	Total:	Total:	Total: 2	

The purpose of this portion of the report is to provide a numerical value to the total number of best practices seen during the classroom observational portion as a whole. This number is indicated at the end of each best practice descriptor/line.

Evidence of adapted materials/assessments: Area #5

- Lessons are designed to encourage student curiosity and learning beyond classroom time: 2
- The explanation of the content is imaginative: 4

Evidence of questioning and discussion techniques: Area #6

- Questions are planned ahead of time and tied to learning target(s): 2
- Teacher questions are open ended: 2
- Teacher allows time for students to answer – 3 seconds or more: 2
- Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 2
- Teacher purposefully signals to entire group of students to wait/think before volunteering a response: 2
- Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 2

Evidence of engaging students in learning area: Area #7

- Active learning is taking place (rather than just listening or viewing):
- Students are using reasoning and critical thinking:
- The lesson is rigorous and includes cognitively complex tasks:
- Students engage in several types of activities during the lesson including:
 - Speaking
 - Writing
 - Reading
 - Listening
 - Discussing
 - Creating
 - Problem Solving
- Cooperative groups: 3
- Student-led classroom:
- Technology is integrated into learning/outcomes: 10
- Project-based learning:

Evidence of Formative Assessment During Instruction: Area #8

- Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 1
- Students incorporate the feedback by revising their work:
- Students receive frequent and meaningful feedback regarding their work:
- A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson:

ORGANIZATIONAL PERFORMANCE

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

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

Measure	Description	Evidence Collected Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation Classroom Observations	Curriculum is aligned to the NVACS. Board has approved the Special Education and English Language Learner policy/procedure manuals.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	School administers all state mandated tests, the school conducts recruitment through website, postcards, swap meet and the mall as well as current families, email marketing and direct phone calls.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	Over 10% of students have special educational needs. Staff is trained on the school's SPED policy and Procedures Manual. Staff training provided by the SPCSA prior to school opening. Parents identify if their child has any Special Educational needs. When registration is complete a records request via Infinite Campus is done.

			Records are reviewed to see if the students have a SPED eligibility and services. GALS works with SESS ¹ to help oversee SPED programs and ensure training and compliance.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	<p>17% of students are current ELL students. 21% of students are prior ELL 1-4 years out. 6% of students are prior ELL 5-6 years out.</p> <p>Students are identified during the registration process, request via Infinite Campus is done. Records are reviewed to determine if student is ELL or prior ELL or not ELL. If parents identify a student, the WIDA test is conducted. ELL teacher provides all instructional staff with strategies and techniques to assist EL learners.</p>

¹ Special Education Support Staff is a vendor of GALS to assist the school in providing required services for identified students.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	School is mission driven: Movement is built into schedule, located adjacent to UNLV for college readiness and exposure. Partnering with UNLV and varies community partners.
3b	The school holds management accountable.	School Presentation	All staff have a performance plan per NEPF, School Board will evaluate the Executive Director and has a plan in place for this.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	Implementation of Restorative Justice Practices is ongoing. Policies are communicated in English and Spanish. Partnerships: Boys and Girls Club, SISTAHS Strong, Opportunity 180, UNLV, Boys Town.
5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	Comprehensive safety plan is in place. Includes drills, various threats and disaster procedures, suicide prevention measures, phycological first aid, mental health crisis threat assessment, All information contained in a confidential manner.

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 Evidence are found within the body of the report and summarized here.

1. This newly opened campus has shown evidence of already making a difference in the lives of their students. For example, when a group of students was asked what they are learning this year, students reported that, “I learned to try my best”, “I learned that mistakes happen and show you are learning”, “I learned to be brave and confident, and to believe in myself.” When asked about their first student-led conference and sharing of their goals, one student said, “In my old school, they didn’t talk to you about your problems or goals, they told you what they thought your problems were. This school asks me to pick goals to work on and they support me, care and help me achieve them.”
2. In spite of the school opening during the COVID 19 pandemic, there is strong evidence of the vision and mission coming to life. This was seen in the following ways:
 - There are move breaks included each day in both the virtual and live learning environments. The SPCSA team observed a group of students, and staff dancing to a group routine. A parent shared that on the days her daughter is staying home, she gets up and takes time to walk, dance, or do some type of activity.
 - The leadership element of the mission statement was in full effect. This is a major accomplishment given that the school has been open for a few months, during a pandemic, and the students have not all been allowed to attend at the same time.

In particular,

- ✓ The warm, caring, and encouraging ways of the teachers and leaders came through over and over again. Clearly the students feel comfortable at the school.
- ✓ The school started the year with 93 students and has increased to 97 students.
- ✓ Very engaged board and skilled school leaders.
- ✓ Teachers, students, staff, families, board members, and leaders all put forth a positive and upbeat culture and climate at the school.

CHALLENGES

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

- GALS is a newly opened school and in the first year of operation. This means that the school has all new staff, students, and has the challenge of creating new cultural norms as well as implementing many procedures.
- The school has been operating under a hybrid learning model due to the COVID-19 pandemic. An added challenge has been the need to pivot and learn new ways to reach students including distance learning, in person learning, and managing both simultaneously.
- Many GALS students are performing significantly below grade level in all academic areas based on initial MAP test data and classroom assessments. In many cases, as reported by the school, most students are performing several grade levels behind. The virtual instruction, although different, may need to be adjusted to include more academic rigor and increased and improved instructional techniques.

RECOMMENDATIONS

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

1. GALS appears to have created a strong start under challenging circumstances. One of the school's strengths is the positive culture and climate. It is impressive that the school has managed to help students understand that learning is about a student's awareness of what they are learning and willingness to take risks. Because many of the school's first assessments have indicated that a high percentage of the school population is achieving well below grade level, we recommend the following. Consider implementing a comprehensive formative assessment system. According to John Hattie's "*Visible Learning*" Hattie found the average effect size of all interventions he studied was 0.40. Therefore, his 'hinge point' is any effect size over 40 is considered effective. The larger the effect, the more statistically likely the intervention is to succeed. Nancy Frey and Douglas Fisher published a book titled "*The Formative Assessment Action Plan*"². The book explains how four discrete steps work in tandem to create a seamless, comprehensive, formative assessment system school wide. The table below provides a framework of how the research and steps may be used together to create an outcome of increased levels of student achievement.

Step/Student question	What it does	Effect Size from Hattie ³
1. Feed-up <i>Where am I going?</i>	Ensures that students understand the purpose of an assignment, task, or lesson, including how they will be assessed.	Teacher clarity: 0.75 Learning goals vs.no goals: 0.68
2. Checking for understanding <i>Where am I now?</i>	Guides instruction and helps determine if students are making progress toward their goals.	Meta-cognitive strategies: 0.60 Reciprocal teaching: 0.74 Classroom Discussion: 0.82
3. Feedback <i>How am I doing?</i>	Provides students with valuable and constructive information about their successes and needs.	Feedback: 0.70 Strategy Monitoring: 0.50 Help Seeking: 0.72
4. Feed-forward <i>Where am I going next?</i>	Builds on the feedback from step 3 and uses performance data to facilitate student achievement.	Evaluation and Reflection: 0.75 Self-verbalization and questioning: 0.55

² <http://www.ascd.org/Publications/Books/Overview/The-Formative-Assessment-Action-Plan.aspx>

³ <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

2. GALS has a strong foundation of relationship building in place as noted throughout this report. In alignment with the mission, GALS provides programming through the Boys and Girls Club which includes after school tutoring, student council, STEM projects, mentoring and physical activity. Although GALS has just opened their doors they have hosted numerous community partners to enrich the lives of students and expose them to ideas that can help prepare them to make informed decisions for their future. To date, GALS has hosted staff from the Clark County Library who led a "career exploration" workshop, facilitated time for students to meet with a female MMA fighter, and a group of female students from UNLV provided a wellness information session. In January students will be provided access to a group of women from the UNLV School of Dentistry speaking as well as a STEM event where students will use engineering and math to build a structure. Some of the Movement and Wellness portions of the mission statement have been more difficult to fully implement with COVID. As the school moves forward, they will look to expand and strengthen this part of the program. Additions may include running, yoga, martial arts, cross fit and other activities. We recommend the school continue to build strong relationships with all stakeholders and to survey students with regard to which activities were found to be most impactful. By asking for and acting on this feedback, the strong student to adult relationships will grow even stronger.

DEFICIENCIES

There were no deficiencies identified for Girls Athletic Leadership School Las Vegas during this site evaluation.