Nevada State Public Charter School Authority

# Site Evaluation Report

## Pinecrest Academy of Nevada Cadence

Evaluation Date: 9/22/2020

Report Date: 10/23/2020

**State Public Charter School Authority**
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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/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf

## C: SPCSA Organizational Framework

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

# INTRODUCTION AND SCHOOL BACKGROUND

## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 9-22-20. 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

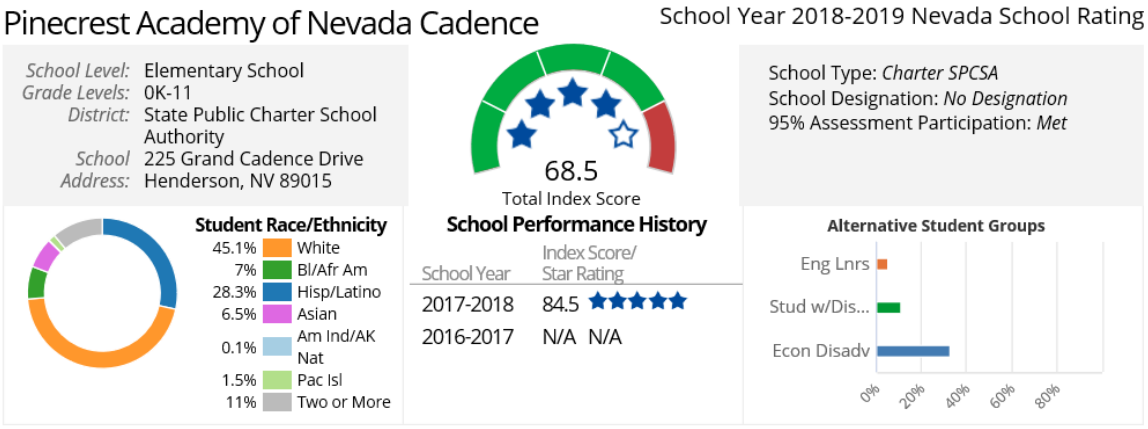
Pinecrest Academy of Nevada Cadence is located in Henderson, NV. in a facility at 225 Grand Cadence Drive. The school serves 1,814 students (as of the most recent Validation Day) in Kindergarten – 12th grade. The mission of Pinecrest Academy of Nevada Cadence is: "Pinecrest Academy of Nevada unites the community to prepare students for college and career."

# ACADEMIC PERFORMANCE

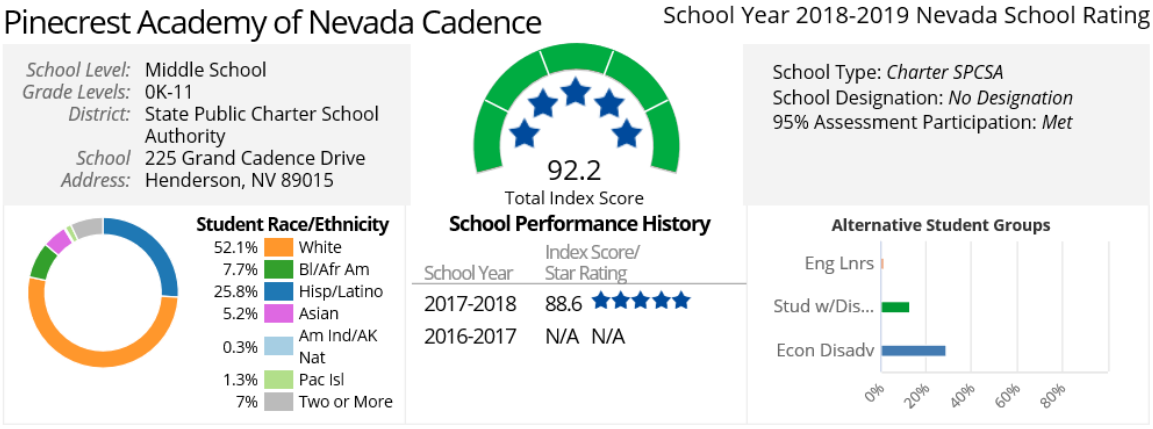
Pinecrest Academy of Nevada Cadence
Math and ELA Results
Nevada School Performance Framework
2019

Pinecrest Academy of Nevada Cadence serves 1,814 students in grades Kindergarten – 12th grade

Elementary




Middle



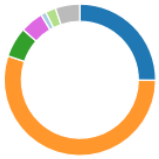
High

## Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating

*School Level:* High School
*Grade Levels:* 0K-11
*District:* State Public Charter School Authority
*School Address:* 225 Grand Cadence Drive Henderson, NV 89015

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



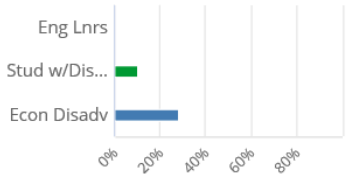
**Student Race/Ethnicity**

| | |
|---|---|
| 54.8% | White |
| 6.4% | Bl/Afr Am |
| 25% | Hisp/Latino |
| 4.9% | Asian |
| 1.1% | Am Ind/AK Nat |
| 2.2% | Pac Isl |
| 5.2% | Two or More |

**School Performance History**

| School Year | Index Score/ Star Rating |
|---|---|
| 2017-2018 | 58.6 NR |
| 2016-2017 | N/A N/A |

**Alternative Student Groups**



Pinecrest Academy of Nevada Cadence
Math and ELA Results
Nevada School Performance Framework
2019

## Elementary School Proficiency Rates

**Math Proficient**

| Groups | 2019 % | 2019 % District | 2019 % MIP | 2018 % | 2018 % District | 2018 % MIP |
|---|---|---|---|---|---|---|
| All Students | 65.2 | 54.5 | 48.5 | 65.4 | 52.8 | 45.8 |
| American Indian/Alaska Native | - | 45.7 | 34.3 | - | 44.8 | 30.9 |
| Asian | 79 | 75.5 | 68.8 | 68.4 | 75.2 | 67.2 |
| Black/African American | 33.2 | 31.3 | 32.3 | 36.8 | 30.6 | 28.8 |
| Hispanic/Latino | 51.7 | 44.6 | 39.6 | 53.1 | 40.2 | 36.5 |
| Pacific Islander | - | 48.7 | 48.3 | - | 48.3 | 45.6 |
| Two or More Races | 69.2 | 58.2 | 55.3 | 68.5 | 59 | 52.9 |
| White/Caucasian | 73.5 | 62.2 | 59.3 | 73.8 | 61.1 | 57.2 |
| Special Education | 36.5 | 27.3 | 28.6 | 36.5 | 29.2 | 24.8 |
| English Learners Current + Former | 54.8 | 42.2 | 35.8 | 42.8 | 37.4 | 32.4 |
| English Learners Current | 52.6 | 32.3 | | 35.2 | 25.5 | |
| Economically Disadvantaged | 45.6 | 39.7 | 39 | 46.4 | 33.1 | 35.7 |

**ELA Proficient**

| Groups | 2019 % | 2019 % District | 2019 % MIP | 2018 % | 2018 % District | 2018 % MIP |
|---|---|---|---|---|---|---|
| All Students | 66.2 | 60.1 | 57 | 69.4 | 58.6 | 54.7 |
| American Indian/Alaska Native | - | 62.5 | 42.5 | - | 58.3 | 39.5 |
| Asian | 70.7 | 78.5 | 75.4 | 73.6 | 76.2 | 74.1 |
| Black/African American | 52.2 | 40.8 | 42.6 | 42.1 | 40.5 | 39.6 |
| Hispanic/Latino | 52.2 | 51.1 | 48.2 | 63.5 | 48 | 45.5 |
| Pacific Islander | - | 51.7 | 57.9 | - | 52.6 | 55.7 |
| Two or More Races | 64 | 63.7 | 64.4 | 80 | 67.1 | 62.6 |
| White/Caucasian | 76 | 66.7 | 67.4 | 72.7 | 65 | 65.7 |
| Special Education | 39 | 26.6 | 30 | 41.4 | 29.3 | 26.3 |
| English Learners Current + Former | 32 | 42.2 | 41.4 | 57.1 | 38.9 | 38.4 |
| English Learners Current | 26.3 | 29.3 | | 47 | 22.8 | |
| Economically Disadvantaged | 48.2 | 45.3 | 46.8 | 54.7 | 40.4 | 44 |

## Middle School Proficiency Rates

**Math Proficient**

| Groups | 2019 % | 2019 % District | 2019 % MIP | 2018 % | 2018 % District | 2018 % MIP |
|---|---|---|---|---|---|---|
| All Students | 53.2 | 42.6 | 36.5 | 45.5 | 36.8 | 33.2 |
| American Indian/Alaska Native | - | 22.6 | 28.4 | - | 26.5 | 24.6 |
| Asian | 79.2 | 66.2 | 58.6 | 64.2 | 64.1 | 56.4 |
| Black/African American | 25 | 24.1 | 23.5 | 13 | 17.7 | 19.5 |
| Hispanic/Latino | 40.3 | 31.8 | 29.3 | 35.8 | 26.1 | 25.5 |
| Pacific Islander | - | 44.8 | 36.9 | - | 34.9 | 33.6 |
| Two or More Races | 50 | 47.2 | 40.6 | 47.8 | 41.5 | 37.5 |
| White/Caucasian | 62 | 51.2 | 47.1 | 52.6 | 44.4 | 44.4 |
| Special Education | 7.5 | 12 | 18.6 | 16.1 | 11.5 | 14.3 |
| English Learners Current + Former | 44.6 | 26.8 | 20.2 | 28.5 | 22.2 | 16 |
| English Learners Current | 28.5 | 12.5 | | 10 | 8.5 | |
| Economically Disadvantaged | 35.2 | 29 | 29.2 | 22 | 21.7 | 25.5 |

**ELA Proficient**

| Groups | 2019 % | 2019 % District | 2019 % MIP | 2018 % | 2018 % District | 2018 % MIP |
|---|---|---|---|---|---|---|
| All Students | 67.2 | 59.6 | 54.1 | 64.5 | 56.1 | 51.7 |
| American Indian/Alaska Native | - | 61.2 | 43.4 | - | 57.1 | 40.5 |
| Asian | 75.7 | 78.4 | 75.9 | 57.1 | 77.3 | 74.6 |
| Black/African American | 54.5 | 40.1 | 37.8 | 52.1 | 38.4 | 34.5 |
| Hispanic/Latino | 63.1 | 50.2 | 45.1 | 55.8 | 46.3 | 42.2 |
| Pacific Islander | - | 61.1 | 53.2 | - | 53.2 | 50.7 |
| Two or More Races | 57.7 | 66.7 | 61.3 | 60.8 | 61 | 59.2 |
| White/Caucasian | 72.7 | 67.7 | 66.3 | 71 | 63.5 | 64.6 |
| Special Education | 20.1 | 19.8 | 21.9 | 29 | 20.7 | 17.8 |
| English Learners Current + Former | 79.7 | 42.7 | 24.3 | 50 | 34.8 | 20.3 |
| English Learners Current | 64.2 | 22 | | 30 | 15.8 | |
| Economically Disadvantaged | 51.7 | 46.3 | 44.4 | 54 | 41.5 | 41.4 |

## High School Proficiency and Graduation Rates

**Math Proficient** **Math Proficient Points Earned: 7/10**

| Groups | 2019 % | 2019 % District | 2019 % MIP | 2018 % | 2018 % District | 2018 % MIP |
|---|---|---|---|---|---|---|
| All Students | 34.3 | 25.8 | 32.83 | N/A | 23.8 | 29.29 |
| American Indian/Alaska Native | - | - | 23.12 | N/A | 16.6 | 19.07 |
| Asian | - | 50 | 50.27 | N/A | 54.7 | 47.65 |
| Black/African American | - | 7.5 | 18.42 | N/A | 6.2 | 14.12 |
| Hispanic/Latino | 16.6 | 18.5 | 22.93 | N/A | 17.5 | 18.87 |
| Pacific Islander | - | 16 | 29.26 | N/A | 6.2 | 25.54 |
| Two or More Races | - | 26 | 36.96 | N/A | 26.1 | 33.64 |
| White/Caucasian | 46.6 | 32 | 44.25 | N/A | 28.4 | 41.31 |
| Special Education | - | 6 | 12.38 | N/A | 2.2 | 7.77 |
| English Learners Current + Former | - | 5 | 14.52 | N/A | 10.9 | 10.02 |
| English Learners Current | - | 0 | | N/A | 2.4 | 6.96 |
| Economically Disadvantaged | 5.2 | 14.5 | 24 | N/A | 13.3 | 20.01 |

**ELA Proficient** **ELA Proficient Points Earned: 10/10**

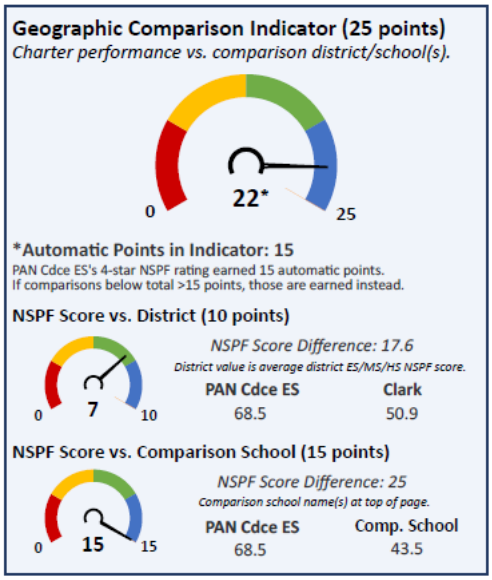
| Groups | 2019 % | 2019 % District | 2019 % MIP | 2018 % | 2018 % District | 2018 % MIP |
|---|---|---|---|---|---|---|
| All Students | 60.6 | 53.8 | 48.54 | N/A | 44.5 | 45.83 |
| American Indian/Alaska Native | - | - | 36.76 | N/A | 36.3 | 33.43 |
| Asian | - | 71 | 65.11 | N/A | 68.4 | 63.27 |
| Black/African American | - | 32.7 | 31.39 | N/A | 21.6 | 27.78 |
| Hispanic/Latino | 61.1 | 47.2 | 36.5 | N/A | 39.5 | 33.15 |
| Pacific Islander | - | 52 | 48.75 | N/A | 37.5 | 46.05 |
| Two or More Races | - | 62.5 | 58.07 | N/A | 46.9 | 55.86 |
| White/Caucasian | 59.6 | 59.7 | 62.25 | N/A | 50 | 60.26 |
| Special Education | - | 18.8 | 15.71 | N/A | 9 | 11.27 |
| English Learners Current + Former | - | 18.1 | 17.52 | N/A | 21.8 | 13.18 |
| English Learners Current | - | 10.5 | | N/A | 9.7 | 6.9 |
| Economically Disadvantaged | 47.2 | 41.8 | 37.66 | N/A | 31.2 | 34.37 |

**Graduation Rates Indicator**

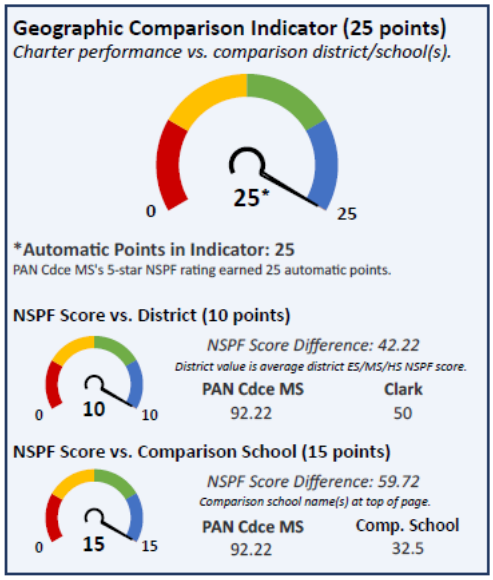
| Measure | School Rate | District Rate |
|---|---|---|
| 4-Year | N/A | 70.0 |
| 5-Year | N/A | 69.0 |

## SPCSA Academic Performance Framework
## Geographic Comparison Report

Elementary School

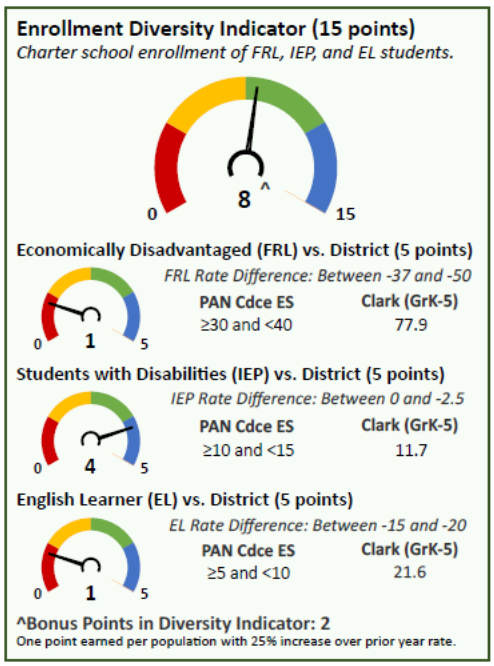



Middle School

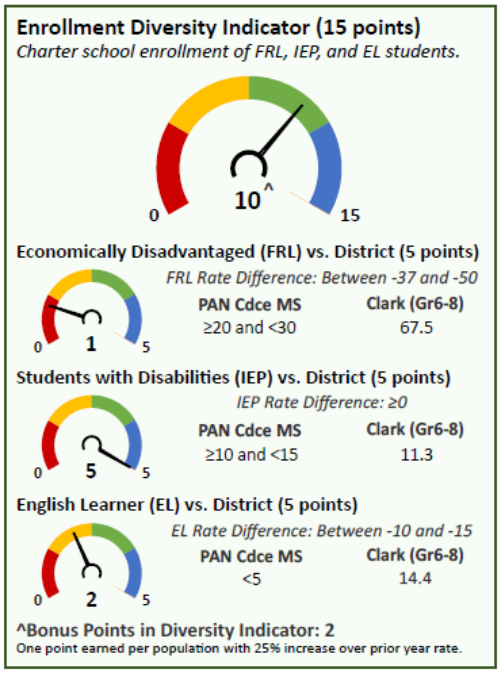



## SPCSA Academic Performance Framework
## Diversity Comparison Results

Elementary School




Middle School




*No data for Pinecrest Academy of Nevada Cadence High School

# FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Pinecrest Academy of Nevada is currently in Year 3 of its charter contract. Because all schools within the Pinecrest network rated as 4 or 5 stars according to the most recent statewide accountability ratings, the school qualified for an abbreviated evaluation, and no focus groups were convened. Focus groups will be included in the Year 5 site evaluation.

# CLASSROOM OBSERVATION TOTALS

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

| I. CLASSROOM ENVIRONMENT | | | | | |
|---|---|---|---|---|---|
| | **Distinguished** | **Proficient** | **Basic** | **Unsatisfactory** | **Not Observed** |
| **Areas 1 & 2**<br><br>**Creating an Environment of Respect and Rapport** | 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: 1** | **Total: 5** | **Total:** | **Total:** | **Total:** |
| **Establishing a Culture for Learning** | 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: 1** | **Total: 5** | **Total:** | **Total:** | **Total:** |
| | | | | | |

| | Distinguished | Proficient | Basic | Unsatisfactory | Not Observed |
|---|---|---|---|---|---|
| Areas 3 & 4<br><br>Managing Classroom Procedures | 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: | Total: 6 | Total: | Total: | Total: |
| Managing Student Behavior | 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: 2 | Total: 4 | Total: | Total: | Total: |
| | | | | | |

| II. CLASSROOM INSTRUCTION | | | | | |
|---|---|---|---|---|---|
| | Distinguished | Proficient | Basic | Unsatisfactory | Not Observed |
| Area 5<br><br>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: | Total: 4 | Total: | Total: | Total: 2 |
| Area 6 | Distinguished | Proficient | Basic | Unsatisfactory | Not Observed |
| A<br><br>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: 6 | Total: | Total: | Total: |
| 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: 6 | Total: | Total: | Total: |
| | | | | | |

| II. CLASSROOM INSTRUCTION (continued) | | | | | |
|---|---|---|---|---|---|
| | **Distinguished** | **Proficient** | **Basic** | **Unsatisfactory** | **Not Observed** |
| **Area 7**<br><br>**A**<br><br>**Engaging Students in Learning** | 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: 1** | **Total: 5** | **Total:** | **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: 1** | **Total: 5** | **Total:** | **Total:** | **Total:** |
| | | | | | |
| | **Distinguished** | **Proficient** | **Basic** | **Unsatisfactory** | **Not Observed** |
| **Area 8**<br><br>**Using Formative Assessment in Instruction** | 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: 6** | **Total:** | **Total:** | **Total:** |
| | | | | | |

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: 3

**Evidence of questioning and discussion techniques: Area 6**

- ☒ Questions are planned ahead of time and tied to learning target(s): 1
- ☒ Teacher questions are open ended: 3
- ☒ Teacher allows time for students to answer — 3 seconds or more: 3
- ☒ Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 3
- ☒ Teacher purposefully signals to entire group of students to wait/think before volunteering a response: 1
- ☒ Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 1

**Evidence of engaging students in learning Area 7**

- ☒ Active learning is taking place (rather than just listening or viewing): 2
- ☒ Students are using reasoning and critical thinking: 1
- ☒ The lesson is rigorous and includes cognitively complex tasks: 1
- ☒ Students engage in several types of activities during the lesson including:
  ☒Speaking ☒Writing ☒Reading ☒Listening ☐Discussing ☐Creating ☐Problem Solving
- ☐ Cooperative groups
- ☐ Student-led classroom
- ☒ Technology is integrated into learning/outcomes: 6
- ☐ 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:
- ☐ 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: 2

Other:

# 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<br>Classroom Observations | Since the Cadence Campus is a K-12 school, the leaders and instructional staff have the ability to set expectations at the high school level and create vertical alignment beginning in Kindergarten. |
| 1b | The school complies with applicable education requirements | School Presentation<br>Classroom Observations | The Cadence Campus ensures that the school handbook is updated on a yearly basis and is reviewed and adhered to by all. |
| 1c | The school protects the rights of students with disabilities | School Presentation<br>Classroom Observations | All IEP goals are tracked via progress monitoring and through collaboration between regular/special education teachers, students, and family members. |
| 1d | The school protects the rights of ELL students | School Presentations<br>Classroom Observations | Cadence Campus has adopted the Structured English Immersion program. The objective is to guide students to make meaningful academic connections and improve language skills along the way. |

| Measure | Description | Evidence Collected Through | Takeaways |
|---|---|---|---|
| 3a | The school complies with governance requirements | School Presentation<br>Classroom Observations | The Cadence campus handbook is updated yearly. The school conducts safety checks on a routine basis and makes improvements as the need demands. Virtual learning participation is monitored closely, and on-line aspect is maintained in a confidential manner. |
| 3b | The school holds management accountable | School Presentation<br>Epicenter Submission | All school leaders are evaluated on a yearly basis. |
| 4a | The school protects the rights of all students | School Presentation | All Pinecrest campuses have developed a restorative justice plans to keep students in school as much as possible.<br>Title II funding is being used to develop equity in education practices. All Pinecrest Campuses have social workers at school sites to assist in providing social emotional support. |
| 5b | The school complies with health and safety requirements | School Presentation | The Cadence Campus has made a special effort to protect all students and staff at the school site. The location of the campus requires extra security and safety measures, and the leaders have an on-going working relationship with law enforcement in the area. The school is a safe place to attend school. |

# 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. The SPCSA would like to acknowledge the laudable efforts of educators at the Pinecrest Campuses who, during a pandemic, used existing knowledge to create meaningful learning opportunities for students. Pinecrest staffs did not miss a beat, stepped up to make sure students continued to learn.

2. Several unique organizational strengths were observed at the Cadence Campus:

    - The nature of the K-12 campus allows the schoolwide team to see the vertical alignment challenges from Kindergarten through 12th grade. This perspective has allowed the team to address these challenges head-on and remove potential barriers. Examples include schoolwide mission alignment (as opposed to elementary, middle, and high school), preparing students in elementary for known upcoming curricular challenges in middle and high school classes, aligning core content with ever increasing levels of vocabulary and subject matter rigor due to previous student experience in lower grades, and staff to student lasting relationships.

    - The Cadence campus is located in an area with diverse income levels. The school has taken it upon themselves to send out a message to the close-by housing developments, apartment complexes, and surrounding community at-large that Pinecrest Academy Cadence is a public, tuition-free school.

3. Safety is a top priority at the Cadence campus and both school leaders and staff have learned to analyze a variety of safety concerns at the campus and respond in ways that make the school even safer. The Cadence team works to prevent the likelihood of unsafe conditions reoccurring.

4. During classroom observations occurring in the virtual learning format, teachers were calm and tried out new ways to engage and guide students to higher levels of achievement. This shows evidence of trust between staff and school leaders. In addition, there were two observed classrooms where Special Education or support staff consulted with the classroom teacher about the possibility of the second staff member entering a chat room with the student in need while other students were also placed in a chat room. It was encouraging to see the level of professionalism and direct support to students whether it was one-on-one or small group.

5. The Cadence campus has continued to monitor student learning using diagnostic test measures and interim assessments for learning since the Pandemic began in March of 2019. This decision is to be commended as the campus seeks to continuously improve learning outcomes for all students in alignment with the mission statement.

## 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.

Challenges at Cadence, as is true with many schools, relate to funding and quality of on-line, distance education. Considering the circumstances, it is our finding that the Cadence Campus has continued to uphold the mission statement all the while, seeking to make budget cuts and improve distance learning to the best of their ability.

## 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. The SPCSA recommends taking time to build upon the variety of distance learning practices to become even more skilled, purposeful, and intentional with this platform. We suggest using what has been learned in both face-to-face and distance learning environments to leverage what works best to impact student achievement. In both settings, research has shown *(Fisher, Frey & Hattie, 2020*) that the following best practices apply to both settings:

    - Fostering student self-regulation is crucial for moving learning to deep and transfer levels.
    - Learning accelerates when the student, not the teacher, is taught to be in control of learning.
    - There needs to be a diversity of instructional approaches (not just some direct instruction and then some off-line independent work).
    - Well-designed peer learning impacts understanding.
    - Feedback in a high-trust environment must be integrated into the learning cycle. *(Fisher et al.,2020)*

2. Consider launching professional development in response to best practices and lessons learned during the distance learning time frames. Continue to work collaboratively to best meet the needs of all students at this time of distance learning and as the school eventually transitions to more face to face instructional formats.

3. Continue to work on improving diversity at the campus in both student population and staff. In particular, these three special populations are: FRL, Special Education, and Second Language Learners.

4. Continue to monitor levels of chronic absenteeism. The Elementary at 11.1, Middle at 12.1 and High School at 12.5 are higher than the SPCSA average. Consider reflecting on why this is the case and continue tracking and lowering these numbers.

## DEFICIENCIES

There were no deficiencies identified for the Pinecrest Cadence campus during this evaluation.