



Nevada State Public Charter School Authority

Site Evaluation Report: pilotED Cactus Park
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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 12/14/2022 at pilotED Cactus Park. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization. Schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern, Notice of Breach, or Notice of Termination will have a differentiated procedure for their site evaluation. pilotED Cactus Park is in year one of their charter contract thus meeting the criteria for a comprehensive site evaluation.

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.

Members of the SPCSA evaluation team will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately after the final classroom rubric ratings. Using information obtained from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will summarize results for schools within the report. Observations and take-aways regarding some of the Organizational Framework components will be summarized and outlined in this site evaluation report.

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

pilotED Cactus Park is located in Las Vegas, Nevada in a temporary facility at 1780 Betty Lane. The school serves 114 students (as of the most recent Validation Day) in kindergarten through 4th grade. The mission of name of school is: "To empower elementary students in the ways in which they see themselves and the world around them through the use of a school model that embodies 1) social identity development, 2) a robust civic engagement system, and 3) a rigorous culturally relevant academic curriculum."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2022

This school opened in fall of 2022 and there is no historical data at this time.

Math and ELA Results Nevada School Performance Framework 2022

This school opened in fall of 2022 and there is no historical data at this time.

SPCSA Academic Performance Framework Geographic Comparison Report

Middle School

SPCSA Academic Performance Framework Diversity Comparison Results

Middle School

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	5	30 minutes
Students	8	30 minutes
School Leadership	5	30 minutes
Staff	6	30 minutes

Governing Board¹

- Board members said their biggest conversations have been on the opening at the new location of the campus. One board member commented, “Everything that could go wrong, has gone wrong. However, we seek out assistance, and are very committed and solution oriented. It has been eye opening to learn about opening a charter.” Board members explained that enrollment numbers have been challenging due to the delays in the building permits and the opening keeps getting rolled back. One board member remarked, “This has been hard on staff, students, and families. Each time there is a delay we must alter our plans to move to the permanent location. We arrange for movers and update families and make sure there is an estimated weekend when we will move. Uncertainly is challenging.” Board members said they had been conducting social marketing, putting flyers, and putting flyers at the community center. With delays in the permanent location, it has been more difficult to market a campus with a delayed permanent location.
- The pilotED governing board members reported they are redoing the budget now. They are concerned with the enrollment numbers. One member commented, “Things have changed due to the grants, but the budget was met with a good amount of cash on hand and this was contingent on enrollment numbers. We have pushed the CMO, the pilotED Foundation, to build out more funding, especially in Las Vegas.” Board members explained that a specialist will be hired for marketing. The board has received quotes for one person to conduct a social media project and another person to market the school on the ground. One board member commented, “We need to be in the permanent building. Now we are waiting on a gas permit and hope to have it by the New Year. Once we are completely up and running at the new campus, the school purpose and educational program will be clearer.”
- Board members said that the school leader shared that she needed help developing student and restorative justice plans as these are unique to Nevada. The board has flagged to the CMO that the school leader would benefit from outside assistance with this. The board has been involved with building relationships during school open house events and with the construction. One member said, “We put on hard hats with families, staff, and students to put together new furniture for the permanent campus. We were a crew of workers for the sake of the campus.”

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

FOCUS GROUP SUMMARY continued

- Each Friday, the board chair meets with the school leader to talk about the current state of the school. They discuss stakeholders, the new building, transportation, the role of the foundation and how the board can support the school leaders. The board chair commented, “We discuss the school academic plan, restorative justice, student enrollment and ways that Opportunity 180 can financially provide support.” Board members went on to say that they have participated in the SPCSA virtual training and looked at Open Meeting Law requirements on their own. Board members said they would like to increase the number of board members by two which would be a parent and someone with school leadership experience but noted that there is no firm timeline on this yet.

Parents/Families:

- Family members said they chose to enroll their children at pilotED for a number of reasons. One parent explained, “For us the location and mission as well as the emotional wellbeing were part of the decision. Another person added, “The farm experience and exposure to the animals was interesting.” Families unanimously felt they were respected and that communication with the school leader is outstanding. One person said, “Both the administrator and teachers take the time to sit and listen. They’ve asked me about my concerns and have offered to help resolve issues.” Another family member added, “The school leaders respond quickly when there is a concern. They call and message us and are available to talk when I pick up my child from school.”
- Parents said they were kept up to date with school events and policies. One parent said that the school provides newsletters which are very helpful. Another person said that she talks with the teacher in person and appreciates this. One member of the group explained, “The school wanted help from families in putting together desks and they let us know about the event ahead of time. I like that they are respectful of family time and schedules.” Several families noted that they were looking forward to attending an upcoming performance by students later on in the week.
- Families said their children were excited about school and would like to go to school on the weekend if they could. Parents said they hear several different stories about the school day. One parent said, “I usually hear about my daughter’s day and I love that she expresses gratitude about school.” Families hesitated to make any recommendations for improvement because the school is not situated in their permanent location yet. Parents are eager to get settled at the permanent school building. Parents said they have experienced many great things this year. These include great communication, a friendly atmosphere, a soon to be chicken farm, goats, chicken coop and learning to grow food. The families love that their children will get to work with live animals.

Students

- Students like coming to pilotED for many reasons. One student expressed that they enjoyed the social emotional class and another the Environmental Art Class. Several students appreciated the social part of school such as crazy hair day, spirit week, and ugly sweater day. One student liked that his class wrote and scripted a play which was based on a modern theme, the Grinch, but with an ancient Roman backdrop. The class was planning to perform this play for families at the end of the semester.

FOCUS GROUP SUMMARY continued

- Students spoke about recent learning at pilotED. Students said they have learned and practiced addition, subtraction, place value, and using decimals correctly. One student was interested in the subject of Geology and explained learning about volcanos and tectonic plates. Students added that they like sharing what they have learning with family members and said they get help on homework from family members. Students spoke about the unique educational program at pilotED. “We have chickens, plants, and will have other animals, maybe a goat. We are already learning about types of chickens and observed eggs hatching in an incubator in our classrooms.”
- Students were asked what they do if they don’t understand a topic. One student said, “Our teacher gives us an example to help us understand and if we still don’t understand the teacher will give us more examples and help us understand.” Students said they feel welcome at school. One student remarked, “We have supervision, care and love.” Another student said, “We have a student of the week and a class of the week. Our teacher picks student of the week. Students mentioned that sometimes the bus is late and they arrive late to classes. Students that ride the bus stated that they will be thrilled not to have to ride the bus when the school moves to the permanent location.

Staff

- Staff chose this school for several reasons. One person said they appreciate charter schools and had worked in charters in the past. “I’ve helped with founding charter schools in the past.” Another person said that when she came to the school she liked the foundational educational program and wanted to support it. One staff member commented, “I like coming back into the community where I grew up and have students see someone who looks like them. I like to inspire the students.” One staff member shared that she relocated to Las Vegas and felt her strengths would benefit the school. She said, “It is like building a new business and my own children have been in the charter system.”
- Staff spoke about the unique nature of pilotED charter. One person commented, “This is a very intimate setting with a hard-working team and dedicated parents. Students seem happier and the support system for staff is strong. I get the support I need here.” Staff participated in on-boarding activities to get to know and acclimate to the school’s mission and vision. Staff reported they participated in get to know you activities and through initial meetings started to bond with other staff. They took part in self-assessments and personality tests and compared them to others to be aware of each other’s working styles. The staff said they spent time learning about the mission and philosophy at the school and then got into the more technical part of the job. One person explained, “There is history behind what we do here and this helps understand why we do it. We went and got to know the neighborhood of the school as well.”
- Regarding culturally relevant teaching activities, staff said the key is to make sure students feel represented in the work and activities in which they engage. One teacher said, “An example in Greek and Latina/Latino heritage would be to open up the topic and make sure all students’ have a voice. It is important to make sure questions are neutral and that the curriculum is positive and also neutral.” Staff said that tests given at the school such as the Brigance and other skill-based tests, help them know which letters and numbers are understood to move forward with new learning such as blending letters.

Leadership:

- The leader said she built agency among families and staff at pilotED by implementing surveys. For families she remarked, “It is important to have conversations with families to know and understand what they want. We want to make sure families have a voice and are invested in this school.” She added that for staff members, “I facilitate an open-door policy and strong two way communication. We have a kick start meeting every day to build relationships and share ideas. I engage in one-on-one conversations which include coaching and feedback and more importantly to what is going well with staff and what problems can I help solve.” The school leader reported the staff uses a hot line for everyone on staff to communicate. In addition, the school leader commented on the importance of agency with students, “We ask students what they want spirit days to look like and how do they think the Grinch play should end.” The leader said that there are classroom morning meetings held daily and the individual classrooms meet as a school team on Zoom. The school leader said, “Our families are highly involved and about 30 family members showed up to put together new furniture for our permanent location.”
- The school leader spoke about enrollment. She said they had a planned enrollment of 351 students and current enrollment is at 114. School leaders said that they have been sending out flyers to boost enrollment numbers, but many families have been reluctant to enroll until the school is established at the permanent location. The school leader reported that specialists in the area of recruitment have advised that when the school location is secure, the enrollment numbers will grow. The school leader is continuing to run advertisements, attend community events with a table and staff to talk to community members, and hold tours at the new and permanent location of the school.
- When asked about the SPCSA Financial Framework, the school leader explained “There are many moving parts. For example, our Title numbers changed due to our lower than expected enrollment. We have revamped everything and enrollment is a concern. We are actually in a strong position, considering we have only 117 students at this time.” The school leader said that cash on hand will probably be tight in February and May and the board treasurer is aware of the framework. She added, “Our board has a complete ownership of this.” The leadership said that they are aware that the allocation of the PERS money and that these amounts are being set aside to ensure the school is current with these obligations. Additionally, leadership stated that they are working with an individual at PERS and as of last week have exact amounts to pay. The payments are now ready to be sent out and will be made within the next few weeks.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 11 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences try to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 0	Total: 7	Total: 4	Total: 0	Total: 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 0	Total: 7	Total: 3	Total: 1	Total: 0

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not 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 life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 1	Total: 5	Total: 2	Total: 0	Total: 3
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 1	Total: 7	Total: 2	Total: 0	Total: 1
Quality and purpose of questions	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: 2	Total: 5	Total: 4	Total: 0	Total: 0
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 1	Total: 8	Total: 2	Total: 0	Total: 0

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 2	Total: 6	Total: 3	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 2	Total: 7	Total: 0	Total: 0	Total: 2

Additional information about the classroom observations shared here when applicable

- There were 15 students and one teacher in this classroom. Students were completing individual seat work assignments. Music played and the teacher supported students by noticing what students have completed correctly, answered questions, and guided students to mastery of the assignment. The teacher's voice was calm and she told students how much time is needed to become ready for the next learning activity, which made transitions effective. To learn common and proper nouns, the teacher asked students to stand by a picture (movement) and read the word, use it in a sentence, then say if it is a proper or common noun. Excellent.
- In this elementary classroom, students worked on double digit addition and several students were confused about the tens place. The teacher supported students in overcoming the confusion and figuring out the answer. It was clear that several students in the classroom began by not understanding and ended up successful. Students had previously not understood and now can do the double-digit addition with changing the tens place. The teacher provided multiple forms of positive reinforcement and circulated throughout the classroom when students were working on math. Students were provided one to one support depending on the need the student had Some students worked on multiplication and there is evidence of differentiated instruction and materials.
- In this elementary classroom, there were 10 students and one teacher. At this time students worked to complete math related items on lap top computers. Some students used earphones. All students were engaged and working productively. The teacher attended to each student as needed and responded questions. The teacher took the time to support each student without taking away the student's need to solve the problem. She said, "I'm going to let you work on this a bit and come back."
- Students rehearsed a short play in preparation for the upcoming Winter Celebration later in the week. Overall, students were fairly engaged in the lesson and collaborated together during the rehearsal.

ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
<p>Indicator 1: Education Program</p>	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>As presented during the leadership presentation, pilotED implements the material terms of the education program. Curricular materials align to Nevada Academic Content Standards (NVACS). Classroom observations indicated students with an IEP or learning English as a new language have supports. Classroom observations confirmed that the educational program conforms with the charter and that curricula aligns to NVACS</p>
<p>Indicator 3: Governance and Reporting</p>	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>pilotED complies with governance requirements with applicable laws, bylaws, and the charter. Board members have undergone training and plans are underway to ensure that open meeting law requirements have been met.</p>

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

Measures of Progress from Previous Site Evaluations

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

Self-Assessment of the implementation of prior recommendations by school staff	This is not applicable to pilotED for the 2022-2023 site evaluation as SC is in year one of their charter.
Evidence the school can provide to support the implementation of previous recommendations.	This is not applicable to pilotED for the 2022-2023 site evaluation as SC is in year one of their charter.
Reason's school believes additional time will be needed to fully address the recommended items, if any.	This is not applicable to pilotED for the 2022-2023 site evaluation as SC is in year one of their charter.

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 are described within the body of the report and summarized here.

- pilotED has been successful in launching a new K-4 public charter school. This has involved hiring and training an all new staff, meeting and enrolling all students, and being housed temporarily at a shared school site with another charter school. The temporary location has been challenging and the school has managed to remain flexible and focused on the school's mission and vision. The students, families, staff, and school leaders have overcome multiple challenges to delays which are out of their own control in regard to moving to their permanent school campus.
- This school has undergone robust community outreach efforts. The school leaders and governing board members have continued to provide mailings, new school building tours and conducted table events to attract and enroll additional students. Communication with all stakeholders including students, families, and staff is reported as strong. Families, students, and staff have come together to work through challenges at the school. This group met to assemble new furniture for the new permanent location and strong bonds have developed.
- Considering the newness of the staff and school, classrooms were observed with high levels of discussion, movement, and student engagement. Several examples of one-to-one teaching with small class sizes were observed. A clear orientation toward student discourse within classrooms was observed. For example, several instances of partner and small group activities were noted. Scaffolds for learning were apparent within classrooms and according to the student focus group interview students love coming to school and participating in classroom and school-wide activities.
- The newly opened school is diverse. The race and ethnicity of both the students and the staff are representative of the neighborhood in which the school will be located. The school is highly intentional about the curriculum and making sure all types of families and students are welcome.
- The school has stayed true to their approved charter application programming despite obstacles which has delayed their move into a permanent school building. pilotED has baby chicks brooding in their office in order to continue to provide the school farm experience to their students. The school intentionally provides high quality instruction via highly rated curricula according to Ed Reports. The Core Knowledge Language Arts and Math are all aligned to the Nevada Academic Content Standards.

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.

- Opening a new public charter school is challenging. But, opening a new campus which has multiple delays in building and construction requirements is even more difficult. There have been numerous delays and all stakeholders have been called upon to remain flexible and patient. The governing board has been involved with extra meetings and decision making. The families and students have been attending a school with a shared campus on a temporary basis. The staff has been waiting to set up actual classrooms within the building they envisioned when they began with pilotED in August. The school leader has been the glue to hold each of these stakeholders together and to continue with business as usual and keep the focus on what is truly important.
- The numbers of students enrolled at the campus is well below anticipated numbers. Currently there are about 115 students enrolled when the expected number was 351. This impacts the overall financial security of the school and is a top challenge. This challenge is being addressed, however the challenge of quickly increasing rates of student enrollment remains at the forefront of priorities for pilotED.

RECOMMENDATIONS

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

- It is recommended that the members of the school board continue and increase their training as new board members. It is suggested the board move forward with their intention to increase from 5 to 7 members. It is suggested that the board create a timeline to become more intentional and successful with both adding two members and securing training for all board members.
- Because enrollment numbers must increase by such a large number and at a very quick rate, it is suggested that the members of the governing board develop a plan for success which includes a timeline and benchmarks. This may help to know if the school is on track to meet the goals. Since the school will be adding another grade level for the 2023-2024 school year and bring enrollment numbers from 115 to 430, it is highly suggested the governing board and school leader are aggressive with goals and be ready to begin this work immediately. This work likely entails the school establishing student application target counts for each month to ensure that numbers are met for the upcoming school year.
- It is recommended that the school develop clarity around instructional learning targets. This might include students being asked to explain in their own words what they are going to learn about on a given day. This might include the students and teachers acknowledging that they have achieved a learning target or objective. A learning log might provide a good way for students to put into writing what they are learning and to celebrate what they have learned.

STRONG RECOMMENDATIONS

There are no strong recommendations identified for pilotED during this site evaluation.

DEFICIENCIES

There are no deficiencies identified for pilotED during this site evaluation.