



# **Nevada State Public Charter School Authority**

Site Evaluation Report:  
**Pinecrest Academy Northern Nevada**  
Evaluation Date: 9/29/2022  
Initial Draft Report Date: 11/29/2022

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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

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 9/29/2022 at Pinecrest Academy of Northern Nevada (PANN). 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. PANN is in year three 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.

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 Organizational 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

PANN is located in Sparks, Nevada in a facility at 1150 Silent Sparrow Drive. The school serves 868 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of PANN is: "To provide an innovative challenging curriculum in a loving environment that furthers a philosophy of respect and high expectations for all students."<sup>1</sup>

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<sup>1</sup> Because the PANN site evaluation occurred before the enrollment count for 2022 – 2023 was finalized, this information may be dated at the time this report is released.

# ACADEMIC PERFORMANCE

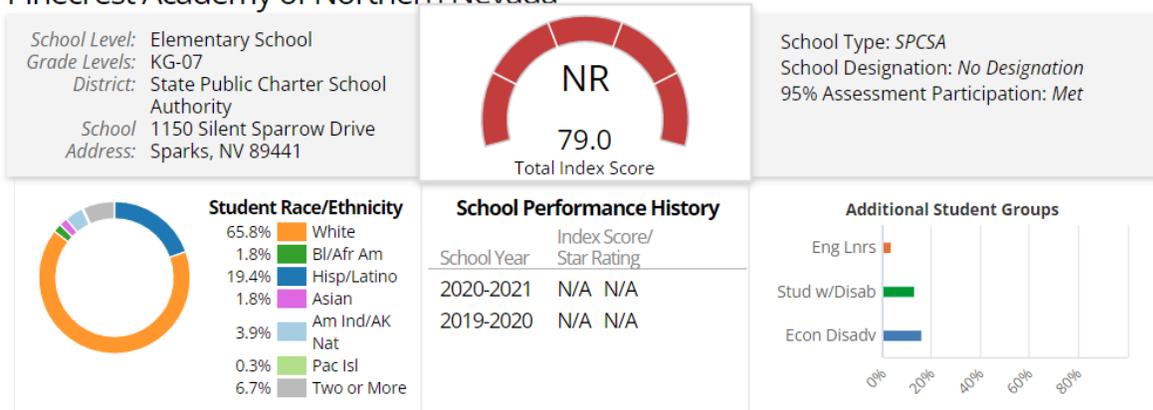
## Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

### Elementary School

#### Pinecrest Academy of Northern Nevada

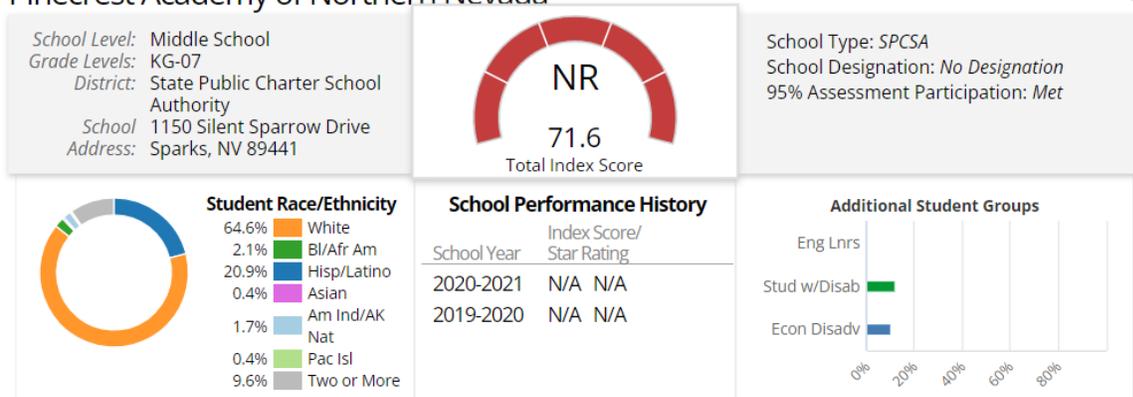
School Year 2021-2022 Nevada School Rating



### Middle School

#### Pinecrest Academy of Northern Nevada

School Year 2021-2022 Nevada School Rating



# Math and ELA Results

## Nevada School Performance Framework

### 2022

*This information is provided to assist in understanding the data sets impacted by the pandemic.*

#### Proficiency Rates

##### Elementary School

###### Math Proficient

| Groups                            | 2022 % | 2022 % District | 2022 % MIP | 2021 % | 2021 % District | 2021 % MIP |
|-----------------------------------|--------|-----------------|------------|--------|-----------------|------------|
| All Students                      | 55.5   | 49.2            | 51.1       |        |                 |            |
| American Indian/Alaska Native     | 18.1   | 28.5            | 37.6       |        |                 |            |
| Asian                             | -      | 72.8            | 70.4       |        |                 |            |
| Black/African American            | -      | 30.3            | 35.7       |        |                 |            |
| Hispanic/Latino                   | 50.8   | 37.9            | 42.7       |        |                 |            |
| Pacific Islander                  | -      | 47.2            | 50.9       |        |                 |            |
| Two or More Races                 | 65.2   | 55.6            | 57.5       |        |                 |            |
| White/Caucasian                   | 56.6   | 60.7            | 61.3       |        |                 |            |
| Special Education                 | 40.4   | 26.3            | 32.1       |        |                 |            |
| English Learners Current + Former | -      | 34.9            | 39         |        |                 |            |
| English Learners Current          | -      | 25.5            |            |        |                 |            |
| Economically Disadvantaged        | 34.5   | 35.6            | 42         |        |                 |            |

###### ELA Proficient

| Groups                            | 2022 % | 2022 % District | 2022 % MIP | 2021 % | 2021 % District | 2021 % MIP |
|-----------------------------------|--------|-----------------|------------|--------|-----------------|------------|
| All Students                      | 52.3   | 55.4            | 59.2       |        |                 |            |
| American Indian/Alaska Native     | 27.2   | 40.8            | 45.4       |        |                 |            |
| Asian                             | -      | 74.9            | 76.7       |        |                 |            |
| Black/African American            | -      | 39.8            | 45.4       |        |                 |            |
| Hispanic/Latino                   | 47.4   | 45.1            | 50.8       |        |                 |            |
| Pacific Islander                  | -      | 53.7            | 60         |        |                 |            |
| Two or More Races                 | 43.4   | 61.5            | 66.2       |        |                 |            |
| White/Caucasian                   | 55.2   | 65.5            | 69         |        |                 |            |
| Special Education                 | 30.9   | 25.5            | 33.5       |        |                 |            |
| English Learners Current + Former | -      | 37.4            | 44.4       |        |                 |            |
| English Learners Current          | -      | 24.4            |            |        |                 |            |
| Economically Disadvantaged        | 29.0   | 42.8            | 49.4       |        |                 |            |

##### Middle School

###### Math Proficient

| Groups                            | 2022 % | 2022 % District | 2022 % MIP | 2021 % | 2021 % District | 2021 % MIP |
|-----------------------------------|--------|-----------------|------------|--------|-----------------|------------|
| All Students                      | 44.3   | 36.5            | 39.7       |        |                 |            |
| American Indian/Alaska Native     | -      | 36.3            | 31.9       |        |                 |            |
| Asian                             | -      | 62.7            | 60.6       |        |                 |            |
| Black/African American            | -      | 18.2            | 27.3       |        |                 |            |
| Hispanic/Latino                   | 37.7   | 26.4            | 32.8       |        |                 |            |
| Pacific Islander                  | -      | 28.3            | 40.1       |        |                 |            |
| Two or More Races                 | 45.8   | 41.8            | 43.6       |        |                 |            |
| White/Caucasian                   | 46.1   | 48.1            | 49.8       |        |                 |            |
| Special Education                 | <5     | 9.7             | 22.7       |        |                 |            |
| English Learners Current + Former | -      | 20.1            | 24.2       |        |                 |            |
| English Learners Current          | -      | 7.6             |            |        |                 |            |
| Economically Disadvantaged        | 20.0   | 23.9            | 32.7       |        |                 |            |

###### ELA Proficient

| Groups                            | 2022 % | 2022 % District | 2022 % MIP | 2021 % | 2021 % District | 2021 % MIP |
|-----------------------------------|--------|-----------------|------------|--------|-----------------|------------|
| All Students                      | 50.2   | 57.3            | 56.4       |        |                 |            |
| American Indian/Alaska Native     | -      | 53.7            | 46.3       |        |                 |            |
| Asian                             | -      | 79.0            | 77.1       |        |                 |            |
| Black/African American            | -      | 41.1            | 40.9       |        |                 |            |
| Hispanic/Latino                   | 44.4   | 48.2            | 47.9       |        |                 |            |
| Pacific Islander                  | -      | 53.3            | 55.5       |        |                 |            |
| Two or More Races                 | 62.5   | 64.6            | 63.2       |        |                 |            |
| White/Caucasian                   | 51.0   | 67.2            | 68         |        |                 |            |
| Special Education                 | <5     | 18.0            | 25.8       |        |                 |            |
| English Learners Current + Former | -      | 38.8            | 28.1       |        |                 |            |
| English Learners Current          | -      | 16.7            |            |        |                 |            |
| Economically Disadvantaged        | 20.0   | 45.9            | 47.1       |        |                 |            |

## SPCSA Academic Performance Framework<sup>2</sup> Geographic Comparison Report

Elementary School

Middle School

## SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School

Middle School

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<sup>2</sup> Because the PANN site evaluation occurred before the adoption of 2021 – 2022 academic performance results by Authority, this may be dated at the time this report is released. Due to the newer nature of the school, the 2020-2021 academic performance data is not available.

# FOCUS GROUP SUMMARIES

## FOCUS GROUP SUMMARY

| Group             | Number of Participants | Duration of Focus Group |
|-------------------|------------------------|-------------------------|
| Governing Board   | 2                      | 30 minutes              |
| Parents/Families  | 9                      | 30 minutes              |
| Students          | 12                     | 30 minutes              |
| School Leadership | 6                      | 30 minutes              |
| Staff             | 10                     | 30 minutes              |

### Governing Board<sup>3</sup>:

- Board members said they meet monthly and more often if needed. One board member said, “The board’s role is to blend the school’s mission with students, families, and staff. Board members commented, “We have toured other Pinecrest campuses prior to opening and have seen the connections between the mission and board responsibilities at other campuses.” The board members in the focus group reported they continue to meet with Pinecrest Boards located in other cities and states each year, in order to share best practices and learn from each other. One board member added, “The school continues to integrate itself into the community.” Board members spoke about their partnerships with entities like the Boys and Girls Club and the Reno-Sparks Indian Colony. Board members explained how important these partnerships are for both the school and families who attend.
- The board members in the focus group said they hold annual trainings which include items such as Open Meeting Law. It was shared that experienced board members work with new board members to discuss the time commitment required to serve on the PANN board. Board members reported that they review contracts during public meetings. In addition to financial reviews, the board review grants and determines if the school should, or should not, pursue these opportunities. Board members explained that they receive student feedback on topics of importance from the student viewpoint such as playground safety and locker options. Other board member agenda items include a principal’s report with updates on the operations of the school on a day-to-day level. Board members stated that parents occasionally speak at board meetings, but the majority of parent engagement happens at the school leadership level. In addition, board members said that Dr. Jessica Barr, an outside data specialist, presents relevant academic data to the board. She assists board members ascertain what the academic data means in an understandable way.
- Overall, the board members in the focus group said they are pleased with the academic outcomes and feel there is much more work to do. One board member stated, “As we come out of COVID, the school leader and staff continue to focus on increasing outcomes for students.” The board stated that PANN board’s expertise is broad. Members have academic, legal, non-profit, mental health, and experience sitting on other boards. The board is trying to integrate further contacts with the Reno-Sparks Indian Colony and the Pyramid Lake Indian Reservation to ensure all communities are represented on the board. One board member stated, “We hold our Educational Management Organization accountable, and recently updated our evaluation process of their work.”

<sup>3</sup> Two members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

### Parents/Families:

- Parents in the parents/families focus groups complimented the school leadership and staff regarding communication. Participants said they feel like they understand what is going on at the school because of the clear communication. Family members said school leaders set time aside to meet with them as needed. One parent remarked, “Each year the school has continued to improve and the ability to manage the school-wide learning while opening during the pandemic is pretty amazing.” Other parents agreed and were thankful that their children continued to learn and make achievement gains during the three years the school has been in operation. Families said they appreciated the various clubs and groups the school has set up, allowing their children an opportunity to meet with other students. Families said their children display a positive attitude about attending the school. They look forward to going to school in the morning and they show enjoyment in attending PANN.
- Family members shared several reasons they chose to make PANN the school of choice for their children. One person said they appreciate the specials the school offers. Another commented that they chose to attend because of the STEAM<sup>4</sup> focus. A third participant commented, “I greatly appreciate that this school individualizes learning for students who may be ahead or behind. This allows students to learn at their own level and not be overwhelmed if they struggle with some subject matter.” The families said they appreciate the genuine care staff at the school shown both them and their children. Participants communicated that they feel like the staff actually listens to families and students, and they appreciate how the staff takes the time to learn every child’s name.
- Families said that their children discuss lessons and topics of learning at home. Parents shared that students are challenged. Family members said that i-Ready<sup>5</sup> is a helpful computer program which can be utilized both at school and at home. Family members said that this program provides individualized instruction for their children. Families added that the instructional level of i-Ready depends on the individual student level. Although some students feel the required time on i-Ready is a bit too much, one parent said, “i-Ready is age appropriate and I don’t think my children spend excessive amounts of time on the program.”

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<sup>4</sup> STEAM refers to an educational program which includes science, technology, engineering, art, and math.

<sup>5</sup> I-Ready is an online learning platform which is geared toward each individual student.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

### Students:

- Students recounted some of their favorite things about PANN during the student focus group session. Students in the focus group spoke about how they like their teachers, friends, and other students. One student said, “I like this school building and there are places around the school where I can study, play, eat lunch and learn.” Students went on to describe teachers as helpful and kind. One student said, “Teachers take their time to help explain things to us when we don’t understand. Some take time out during their lunch to help me.” Several students said they feel comfortable raising their hand if they don’t understand the lesson, and believe their teachers notice if students are confused and help out.
- Students said they had positive interactions with school administrators. One student commented, “Our school leaders will say hello to students in the hall and know most of us by name. I like that we can approach them especially if we have a problem to discuss.” One student noted how a school leader helped him during the beginning of the year to get his class schedule fixed. Students commented that they see school leaders throughout the day, both in the hall and in their classrooms.
- Students said they would go to their teachers and school leaders in the event they had a problem. All of the students in the focus group were able to identify at least one member of the staff in which they were comfortable speaking. Students said there were staff members who were there to help them manage their feelings if they are upset. Students said they would like to see the bathrooms kept cleaner because they can be a mess sometimes. Students overwhelmingly said the i-Ready lessons were too long and the expectations with regard to progress are frustrating to finish. Students said they would like an opportunity to be “principal for a day” as well as having “buddy days” where they can interact with their buddy throughout the day and help one another with work.

### Leadership:

- During the leadership presentation and leadership focus group, school leaders shared information about changes taking place this 2022-2023 school year. A big focus of leadership is an emphasis on improving special education experiences for students. The school is working toward implementing a dyslexia curriculum for the 22-23 school year. PANN has implemented co-teaching which is mainly focused in middle school classes. PANN sends out questionnaires for families to get their feedback on what they believe their students need with the IEP’s. PANN has relied heavily on exceptional needs funding which was cut for the 22-23 school year. This has caused the school to shift resources and priorities.
- School leaders have arranged for their fifth-grade students to partner with the Air National Guard. The classes travel to the base on Friday’s for STEAM based project days. When asked about what SPCSA staff will see regarding STEAM-based projects in classes, PANN leadership described the projects which included topographical maps, eco-gardens, reflection sheets, songs, and various works of art to display the learning.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

- PANN leaders spoke about their efforts to increase enrollment of students within the Reno-Sparks Indian Colony Head Start Program. The PANN governing board was recently approved by the SPCSA to adopt and implement an articulation agreement with the Reno-Sparks Indian Colony Head Start program. This articulation agreement allows priority enrollment of students who are attending, or have ever attended, the Reno-Sparks Indian Colony Head Start program. The SPCSA recognizes the beneficial relationship to both PANN and the Reno-Sparks Indian Colony and believes this may allow the school to serve a more representative student population when compared to the local district and many surrounding traditional public schools.

### **Staff:**

- Members of the staff spoke about the several ways they work together to support student learning. The staff noted their collaboration with one another, and said they are provided an extensive curriculum which helps meet the needs of each student. One teacher commented, “We meet every week to review i-Ready data. We then use Power Hour to assess students and place students in the correct lessons. This occurs throughout all elementary grade levels. The middle school meets as departments to incorporate interventions.” Staff explained how Power Hour works and noted that currently they are in the process of teaching students how to do Power Hour. The staff also explained that teaching the “why” to students is an important aspect of Power Hour.
- Staff described a positive relationship with the school leaders and said they felt supported. Focus group participants indicated that school leadership is accessible and cares about how each individual staff member is doing. One staff member shared, “School leaders will come by occasionally with the Sunshine Cart that have snacks and drinks for us.” Teachers said that the school uses support staff and leadership to manage the lunchroom and recess times so teachers are not responsible for these “duties” throughout the day.
- Members of the staff said that the COVID experience has been difficult for both staff and students. One teacher remarked, “Some students are still showing signs that reflect the impact of staying home for a year.” Another educator added, “The students have been showing signs of improvement this year compared with last year, and we all hope to continue that improvement.” Staff described “calm corners” are used to help students manage difficult days. Students can complete their work in a calm corner, thus allowing students time to get into a better mental state. Several members of the staff complemented the school’s behavioral specialist as someone who has been very supportive to both staff and students alike.

# CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 25 classrooms were observed for approximately 15 minutes on the day of the evaluation.

| Classroom Environment  |   |  |   |  |   |
|--|---|--|---|--|---|
|  | Distinguished   | Proficient   | Basic   | Unsatisfactory   | Not Observed                              |
| <b>Classroom Learning Environment is Conducive to Learning</b> | 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.<br><br>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.<br><br>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.<br><br>Learning experiences make an effort 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.<br><br>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. |
|  | <b>Total: 3</b>   | <b>Total: 21</b>   | <b>Total: 1</b>   | <b>Total: 0</b>  | <b>Total: 0</b>                           |
| <b>Establishing a Culture for Learning</b>                     | 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. |
|  | <b>Total: 1</b>   | <b>Total: 21</b>   | <b>Total: 0</b>   | <b>Total: 0</b>  | <b>Total: 3</b>                           |

| Classroom Instruction   |   |   |   |   |   |
|---|---|---|---|---|---|
|   | Distinguished   | Proficient  | Basic   | Unsatisfactory  | Not Observed                              |
| <b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>   | 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. |
|   | <b>Total: 1</b>   | <b>Total: 22</b>  | <b>Total: 0</b>   | <b>Total: 0</b>   | <b>Total: 2</b>                           |
| <b>Students' Cognitive Awareness of Learning Goals/Targets</b>                  | 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. |
|   | <b>Total: 2</b>   | <b>Total: 21</b>  | <b>Total: 0</b>   | <b>Total: 0</b>   | <b>Total: 2</b>                           |
| <b>Quality and purpose of questions</b>   | 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. |
|   | <b>Total: 2</b>   | <b>Total: 17</b>  | <b>Total: 1</b>   | <b>Total: 0</b>   | <b>Total: 5</b>                           |
| <b>Opportunities for student discourse and student use of academic language</b> | 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. |
|   | <b>Total: 3</b>   | <b>Total: 15</b>  | <b>Total: 1</b>   | <b>Total: 0</b>   | <b>Total: 6</b>                           |

| Classroom Instruction (continued)                |  |  |   |   |   |
|--|--|--|---|---|---|
|  | Distinguished  | Proficient   | Basic   | Unsatisfactory  | Not Observed                              |
| <b>Intellectual Engagement in Learning</b>       | 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. |
|  | <b>Total: 7</b>  | <b>Total: 18</b>   | <b>Total: 0</b>   | <b>Total: 0</b>   | <b>Total: 0</b>                           |
| <b>Using Formative Assessment in Instruction</b> | 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. |
|  | <b>Total: 3</b>  | <b>Total: 19</b>   | <b>Total: 0</b>   | <b>Total: 0</b>   | <b>Total: 3</b>                           |

Additional information about the classroom observations shared here when applicable:

- There was one classroom in which team teaching was taking place between a STEAM teacher and classroom teacher. The class was creating a “Wheel of Change”. Students were highly engaged.
- A pattern of grade level horizontal alignment emerged at the school. The 4<sup>th</sup> graders were participating in “Power Hour”.
- In one elementary classroom students were seen to be intellectually engaged throughout the lesson.
- In one lower grade classroom, students were highly engaged in practicing their letter sounds.
- In one middle school classroom, students were engaged in a discussion.

# 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  |
|---|---|---|
| <b>Indicator 1:</b><br>Education Program        | <p><b>Measures 1a and 1b:</b> The school implements the material terms of the education program.<br/>           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><b>Measures 1c and 1d:</b> The school protects the rights of students with disabilities and EL students.<br/>           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> | SPCSA staff observed PANN providing an engaging curriculum in a loving environment. A review of curricular materials was completed as part of the site evaluation. Curricula was found to be aligned to the Nevada Academic Content Standards. The SPCSA team observed Special Education classrooms and full inclusion. |
| <b>Indicator 3:</b><br>Governance and Reporting | <p><b>Measure 3a:</b> The school complies with governance requirements<br/>           Ex: Board policies and oversight of Education Service Provider</p>  | The board focus group confirmed that the PANN board conducts an evaluation of their EMO (Educational Management Organization) and the school leader on an annual basis.   |
| <b>Indicator 4:</b><br>Students and Employees   | <p><b>Measure 4a:</b> Student records under lock and key/stored appropriately</p> <p><b>Measure 4d:</b> Personnel files are under lock and key/stored appropriately</p>   | Student and personnel files were under lock and key and stored in a secured location.   |
| <b>Indicator 5:</b><br>School Environment       | <p><b>Measure 5b:</b></p> <ul style="list-style-type: none"> <li>• Evacuation plans for classrooms are posted</li> <li>• The school has fire extinguishers on all floors which are tagged</li> <li>• Active permit for food service (if applicable)</li> <li>• Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration</li> </ul>  | The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, as well as an active food service permit. There was one cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.                                      |

## 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.

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|--|---|
| <p>Summary of recommendations from most recent site evaluation</p>   | <p>The most recent site evaluation took place November 5<sup>th</sup>, 2020. The following recommendations were made:</p> <ol style="list-style-type: none"> <li>1. Prioritize improving student diversity so as to be more representative of the local district and the SPCSA. With regard to student populations, the school should pay particular attention to these special populations: FRL, Special Education, and English Language Learners. Validation Day numbers indicate that the school serves only 17.2% of students that qualify for Free or Reduced Priced Lunch, and only 3.2% of students that are classified as English Language Learners, well below the averages for Washoe County, SPCSA as well as the state. These also fall short of the commitments made by the PANN Board at the time of authorization. The PANN Board should continue to focus on strategic methods to increase these numbers during the 21-22 school year through the already-approved Weighted Lottery. PANN should also continue to take efforts to ensure that the school faculty and staff are also representative of the communities they serve.</li> <li>2. 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 continuing your outstanding efforts to use 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 (<i>Fisher, Frey &amp; Hattie, 2020</i>) that the following best practices apply.</li> </ol> |
| <p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations</p> | <p>The PANN school leader reported that “Many of the challenges of PANN’s 2020 site evaluation were uniquely tied to the struggles of the pandemic.” PANN continues to increase outreach and strategic partnerships to increase enrollment in most vulnerable and at-risk populations. PANN school leaders stated, “PANN is dedicated to the highest level of academic excellence utilizing researched-based instructional practices and teacher professional growth opportunities.”</p>  |
| <p>SPCSA staff assessment based upon findings during site evaluation</p>   | <p>PANN has high levels of students who qualify for Special Education. This has been noted in the strengths section of this report on page 18. According to the most recent validation day information, PANN is not serving a representative student population, with fewer students qualifying for FRL and identified as English language learners. Enrollment information confirms the school is serving percentages of students that lag behind the averages for WCSD, SPCSA and the state of Nevada.</p>  |

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|--|--|
|  | <p>The SPCSA recognizes that there has been progress by the school in its effort to serve a more representative student population.. For example, the governing board and members of leadership continue to reach out, and work with the community to increase the overall percentage of students considered FRL and EL. PANN has contracted with an enrollment specialist to provide support to improve percentages and overcome this challenge. This is further addressed within the recommendations for this site evaluation on page 20 of this report. Additionally, the school recently entered into an articulation agreement with the RSIC which was also approved by the SPCSA.</p> <p>SPCSA staff determined that one of the previous recommendations was related to the struggles of the pandemic and distance learning. This is no longer an issue.</p> |
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# SITE EVALUATION FINDINGS

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## 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.

- PANN opened the doors to the school two years ago when the COVID pandemic was taking place, the school has been highly successful in several ways. PANN has a strong instructional model which has yielded above average levels of academic outcomes in grades K-8 during the 2021-2022 school year. At the elementary level, PANN has a total index score of 79 and the middle school has an index score of 71.6 as displayed on page 4 of this report. In addition, the school has 12.9% of their students enrolled with an Individual Education Plan (IEP). This percentage is higher than that of the state, at 12.1%, as well as the SPCSA at 9.8%. With the strong instructional model at the school, and the continued efforts to improve the educational outcomes and experiences for students, it is important to acknowledge the school's success. Specific examples of improvement include a strong focus on improving special education experiences for students by implementing a dyslexia curriculum, co-teaching, and collecting feedback from families with children that have an IEP.
- The school teaching staff, with support from the administrative leaders, has placed an emphasis on using student achievement data from several data sources to make instructional decisions. The teaching staff meet every week to review individual student's i-ready data. Teachers use time during the Power Hour to teach small groups of students at an instructional level based on the skill level most appropriate for each student. This occurs throughout all elementary grade levels. Middle school teachers meet as the math, science, social studies, and ELA departments. They review student data and incorporate teaching interventions to increase student achievement.
- School stakeholders appear to have strong methods of supporting each other. Several parents expressed high levels of trust for both the teaching staff and the school leaders. Students expressed that they feel safe, both physically and emotionally. Each student in the focus group could identify an adult they could talk with if they had a problem. This school year, PANN has hired one Behavioral Specialist, a Student Support Advocate, and one Director of Student Life. All three positions work to support the mental health and wellbeing of students and staff at PANN. The classrooms offer students a "calm corner" for students. This is a place to allow students to calm down and manage difficult days while still allowing students to complete assignments.
- PANN has a strong culture of collaboration. For example, members of the governing board have met with those on other Pinecrest boards. The school leader is in close contact with a Pinecrest school leader from the Las Vegas area. There is collaboration taking place between the school leader and the Pinecrest schools located in the states of Florida and Idaho. In addition, staff, students, and families spoke about strong levels of support and trust between one another.
- PANN recently was approved by the SPCSA to adopt and implement an articulation agreement with the Reno-Sparks Indian Colony Head Start program. This articulation agreement will allow for priority enrollment of students who are attending, or have ever attended, the Reno Spark Indian Colony Head Start program. The SPCSA recognizes the beneficial relationship to both PANN and the Reno-Sparks Indian Colony which is recognized as a strength.

## CHALLENGES

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

- The school is to be commended for the percentage of students with IEP as noted in the strengths section of this report on page 18. The school is challenged to improve overall percentages in the areas of Free and Reduced Lunch (FRL) and English Language Learners, (ELL). The school is not serving a representative number of students eligible for Free and Reduced lunch. While the governing board and members of leadership continue to reach out, and work with the community to increase the overall percentage of students considered FRL and EL, additional work remains. It is noteworthy that the school has contracted with an enrollment specialist to provide support to improve percentages and overcome this challenge.
- PANN struggled with chronic absenteeism during the 2021-2022 school year. They did not meet their own internal school goal of increasing overall attendance at PANN. It is important to note that overall, chronic absenteeism was higher than normal for many schools in Nevada. The distance learning, COVID exclusions, and health of students and families are considered to have played a role in chronic absenteeism and student attendance.
- Another challenge for PANN during the previous school year was staff retention. The school has reported that 76% of the staff who began at the beginning of the 2021-2022 school year remained. With 24% of staff leaving, it presented a challenge to the delivery of the instructional model. Challenges include the need hire and train replacements, and for families and students to get to develop relationships with new hires.

## 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.

- Continue to prioritize and improve student diversity within two special populations, students qualifying for Free or Reduced Price Lunch and Students with Disabilities (IEP). As published on January 28<sup>th</sup>, 2022, within the SPCSA Academic and Demographic Needs Assessment the following information indicates a gap between state, local school district, and SPCSA percentages as compared to 2020-2021 PANN data.

| Name          | % FRL | % IEP | % ELL |
|---------------|-------|-------|-------|
| State         | 77.7  | 12.1  | 13.7  |
| Washoe County | 45.4  | 13.6  | 14.1  |
| SPCSA         | 43.4  | 9.8   | 8.8   |
| PANN          | 14.6  | 12.9  | <5    |

The most recent validation day information indicated that the school's FRL percentage has increased to 15.5%, and the school's ELL percentage remains under 5%. The PANN Board should continue to focus on strategic methods to increase these numbers during this 2022-2023 school year.

- Continue to monitor and work toward the school goal of improved chronic absenteeism. According to the US Department of Education, as many as one in six students in the United States miss enough school to be considered chronically absent. One strategy for teachers and administrators to consider is understanding the importance of attendance. Each negative impact associated with chronic absenteeism has a positive corollary for high attendance. According to an article in the Arizona University School of Education dated, January 14, 2021, students who regularly attend school and graduate from high school build a foundation for more positive life outcomes. These include:
  - Better academic performance
  - More work options and earning potential
  - Greater opportunities for higher education
  - Higher civic engagement
  - More developed life skills that positively influence health and economic decisions
- Continue to use climate surveys<sup>6</sup> to inform ongoing planning and ensure learning environments continue to be safe and supportive for students and teachers. It is clear that relationship building and supports have been implemented as noted in this report and through thoughtful additions such as The Sunshine Cart, where school leaders surprise staff with a cart of positive food and gifts to uplift staff. The National Association of State Boards of Education released an informative webinar on this topic titled, "Fostering a Healthy School Climate" which contains some new learnings and research which may be helpful. The link is provided here.

<https://www.nasbe.org/event/fostering-healthy-school-climates-for-pandemic-recovery/>

## **STRONG RECOMMENDATIONS**

There were no strong recommendations identified for PANN during this site evaluation.

## **DEFICIENCIES**

There were no deficiencies identified for PANN during this site evaluation.