Nevada State Public Charter School Authority

Site Evaluation Report

Pinecrest Academy of Nevada Inspirada

Evaluation Date: 9/28/2020

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/2019/19062 8-Academic-Performance-Framework-Guidance-Document.pdf

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 9/28/2020 at Pinecrest Academy of Nevada Inspirada. 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 Inspirada is located in Henderson, Nevada in a facility at 2840 Via Contessa. The school serves 1,192 students (as of the most recent Validation Day) in grades Kindergarten – 8th grade. The mission of Pinecrest Academy of Nevada Inspirada is: "To unite the community and prepare students for college and career."

ACADEMIC PERFORMANCE

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

Pinecrest Academy of Nevada Inspirada serves 1,192 students
in grades Kindergarten – 8th grade

Elementary School

Pinecrest Academy Inspirada

School Year 2018-2019 Nevada School Rating

School Level: Elementary School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 2840 Via Contessa, Henderson, NV 89044

Student Race/Ethnicity

49.6%	White
4%	Bl/Afr Am
19.5%	Hisp/Latino
11%	Asian
0.3%	Am Ind/AK Nat
1.7%	Pac Isl
13.4%	Two or More

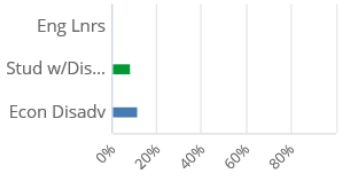
94.4
Total Index Score

School Performance History

School Year	Index Score/ Star Rating
2017-2018	97 ★★★★★
2016-2017	N/A N/A

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

Alternative Student Groups



Middle School

Pinecrest Academy Inspirada

School Year 2018-2019 Nevada School Rating

School Level: Middle School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 2840 Via Contessa, Henderson, NV 89044

Student Race/Ethnicity

52.2%	White
5.5%	Bl/Afr Am
18.3%	Hisp/Latino
9.3%	Asian
0.3%	Am Ind/AK Nat
1.3%	Pac Isl
12.8%	Two or More

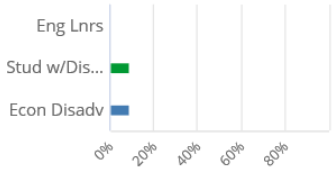
100
Total Index Score

School Performance History

School Year	Index Score/ Star Rating
2017-2018	97 ★★★★★
2016-2017	N/A N/A

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

Alternative Student Groups



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

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	80.7	54.5	48.5	80.4	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	84.2	75.5	68.8	91.8	75.2	67.2
Black/African American	56.2	31.3	32.3	86.6	30.6	28.8
Hispanic/Latino	81	44.6	39.6	72.3	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	91.7	58.2	55.3	89.3	59	52.9
White/Caucasian	79.7	62.2	59.3	80.4	61.1	57.2
Special Education	52.6	27.3	28.6	50	29.2	24.8
English Learners Current + Former	-	42.2	35.8	-	37.4	32.4
English Learners Current	-	32.3		-	25.5	
Economically Disadvantaged	79	39.7	39	57.1	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	86.2	60.1	57	85.3	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	94.7	78.5	75.4	91.8	76.2	74.1
Black/African American	75	40.8	42.6	93.3	40.5	39.6
Hispanic/Latino	84.9	51.1	48.2	80.2	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	91.7	63.7	64.4	97.9	67.1	62.6
White/Caucasian	85	66.7	67.4	82.6	65	65.7
Special Education	60.5	26.6	30	50	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.3		-	22.8	
Economically Disadvantaged	76.7	45.3	46.8	85.7	40.4	44

Middle School

Math Proficient

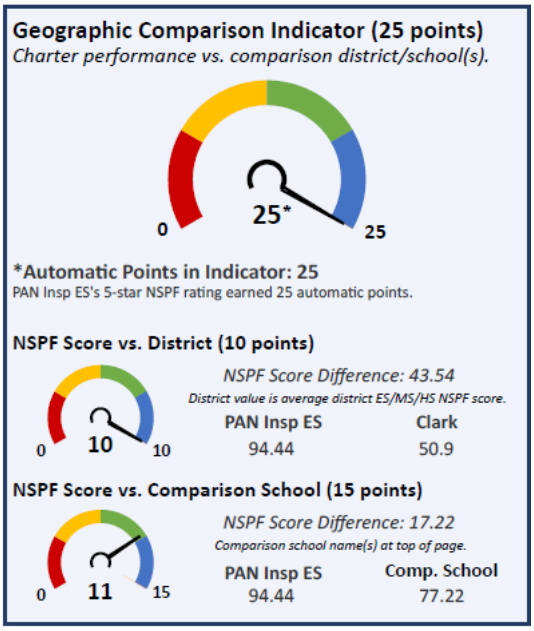
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	78.7	42.6	36.5	61	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	96.2	66.2	58.6	73.6	64.1	56.4
Black/African American	80	24.1	23.5	27.2	17.7	19.5
Hispanic/Latino	68.5	31.8	29.3	48.6	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	78.7	47.2	40.6	72.4	41.5	37.5
White/Caucasian	79	51.2	47.1	63.3	44.4	44.4
Special Education	32.1	12	18.6	26.9	11.5	14.3
English Learners Current + Former	-	26.8	20.2	-	22.2	16
English Learners Current	-	12.5		-	8.5	
Economically Disadvantaged	70	29	29.2	-	21.7	25.5

ELA Proficient

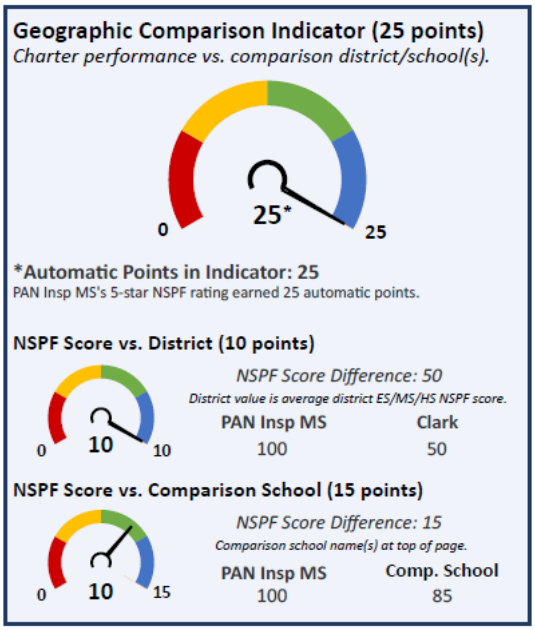
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	88.5	59.6	54.1	88.1	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	92.5	78.4	75.9	94.7	77.3	74.6
Black/African American	86.5	40.1	37.8	100	38.4	34.5
Hispanic/Latino	80.2	50.2	45.1	83.7	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	93.9	66.7	61.3	86.2	61	59.2
White/Caucasian	89.7	67.7	66.3	87	63.5	64.6
Special Education	53.5	19.8	21.9	57.6	20.7	17.8
English Learners Current + Former	-	42.7	24.3	-	34.8	20.3
English Learners Current	-	22		-	15.8	
Economically Disadvantaged	93.2	46.3	44.4	-	41.5	41.4

SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary School

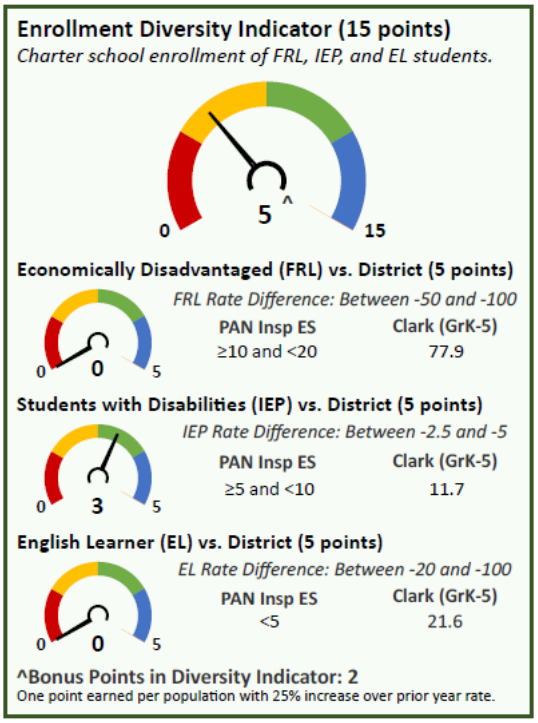


Middle School

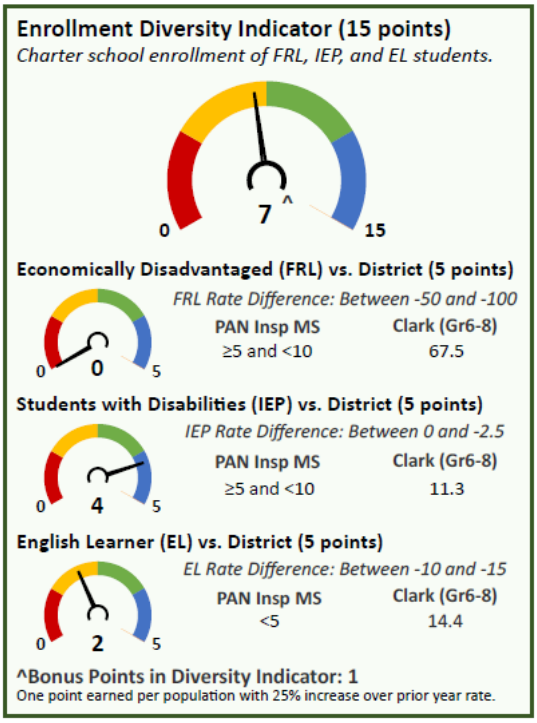


SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School



Middle School



CLASSROOM OBSERVATION TOTALS

A total of 5 classrooms were observed for approximately 25 minutes on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Areas 1 & 2 **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: 3	**Total: 2**	**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:	**Total: 5**	**Total:**	**Total:**	**Total:**
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Areas 3 & 4 **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: 3	**Total: 2**	**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: 4	**Total: 1**	**Total:**	**Total:**	**Total:**

II. CLASSROOM INSTRUCTION					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 5 **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: 4	**Total: 1**	**Total:**	**Total:**	**Total:**
Area 6	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
A **Using Questioning and Discussion Techniques**	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total:	**Total: 5**	**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: 4**	**Total:**	**Total:**	**Total: 1**

II. CLASSROOM INSTRUCTION (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A 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: 3	**Total: 2**	**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: 4	**Total: 1**	**Total:**	**Total:**	**Total:**
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 8 A	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: 4	**Total: 1**	**Total:**	**Total:**	**Total:**
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 1	**Total: 4**	**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: 3
☒ The explanation of the content is imaginative: 2

Evidence of questioning and discussion techniques: Area 6

☒ Questions are planned ahead of time and tied to learning target(s): 2
☒ Teacher questions are open ended: 3
☒ Teacher allows time for students to answer — 3 seconds or more: 4
☒ Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 4
☐ Teacher purposefully signals to entire group of students to wait/think before volunteering a response:
☒ Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 4

Evidence of engaging students in learning area: Area 7

☒ Active learning is taking place (rather than just listening or viewing): 4
☒ Students are using reasoning and critical thinking: 3
☒ The lesson is rigorous and includes cognitively complex tasks: 3
☒ Students engage in several types of activities during the lesson including:
☒Speaking ☒Writing ☒Reading ☒Listening ☒Discussing ☐Creating ☒Problem Solving
☒ Cooperative groups 2
☐ Student-led classroom
☒ Technology is integrated into learning/outcomes: 5
☐ 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: 4
☒ Students incorporate the feedback by revising their work: 3
☒ Students receive frequent and meaningful feedback regarding their work: 3
☒ A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 4

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.

ORGANIZATIONAL PERFORMANCE

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

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

Measure	Description	Evidence Collected Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation Classroom Observations	The Inspirada Campus places an emphasis on student engagement. The most recent NSPF numbers indicate that the school is one of two top middle schools in the state of Nevada.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	The school complies with applicable education requirements and offers the following programs: Power Hour, high integration of STEM, (Science, Technology, Engineering, and Mathematics), Restorative Justice, developing teachers to become Master Teachers, strong coaching cycles, and OTR (Opportunity to Respond).
1c	The school protects the rights of students with disabilities.	School Presentation 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 Presentation Classroom Observations	Staff at the Inspirada campus conduct WIDA testing at the beginning of each school year.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Epicenter Submission	The Inspirada Campus handbook is updated regularly, safety checks completed routinely, and distance learning security measures have been implemented.
3b	The school holds management accountable.	School Presentation Epicenter Submissions	All Pinecrest 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. 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.		The Inspirada Campus has made special efforts to protect all students and staff at the school site. There are three members of staff that are clearly identified, and one member of the staff is a Behavior Mentor and works with teachers and students to meet the needs of each student at the 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.

There are several strengths at the Pinecrest Inspirada Campus. The school community prides itself on high levels of student achievement and is rated as a 5-star Elementary and Middle School. The middle school is rated at the top of the state's best schools. The internal staff has focused for the last four years to improve student achievement. As such, the school seeks out ways to develop distinguished teachers. One example of how this is done by asking teachers to be reflective using observational tools, filming their own lessons, frequent observations and feedback, and by implementing coaching cycles by instructional coaches for new or struggling teachers. Teachers are provided time and classroom coverage to go and observe another classroom at the school and invite others to come and teach within their own classrooms. Leadership shared that this provides a great way for teachers to experience, first-hand, how another visiting, masterful teacher might respond and implement things differently when with a different set of students. The school leader added that the discussion, which takes place after the observations of one another, is critical and helps teachers try new instructional methods and approaches in their own classroom. SPCSA staff applauds this approach and encourages Inspirada staff to share this with other schools as a teacher development tool.

The Inspirada Campus has implemented a multitude of programs and practices that include the integration of STEM in all content areas and curriculum where appropriate. The OTR, or Opportunity to Respond, and Restorative Justice are two other examples. The Inspirada "Power Hour" is fully in place in all grades and within the English Language Arts and Math. SPCSA staff sees each of these elements as particular strengths, and as critical to maintaining high levels of student achievement.

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.

Beginning in March of 2020 and continuing into this fall of 2020, distance learning has been required in most public schools within the Las Vegas and surrounding geographical areas. For the Inspirada Campus staff and leaders, it has been particularly challenging to complete the normal amounts of content (which would occur face-to-face) with less time in the school day.

Another challenge, also noted in the February 2020 report from the previous site evaluation, is the Inspirada Campus' low numbers of special populations enrolled at the school.

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. SPCSA staff recommends that the Pinecrest network of schools, and in particular the Inspirada Campus, continue to take steps to increase the number of English Language Learners, Free and Reduced Lunch, and Students with Individual Education Plans. Possible considerations include: adding some of the information on the website in both English and Spanish, producing flyers/advertisements in Spanish, and implementing a weighted lottery.

2. SPCSA staff recommends taking time to build upon the variety of distance learning practices to become even more skilled, purposeful and intentional with this platform. These same best practices apply to in person and on-line. 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 that the following best practices apply to both settings*(Fisher, Frey, & Hattie, 2020)*:

    - 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)

DEFICIENCIES

There were no identified deficiencies for Pinecrest Academy of Nevada Inspirada campus during this evaluation.