



Nevada State Public Charter School Authority

Site Evaluation Report: **Pinecrest Academy Inspirada** Evaluation Date: 3/28/2023

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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 3/28/23 at Pinecrest Academy Inspirada. 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.

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 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

Pinecrest Academy Inspirada is located in Henderson, Nevada in a facility at 2840 Via Contessa. The school serves 1,197 students (as of the most recent Validation Day) in Kindergarten through 8th grade. The mission of name of school is: "To unite the community to prepare students for college and career."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2022

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

Elementary School



Middle School



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	84.8	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	92.6	72.8	70.4			
Black/African American	77.7	30.3	35.7			
Hispanic/Latino	78.4	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	89.8	55.6	57.5			
White/Caucasian	83.4	60.7	61.3			
Special Education	61.9	26.3	32.1			
English Learners Current + Former	-	34.9	39			
English Learners Current	-	25.5				
Economically Disadvantaged	80.3	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	85.0	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	85.2	74.9	76.7			
Black/African American	66.6	39.8	45.4			
Hispanic/Latino	79.5	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	88.1	61.5	66.2			
White/Caucasian	87.7	65.5	69			
Special Education	57.1	25.5	33.5			
English Learners Current + Former	-	37.4	44.4			
English Learners Current	-	24.4				
Economically Disadvantaged	81.9	42.8	49.4			

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	76.2	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	79.4	62.7	60.6			
Black/African American	-	18.2	27.3			
Hispanic/Latino	73.4	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	83.3	41.8	43.6			
White/Caucasian	77.4	48.1	49.8			
Special Education	30.0	9.7	22.7			
English Learners Current + Former	-	20.1	24.2			
English Learners Current	-	7.6				
Economically Disadvantaged	47.6	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	84.4	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	87.1	79.0	77.1			
Black/African American	-	41.1	40.9			
Hispanic/Latino	81.2	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	92.8	64.6	63.2			
White/Caucasian	83.5	67.2	68			
Special Education	50.0	18.0	25.8			
English Learners Current + Former	-	38.8	28.1			
English Learners Current	-	16.7				
Economically Disadvantaged	66.6	45.9	47.1			

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
SPCSA school NSPF performance vs. comparison district/school(s).

25/25 25 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10 NSPF score difference of 43.6 between school (92.7 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

11/15 NSPF score difference of 16.7 between school (92.7 points) and comparison school (76 points).

Middle School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
SPCSA school NSPF performance vs. comparison district/school(s).

25/25 25 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10 NSPF score difference of 52.5 between school (97.2 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

13/15 NSPF score difference of 20.7 between school (97.2 points) and comparison school (76.5 points).

SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

5/15 Indicator bonus points for: EL.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

0/5 School FRL rate of ≥ 10 to $< 20\%$ compared to district GrK-5 FRL rate of $> 95\%$.

3/5 School IEP rate of ≥ 5 to $< 10\%$ compared to district GrK-5 IEP rate of 11.9%.

1/5 School EL rate of $< 5\%$ compared to district GrK-5 EL rate of 19.3%.

Middle School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

7/15 Indicator bonus points for: FRL.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

0/5 School FRL rate of ≥ 10 to $< 20\%$ compared to district Gr6-8 FRL rate of $> 95\%$.

4/5 School IEP rate of ≥ 5 to $< 10\%$ compared to district Gr6-8 IEP rate of 11.9%.

2/5 School EL rate of $< 5\%$ compared to district Gr6-8 EL rate of 13.6%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	30 minutes
Parents/Families	8	30 minutes
Students	11	30 minutes
School Leadership	4	30 minutes
Staff	11	30 minutes

Governing Board¹:

- The Pinecrest Board has seven members. Board members reported that they meet about every six to eight weeks. One board member said, “We have had three people on our board term out and one has resigned. We filled these positions with a nice variety of folks with different areas of expertise. We have people on the board with backgrounds in finance and wealth management, education, business, and law.” Board members said they review school policy on a routine basis throughout the school year.
- Board members said they follow an official procedure for the evaluation of each Pinecrest school principal. Board members conduct the evaluation and surveys at each school site to help guide these evaluations. One board member explained, “Principals report operational and academic campus-specific information to the board. Each school leader shares information about the status of absenteeism.” Board members further explained that principals report about strategies they are implementing to improve overall attendance at their campus.
- According to board members, a person from Academics reports information about the state of academics at each board meeting. A projection of anticipated academic outcomes and growth are provided as well. In terms of financial updates, board members reported they receive and review a balance sheet, a budgeting statement, and a statement of activities at each board meeting.
- Board members were asked about the strengths at Pinecrest schools. One board member commented, “There is a great deal of pride across the Pinecrest school system.” Another board member added, “We have a strong sense of community and an exceptional faculty. We grow our own leaders. Of course, academics is a strength as well.” Another board member said, “Our school leaders help us focus on conversations about each campus and their own identity. Our board talks about specialized populations at every board meeting and we have done some targeted outreach to market to families who may not know there is a charter school in the area. We have a healthy wait list.” Another board member said, “Our board continues to work to improve chronic absenteeism as well as the recruitment and enrollment of special populations.”

Parents/Families:

- Families provided various reasons for making the decision to send their child to Pinecrest Inspirada. One parent mentioned that they had recently moved from another state and toured

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

both private and public schools before visiting Pinecrest Inspirada. After the tour, they were so impressed that they submitted enrollment paperwork for their child immediately, even shedding tears of joy when their child got accepted. Another parent mentioned that their child transferred from a private school during middle school and found Pinecrest Inspirada to be a better fit. A third parent mentioned that they themselves had attended private schools in Las Vegas but felt that the education landscape had changed. They decided to enroll their child in Pinecrest Inspirada when COVID caused disruptions in education because they felt the school was actively fighting for learning, families, and students more than the state did. Another parent mentioned wanting something different from the public middle school and chose Pinecrest Inspirada for its proximity to their home. They appreciated the challenging academic environment, feeling like they were walking into a private school, and emphasized the sense of safety they experienced, leaving their child in the school's care. Several parents highlighted the personal attention and care their children received at Pinecrest Inspirada. They praised the school for treating the children as if they were their own, making efforts to know families by name, and treating them well. The reduction in class size was also mentioned as a significant factor, allowing for one-on-one attention and the opportunity for students to be placed in small groups, ensuring they receive the individualized support they need. Overall, families chose Pinecrest Inspirada for reasons such as its positive and challenging academic environment, the sense of safety and care provided, and the individual attention their children receive.

- According to the responses from families at Pinecrest Inspirada, parents are pleased with many aspects of the school, including the school's support in addressing chronic absenteeism. They expressed that their children genuinely enjoy attending school. One parent mentioned that their kids are obsessed with coming to school and have a strong desire to be present every day. However, if a situation arises where a child is unable to attend due to illness or other reasons, the teachers at Pinecrest Inspirada have been accommodating. They ensure that the absent student receives printed materials to work on while away, so they can stay engaged with the class and be prepared upon their return. Families also acknowledged the school's proactive approach in addressing potential absences related to important events, such as testing dates. Pinecrest Inspirada maintains strong communication by providing a year-long calendar and ensuring families are aware of upcoming assessment dates. This helps to minimize absences during crucial testing periods. Families appreciated the school's efforts in this regard and mentioned that the school has been supportive as long as there is an open and communicative dialogue between families and the school. That said, families at Pinecrest Inspirada expressed their commitment to ensuring their children's regular attendance and acknowledged the school's efforts in accommodating absences when they occur. By maintaining communication and collaboration, families perceive that the school works with them collectively to address chronic absenteeism and support the educational progress of the students.
- When asked if Pinecrest Inspirada effectively meets their child's learning needs, families provided varying perspectives. One parent expressed that in elementary school, they feel the school does not consistently meet the goals they have set, as those goals are not achieved by

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

the end of the year. One parent added, “While accelerated students in Power Hour² can excel academically, they are then required to work with students at different levels, which hinders their ability to progress as quickly as they could.” Another parent shared a different experience with three children in three different grade levels. They mentioned that their children who started at the school before the COVID-19 pandemic are doing well, but their second grader, who missed out on kindergarten and first grade due to the pandemic, is struggling and not excelling in their studies. However, parents also appreciated that teachers and school leadership are proactive in addressing their children's academic needs. They highlighted examples of teachers adjusting targeted interventions based on their children's progress and struggles. One parent mentioned the importance of emotional support, noting that their child needs to feel safe, and they expressed appreciation for the school's attentive care and their comfort in leaving their child in the school's hands. While there were concerns about meeting specific goals and addressing individual learning needs, parents also recognized the school's proactive approach and the supportive environment provided by the teachers and leadership. These varying perspectives indicated a mix of experiences and perceptions regarding the effectiveness of Pinecrest Inspirada in meeting their children's learning needs.

Students:

- When students at Pinecrest Inspirada were asked how they learned about the expectations at the school, their responses indicated a comprehensive approach to communication and instruction. One student stated, “At the beginning of the school year, students experienced a full day dedicated to learning about the rules and expectations through a detailed slide show.” Several students reported that this initial orientation provided a foundation for understanding the school's standards. Moreover, on a daily basis, students shared that staff consistently reviews and reinforces these expectations. “Assemblies were held to further emphasize the school's values and guidelines, and posters displayed on the walls served as visual reminders,” a student added.
- When students were asked about the frequency of opportunities to speak with peers, lead discussions, and explain their thoughts to others, their responses varied based on grade level and subject. In middle school, students expressed that they have fewer chances to engage in such activities compared to elementary grades. They highlighted that English Language Arts (ELA), and geography classes offer more opportunities for presentations and group projects, while math classes primarily involve teacher-led instruction without much discussion. Generally, about half of the activities provide opportunities for peer interaction and communication. One student mentioned being a “chatty kid” and appreciated the chance to talk to peers, finding it helpful for their learning experience. Working in table groups was described as comfortable and conducive to collaborative work. Another student mentioned a particular type of activity called “explorations” that occurs three times a year. During these activities, the teacher presents a challenge to the whole class, and the students work together to solve it without intervention from the teacher. These “contained struggle activities” were highly memorable and enjoyable for the students. They appreciated the opportunity to engage

² Power Hour is dedicated time for staff to provide interventions to meet the needs of students.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

in problem-solving and puzzle out the solutions, as it differed from receiving direct answers. These experiences were highlighted as particularly valuable by the students, as they provided a sense of accomplishment and fostered critical thinking skills.

- Students at Pinecrest Inspirada highlighted several key aspects of the most important things a teacher can do to facilitate and support student learning. One student emphasized the importance of ensuring that everyone in the class understands the topic before moving on to the next one. They mentioned that many of their teachers do a good job of checking for comprehension and addressing any confusion before progressing. Another student mentioned the significance of teachers listening to students and being aware if someone is struggling or unsure. Building a strong relationship with students and knowing them as individuals was also mentioned as a valuable aspect of effective teaching. Students expressed that they have this connection with most of their teachers, which allows them to feel comfortable sharing their concerns about the future, high school, and extracurricular activities. This connection and understanding foster an environment where students are not afraid to ask questions or express themselves when they don't understand something. In all, students at Pinecrest Inspirada emphasized the kindness and approachability of their teachers, highlighting the positive learning environment created through these interactions.

Leadership:

- The leadership at Pinecrest Inspirada reported several strategies they have implemented to increase the index score at the elementary and middle school levels. Members of leadership shared they have introduced block class times in English Language Arts (ELA) and math, dedicating 90 minutes every day to these subjects. Additionally, the leadership team explained they have hired three math interventionists and three ELA interventionists. “These specialists provide targeted support and additional services during the designated Power Hour,” a member of leadership added.
- Leadership at Pinecrest Inspirada shared several strategies that have been put in place to attract and serve specialized populations. “We have employed various marketing tactics, including outreach to Boys and Girls Clubs, libraries, and the use of a weighted lottery system,” one member of leadership explained. Leadership shared, “We anticipate that growth will occur slowly due to the retention of upper-grade students, while the main enrollment increase is anticipated in kindergarten.”
- Leadership members acknowledged the geographical location of the school as a potential barrier for families, as there is no nearby bus stop, and the school is situated in a residential neighborhood. While student retention is not a concern, recruitment remains a challenge for Pinecrest Inspirada. “Pinecrest Inspirada has taken steps to make information accessible to families in their native language in an effort to increase diversity. We have implemented a translation button on the school's website, allowing access to over 50 languages. Flyers have also been distributed in both English and Spanish to nearby neighborhoods,” a member of leadership mentioned. Leadership reported that these efforts have resulted in students coming from 26 different zip codes across the valley to attend Pinecrest Inspirada.. Leadership members reported that a weighted lottery system has been established to promote diversity among specialized populations, and the largest growth is observed in

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

kindergarten and transfers from other Pinecrest campuses.

- Members of leadership reported that Pinecrest Inspirada has focused on increasing special education (SPED) support within the general classroom. Members of leadership communicated that they have provided professional development to aides and established de-escalation rooms to better accommodate students' needs. Leadership members added that the school follows a least-restrictive environment approach and operates within an inclusive school framework. One member of leadership shared, "We have added an English Learner (EL) strategist to address the needs of the EL population. To support EL students, the school has acquired the Imagine Learning curriculum." Leadership members reported that Pinecrest Inspirada aims to attract and serve a more diverse range of students, including those from free and reduced-priced lunch (FRL) backgrounds, English learners, and students with individual education plans (IEPs) through these initiatives.

Staff:

- When asked about how they generate academic language in the classroom, staff members at Pinecrest Inspirada provided several approaches. One teacher mentioned using synonyms to explain concepts or introducing academic words after explaining them in a way that students can relate to. "This helps students understand the meaning and then gradually introduces the academic vocabulary throughout the lesson," a teacher added. Another teacher highlighted the importance of requiring students to use accurate academic vocabulary when speaking, particularly in the context of mathematics. "This helps students develop a strong foundation in using precise language to articulate their thoughts and ideas," one teacher explained. In the kindergarten classroom, a teacher mentioned using visual aids such as pictures to reinforce vocabulary for young learners. One more teacher elaborated, "This visual support enhances their understanding and helps them connect words to their corresponding images." The staff at Pinecrest Inspirada employ various strategies to generate academic language in their classrooms. These include using synonyms, scaffolding vocabulary throughout lessons, emphasizing accurate vocabulary usage in discussions, and incorporating visual aids to reinforce understanding. Staff shared that these approaches support students in developing their academic language skills across different subjects and grade levels.
- When discussing how they collaborate to meet the needs of all students, including those with an Individual Education Plan (IEP), English learners (EL), and students with opportunity gaps, staff members shared various insights. A general education teacher explained, "We take a proactive approach here at Pinecrest Inspirada. General education teachers frequently reach out to SPED teachers for support in providing targeted support to students." Another teacher shared, "We also dedicated time for targeted instruction called Power Hour."
- Staff members reported that school leaders, coaches, and peers play a crucial role in helping improve the art of teaching. A first-year teacher mentioned that he heavily relies on his colleagues for support. One staff member shared, "Mentorships have naturally formed through close collaboration and working together." Additionally, staff reported that they are grateful for the weekly Professional Learning Community (PLC) grade band meetings as they provide a platform for teachers to share insights and enhance their teaching practices. Staff also

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

reported that the instructional coaches also contribute to teacher improvement by organizing reflective practices.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 44 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	<p>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.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>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.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	This criterion was not observed or rated.
	Total: 20	Total: 24	Total: 0	Total: 0	
Establishing a Culture for Learning	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	This criterion was not observed or rated.
	Total: 21	Total: 23	Total: 0	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: 21	Total: 23	Total: 0	Total: 0	Total: 0
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: 30	Total: 14	Total: 0	Total: 0	Total: 0
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: 14	Total: 26	Total: 2	Total: 0	Total: 2
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: 17	Total: 24	Total: 0	Total: 0	Total: 3

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: 23	Total: 20	Total: 1	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: 15	Total: 27	Total: 1	Total: 0	Total: 1

Additional information about the classroom observations shared here when applicable.

- In one middle school math class, students completed algebraic equations. Students raised their hands, were called on by the teacher, and told the teacher what to write for each step of the problem. The teacher wrote on the board what the students said, and then explained how to solve that step. The teacher then asked the students if that step was correct before moving to the next step.
- In one middle school classroom, the teacher led discussions on quadratic equations. Students took notes in their math books. Students participated and raised their hands to answer questions from their seats.
- In one SPED pull-out classroom, the SPED teacher provided one on one targeted interventions to the student.
- During math Power Hour at the elementary level, an hour dedicated for interventions, students solved mathematical equations and volunteered to explain how they solved the equation by writing it out on the whiteboard and explaining the steps they used. Students volunteered to show other ways in which to solve the problem.
- In one elementary classroom, students worked in small groups on assignments. The teacher worked one on one with a student on targeted interventions.
- During a middle school social-emotional class, students drew a depiction of an emotion. The teacher asked students to identify the consequences of revenge and generate alternatives. Students generated responses and added details. The teacher challenged students to identify physical clues one might experience when having a strong emotion. The teacher explained, "For example, sometimes I freeze or shake. Some people might experience waves of heat going through their body, their stomach may drop, or their heart may pound."

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>Pinecrest Academy Inspirada implements the material terms of the education program. Curricular materials align with Nevada Academic Content Standards (NVACS). Classroom observations confirmed that the educational program conforms with the charter and that curricula align with NVACS. Pinecrest Academy uses a strategic approach to ensure all campus staff who work with students with disabilities, with an IEP or 504 are aware of all decisions, goals, accommodations, and modifications. Student World-Class Instructional Design and Assessment (WIDA) reports are accessed to determine levels of listening, speaking, reading, and writing. Pinecrest Academy also uses MAP data.</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>The Pinecrest Academy governing board meets monthly for regular board meetings. Special meetings are scheduled as necessary. Per the governing board and leadership focus group sessions, the Pinecrest Academy governing board follows governing board policies. Board composition is aligned with Nevada state requirements.</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 secure 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, an active food service permit, and a current elevator permit. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.</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.

<p>Summary of recommendations from most recent Site Evaluation.</p>	<ul style="list-style-type: none"> • 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. • 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).
<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>	<ul style="list-style-type: none"> • Pinecrest Inspirada has a language translation button located on their website in order to help families navigate all of the information in their native language. The Pinecrest system has created informational flyers promoting the campuses in English and Spanish. The administration teams paired up and visited many communities where these fliers were distributed in Spring of 2022. Pinecrest Inspirada has implemented a weighted lottery that gives lower economic families five times the chance of being accepted into their school. The purpose is to increase social and economic diversity and gives students qualifying for free and reduced lunch an enrollment advantage. • A variety of instructional approaches take place and include: direct instruction, center activities, projects, problem solving through STEM activities, guided reading groups, and kinesthetic learning. Pinecrest Inspirada has implemented a life skills class that helps students learn different problem-solving techniques. • Free and Reduced Lunch numbers have increased to 15% for 22-23 school year compared to 12% from the 21-22 school year.
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>The SPCSA evaluation team has concluded that the recommendations from the previous site evaluation have been and continue to be addressed.</p>

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.

Pinecrest Network Strengths

- Pinecrest Academy Charter Schools maintains strong use of data to inform resource and curricular decisions. Pinecrest Academy Charter Schools effectively utilize data to inform instructional and curricular decisions. When asked how data was used to make curricular decisions the leadership teams said they look at WIDA for English language learners' needs and MAP for general population needs. Data is used for student placement, small group instruction, and targeted support. Administration data chats occur routinely with data analysts and consultant at K-12 Schools.

Pinecrest Inspirada Strengths

- To increase the index score at the elementary and middle school levels, the leadership at Pinecrest Inspirada reported several strategies they have implemented. First and foremost, they have introduced block class times in English Language Arts (ELA) and math, dedicating 90 minutes every day to these subjects. This extended duration allows for more in-depth instruction and engagement with the material. Additionally, the school has hired three math interventionists and three ELA interventionists. These specialists work closely with students in the middle-low groups, providing targeted support and additional services during the designated Power Hour. By incorporating these interventions and allocating more time and resources to ELA and math, Pinecrest Inspirada aims to enhance academic performance and ultimately improve their index score.
- According to the 2021-22 NSPF, Pinecrest Inspirada has been successful in maintaining low rates of chronic absenteeism. Chronic absenteeism is 7 percent at the elementary level and 5.2 percent at the middle school level. To maintain a low chronic absenteeism rate at Pinecrest Inspirada, the school's leadership has implemented several measures. One such initiative is the appointment of a Student Support Advocate (SSA) who actively monitors attendance. If a student is absent for three consecutive days without any communication from the family, the SSA contacts the parents to inquire about the reason for the absence. This proactive approach helps identify and address any potential issues that may be causing extended absences. Furthermore, the school emphasizes the importance of attendance through continuous promotion of attendance rules and policies. By consistently reinforcing the significance of regular attendance, Pinecrest Inspirada aims to create a culture where students understand the value of being present and engaged in their education. Additionally, ensuring student safety is a key priority for the school, as a safe and secure environment contributes to reducing absenteeism. By combining these efforts, Pinecrest Inspirada strives to maintain a low chronic absenteeism rate and promote consistent student attendance.
- SPCSA staff believes that a strength of the Inspirada campus is the focus at the school on communication to promote understanding of expectations and maintaining a supporting learning environment for academic success, Leadership's multi-faceted approach ensures

SITE EVALUATION FINDINGS

Site Evaluation Findings Continued

that students are well-informed and continuously reminded of the expectations set by Pinecrest Inspirada, fostering a shared understanding and creating a supportive learning environment. One student stated, “At the beginning of the school year, students experienced a full day dedicated to learning about the rules and expectations through a detailed slide show.” This approach has cultivated a positive and safe school environment for students.

- Pinecrest Inspirada has a strong ability to collaborate to meet the needs of all students, including those with an Individual Education Plan (IEP), English learners (EL), and students with opportunity gaps. A general education teacher mentioned their proactive approach, stating that they frequently reach out to specialists, acknowledging their role as a general education teacher. This collaboration ensures that students receive the necessary support and accommodations to thrive in the classroom. SPCSA staff observed resource room teachers playing a vital role in supporting students by providing pull-out sessions. These sessions are designed to help students stay on track academically and facilitate their successful reintegration into the inclusive classroom environment. Additionally, SPCSA staff observed aides providing support to students in the classroom. Their presence contributes to a positive learning experience by providing individualized assistance and fostering an inclusive environment for students with diverse needs. The Power Hour program plays a significant role in addressing differentiation instruction in English language arts (ELA) and math. This dedicated time allows for targeted interventions and tailored support to meet student’s specific academic needs. In middle school, cross-curricular targeted interventions are employed to support students’ academic requirements. This approach recognizes the interconnectedness of subjects and aims to provide comprehensive support across various disciplines. These collaborative efforts among staff members at Pinecrest Inspirada reflect their commitment to meeting the diverse needs of students, including those with IEPs, English learners, and students experiencing opportunity gaps. By working together, providing targeted interventions, and utilizing available resources, SPCSA staff finds that they create an inclusive classroom environment that supports the academic growth and success of all students.

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.

- According to the update provided by the leadership at Pinecrest Inspirada regarding the implementation of their recruitment and enrollment plan, several strategies have been put in place to attract and serve specialized populations, but challenges remain. The school has employed various marketing tactics, including outreach to Boys and Girls Clubs, libraries, and the use of a weighted lottery system. It is expected that the effect of this work will occur gradually due to the retention of upper-grade students, while kindergarten may be impacted more rapidly. However, the geographical location of the school has been acknowledged as a potential barrier for families, as there is no nearby bus stop, and the school is situated in a residential neighborhood. While retention is not a concern, recruitment remains a challenge. In an effort to increase diversity, Pinecrest Inspirada has taken steps

SITE EVALUATION FINDINGS

Site Evaluation Findings Continued

to make information accessible to families in their native language. They have implemented a translation button on the school's website, allowing access to over 50 languages. Additionally, flyers have been distributed in both English and Spanish to neighboring neighborhoods. As a result of these efforts, students are now coming from 26 different zip codes across the valley. Furthermore, a weighted lottery system has been established to promote diversity among specialized populations, and the largest growth is observed in kindergarten and transfers from other Pinecrest campuses. Through these various initiatives, Pinecrest Inspirada aims to attract and serve a more diverse range of students, including students receiving free or reduced-priced lunch (FRL), English learners, and students with individual education plans (IEPs). The school is actively working to overcome challenges related to recruitment and enrollment, and its ongoing efforts reflect a commitment to inclusive education and meeting the needs of specialized populations.

- Pinecrest Inspirada faces challenges regarding math and science proficiency rates and growth. To address this, the school leadership has taken several measures. They have moved math power hour to an earlier time at the beginning of the school year, allowing for more focused and dedicated instruction in mathematics. Additionally, a data specialist has been hired to proactively address deficits and analyze student performance data. The leadership team has actively engaged with team leads to examine the data and discuss potential changes to the power hour, aiming to identify strategies that can better support student learning and improvement. Feedback to staff is provided through observations, which helps guide and enhance their teaching practices. To further support student achievement, Pinecrest Inspirada has increased the duration of the math period to 90 minutes, allowing for more in-depth instruction and practice opportunities. The school has also utilized ESSR (Elementary and Secondary School Emergency Relief) funds to hire a Special Education (SPED) Teacher and interventionists. These additional personnel aims to support closing opportunity gaps and provide targeted assistance to students who require additional support in their learning journey. By implementing these measures, Pinecrest Inspirada's leadership is taking proactive steps to address math and science proficiency challenges, enhance instructional practices, and ensure equitable opportunities for all students.

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.

- SPCSA staff recommends that Pinecrest Inspirada continues to work on increasing student proficiency rates. As mentioned in the challenges section on page 22 of the report, there are opportunities for Pinecrest Inspirada to improve its math and science proficiency rates. Although there is room for improvement, Pinecrest Inspirada's index score meets the standard. In an effort to maintain this status, it is recommended by SPCSA staff that the Pinecrest Inspirada plan includes professional development and best practices geared toward closing opportunity gaps in math and science.
- SPCSA staff recommends that Pinecrest Inspirada continues to work on its recruitment and enrollment plan. Recruitment and enrollment plans contain specific strategies aimed at serving a student population that is representative of the school's local community, particularly with regard to the population of students qualifying for free or reduced-price lunch. Leadership reported they meet regularly to review and revise the recruitment and enrollment plan to monitor the progress and outcomes of the plan.
- SPCSA staff recommends that Pinecrest Inspirada creates and implements a plan to manage the upcoming change in leadership. The SPCSA suggests that Pinecrest Inspirada develops a strategic approach for the transition, ensuring a smooth transfer of responsibilities and continuity in the school's operations. SPCSA staff is also willing to provide assistance and support as needed during this process.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

There were no deficiencies identified for Pinecrest Inspirada during this site evaluation.