STATE PUBLIC CHARTER SCHOOL AUTHORITY

2023 Renewal Report for
Pinecrest Academy of Nevada
Per NRS 388A.285 and NAC 388A.415

Issued June 29, 2023

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Appendix F: SPCSA Financial Performance Framework for 2020 and 2021[1]

Appendix G: SPCSA Organizational Performance Framework Results for 2019-20, 2020-21, and 2021-22

[1] An updated Renewal Report will be provided when the 2022 Financial Performance framework is complete.

1. School Overview

a. Address:
   i. Cadence Campus – 225 Grand Cadence Drive, Henderson, NV, 89015
   ii. Horizon Campus – 1630 South Boulder Highway, Henderson, NV, 89015
   iii. Inspirada Campus – 2840 Via Contessa Drive, Henderson, NV 89044
   iv. Sloan Canyon Campus – 675 East Dale Avenue, Henderson, NV, 89044
   v. Springs Campus – 6151 W. Charleston Boulevard, Las Vegas, NV 89146[2]
   vi. St. Rose Campus – 1385 East Cactus Avenue, Las Vegas, NV, 89183
   vii. Virtual Campus – 225 Grand Cadence Drive, Henderson, NV, 89015

b. Campus Location and Enrollment Cap:
   i. Clark County
   ii. Cadence Campus - 2023-2024 Enrollment Cap: 2,040
   iii. Horizon Campus – 2023-2024 Enrollment Cap: 910
   iv. Inspirada Campus – 2023-2024 Enrollment Cap: 1,090
   v. Sloan Canyon Campus – 2023-2024 Enrollment Cap: 2,025
   vi. Springs Campus – 2023-2024 Enrollment Cap: 257
   vii. St. Rose Campus – 2023-2024 Enrollment Cap: 1,010
   viii. Virtual Campus – 2023-2024 Enrollment Cap: 170

c. Governing Board Members[3]
   i. President – Coby Sherlock
   ii. Vice President – Mami Watkins
   iii. Secretary – Jennifer Williamson
   iv. Treasurer – Chong Nam
   v. Member – Patricia Charlton
   vi. Member – Danielle McDowell
   vii. Member – Tyre Gray

[2] Pinecrest Springs was approved at the Authority's October 7, 2022 board meeting and is scheduled to open for the 2023 – 24 school year.

[3] Board Member information based on Epicenter Board Center

d. Academic Data Overview - NRS 388A.285(1)(a)[4]

The following data were compiled from the ratings generated by the Nevada Department of Education (NDE) under the Nevada State Performance Framework (NSPF) during the current charter term.

School Year	**NSPF Rating[5]**
2018 – 2019	Cadence - Elementary School: 4-star - Middle School: 5-star - High School: Not Rated Horizon - Elementary School: 4-star Inspirada - Elementary School: 5-star - Middle School: 5-star Sloan Canyon - N/A St. Rose - Elementary School: 4-star - Middle School: 5-star Virtual - N/A
2019 – 2020	Cadence - Elementary School: 4-star - Middle School: 5-star - High School: Not Rated Horizon - Elementary School: 4-star Inspirada - Elementary School: 5-star - Middle School: 5-star Sloan Canyon

[4] For schools applying for a third charter term and beyond, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration

[5] Due to COVID-19, the Nevada Department of Education (NDE) did not calculate Nevada School Performance Framework (NSPF) school ratings for the 2019-20 or 2020-21 school years and instead applied NSPF school ratings from the 2018-2019 school year to both the 2019-20 and 2020-21 school years.

	- N/A St. Rose - Elementary School: 4-star - Middle School: 5-star Virtual - N/A
2020 – 2021	Cadence - Elementary School: 4-star - Middle School: 5-star - High School: Not Rated Horizon - Elementary School: 4-star Inspirada - Elementary School: 5-star - Middle School: 5-star Sloan Canyon - N/A St. Rose - Elementary School: 4-star - Middle School: 5-star Virtual - N/A
2021 – 2022 Index Score	Cadence - Elementary School: 83.0 - Middle School: 71.0 - High School: 87.2 Horizon - Elementary School: 80.5 Inspirada - Elementary School: 92.7 - Middle School: 97.2 Sloan Canyon - Elementary School: 92.5 - Middle School: 84.4 - High School: N/A St. Rose

	- Elementary School: 83.5 - Middle School: 94.4 Virtual - N/A

SPCSA Academic Performance Framework Rating[6]

Campus	**2021-22 SPCSA Academic Framework Score**	**2021-22 SPCSA Academic Framework Rating**
Pinecrest Cadence ES	82.8	EXCEEDS STANDARD
Pinecrest Cadence MS	77.6	MEETS STANDARD
Pinecrest Cadence HS	85.3	EXCEEDS STANDARD
Pinecrest Horizon ES	71.3	MEETS STANDARD
Pinecrest Inspirada ES	85.6	EXCEEDS STANDARD
Pinecrest Inspirada MS	90.3	EXCEEDS STANDARD
Pinecrest Sloan Canyon ES	86.5	EXCEEDS STANDARD
Pinecrest Sloan Canyon MS	81.6	EXCEEDS STANDARD
Pinecrest Sloan Canyon HS	Not Rated	Not Rated
Pinecrest St Rose ES	81.1	EXCEEDS STANDARD
Pinecrest Virtual	Not Rated	Not Rated

[6] The Nevada Department of Education (NDE) calculated NSPF index scores for the 2021-22 school year but did not calculate corresponding star ratings (shown as N/A). 2021-22 NSPF details and rules can be found at: http://nevadareportcard.nv.gov/DI/MoreDownload?filename=Nevada%20School%20Performance%20Framework %20Manual%202021-22%20School%20Year.pdf

4-Year Graduation Rate (if applicable)

Class of	**Percent Students Graduating in 4 Years**
2018 – 2019	N/A
2019 – 2020	Cadence Campus: 93.6%
2020 – 2021	Cadence Campus: 91.9%
2021 – 2022	Cadence Campus: 97.5%

The SPCSA Academic Performance Framework was updated and approved on June 28, 2019. Due to the COVID-19 pandemic and the waiver granted by the US Department of Education, the first year of results under this framework were for informational purposes only. A copy of these results for the 2019 – 20 school year can be found as Appendix A.

e. Financial Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2018 – 2019	Meets the Standard
2019 – 2020	Meets the Standard
2020 – 2021	Meets the Standard
2021 – 2022	Meets the Standard

f. Organizational Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2018 – 2019	Meets Standard
2019 – 2020	Meets Standard
2020 – 2021	Meets Standard
2021 – 2022	Results will be provided in an updated report when available

g. Enrollment History

The following grade count and student group enrollment rate data are from the NDE October 1 validation day for the last five school years, or the years within the current charter contract.

To protect student privacy, rates associated with FRL, IEP, and ELL populations less than 10 students are displayed with an asterisk (*), and extreme values less than 5 or greater than 95 percent are shown as <5.0 and >95.0, respectively. N/A indicates the population did not exist.

Total Enrollment (Number of Students) Across All Existing Campuses					
Grade	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Pre-K	0	0	0	0	0
K	519	687	607	621	615
1	510	675	697	627	645
2	471	650	686	719	639
3	475	621	658	699	711
4	471	623	624	662	700
5	472	619	638	643	676
6	459	613	647	671	756
7	441	546	618	632	719
8	340	483	546	598	649
9	119	242	347	385	478
10	85	118	234	311	385
11	60	65	102	199	276
12	0	52	57	82	177
Total	**4422**	**5994**	**6461**	**6849**	**7426**

Pinecrest Academy Combined

Year	Total Enrollment	A	B	C	H	I	M	P	FRL	IEP	ELL
2018-19	4422	8.5	5.5	48.3	24.9	0.3	10.3	1.9	22.3	9.7	*
2019-20	5994	10.2	6.1	43.6	26.2	0.3	11.5	1.8	22.9	10.2	*
2020-21	6461	10.4	6.2	42.0	27.2	0.3	11.6	2.0	23.4	9.5	*
2021-22	6849	10.4	5.9	41.4	27.4	0.2	12.2	2.0	24.6	10.2	*
2022-23	7426	9.7	5.6	38.6	29.4	0.3	13.6	2.5	25.6	10.9	*

Pinecrest Cadence

Year	Total Enrollment	A	B	C	H	I	M	P	FRL	IEP	ELL
2018-19	1628	5.8	7.2	49.2	26.9	0.3	8.7	1.5	30.8	11.6	*
2019-20	1814	5.4	7.2	48.3	27.9	0.4	8.9	1.5	30.8	12.5	*
2020-21	1941	5.4	7.7	45.7	28.9	0.5	9.5	2.0	28.8	12.1	*
2021-22	2078	5.5	6.0	44.5	30.6	0.4	10.6	2.1	32.3	13.7	*
2022-23	2209	6.6	6.3	42.1	32.0	0.3	10.4	1.9	31.7	13.1	*

Pinecrest Horizon

Year	Total Enrollment	A	B	C	H	I	M	P	FRL	IEP	ELL
2018-19	703	4.5	5.1	51.6	29.8	0.2	7.8	0.7	27.7	10.2	*
2019-20	771	3.6	7.2	47.4	31.6	0.3	8.6	0.9	31.1	12.0	*
2020-21	816	3.9	7.1	45.7	33.3	0.3	8.7	0.8	32.3	9.9	*

2021-22	871	3.5	6.7	45.5	33.2	0.2	9.4	1.1	32.3	11.1	*
2022-23	871	2.7	6.7	45.5	34.0	0.1	9.7	0.9	33.0	11.7	*

Pinecrest Inspirada

Year	Total Enrollment	A	B	C	H	I	M	P	FRL	IEP	ELL
2018-19	1099	10.6	4.5	50.3	19.1	0.3	13.2	1.6	11.0	8.4	*
2019-20	1193	12.0	4.5	49.8	18.4	0.4	12.9	1.7	9.8	9.0	*
2020-21	1224	12.7	4.2	47.7	19.9	0.3	13.2	1.7	12.5	8.3	*
2021-22	1186	13.4	3.7	45.9	21.0	0.3	13.3	2.0	13.3	9.1	*
2022-23	1197	14.2	3.7	45.3	22.1	0.1	12.4	1.8	13.7	9.1	*

Pinecrest St. Rose

Year	Total Enrollment	A	B	C	H	I	M	P	FRL	IEP	ELL
2018-19	992	13.2	5.0	42.1	23.8	0.2	11.6	3.8	19.5	8.5	*
2019-20	980	15.8	6.6	34.1	27.5	0.2	12.6	2.9	26.0	8.5	*
2020-21	1007	15.0	7.7	33.5	28.0	0.1	11.8	3.5	26.0	8.1	*
2021-22	1008	13.9	8.1	34.8	27.1	0.1	12.7	2.8	28.0	7.3	*
2022-23	1023	14.2	6.2	33.6	29.8	0.0	13.0	2.9	31.0	8.1	*

Pinecrest Sloan Canyon

Year	Total Enrollment	A	B	C	H	I	M	P	FRL	IEP	ELL
2018-19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019-20	1236	14.0	4.9	38.4	25.8	0.1	14.4	2.1	17.0	8.8	*
2020-21	1473	15.1	4.4	37.2	25.9	0.3	14.7	2.1	17.5	9.0	*
2021-22	1706	15.8	5.0	36.2	25.3	0.2	14.8	2.2	17.3	10.0	*
2022-23	2048	15.2	5.7	35.8	26.3	0.1	14.4	2.2	19.7	10.3	*

Pinecrest Virtual

Year	Total Enrollment	A	B	C	H	I	M	P	FRL	IEP	ELL
2018-19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-22	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022-23	78	5.1	5.1	29.4	32.0	1.2	21.7	5.1	24.3	12.8	*

A – Asian
B – Black
C – Caucasian
H – Hispanic
I – American Indian/Alaskan Native
M – Two or more races
P – Pacific Islander
FRL – A student who qualifies for Free or Reduced-Price Lunch
IEP – Individualized Education Plan – A student with a disability/special education student
ELL – English Language Learner

2022-23 Student Group Enrollment Rates for State, SPCSA, and Local County School District			
Entity	**FRL**	**IEP**	**ELL**
State of Nevada	80.6	12.8	13.5
SPCSA	46.4	9.8	9.2
Clark County	95.7	12.8	15.2

2. Summary of Issued Notices and Identified Deficiencies – NRS 388A.285(1)(b)

The Authority Board has issued the following Notices to Pinecrest Academy of Nevada

a. Academic
The Authority Board has not issued any Academic Notices to Pinecrest Academy of Nevada

b. Financial
The Authority Board has not issued any Financial Notices to Pinecrest Academy of Nevada

c. Organizational
The Authority Board has not issued any Organizational Notices to Pinecrest Academy of Nevada

d. Site Evaluations
SPCSA staff has not identified deficiencies during a site evaluation at Pinecrest Academy of Nevada

Each Notice and/or deficiency identified during a site evaluation listed above constitutes a deficiency in school performance pursuant to NRS 388A.285(1)(b).

3. Summary of Overall Performance

Pinecrest Academy of Nevada currently offers instruction at the elementary, middle, and high school levels across six campuses, with one additional campus opening in the fall of 2023. According to the NSPF ratings for the 2018 – 2019 school year, the elementary, middle, and high school programs across the Pinecrest network are operating at 4 and 5-star levels under the NSPF ratings. Additionally, all campuses either met or exceeded standards according to the 2021-2022 SPCSA Academic Performance results. If NSPF ratings were issued for the 2021-2022 school year, all campuses would have been rated at least 3-stars.

As noted in the NSPF guidance document, a 3-star school program identifies an adequate school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. A 4-star school program recognizes a commendable school that has performed well for all students and subgroups. A 4-star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator. Additionally, and as noted in the NSPF guidance document, a 5- school program recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A 5-star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance. Additionally, the Nevada Department of Education calculated index scores for the 2021-2022 school year but did not release star ratings. Pinecrest's elementary schools, middle schools, and high schools, all received index scores under the 2021-22 SPCSA Academic Performance Framework that either met, or exceeded, standards. A copy of the NSPF reports for Pinecrest are included as Appendix A within this report. A copy of the SPCSA Academic Performance Framework reports can be found as Appendix B in this report.

With regards to the financial performance and viability of the school, staff finds that Pinecrest Academy of Nevada has exhibited adequate financial performance over the current charter term. Pinecrest was found to be 'Meeting the Standard' for the 2018 – 2019, 2019 – 2020, and 2020 – 2021 school years according to the SPCSA Financial Framework. As of the release of this renewal report, Pinecrest was yet to be rated under the financial performance framework for the 2021 – 2022 school year. An updated renewal report will be sent when the 2021 – 2022 financial rating is finalized. Copies of these results can be found as Appendix F.

The organizational health and performance of the school has been strong over the current charter term. Pinecrest Academy of Nevada was found to be 'Meeting Standards' for the 2018 – 2019, 2019 – 2020, 2020 – 2021, and 2021 – 2022 school years according to the SPCSA Organizational Framework. Copies of these results can be found as Appendix G within this report.

Finally, SPCSA staff has conducted 16 site evaluations of the Pinecrest Academy of Nevada network during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including schoolwide mission alignment, preparing students in elementary for known upcoming curricular challenges in middle and high school classes, aligning core content with ever increasing levels of vocabulary and subject matter rigor due to previous student experience in lower grades, and staff to student lasting relationships. Pinecrest Academy's network of schools were found to maintain strong use of data to inform resource

and curricular decisions. Pinecrest network 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 consultants at K-12 Schools. Copies of all site evaluations conducted can be found as Appendices C, D, and E.

4. Requirements for the Renewal Application – NRS 388A.285(1)(c)

Applicants for renewal will receive an application template to populate and submit to Authority staff between October 1 – October 15, 2023[7]. This template will be provided to schools no later than July 31, 2023.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision but the SPCSA Board will not give weight to such materials or testimony related to any contemplated changes during the renewal process. The inclusion of amendment materials will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application. Failure to submit the agenda and draft minutes showing a school board's approval will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

[7] NRS 388A.285(3)

5. Criteria to be Used for Making a Renewal Decision – NRS 388A285(1)(d)

As stated on the previous page, renewal decisions for schools operating under charter contracts are based on historic academic, organization, and financial performance data as evidenced by both the Nevada School Performance Framework as well as the SPCSA Performance Framework. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the application but will be given less weight when considered by the Authority in making renewal decisions. In accordance with NAC 388A.415(10) academic performance of pupils as measured by the SPCSA's Academic Performance Framework and the Nevada School Performance Framework will be given the greatest weight in the renewal decision. Renewal decisions will also be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of the public charter school. The Epicenter platform will be used to inform the assessment of the organizational health of a school as well as the SPCSA Organizational Performance Framework. It bears repeating, however, that historical academic performance, as evidenced by the Nevada School Performance Framework and the SPCSA's Academic Performance Framework will be given the greatest weight.

For schools applying for a third charter term and beyond, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

Finally, it is noteworthy that SB 451 from the 80th Legislative Session (2019), now codified in NRS 388A285(6) allows the Authority to renew charter schools for variable lengths, from three to ten years. If a school is recommended for renewal, SPCSA staff will generally recommend a six-year term for schools that consistently meet performance expectations according to the Nevada School Performance Framework and the SPCSA's Academic Performance Framework. Schools that exceed expectations may be recommended for a term longer than six years. If recommended for renewal, schools that do not consistently meet expectations are likely to be recommended for a term of less than six years.

Appendix A

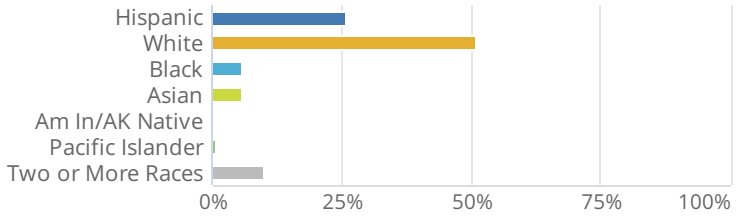
School Year 2017-2018 Nevada School Rating for

Pinecrest Academy of Nevada Cadence

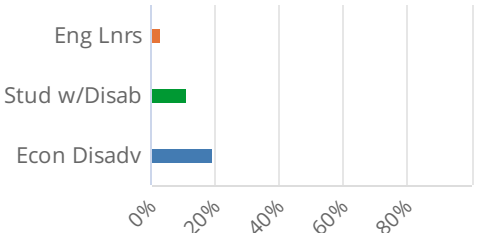
School Type: Charter SPCSA
School Level: Elementary School
Grade Levels: 0K-10
District: State Public Charter School Authority
Website: http://www.pinecrestcadence.org/

Total Index Score: 84.5
School Designation:
225 Grand Cadence Drive
Henderson, NV 89015
Phone: 702-202-2227

Race/Ethnicity



Additional Student Groups

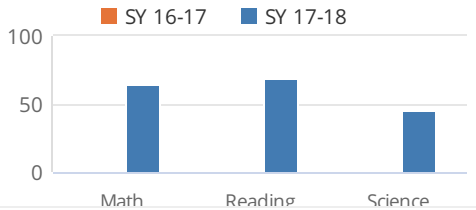


Academic Achievement

25/25

	% Above Cut	% District
Math CRT	65.4	52.8
ELA CRT	69.4	58.6
Science CRT	45.4	35.4
Pooled Average	64.2	52.9
Read by Grade 3	68.2	56.2

% Above Cut

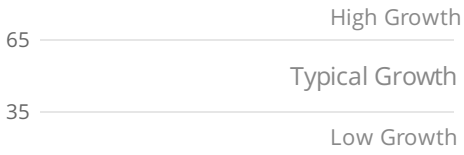


Student Growth

27.5/35

	% SY 17-18
Math CRT MGP	53.0
ELA CRT MGP	54.0
Math CRT AGP	56.5
ELA CRT AGP	61.8

Median Growth Percentile

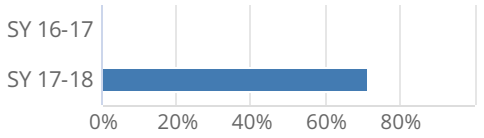


English Language

10/10

	% of EL Meeting AGP	% District
ELPA	71.4	42.5

ELPA

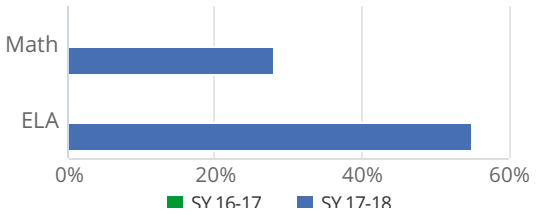


Closing Opportunity Gaps

15/20

	% Non-proficient	% Meeting AGP
Math CRT	28.0	
ELA CRT	55.2	

% of Non-proficient on Track to Proficiency



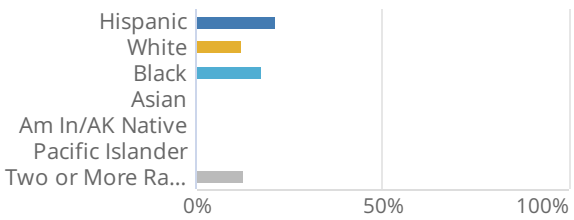
Student Engagement

*7/10

*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	14.8	10.1
	% Participation	**Met Target**
Climate Survey	>95	YES

Chronic AbsenteeismSY 17-18



Student CRT Proficiency

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.9	30.9	-	58.3	39.5	-	9.0	N/A
Asian	68.4	75.2	67.2	73.6	76.3	74.1	-	49.2	N/A
Black/African American	36.8	30.6	28.8	42.1	40.5	39.6	-	14.6	N/A
Hispanic/Latino	53.1	40.2	36.5	63.5	48.0	45.5	41.9	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32.0	N/A
Two or More Races	68.5	59.0	52.9	80.0	67.1	62.6	-	46.6	N/A
White/Caucasian	73.8	61.1	57.2	72.7	65.0	65.7	50.0	43.9	N/A
Special Education	36.5	29.2	24.8	41.4	29.3	26.3	21.4	19.4	N/A
English Learners Current + Former	42.8	37.4	32.4	57.1	38.9	38.4	-	15.2	N/A
English Learners Current	35.2	25.5		47.0	22.8		-	<5	N/A
Economically Disadvantaged	46.4	33.1	35.7	54.7	40.4	44	33.3	17.3	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	-	34.2
Hispanic/Latino	58.0	47.1
Pacific Islander	-	38.8
Two or More Races	68.7	64.3
White/Caucasian	74.1	62.6
Special Education	33.3	29.4
English Learners Current + Former	-	33.0
English Learners Current	-	21.8
Economically Disadvantaged	46.1	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	54.0	66.0	72.7	72.7
Black/African American	53.0	39.0	36.3	36.3
Hispanic/Latino	51.0	51.0	49.0	60.0
Pacific Islander	-	-	-	-
Two or More Races	55.5	67.0	50.0	88.8
White/Caucasian	52.5	48.0	60.9	59.0
Special Education	49.0	54.0	43.4	47.8
English Learners Current + Former	38.0	64.0	36.3	72.7
English Learners Current	-	-	-	-
Economically Disadvantaged	53.0	56.0	45.1	50.9

Closing Opportunity Gaps

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	26.3	56.2
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	26.0	44.1
Special Education	27.2	41.6
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	28.5	53.3

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	<5	<5
Black/African American	17.6	14.5
Hispanic/Latino	21.4	11.5
Pacific Islander	-	12.6
Two or More Races	12.7	9.0
White/Caucasian	12.6	9.0
Special Education	12.3	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	<5	10.4
Economically Disadvantaged	18.3	15.9

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

5 Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

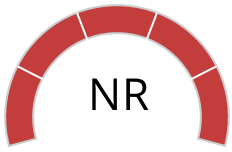
Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating	Index Score
★★★★★	At or above 84
★★★★	At or above 67, below 84
★★★	At or above 50, below 67
★★	At or above 27, below 50
★	below 27

School Year 2017-2018 Nevada School Rating for

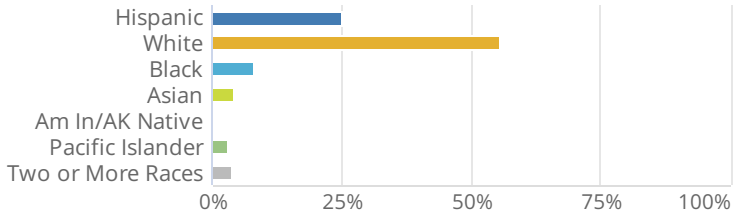
Pinecrest Academy of Nevada Cadence



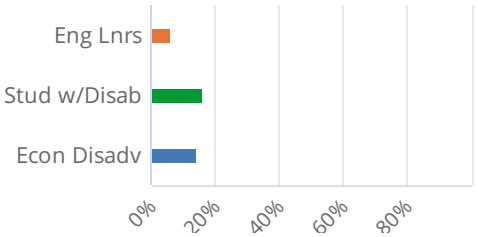
School Type: Charter SPCSA
School Level: High School
Grade Levels: 0K-10
District: State Public Charter School Authority
Website: http://www.pinecrestcadence.org/

Total Index Score: 58.6
School Designation:
225 Grand Cadence Drive
Henderson, NV 89015
Phone: 702-202-2227

Race/Ethnicity



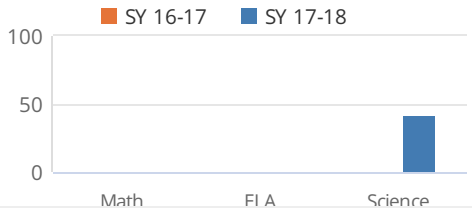
Additional Student Groups



Academic Achievement

	% Proficient	% District
CCR Math	N/A	23.8
CCR ELA	N/A	44.5
Nevada High School Science	42.6	33.1

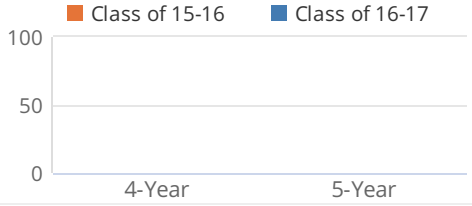
% Proficient



Graduation

Graduation Rate	% School	% District
4-Year	N/A	65.2
5-Year	N/A	66.9

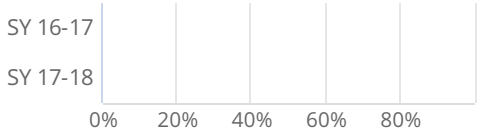
Graduation Rates



English Language Proficiency

	% of EL Meeting AGP	% District
ELPA	-	26.8

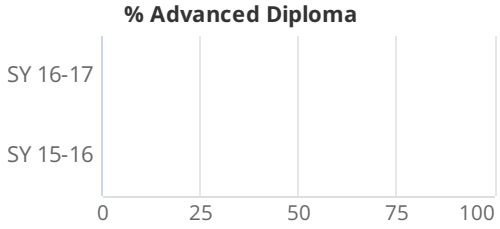
ELPA



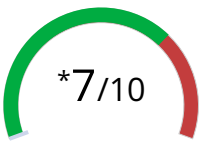
College and Career Readiness

	% School	% District
Post-Secondary Preparation Participation	N/A	38.3
Post-Secondary Preparation Completion	N/A	24.7
Advanced Diploma	N/A	23.4

% Advanced Diploma



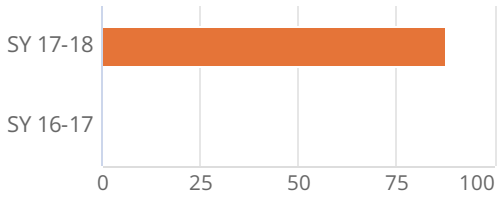
Student Engagement



*Bonus points included

	% School	% District
9th Grade Credit Sufficiency	87.7	87.3
Chronic Absenteeism	16.7	21.0
	% Participation	**Met Target**
Climate Survey	90.8	YES

9th Grade Credit Sufficiency



Academic Achievement

	% Above the Cut					
	Math	Math MIP	ELA	ELA MIP	Science	Science MIP
American Indian/Alaska Native	N/A	19.07	N/A	33.43	-	N/A
Asian	N/A	47.65	N/A	63.27	-	N/A
Black/African American	N/A	14.12	N/A	27.78	-	N/A
Hispanic/Latino	N/A	18.87	N/A	33.15	27.7	N/A
Pacific Islander	N/A	25.54	N/A	46.05	-	N/A
Two or More Races	N/A	33.64	N/A	55.86	-	N/A
White/Caucasian	N/A	41.31	N/A	60.26	50.0	N/A
Special Education	N/A	7.77	N/A	11.27	13.3	N/A
English Learners Current + Former	N/A	10.02	N/A	13.18	-	N/A
English Learners Current	N/A	6.96	N/A	6.9	-	N/A
Economically Disadvantaged	N/A	20.01	N/A	34.37	25.0	N/A

Graduation Rates

Graduation Measures	% 4-year	% 4-year MIP	% 5 year	% 5 year MIP
American Indian/Alaska Native	N/A	73.9	N/A	75.9
Asian	N/A	93.1	N/A	95.1
Black/African American	N/A	67.7	N/A	69.7
Hispanic/Latino	N/A	79.7	N/A	81.7
Pacific Islander	N/A	82.3	N/A	84.3
Two or More Races	N/A	81.3	N/A	83.3
White/Caucasian	N/A	84.2	N/A	86.2
Special Education	N/A	64.7	N/A	66.7
English Learners Current + Former	N/A	81.7	N/A	83.7
Economically Disadvantaged	N/A	76.8	N/A	78.8

College and Career Readiness

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	N/A	N/A	N/A	-
Asian	N/A	N/A	N/A	46.2
Black/African American	N/A	N/A	N/A	20.0
Hispanic/Latino	N/A	N/A	N/A	14.8
Pacific Islander	N/A	N/A	N/A	14.2
Two or More Races	N/A	N/A	N/A	27.9
White/Caucasian	N/A	N/A	N/A	24.5
Special Education	N/A	N/A	N/A	9.8
English Learners Current + Former	N/A	N/A	N/A	27.5
English Learners Current	N/A	N/A	N/A	27.5
Economically Disadvantaged	N/A	N/A	N/A	18.2

Student Engagement

	% 9th Grade Credit Sufficiency Measure		% Chronically Absent	
	School	District	School	District
American Indian/Alaska Native	-	87.5	-	30.0
Asian	-	94.7	-	11.9
Black/African American	-	82.6	23.0	27.0
Hispanic/Latino	71.4	87.0	22.2	24.2
Pacific Islander	-	86.4	-	25.0
Two or More Races	-	88.6	-	20.7
White/Caucasian	92.4	87.8	15.6	18.3
Special Education	58.3	79.1	20.6	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	86.6	82.4	<5	29.3
Economically Disadvantaged	86.6	82.4	21.9	27.7

*95% Participation on State Assessments

	% Math	% ELA
All Students	N/A	N/A
American Indian/Alaska Native	N/A	N/A
Asian	N/A	N/A
Black/African American	N/A	N/A
Hispanic/Latino	N/A	N/A
Pacific Islander	N/A	N/A
Two or More Races	N/A	N/A
White/Caucasian	N/A	N/A
Special Education	N/A	N/A
English Learners Current + Former	N/A	N/A
English Learners Current	N/A	N/A
Economically Disadvantaged	N/A	N/A

Post-Secondary Preparation Program Information

	Advanced Placement (AP)		Dual Credit/Dual Enrollment		International Baccalaureate		Career and Technical Education	
	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black/African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White/Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

In order for a high school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators and/or measures: Student Achievement, Graduation. For this school, the minimum requirement have not been met.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment.

Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on assessment scores.

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA.

The NSPF includes Adequate Growth Percentiles (AGP) to determine if English Language Learners are meeting the goal toward English Language Proficiency.

Students meeting their growth targets should be on track to become English proficient and exit English Language Learner status in five years.

Student Engagement

Student Engagement is a measure of 9th Grade Credit Sufficiency and Chronic Absenteeism.

Ninth-grade credit sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school.

Research shows attendance matters and chronic absenteeism places students at risk of academic failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey Bonus

The Climate Survey is a State Survey administered to students in certain grades across the State. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points are reflected in the Student Engagement section.

Graduation

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December.

Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

College and Career Readiness

The college and career readiness indicator is made up of three measures. These include the percent of students:

- participating in post-secondary preparation programs
- completing post-secondary preparation programs
- earning an Advanced Diploma*

Post-secondary preparation programs includes Advanced Placement (AP), International Baccalaureate, Dual Credit/Dual Enrollment and Career and Technical Education.

Dates a for Advanced Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

Star Rating	Index Score
★★★★★	At or above 82
★★★★	At or above 70, below 82
★★★	At or above 50, below 70
★★	At or above 27, below 50
★	below 27

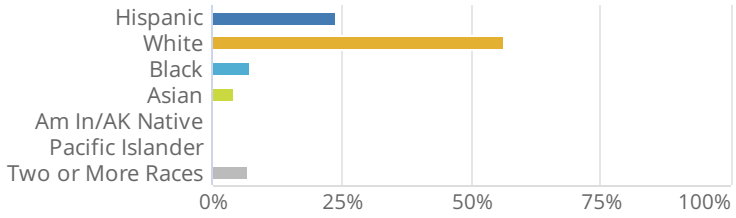
School Year 2017-2018 Nevada School Rating for

Pinecrest Academy of Nevada Cadence

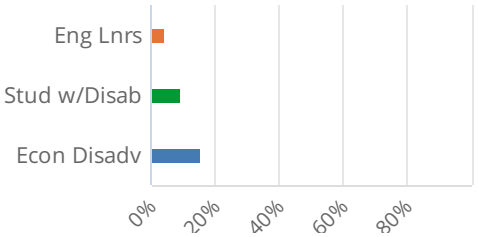
School Type: Charter SPCSA
School Level: Middle School
Grade Levels: 0K-10
District: State Public Charter School Authority
Website: http://www.pinecrestcadence.org/

Total Index Score: 88.6
School Designation:
225 Grand Cadence Drive
Henderson, NV 89015
Phone: 702-202-2227

Race/Ethnicity



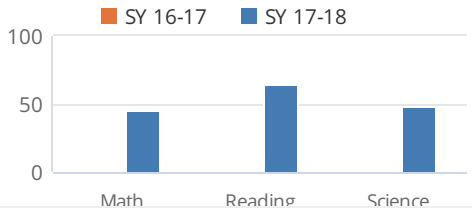
Additional Student Groups



Academic Achievement

	% Above Cut	% District
% Math CRT	45.5	36.8
% ELA CRT	64.5	56.1
% Science CRT	48.3	45.3
% Pooled Average	54.2	46.3

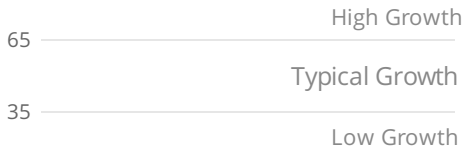
% Above Cut



Student Growth

	% SY 17-18
Math CRT MGP	55.0
ELA CRT MGP	55.0
Math CRT AGP	48.4
ELA CRT AGP	63.6

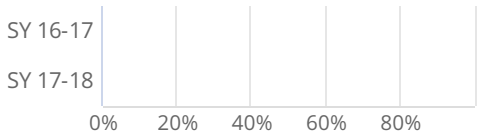
Median Growth Percentile



English Language

	% of EL Meeting AGP	% District
ELPA	-	32.4

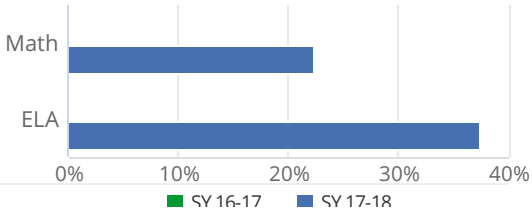
ELPA



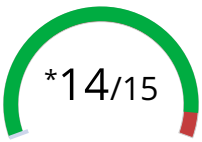
Closing Opportunity Gaps

% Non-proficient	% Meeting AGP
Math CRT	22.4
ELA CRT	37.5

% of Non-proficient on Track to Proficiency



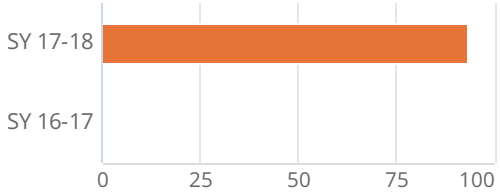
Student Engagement



*Bonus points included

	% School	% District
Chronic Absenteeism	10.3	11.1
Academic Learning Plans	>95	>95
NAC 389.445 Credit Requirements	93.4	91.5
	% Participation	**Met Target**
Climate Survey	>95	YES

NAC 389.445 Credit Requirements



Student CRT Proficiency

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	64.2	64.1	56.4	57.1	77.3	74.6	-	62.2	N/A
Black/African American	13.0	17.7	19.5	52.1	38.4	34.5	-	25.0	N/A
Hispanic/Latino	35.9	26.1	25.5	55.8	46.3	42.2	47.6	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	47.8	41.5	37.5	60.9	61.0	59.2	-	51.6	N/A
White/Caucasian	52.6	44.4	44.4	71.1	63.5	64.6	51.8	54.0	N/A
Special Education	16.1	11.5	14.3	29.0	20.7	17.8	-	14.6	N/A
English Learners Current + Former	28.5	22.2	16	50.0	34.8	20.3	-	25.7	N/A
English Learners Current	10.0	8.5		30.0	15.8		-	9.3	N/A
Economically Disadvantaged	22.0	21.7	25.5	54.0	41.5	41.4	41.6	30.7	N/A

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	57.0	38.0	64.2	50.0
Black/African American	42.0	44.0	19.0	47.6
Hispanic/Latino	62.0	56.0	40.8	54.9
Pacific Islander	-	-	-	-
Two or More Races	70.0	56.5	59.0	54.5
White/Caucasian	51.0	56.0	53.2	71.8
Special Education	46.0	52.0	17.2	31.0
English Learners Current + Former	68.0	69.0	38.4	53.8
English Learners Current	-	-	-	-
Economically Disadvantaged	60.0	58.0	36.1	53.1

Closing Opportunity Gaps

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	6.6	40.0
Hispanic/Latino	17.9	25.8
Pacific Islander	-	-
Two or More Races	-	54.5
White/Caucasian	25.7	43.1
Special Education	10.5	33.3
English Learners Current + Former	23.0	20.0
English Learners Current	18.1	20.0
Economically Disadvantaged	24.2	26.9

Student Engagement

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	>95	-	85.0
Asian	<5	<5	>95	>95	-	>95
Black/African American	11.1	12.9	>95	>95	-	85.4
Hispanic/Latino	15.0	11.7	>95	>95	91.6	89.4
Pacific Islander	-	11.9	-	>95	-	91.0
Two or More Races	<5	12.0	>95	>95	-	91.7
White/Caucasian	9.7	10.9	>95	>95	94.5	93.4
Special Education	8.8	15.3	>95	>95	-	89.0
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	<5	8.5	>95	>95	92.3	85.6
Economically Disadvantaged	13.9	14.3	>95	>95	92.3	85.6

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

5 Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Academic Learning Plan reflects the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating	Index Score
★★★★★	At or above 80
★★★★	At or above 70, below 80
★★★	At or above 50, below 70
★★	At or above 29, below 50
★	below 29

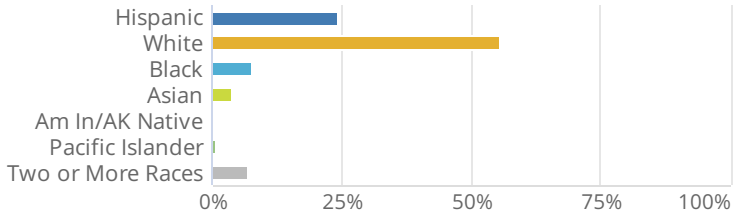
School Year 2017-2018 Nevada School Rating for

Pinecrest Academy of Nevada Horizon

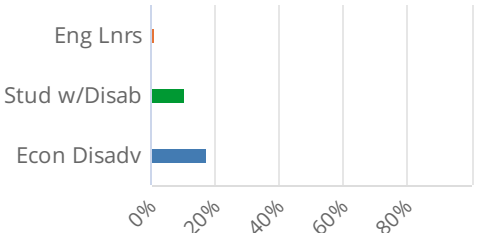
School Type: Charter SPCSA
School Level: Elementary School
Grade Levels: 0K-08
District: State Public Charter School Authority
Website: http://www.pinecresthorizon.org/

Total Index Score: 86.4
School Designation:
1360 S. Boulder Highway
Henderson, NV 89015
Phone: 702-749-35800

Race/Ethnicity



Additional Student Groups

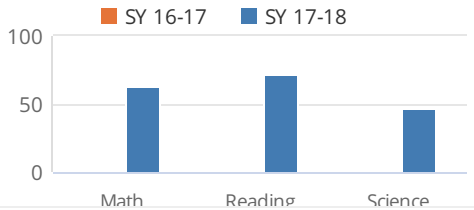


Academic Achievement

25/25

	% Above Cut	% District
Math CRT	63.6	52.8
ELA CRT	71.9	58.6
Science CRT	46.4	35.4
Pooled Average	64.4	52.9
Read by Grade 3	73.5	56.2

% Above Cut

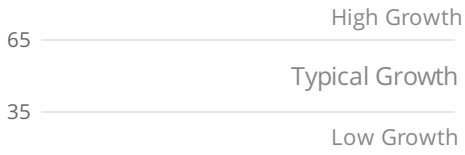


Student Growth

31/35

	% SY 17-18
Math CRT MGP	59.0
ELA CRT MGP	58.0
Math CRT AGP	57.4
ELA CRT AGP	69.3

Median Growth Percentile

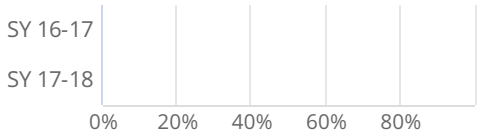


English Language

N/A

	% of EL Meeting AGP	% District
ELPA	-	42.5

ELPA

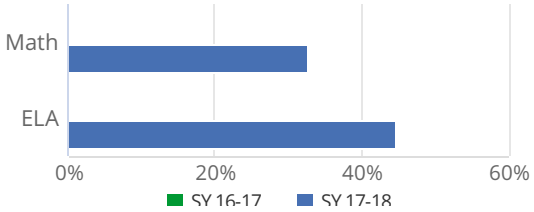


Closing Opportunity Gaps

13/20

	% Non-proficient	% Meeting AGP
Math CRT	32.8	
ELA CRT	44.6	

% of Non-proficient on Track to Proficiency



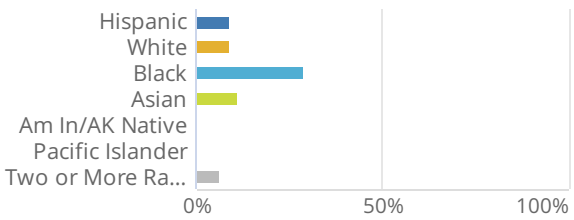
Student Engagement

*9/10

*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	10.5	10.1
	% Participation	**Met Target**
Climate Survey	89.6	YES

Chronic AbsenteeismSY 17-18



Student CRT Proficiency

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.9	30.9	-	58.3	39.5	-	9.0	N/A
Asian	70.0	75.2	67.2	70.0	76.3	74.1	-	49.2	N/A
Black/African American	46.6	30.6	28.8	43.3	40.5	39.6	20.0	14.6	N/A
Hispanic/Latino	53.5	40.2	36.5	67.1	48.0	45.5	38.1	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32.0	N/A
Two or More Races	57.1	59.0	52.9	71.4	67.1	62.6	-	46.6	N/A
White/Caucasian	70.2	61.1	57.2	78.5	65.0	65.7	53.5	43.9	N/A
Special Education	27.5	29.2	24.8	30.0	29.3	26.3	6.6	19.4	N/A
English Learners Current + Former	72.7	37.4	32.4	54.5	38.9	38.4	-	15.2	N/A
English Learners Current	-	25.5		-	22.8		-	<5	N/A
Economically Disadvantaged	47.5	33.1	35.7	50.0	40.4	44	31.5	17.3	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	42.8	34.2
Hispanic/Latino	64.0	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	84.6	62.6
Special Education	30.7	29.4
English Learners Current + Former	-	33.0
English Learners Current	-	21.8
Economically Disadvantaged	52.0	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	71.0	69.5	40.0	60.0
Hispanic/Latino	47.0	50.5	51.1	59.5
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	59.0	60.5	61.3	74.5
Special Education	45.0	41.0	23.8	28.5
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	60.0	36.5	48.1	46.1

Closing Opportunity Gaps

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	38.8	50.0
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	31.5	45.4
Special Education	7.6	18.1
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	31.2	40.0

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	11.1	<5
Black/African American	29.0	14.5
Hispanic/Latino	8.9	11.5
Pacific Islander	-	12.6
Two or More Races	6.2	9.0
White/Caucasian	9.3	9.0
Special Education	12.3	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	6.6	10.4
Economically Disadvantaged	18.6	15.9

What does my school rating mean?

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Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating	Index Score
★★★★★	At or above 84
★★★★	At or above 67, below 84
★★★	At or above 50, below 67
★★	At or above 27, below 50
★	below 27

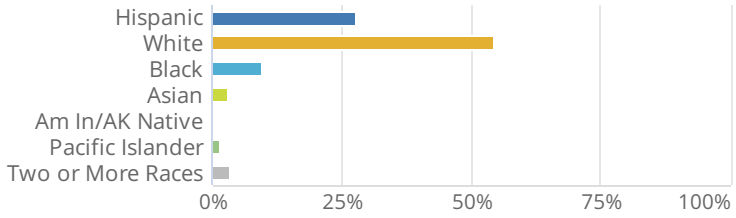
School Year 2017-2018 Nevada School Rating for

Pinecrest Academy of Nevada Horizon

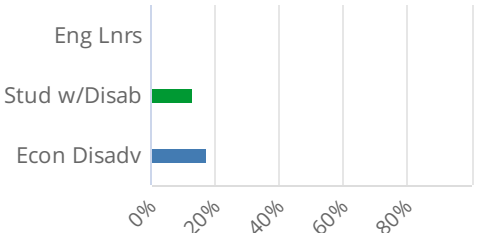
School Type: Charter SPCSA
School Level: Middle School
Grade Levels: 0K-08
District: State Public Charter School Authority
Website: http://www.pinecresthorizon.org/

Total Index Score: 94.2
School Designation:
1360 S. Boulder Highway
Henderson, NV 89015
Phone: 702-749-35800

Race/Ethnicity



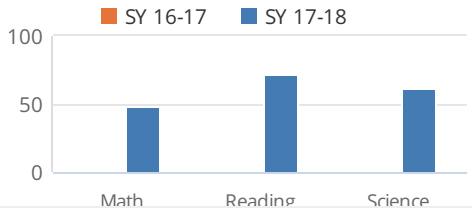
Additional Student Groups



Academic Achievement

	% Above Cut	% District
% Math CRT	48.9	36.8
% ELA CRT	72.6	56.1
% Science CRT	62.2	45.3
% Pooled Average	60.9	46.3

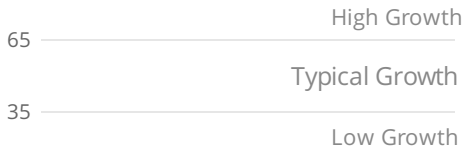
% Above Cut



Student Growth

	% SY 17-18
Math CRT MGP	70.0
ELA CRT MGP	80.0
Math CRT AGP	57.2
ELA CRT AGP	79.0

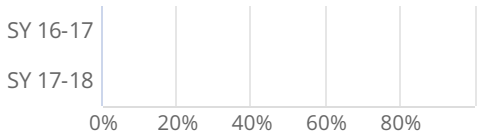
Median Growth Percentile



English Language

	% of EL Meeting AGP	% District
ELPA	-	32.4

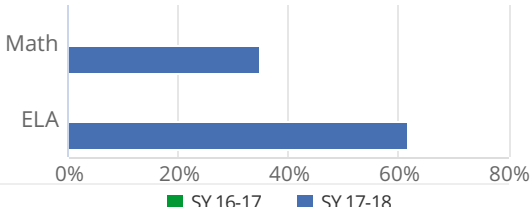
ELPA



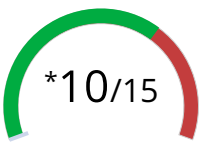
Closing Opportunity Gaps

% Non-proficient	% Meeting AGP
Math CRT	34.8
ELA CRT	61.9

% of Non-proficient on Track to Proficiency



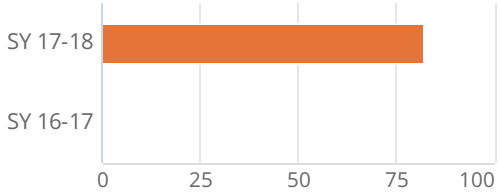
Student Engagement



*Bonus points included

	% School	% District
Chronic Absenteeism	16.6	11.1
Academic Learning Plans	>95	>95
NAC 389.445 Credit Requirements	82.3	91.5
	% Participation	**Met Target**
Climate Survey	87.3	YES

NAC 389.445 Credit Requirements



Student CRT Proficiency

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	-	64.1	56.4	-	77.3	74.6	-	62.2	N/A
Black/African American	25.0	17.7	19.5	75.0	38.4	34.5	-	25.0	N/A
Hispanic/Latino	46.1	26.1	25.5	63.4	46.3	42.2	46.1	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	-	41.5	37.5	-	61.0	59.2	-	51.6	N/A
White/Caucasian	53.7	44.4	44.4	75.9	63.5	64.6	65.3	54.0	N/A
Special Education	7.6	11.5	14.3	30.7	20.7	17.8	-	14.6	N/A
English Learners Current + Former	-	22.2	16	-	34.8	20.3	-	25.7	N/A
English Learners Current	-	8.5		-	15.8		-	9.3	N/A
Economically Disadvantaged	46.6	21.7	25.5	77.7	41.5	41.4	60.0	30.7	N/A

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	66.0	91.0	54.5	90.9
Hispanic/Latino	74.0	76.0	58.1	72.0
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	71.0	82.0	59.7	79.5
Special Education	47.5	81.0	20.8	41.6
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	68.0	84.0	57.1	88.8

Closing Opportunity Gaps

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	38.4	57.1
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	37.7	61.5
Special Education	20.0	31.5
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	36.0	54.5

Student Engagement

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	>95	-	85.0
Asian	-	<5	-	>95	-	>95
Black/African American	30.7	12.9	95.0	>95	-	85.4
Hispanic/Latino	17.8	11.7	>95	>95	78.5	89.4
Pacific Islander	-	11.9	-	>95	-	91.0
Two or More Races	-	12.0	-	>95	-	91.7
White/Caucasian	14.8	10.9	>95	>95	86.6	93.4
Special Education	19.4	15.3	>95	>95	-	89.0
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	8.5	>95	>95	72.7	85.6
Economically Disadvantaged	20.5	14.3	>95	>95	72.7	85.6

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

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Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Academic Learning Plan reflects the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

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The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
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- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating	Index Score
★★★★★	At or above 80
★★★★	At or above 70, below 80
★★★	At or above 50, below 70
★★	At or above 29, below 50
★	below 29

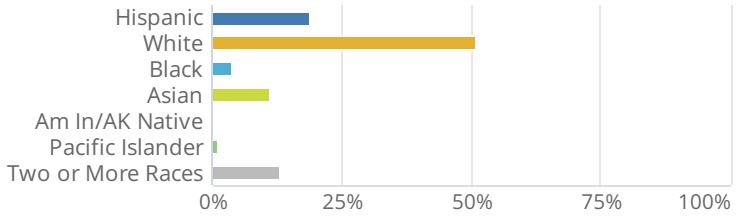
School Year 2017-2018 Nevada School Rating for

Pinecrest Academy Inspirada

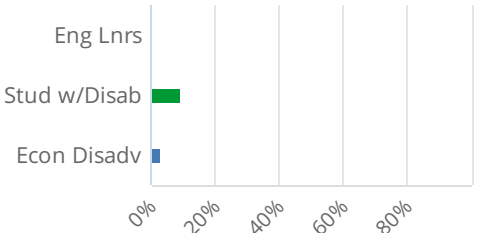
School Type: Charter SPCSA
School Level: Elementary School
Grade Levels: 0K-08
District: State Public Charter School Authority
Website: http://www.pinecrestinspirada.org/

Total Index Score: 97.0
School Designation:
2840 Via Contessa
Henderson, NV 89044
Phone: 702-473-5777

Race/Ethnicity



Additional Student Groups

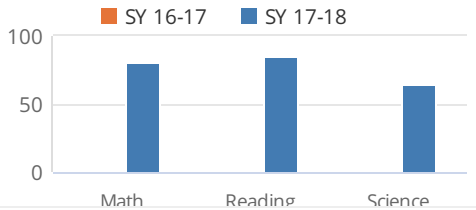


Academic Achievement

25/25

	% Above Cut	% District
Math CRT	80.4	52.8
ELA CRT	85.3	58.6
Science CRT	64.0	35.4
Pooled Average	80.4	52.9
Read by Grade 3	85.0	56.2

% Above Cut

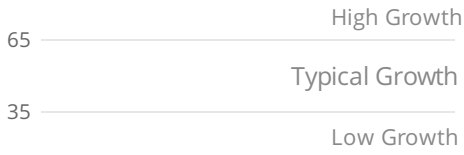


Student Growth

32/35

	% SY 17-18
Math CRT MGP	57.0
ELA CRT MGP	67.0
Math CRT AGP	68.1
ELA CRT AGP	77.2

Median Growth Percentile

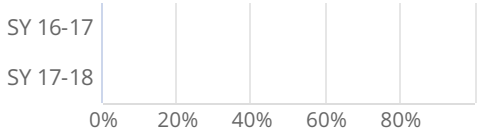


English Language

N/A

	% of EL Meeting AGP	% District
ELPA	-	42.5

ELPA

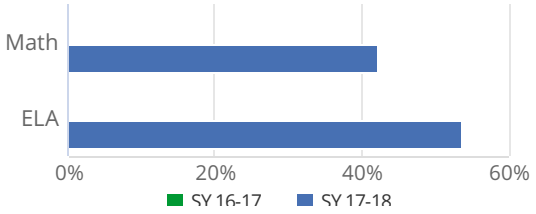


Closing Opportunity Gaps

20/20

% Non-proficient	% Meeting AGP
Math CRT	42.4
ELA CRT	53.8

% of Non-proficient on Track to Proficiency



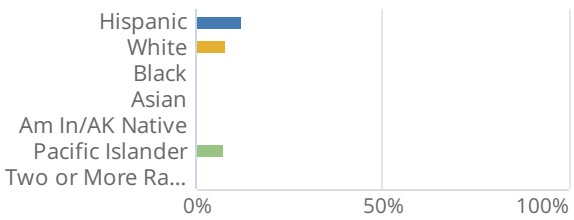
Student Engagement

*10.5/10

*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	7.3	10.1
	% Participation	**Met Target**
Climate Survey	93.3	YES

Chronic AbsenteeismSY 17-18



Student CRT Proficiency

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.9	30.9	-	58.3	39.5	-	9.0	N/A
Asian	91.8	75.2	67.2	91.8	76.3	74.1	71.4	49.2	N/A
Black/African American	86.6	30.6	28.8	93.3	40.5	39.6	-	14.6	N/A
Hispanic/Latino	72.3	40.2	36.5	80.2	48.0	45.5	60.7	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32.0	N/A
Two or More Races	89.3	59.0	52.9	>95	67.1	62.6	70.0	46.6	N/A
White/Caucasian	80.4	61.1	57.2	82.6	65.0	65.7	64.8	43.9	N/A
Special Education	50.0	29.2	24.8	50.0	29.3	26.3	-	19.4	N/A
English Learners Current + Former	-	37.4	32.4	-	38.9	38.4	-	15.2	N/A
English Learners Current	-	25.5		-	22.8		-	<5	N/A
Economically Disadvantaged	57.1	33.1	35.7	85.7	40.4	44	-	17.3	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	>95	74.5
Black/African American	-	34.2
Hispanic/Latino	72.7	47.1
Pacific Islander	-	38.8
Two or More Races	94.1	64.3
White/Caucasian	83.5	62.6
Special Education	40.0	29.4
English Learners Current + Former	-	33.0
English Learners Current	-	21.8
Economically Disadvantaged	-	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	66.0	63.5	75.0	75.0
Black/African American	-	-	-	-
Hispanic/Latino	52.0	63.5	64.0	80.0
Pacific Islander	-	-	-	-
Two or More Races	67.5	76.5	78.5	89.2
White/Caucasian	53.0	67.0	67.2	74.3
Special Education	69.5	55.0	71.4	57.1
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	25.5	44.0	40.0	70.0

Closing Opportunity Gaps

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	-	61.5
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	41.1	52.6
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	-	-

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	<5	<5
Black/African American	<5	14.5
Hispanic/Latino	12.5	11.5
Pacific Islander	7.6	12.6
Two or More Races	<5	9.0
White/Caucasian	7.9	9.0
Special Education	5.7	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	-	10.4
Economically Disadvantaged	16.1	15.9

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

5 Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

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Star Rating	Index Score
★★★★★	At or above 84
★★★★	At or above 67, below 84
★★★	At or above 50, below 67
★★	At or above 27, below 50
★	below 27

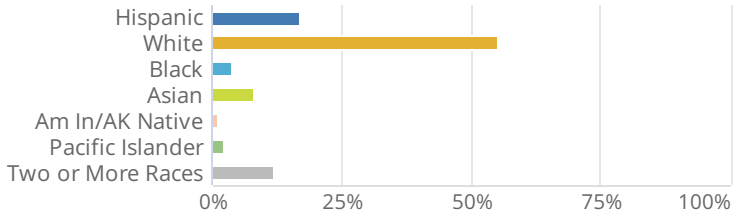
School Year 2017-2018 Nevada School Rating for

Pinecrest Academy Inspirada

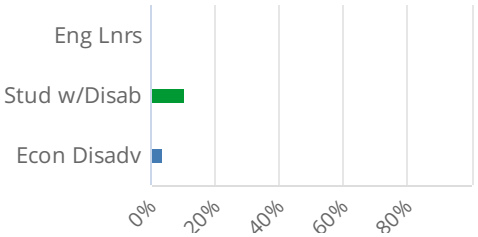
School Type: Charter SPCSA
School Level: Middle School
Grade Levels: 0K-08
District: State Public Charter School Authority
Website: http://www.pinecrestinspirada.org/

Total Index Score: 97.0
School Designation:
2840 Via Contessa
Henderson, NV 89044
Phone: 702-473-5777

Race/Ethnicity



Additional Student Groups

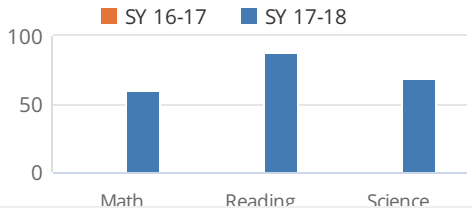


Academic Achievement

25/25

	% Above Cut	% District
% Math CRT	61.0	36.8
% ELA CRT	88.1	56.1
% Science CRT	69.4	45.3
% Pooled Average	74.0	46.3

% Above Cut

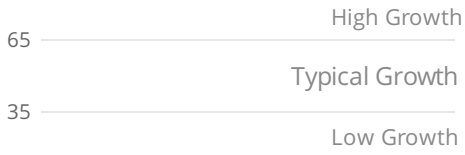


Student Growth

29/30

	% SY 17-18
Math CRT MGP	63.0
ELA CRT MGP	82.0
Math CRT AGP	58.5
ELA CRT AGP	89.8

Median Growth Percentile

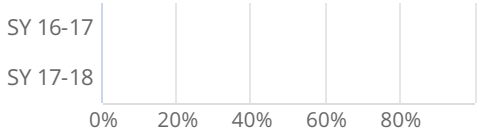


English Language

N/A

	% of EL Meeting AGP	% District
ELPA	-	32.4

ELPA

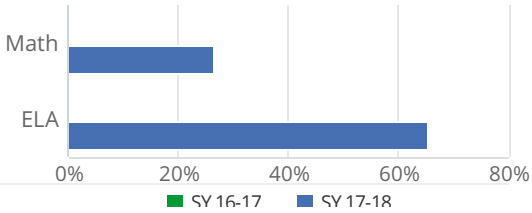


Closing Opportunity Gaps

20/20

% Non-proficient	% Meeting AGP
Math CRT	26.6
ELA CRT	65.3

% of Non-proficient on Track to Proficiency



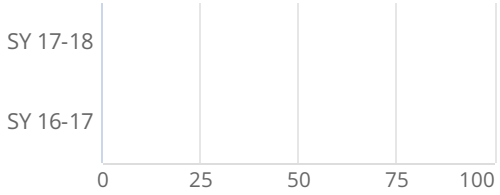
Student Engagement

*13.5/15

*Bonus points included

	% School	% District
Chronic Absenteeism	7.0	11.1
Academic Learning Plans	87.8	>95
NAC 389.445 Credit Requirements	>95	91.5
	% Participation	**Met Target**
Climate Survey	>95	YES

NAC 389.445 Credit Requirements



Student CRT Proficiency

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	73.6	64.1	56.4	94.7	77.3	74.6	-	62.2	N/A
Black/African American	27.2	17.7	19.5	>95	38.4	34.5	-	25.0	N/A
Hispanic/Latino	48.6	26.1	25.5	83.7	46.3	42.2	58.3	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	72.4	41.5	37.5	86.2	61.0	59.2	-	51.6	N/A
White/Caucasian	63.3	44.4	44.4	87.0	63.5	64.6	73.9	54.0	N/A
Special Education	26.9	11.5	14.3	57.6	20.7	17.8	-	14.6	N/A
English Learners Current + Former	-	22.2	16	-	34.8	20.3	-	25.7	N/A
English Learners Current	-	8.5		-	15.8		-	9.3	N/A
Economically Disadvantaged	-	21.7	25.5	-	41.5	41.4	-	30.7	N/A

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	65.0	83.0	80.0	>95
Black/African American	-	-	-	-
Hispanic/Latino	59.5	84.5	44.4	86.1
Pacific Islander	-	-	-	-
Two or More Races	56.0	68.0	64.0	84.0
White/Caucasian	66.0	85.0	63.7	89.5
Special Education	55.5	82.0	25.0	66.6
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-

Closing Opportunity Gaps

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	20.0	63.6
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	34.0	60.7
Special Education	14.2	50.0
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	-	-

Student Engagement

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	>95	-	85.0
Asian	<5	<5	94.7	>95	-	>95
Black/African American	9.0	12.9	75.0	>95	-	85.4
Hispanic/Latino	6.0	11.7	95.0	>95	>95	89.4
Pacific Islander	-	11.9	-	>95	-	91.0
Two or More Races	9.6	12.0	85.7	>95	-	91.7
White/Caucasian	6.8	10.9	85.5	>95	>95	93.4
Special Education	12.5	15.3	63.6	>95	-	89.0
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	8.5	-	>95	-	85.6
Economically Disadvantaged	15.7	14.3	-	>95	-	85.6

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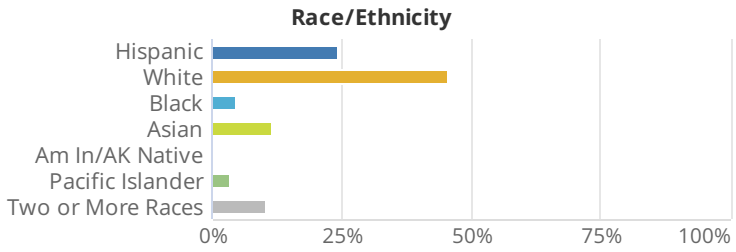
Star Rating	Index Score
★★★★★	At or above 80
★★★★	At or above 70, below 80
★★★	At or above 50, below 70
★★	At or above 29, below 50
★	below 29

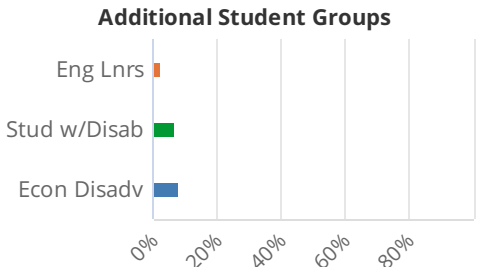
School Year 2017-2018 Nevada School Rating for

Pinecrest Academy St Rose

School Type: Charter SPCSA
School Level: Elementary School
Grade Levels: 0K-08
District: State Public Charter School Authority
Website: http://www.pinecreststrose.org/

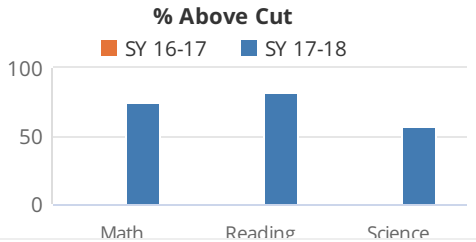
Total Index Score: 94.5
School Designation:
1385 E. Cactus Ave.
Las Vegas, NV 89183
Phone: 702-750-9150





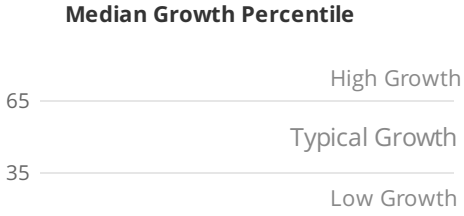
Academic Achievement

	% Above Cut	% District
Math CRT	75.4	52.8
ELA CRT	82.0	58.6
Science CRT	57.4	35.4
Pooled Average	75.5	52.9
Read by Grade 3	86.1	56.2



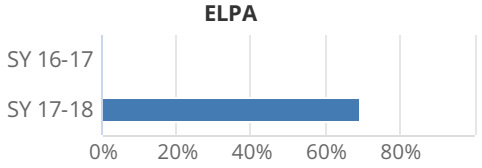
Student Growth

	% SY 17-18
Math CRT MGP	62.5
ELA CRT MGP	67.0
Math CRT AGP	67.4
ELA CRT AGP	74.2

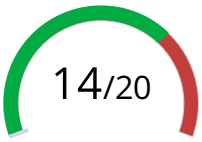


English Language

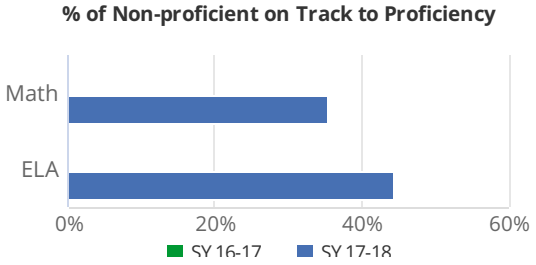
	% of EL Meeting AGP	% District
ELPA	69.2	42.5



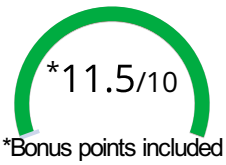
Closing Opportunity Gaps



% Non-proficient	% Meeting AGP
Math CRT	35.4
ELA CRT	44.4

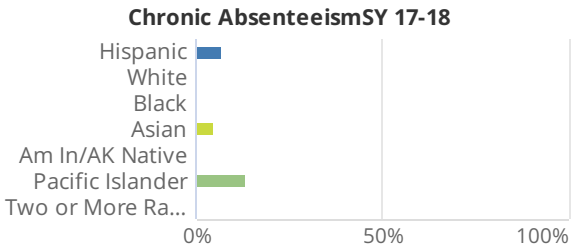


Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	5.5	10.1
	% Participation	**Met Target**
Climate Survey	91.9	YES



Student CRT Proficiency

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.9	30.9	-	58.3	39.5	-	9.0	N/A
Asian	87.5	75.2	67.2	95.0	76.3	74.1	57.1	49.2	N/A
Black/African American	50.0	30.6	28.8	93.7	40.5	39.6	-	14.6	N/A
Hispanic/Latino	66.6	40.2	36.5	74.6	48.0	45.5	38.4	22.5	N/A
Pacific Islander	81.8	48.3	45.6	54.5	52.6	55.7	-	32.0	N/A
Two or More Races	79.4	59.0	52.9	85.3	67.1	62.6	83.3	46.6	N/A
White/Caucasian	77.8	61.1	57.2	82.1	65.0	65.7	58.7	43.9	N/A
Special Education	39.2	29.2	24.8	35.7	29.3	26.3	50.0	19.4	N/A
English Learners Current + Former	52.9	37.4	32.4	64.7	38.9	38.4	-	15.2	N/A
English Learners Current	42.8	25.5		57.1	22.8		-	<5	N/A
Economically Disadvantaged	54.8	33.1	35.7	70.9	40.4	44	40.0	17.3	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	83.3	74.5
Black/African American	-	34.2
Hispanic/Latino	81.2	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	86.0	62.6
Special Education	25.0	29.4
English Learners Current + Former	-	33.0
English Learners Current	-	21.8
Economically Disadvantaged	-	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	74.5	78.0	88.4	>95
Black/African American	33.5	68.5	40.0	90.0
Hispanic/Latino	61.0	58.0	50.0	61.9
Pacific Islander	-	-	-	-
Two or More Races	60.0	63.0	56.0	80.0
White/Caucasian	62.0	68.0	74.4	72.3
Special Education	52.0	71.0	33.3	46.6
English Learners Current + Former	60.0	52.0	53.8	61.5
English Learners Current	58.0	45.5	40.0	50.0
Economically Disadvantaged	66.0	71.0	47.8	65.2

Closing Opportunity Gaps

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	6.2	33.3
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	61.1	44.4
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	28.5	35.7

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	5.1	<5
Black/African American	<5	14.5
Hispanic/Latino	7.2	11.5
Pacific Islander	13.6	12.6
Two or More Races	<5	9.0
White/Caucasian	<5	9.0
Special Education	10.7	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	-	10.4
Economically Disadvantaged	9.8	15.9

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

5 Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating	Index Score
★★★★★	At or above 84
★★★★	At or above 67, below 84
★★★	At or above 50, below 67
★★	At or above 27, below 50
★	below 27

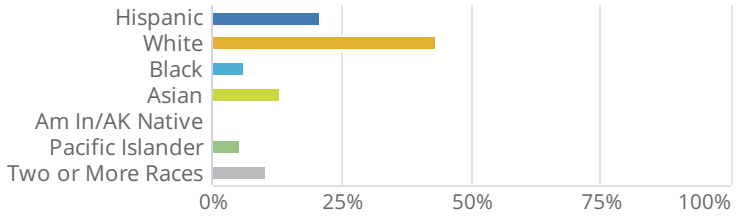
School Year 2017-2018 Nevada School Rating for

Pinecrest Academy St Rose

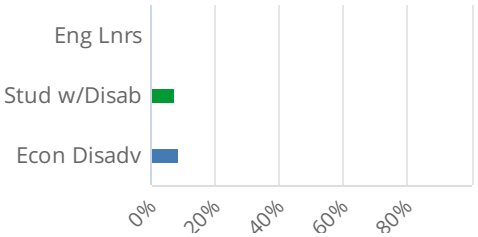
School Type: Charter SPCSA
School Level: Middle School
Grade Levels: 0K-08
District: State Public Charter School Authority
Website: http://www.pinecreststrose.org/

Total Index Score: 97.5
School Designation:
1385 E. Cactus Ave.
Las Vegas, NV 89183
Phone: 702-750-9150

Race/Ethnicity



Additional Student Groups

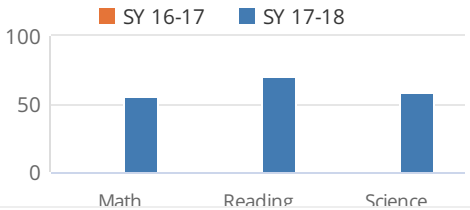


Academic Achievement

25/25

	% Above Cut	% District
% Math CRT	55.9	36.8
% ELA CRT	70.6	56.1
% Science CRT	59.4	45.3
% Pooled Average	62.7	46.3

% Above Cut

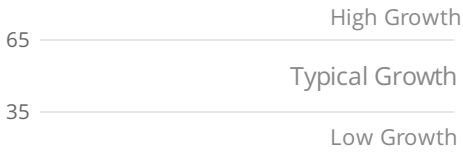


Student Growth

26/30

	% SY 17-18
Math CRT MGP	57.0
ELA CRT MGP	63.5
Math CRT AGP	58.4
ELA CRT AGP	72.0

Median Growth Percentile

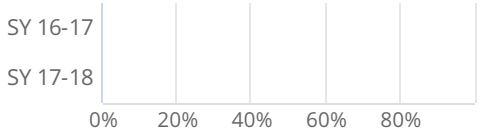


English Language

N/A

	% of EL Meeting AGP	% District
ELPA	-	32.4

ELPA

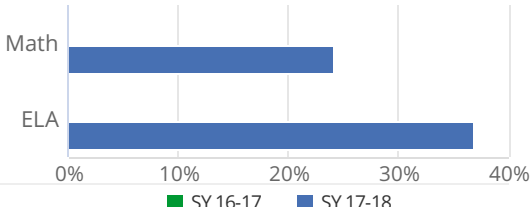


Closing Opportunity Gaps

20/20

% Non-proficient	% Meeting AGP
Math CRT	24.2
ELA CRT	37.0

% of Non-proficient on Track to Proficiency



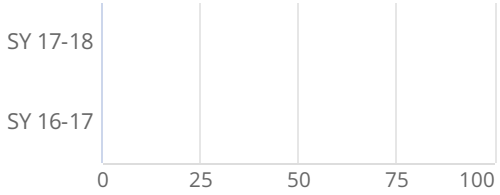
Student Engagement

*17/15

*Bonus points included

	% School	% District
Chronic Absenteeism	<5	11.1
Academic Learning Plans	>95	>95
NAC 389.445 Credit Requirements	>95	91.5
	% Participation	**Met Target**
Climate Survey	>95	YES

NAC 389.445 Credit Requirements



Student CRT Proficiency

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	68.1	64.1	56.4	86.3	77.3	74.6	75.0	62.2	N/A
Black/African American	12.5	17.7	19.5	43.7	38.4	34.5	-	25.0	N/A
Hispanic/Latino	46.0	26.1	25.5	57.1	46.3	42.2	68.1	34.9	N/A
Pacific Islander	58.8	34.9	33.6	70.5	53.2	50.7	-	42.8	N/A
Two or More Races	55.5	41.5	37.5	72.2	61.0	59.2	70.0	51.6	N/A
White/Caucasian	61.9	44.4	44.4	75.3	63.5	64.6	52.5	54.0	N/A
Special Education	16.6	11.5	14.3	12.5	20.7	17.8	-	14.6	N/A
English Learners Current + Former	-	22.2	16	-	34.8	20.3	-	25.7	N/A
English Learners Current	-	8.5		-	15.8		-	9.3	N/A
Economically Disadvantaged	44.4	21.7	25.5	58.3	41.5	41.4	-	30.7	N/A

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	67.0	70.0	75.6	85.3
Black/African American	26.0	35.0	13.3	46.6
Hispanic/Latino	53.5	48.0	48.3	60.0
Pacific Islander	56.0	63.0	62.5	62.5
Two or More Races	64.0	77.5	55.8	79.4
White/Caucasian	58.5	67.0	63.5	76.4
Special Education	44.5	36.5	25.0	16.6
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	57.0	62.0	57.5	63.6

Closing Opportunity Gaps

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	42.8	50.0
Black/African American	<5	-
Hispanic/Latino	19.2	27.7
Pacific Islander	-	-
Two or More Races	29.4	60.0
White/Caucasian	27.4	38.2
Special Education	12.5	6.2
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	33.3	60.0

Student Engagement

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	>95	-	85.0
Asian	<5	<5	>95	>95	>95	>95
Black/African American	<5	12.9	>95	>95	-	85.4
Hispanic/Latino	<5	11.7	>95	>95	>95	89.4
Pacific Islander	<5	11.9	>95	>95	-	91.0
Two or More Races	<5	12.0	>95	>95	>95	91.7
White/Caucasian	<5	10.9	>95	>95	>95	93.4
Special Education	<5	15.3	>95	>95	-	89.0
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	8.5	>95	>95	>95	85.6
Economically Disadvantaged	<5	14.3	>95	>95	>95	85.6

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

5 Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Academic Learning Plan reflects the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

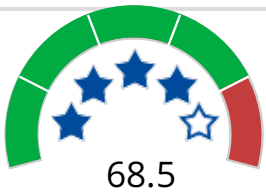
Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating	Index Score
★★★★★	At or above 80
★★★★	At or above 70, below 80
★★★	At or above 50, below 70
★★	At or above 29, below 50
★	below 29

Pinecrest Academy of Nevada Cadence

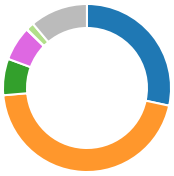
School Year 2018-2019 Nevada School Rating

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



68.5
Total Index Score

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



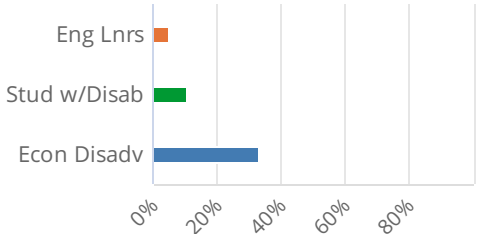
Student Race/Ethnicity

45.1%	White
7.0%	Bl/Afr Am
28.3%	Hisp/Latino
6.6%	Asian
0.1%	Am Ind/AK Nat
1.5%	Pac Isl
11.1%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	84.5 ★★★★★
2016-2017	N/A N/A

Additional Student Groups



What does my school rating mean?

Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

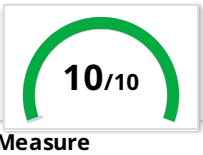
How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

2018-2019 School Performance

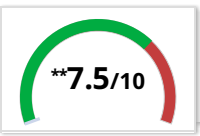
25/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	63.4	54.0
Math Proficiency	65.3	54.5
ELA Proficiency	66.3	60.1
Science Proficiency	49.1	34.8
Read-by-Grade-3 Proficiency	73.5	56.7



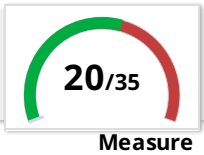
10/10 English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	68.7	56.7



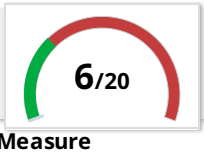
**7.5/10 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	11.2	8.0
Climate Survey Participation	93.6	N/A



20/35 Growth Indicator

Measure	School Median	District Median
Math MGP	46.5	55.0
ELA MGP	46.0	52.0
	School Rate	**District Rate**
Met Math AGP Target	49.5	49.8
Met ELA AGP Target	56.6	59.8



6/20 Closing Opportunity Gaps Indicator

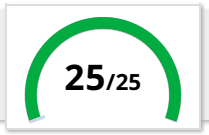
Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	22.0	27.9
Prior Non-Proficient Met ELA AGP Target	31.3	39.3

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating



Academic Achievement

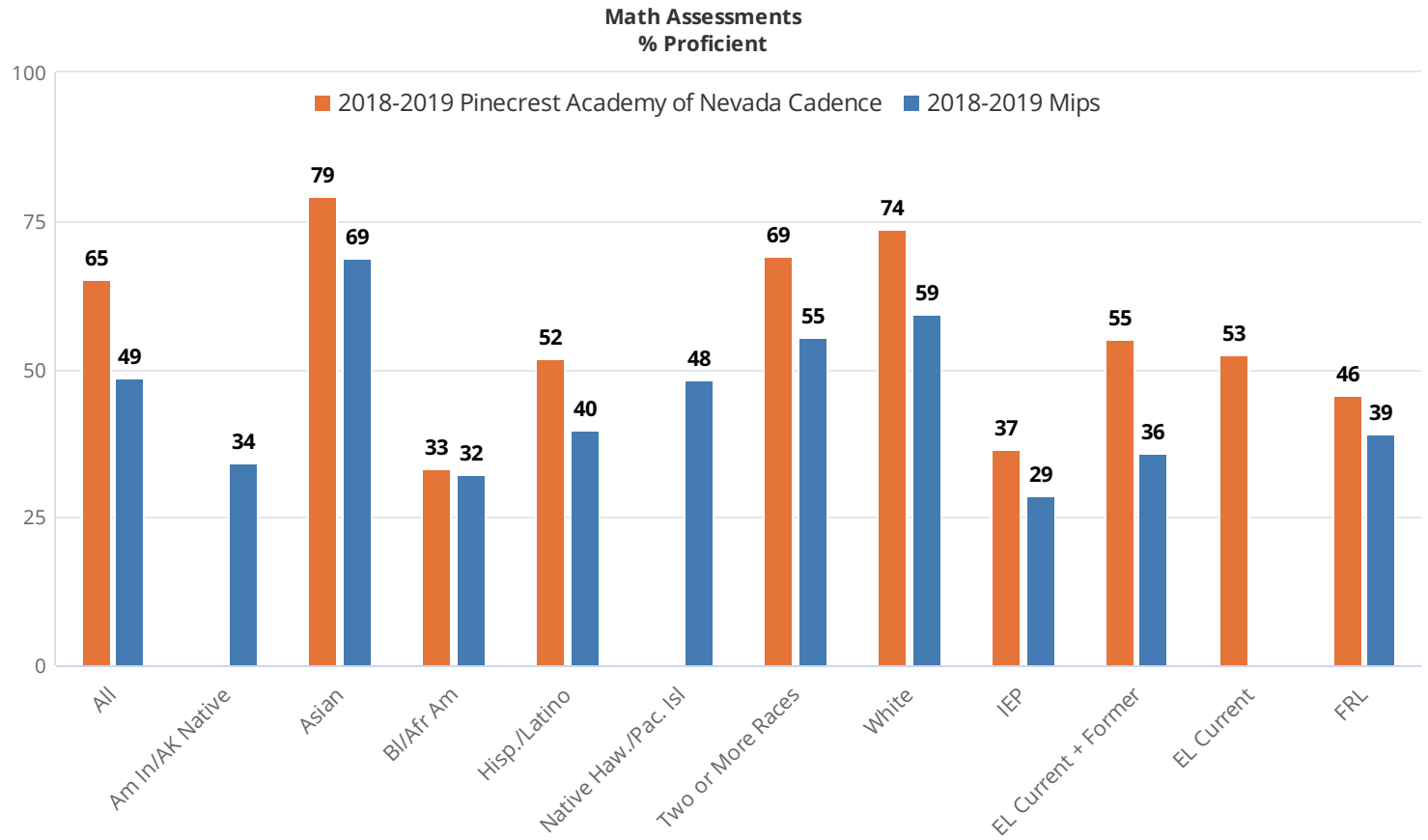
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency Points Earned: 20/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	63.4	54.0	64.2	52.9

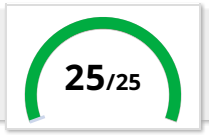
Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	65.3	54.5	48.5	65.4	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	79.1	75.6	68.8	68.4	75.2	67.2
Black/African American	33.3	31.3	32.3	36.8	30.6	28.8
Hispanic/Latino	51.8	44.6	39.6	53.1	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	69.2	58.2	55.3	68.5	59.0	52.9
White/Caucasian	73.6	62.3	59.3	73.8	61.1	57.2
Special Education	36.5	27.4	28.6	36.5	29.2	24.8
English Learners Current + Former	54.9	42.3	35.8	42.8	37.4	32.4
English Learners Current	52.6	32.4		35.2	25.5	
Economically Disadvantaged	45.6	39.8	39	46.4	33.1	35.7



Pinecrest Academy of Nevada Cadence

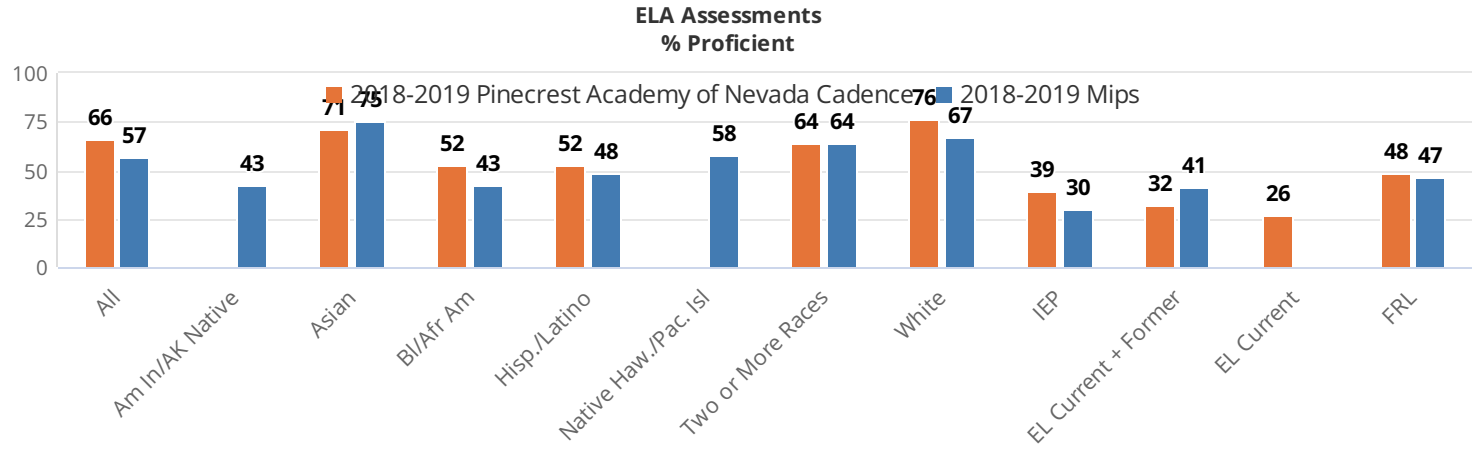
School Year 2018-2019 Nevada School Rating



Academic Achievement

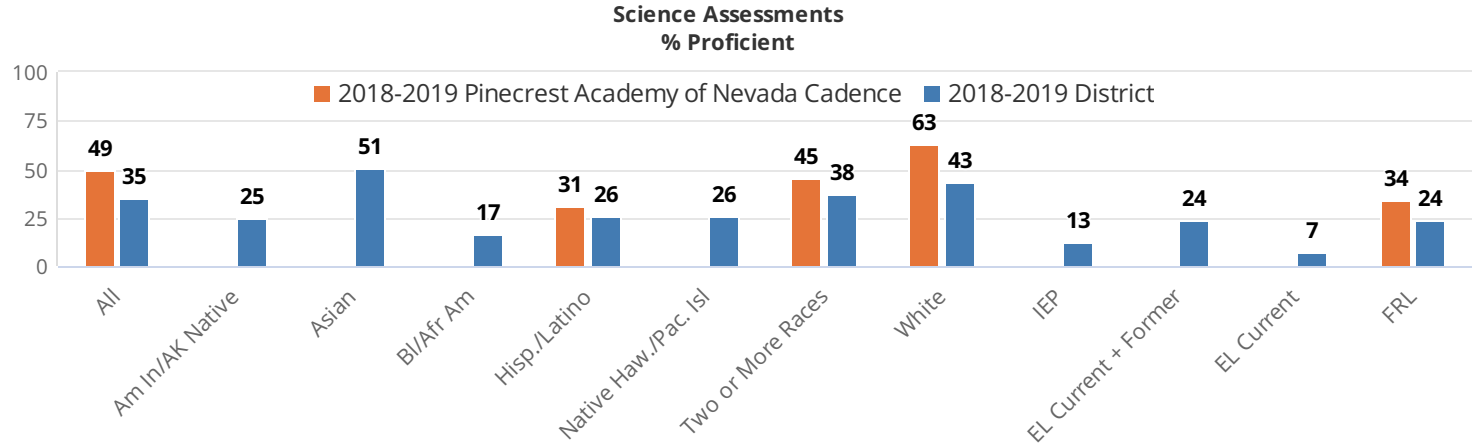
ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	66.3	60.1	57	69.4	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	70.8	78.5	75.4	73.6	76.3	74.1
Black/African American	52.3	40.9	42.6	42.1	40.5	39.6
Hispanic/Latino	52.3	51.1	48.2	63.5	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	64.1	63.8	64.4	80.0	67.1	62.6
White/Caucasian	76.1	66.8	67.4	72.7	65.0	65.7
Special Education	39.0	26.7	30	41.4	29.3	26.3
English Learners Current + Former	32.0	42.2	41.4	57.1	38.9	38.4
English Learners Current	26.3	29.4		47.0	22.8	
Economically Disadvantaged	48.2	45.4	46.8	54.7	40.4	44



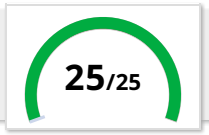
Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	49.1	34.8	45.4	35.4
American Indian/Alaska Native	-	25.0	-	9.0
Asian	-	50.5	-	49.2
Black/African American	-	16.6	-	14.6
Hispanic/Latino	31.2	25.8	41.9	22.5
Pacific Islander	-	26.1	-	32.0
Two or More Races	45.4	37.6	-	46.6
White/Caucasian	63.3	42.8	50.0	43.9
Special Education	-	12.5	21.4	19.4
English Learners Current + Former	-	24.2	-	15.2
English Learners Current	-	7.3	-	<5
Economically Disadvantaged	34.2	23.8	33.3	17.3



Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating

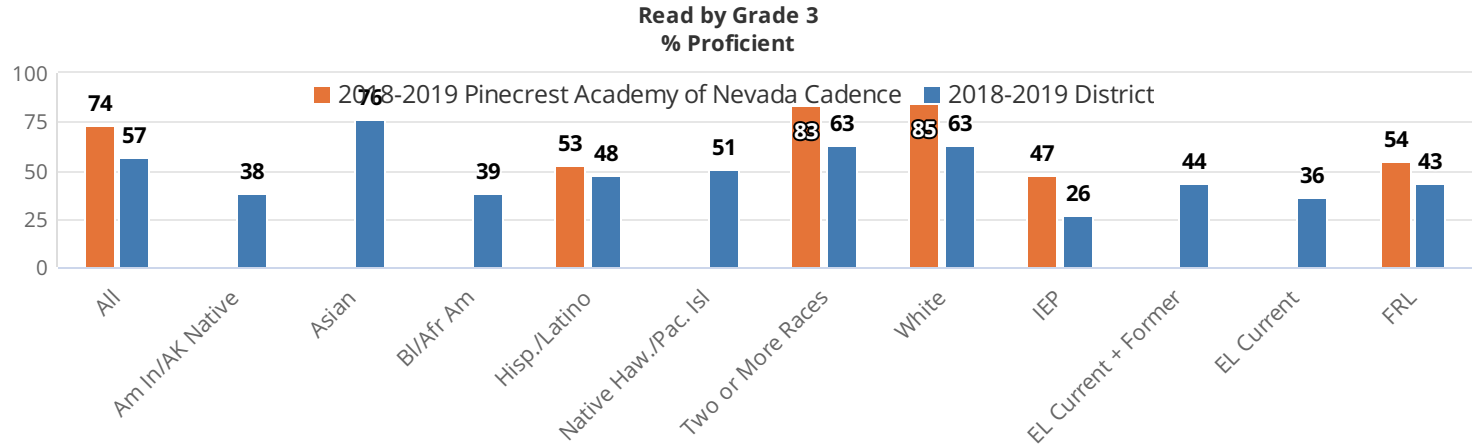


Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 5/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	73.5	56.7	68.2	56.2
American Indian/Alaska Native	-	38.4	-	66.6
Asian	-	75.8	-	74.5
Black/African American	-	38.5	-	34.2
Hispanic/Latino	52.5	47.5	58.0	47.1
Pacific Islander	-	50.8	-	38.8
Two or More Races	83.3	63.1	68.7	64.3
White/Caucasian	84.9	62.6	74.1	62.6
Special Education	47.3	26.3	33.3	29.4
English Learners Current + Former	-	43.6	-	33.0
English Learners Current	-	36.1	-	21.8
Economically Disadvantaged	54.3	43.3	46.1	37.5

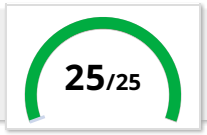


The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40th Percentile	Student Growth Score
2nd Grade	83.5	60
1st Grade	76.6	47
Kindergarten	69.6	54

Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating



Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

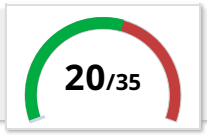
Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	-	-	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 4/10 **ELA MGP Points Earned: 4/10**

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	46.5	55.0	46.0	52.0	53.0	53.0	54.0	49.0
American Indian/Alaska Native	-	55.5	-	67.0	-	49.0	-	54.0
Asian	57.0	58.0	48.5	59.0	54.0	61.5	66.0	62.0
Black/African American	40.5	48.0	42.0	43.5	53.0	45.0	39.0	44.0
Hispanic/Latino	45.0	54.0	42.0	51.0	51.0	49.0	51.0	48.0
Pacific Islander	-	43.0	-	46.0	-	56.0	-	46.0
Two or More Races	42.0	53.0	29.0	50.0	55.5	53.0	67.0	51.5
White/Caucasian	49.5	57.0	50.0	54.0	52.5	55.0	48.0	49.0
Special Education	53.0	51.0	38.0	42.0	49.0	49.0	54.0	40.5
English Learners Current + Former	52.0	59.0	43.0	53.0	38.0	49.0	64.0	52.0
English Learners Current	56.5	56.0	41.5	49.0	-	43.5	-	44.0
Economically Disadvantaged	42.0	53.0	35.0	47.0	53.0	46.0	56.0	46.0

AGP Growth Data

Math AGP Points Earned: 6.5/7.5 **ELA AGP Points Earned: 5.5/7.5**

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	49.5	49.8	56.6	59.8	56.5	48.6	61.8	55.5
American Indian/Alaska Native	-	50.0	-	75.0	-	22.7	-	57.1
Asian	64.2	66.4	57.1	73.5	72.7	69.9	72.7	70.8
Black/African American	21.4	30.2	42.8	43.5	36.3	28.8	36.3	41.4
Hispanic/Latino	34.4	43.0	47.6	54.2	49.0	37.9	60.0	47.8
Pacific Islander	-	40.4	-	48.4	-	48.3	-	55.3
Two or More Races	45.0	50.2	50.0	59.4	50.0	51.2	88.8	60.8
White/Caucasian	57.7	56.1	64.1	65.1	60.9	53.8	59.0	58.7
Special Education	21.0	28.4	26.3	34.5	43.4	29.5	47.8	30.5
English Learners Current + Former	40.0	43.9	33.3	48.1	36.3	35.3	72.7	44.6
English Learners Current	50.0	34.7	25.0	37.6	-	23.4	-	32.2
Economically Disadvantaged	30.1	38.3	42.1	47.8	45.1	29.9	50.9	42.2

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada Cadence

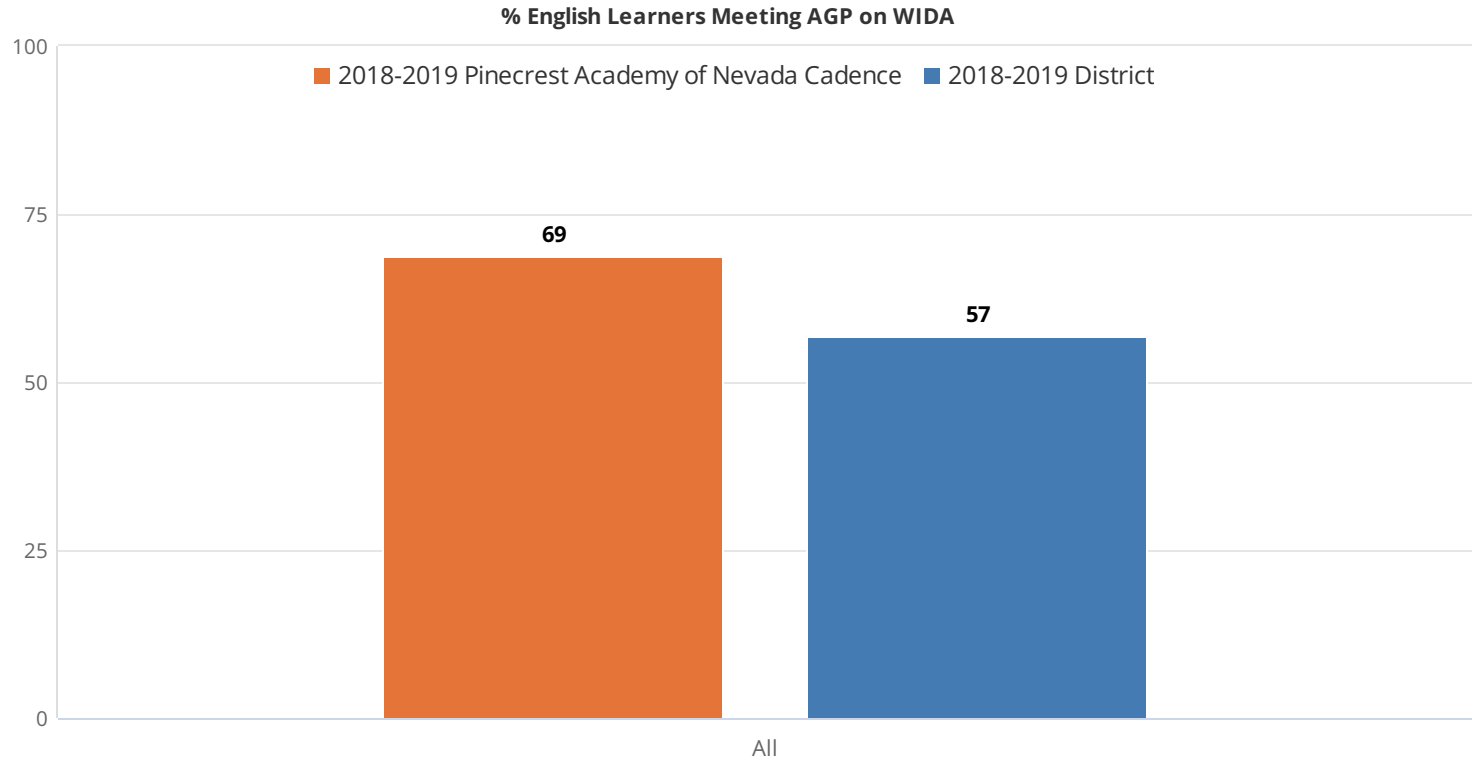
School Year 2018-2019 Nevada School Rating

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2019 number of ELs With AGP Target	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs With AGP Target	2018 % of EL Meeting AGP	2018 % District
ELPA	16	68.7	56.7	14	71.4	42.5



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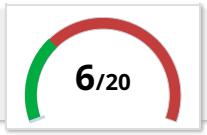
Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

			Math AGP Points Earned: 3/10			ELA AGP Points Earned: 3/10		
Groups	**2019 % Meeting AGP Math**	**2019 % District Math**	**2019 % Meeting AGP ELA**	**2019 % District ELA**	**2018 % Meeting AGP Math**	**2018 % District Math**	**2018 % Meeting AGP ELA**	**2018 % District ELA**
All Students	22.0	27.9	31.3	39.3	28.0	27.0	55.2	36.5
American Indian/Alaska Native	-	20.0	-	-	-	14.2	-	43.7
Asian	-	38.5	-	52.4	-	48.6	-	53.5
Black/African American	-	20.0	-	26.5	-	16.5	-	30.4
Hispanic/Latino	16.0	26.0	20.0	37.0	26.3	22.7	56.2	32.6
Pacific Islander	-	25.0	-	35.5	-	38.4	-	41.0
Two or More Races	-	27.4	-	36.3	-	31.2	-	41.4
White/Caucasian	33.3	32.2	40.7	45.8	26.0	31.5	44.1	38.8
Special Education	8.3	16.3	9.0	22.4	27.2	15.5	41.6	19.2
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	24.2	-	31.7	-	16.9	-	31.4
Economically Disadvantaged	12.9	23.0	29.6	32.3	28.5	20.0	53.3	29.9

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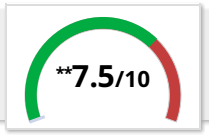
Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating



Student Engagement

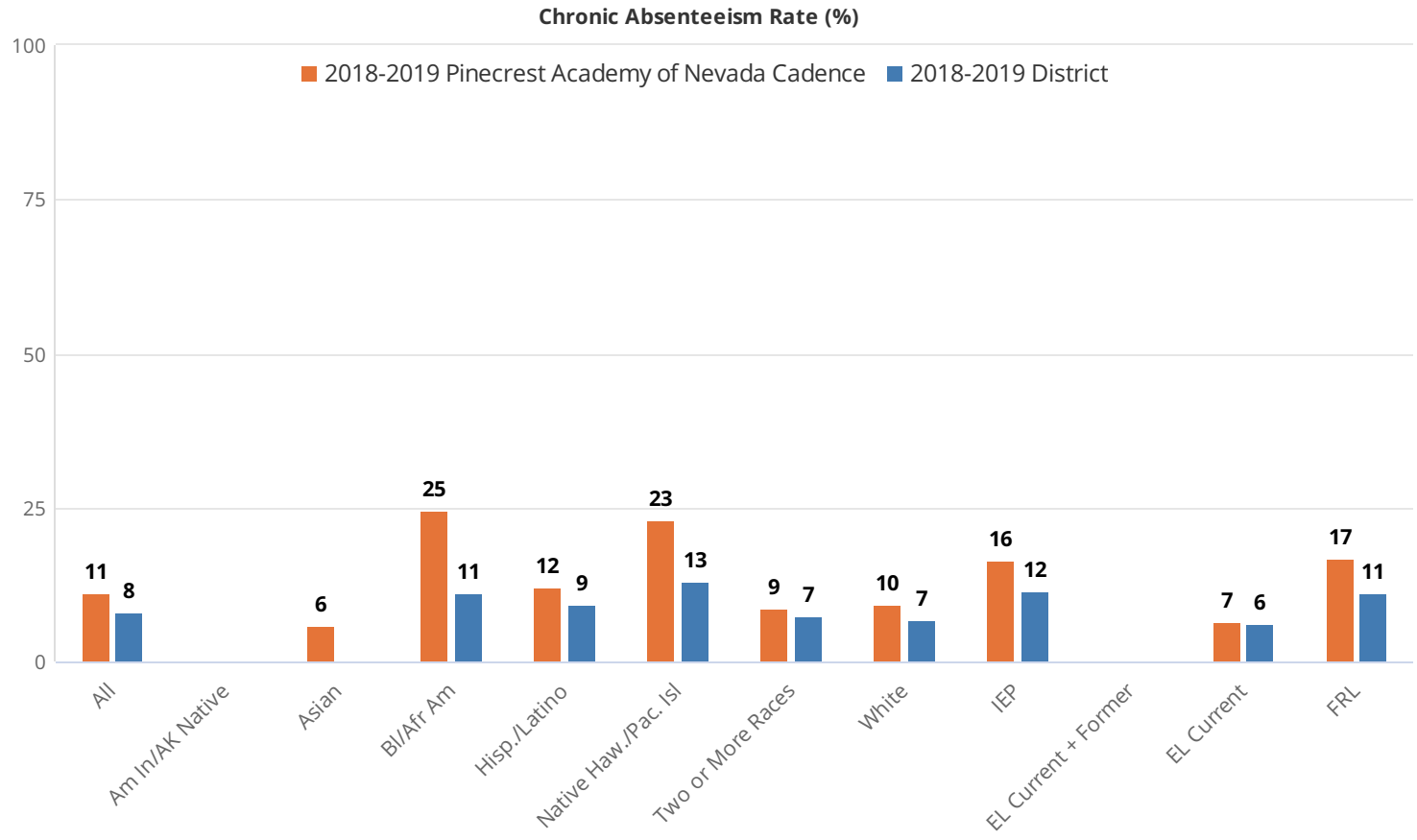
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 6.5/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	11.2	8.0	14.8	10.1
American Indian/Alaska Native	-	<5	-	14.5
Asian	6.0	<5	<5	<5
Black/African American	24.5	11.1	17.6	14.5
Hispanic/Latino	12.0	9.4	21.4	11.5
Pacific Islander	23.0	13.1	-	12.6
Two or More Races	8.8	7.4	12.7	9.0
White/Caucasian	9.5	6.9	12.6	9.0
Special Education	16.4	11.5	12.3	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	6.6	6.2	<5	10.4
Economically Disadvantaged	16.9	11.2	18.3	15.9

Reducing Chronic Absenteeism by 10% Points Earned: 1



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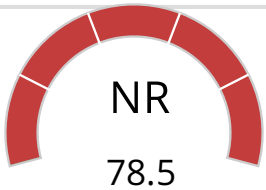
Pinecrest Academy of Nevada Cadence

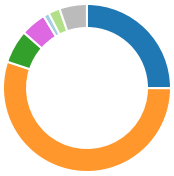
School Year 2018-2019 Nevada School Rating

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



78.5
Total Index Score

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



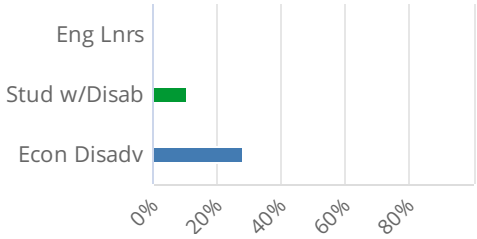
Student Race/Ethnicity

54.9%	White
6.4%	Bl/Afr Am
25.0%	Hisp/Latino
4.9%	Asian
1.1%	Am Ind/AK Nat
2.2%	Pac Isl
5.3%	Two or More

School Performance History

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

Additional Student Groups



What does my school rating mean?

In order for a high school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators and/or measures: Student Achievement, Graduation. For this school, the minimum requirement have not been met.

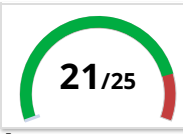
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

2018-2019 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	34.4	25.8
ELA Proficiency	60.6	53.9
Science Proficiency	45.0	28.8

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	24.4

Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	89.7	90.7
Chronic Absenteeism	12.5	10.3
Climate Survey Participation	95.0	N/A

Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	N/A	70.0
5-Year	N/A	69.1

College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	N/A	46.3
Post-Secondary Preparation Completion	N/A	32.9
Advanced or CCR Diploma	N/A	29.6

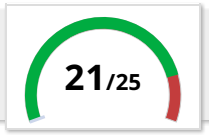
** Reduction in Chronic Absenteeism (CA): Received 0.5 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2017-2018.

Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating



Academic Achievement

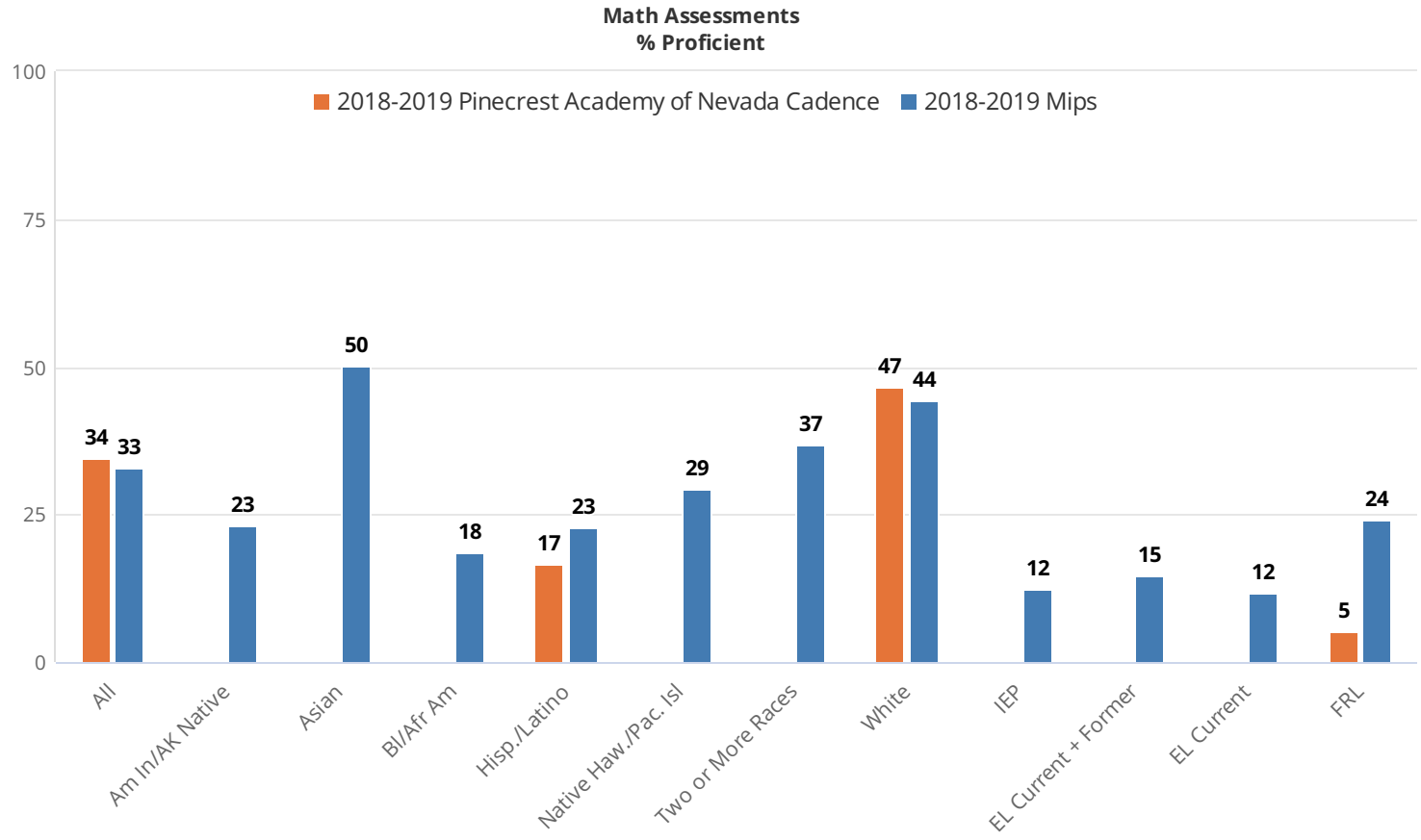
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year ill be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 7/10

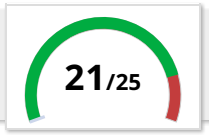
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	34.4	25.8	32.83	N/A	23.8	29.29
American Indian/Alaska Native	-	-	23.12	N/A	16.6	19.07
Asian	-	50.0	50.27	N/A	54.7	47.65
Black/African American	-	7.5	18.42	N/A	6.2	14.12
Hispanic/Latino	16.6	18.5	22.93	N/A	17.5	18.87
Pacific Islander	-	16.0	29.26	N/A	6.2	25.54
Two or More Races	-	26.0	36.96	N/A	26.1	33.64
White/Caucasian	46.6	32.0	44.25	N/A	28.4	41.31
Special Education	-	6.1	12.38	N/A	<5	7.77
English Learners Current + Former	-	5.0	14.52	N/A	10.9	10.02
English Learners Current	-	<5	11.62	N/A	<5	6.96
Economically Disadvantaged	5.2	14.6	24	N/A	13.3	20.01



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating

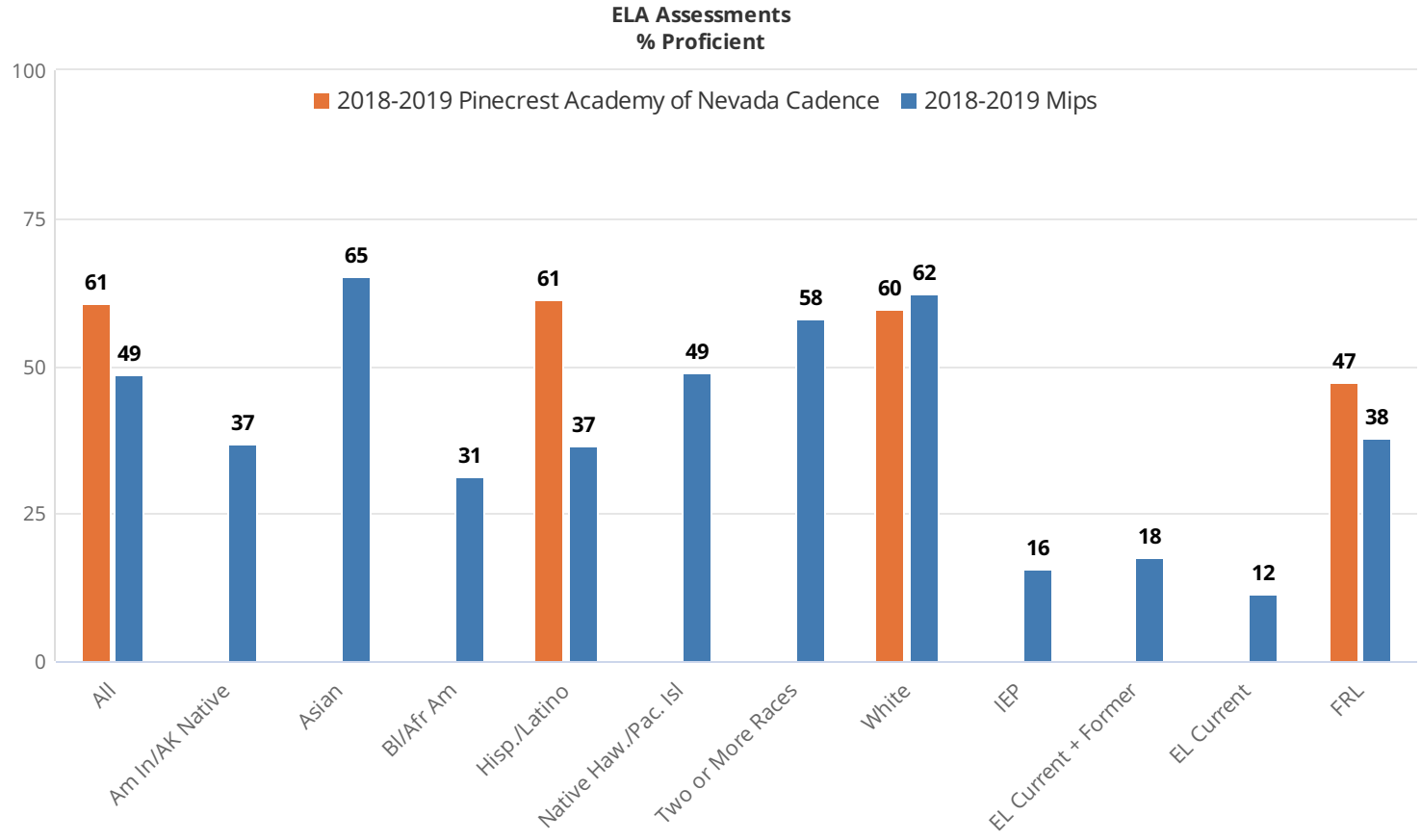


Academic Achievement

ELA Proficient

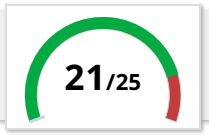
ELA Proficient Points Earned: 10/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	60.6	53.9	48.54	N/A	44.5	45.83
American Indian/Alaska Native	-	-	36.76	N/A	36.3	33.43
Asian	-	71.0	65.11	N/A	68.4	63.27
Black/African American	-	32.8	31.39	N/A	21.6	27.78
Hispanic/Latino	61.1	47.3	36.5	N/A	39.5	33.15
Pacific Islander	-	52.0	48.75	N/A	37.5	46.05
Two or More Races	-	62.5	58.07	N/A	46.9	55.86
White/Caucasian	59.6	59.7	62.25	N/A	50.0	60.26
Special Education	-	18.8	15.71	N/A	9.0	11.27
English Learners Current + Former	-	18.1	17.52	N/A	21.8	13.18
English Learners Current	-	10.6	11.55	N/A	9.7	6.9
Economically Disadvantaged	47.3	41.9	37.66	N/A	31.2	34.37



Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating

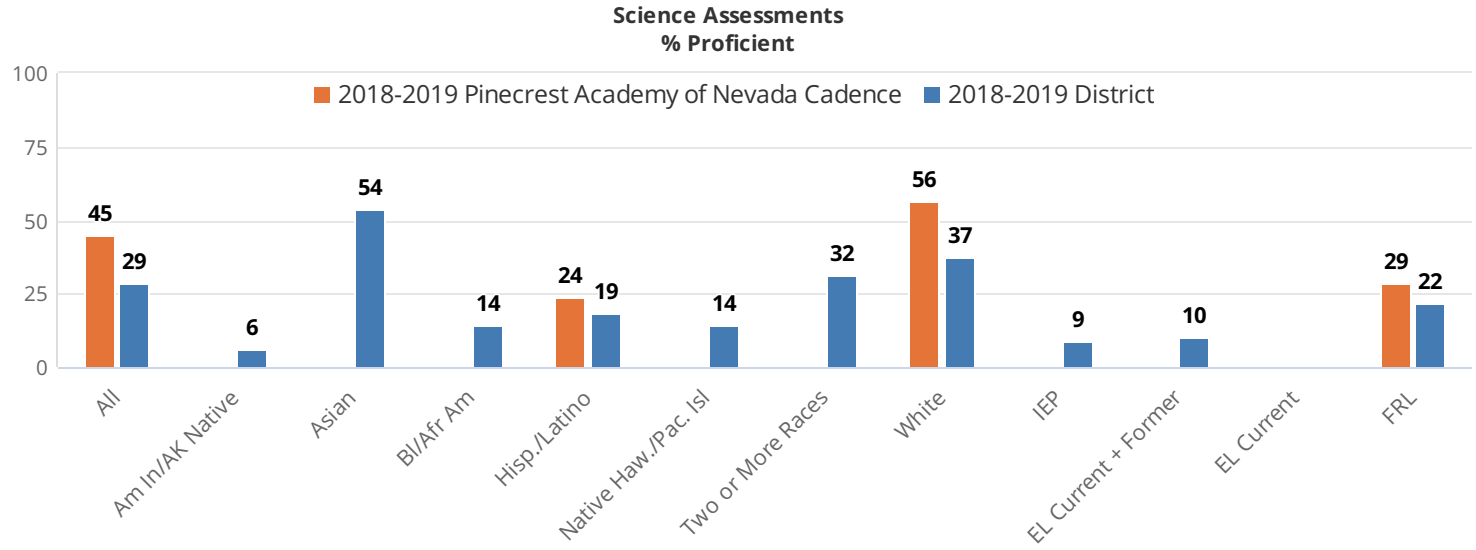


Academic Achievement

Science Proficient

Science Proficient Points Earned: 4/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	45.0	28.8	42.6	33.1
American Indian/Alaska Native	-	5.8	-	30.7
Asian	-	53.8	-	48.2
Black/African American	-	14.1	-	18.7
Hispanic/Latino	23.5	18.5	27.7	23.5
Pacific Islander	-	14.2	-	22.7
Two or More Races	-	31.5	-	36.9
White/Caucasian	56.3	37.3	50.0	39.7
Special Education	-	9.0	13.3	12.9
English Learners Current + Former	-	9.9	-	8.6
English Learners Current	-	<5	-	<5
Economically Disadvantaged	28.5	21.8	25.0	26.4



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	N/A	N/A
American Indian/Alaska Native	-	-	N/A	N/A
Asian	-	-	N/A	N/A
Black/African American	-	-	N/A	N/A
Hispanic/Latino	-	-	N/A	N/A
Pacific Islander	-	-	N/A	N/A
Two or More Races	-	-	N/A	N/A
White/Caucasian	>=95%	>=95%	N/A	N/A
Special Education	-	-	N/A	N/A
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	-	N/A	N/A
Economically Disadvantaged	>=95%	>=95%	N/A	N/A

Yellow indicates 95% participation requirement not met.

Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating

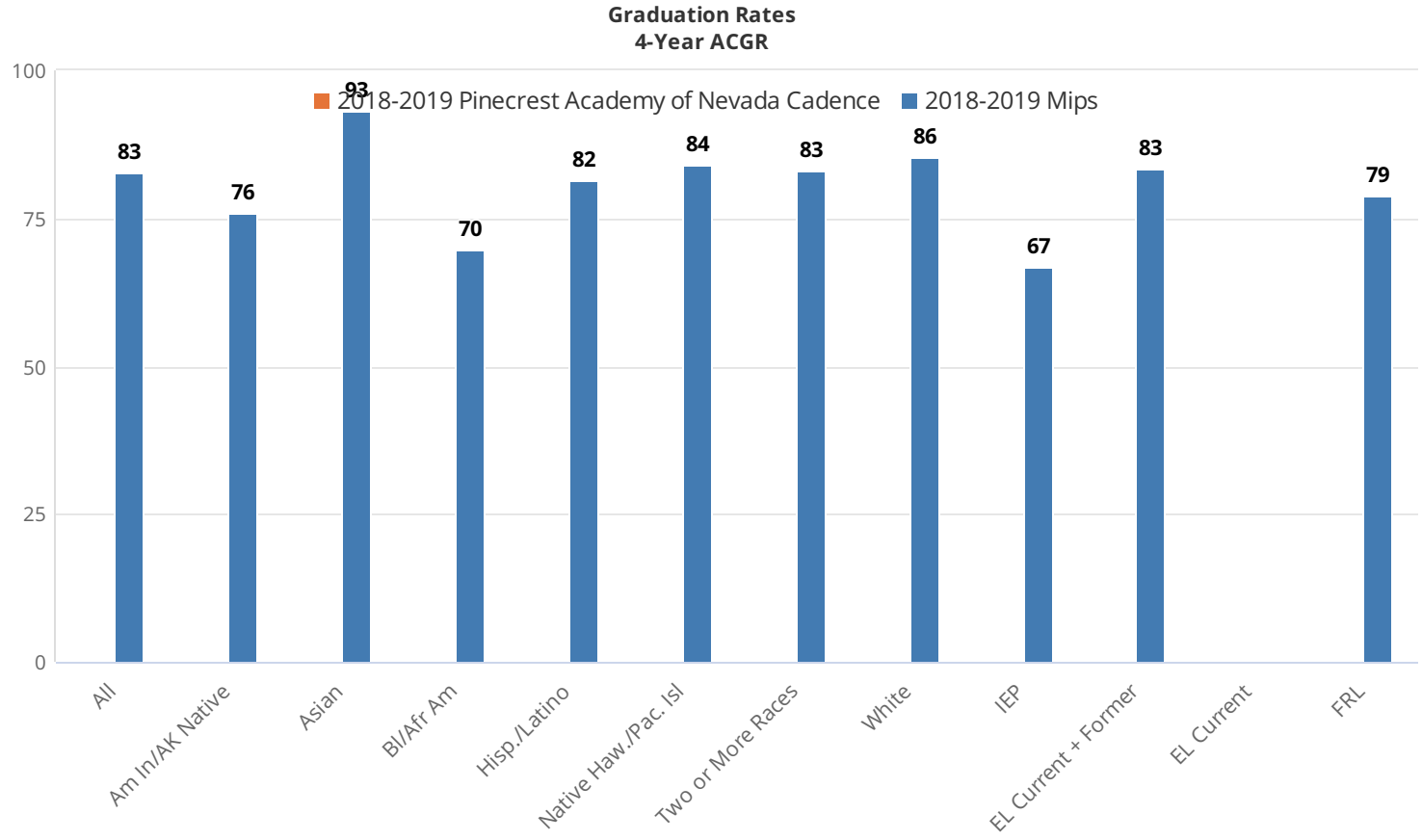
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student whoever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: NA/25

Groups	2018 % 4-Year ACGR	2018 % District	2018 % 4-Year ACGR MIP	2017 % 4-Year ACGR	2017 % District	2017 % 4-Year ACGR MIP
All Students	N/A	70.0	82.6	N/A	65.2	80.9
American Indian/Alaska Native	N/A	63.6	75.9	N/A	35.2	73.9
Asian	N/A	82.8	93.3	N/A	84.1	93.1
Black/African American	N/A	59.6	69.8	N/A	58.5	67.7
Hispanic/Latino	N/A	68.9	81.5	N/A	59.5	79.7
Pacific Islander	N/A	63.3	83.9	N/A	46.6	82.3
Two or More Races	N/A	68.9	83	N/A	66.3	81.3
White/Caucasian	N/A	71.9	85.5	N/A	68.6	84.2
Special Education	N/A	61.8	66.9	N/A	50.8	64.7
English Learners Current + Former	N/A	N/A	83.4	N/A	N/A	81.7
English Learners Current	N/A	68.4		N/A	62.2	
Economically Disadvantaged	N/A	65.0	78.7	N/A	56.5	76.8



Pinecrest Academy of Nevada Cadence

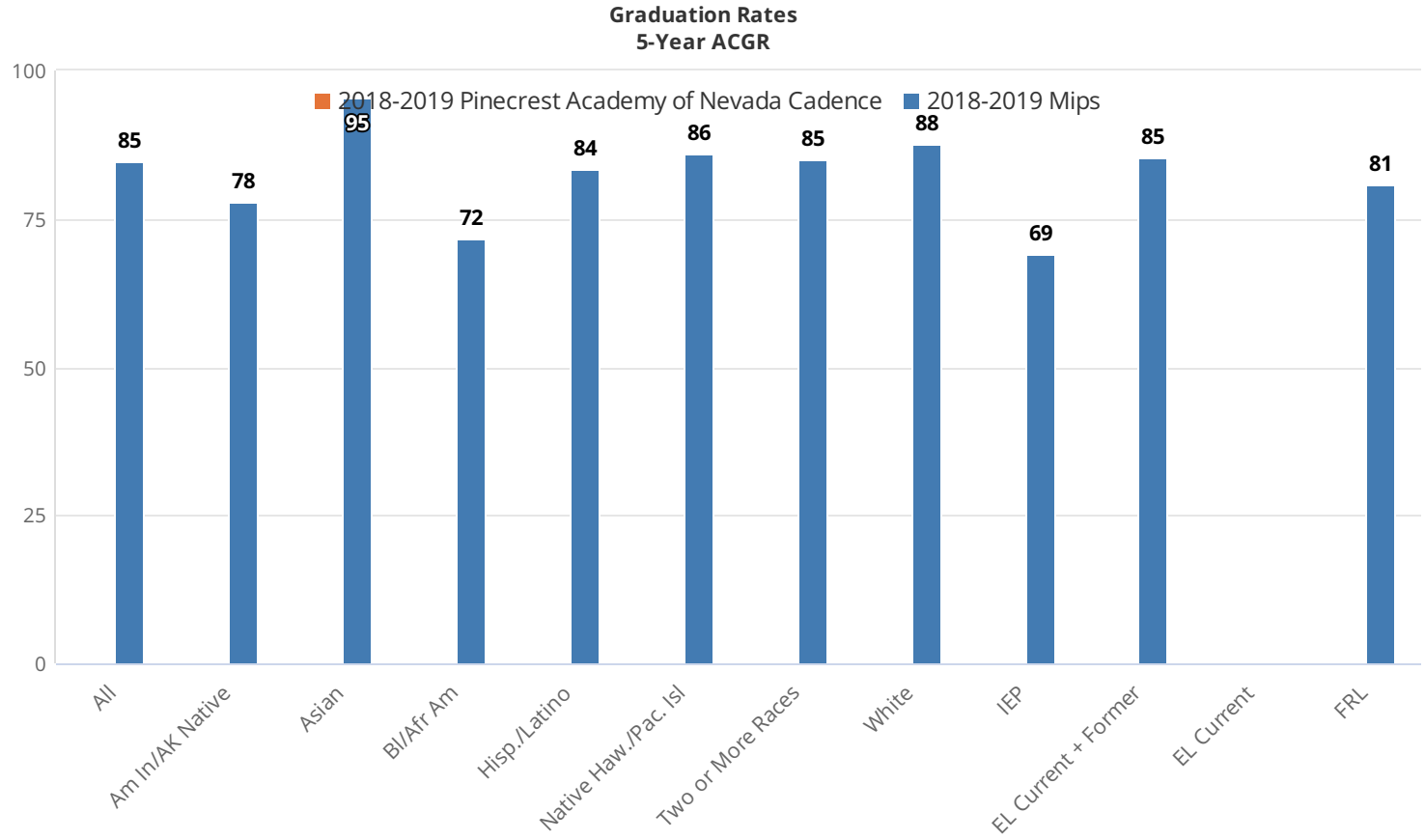
School Year 2018-2019 Nevada School Rating

Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: NA/5

Groups	2018 % 5-Year ACGR	2018 % District	2018 % 5-Year ACGR MIP	2017 % 5-Year ACGR	2017 % District	2017 % 5-Year ACGR MIP
All Students	N/A	69.1	84.6	N/A	66.9	82.9
American Indian/Alaska Native	N/A	58.8	77.9	N/A	-	75.9
Asian	N/A	80.9	95.3	N/A	84.6	95.1
Black/African American	N/A	67.4	71.8	N/A	54.0	69.7
Hispanic/Latino	N/A	64.4	83.5	N/A	70.1	81.7
Pacific Islander	N/A	52.0	85.9	N/A	69.2	84.3
Two or More Races	N/A	72.0	85	N/A	54.2	83.3
White/Caucasian	N/A	71.0	87.5	N/A	68.1	86.2
Special Education	N/A	56.3	68.9	N/A	46.6	66.7
English Learners Current + Former	N/A	N/A	85.4	N/A	N/A	83.7
English Learners Current	N/A	64.1		N/A	52.0	
Economically Disadvantaged	N/A	61.4	80.7	N/A	58.5	78.8



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Pinecrest Academy of Nevada Cadence

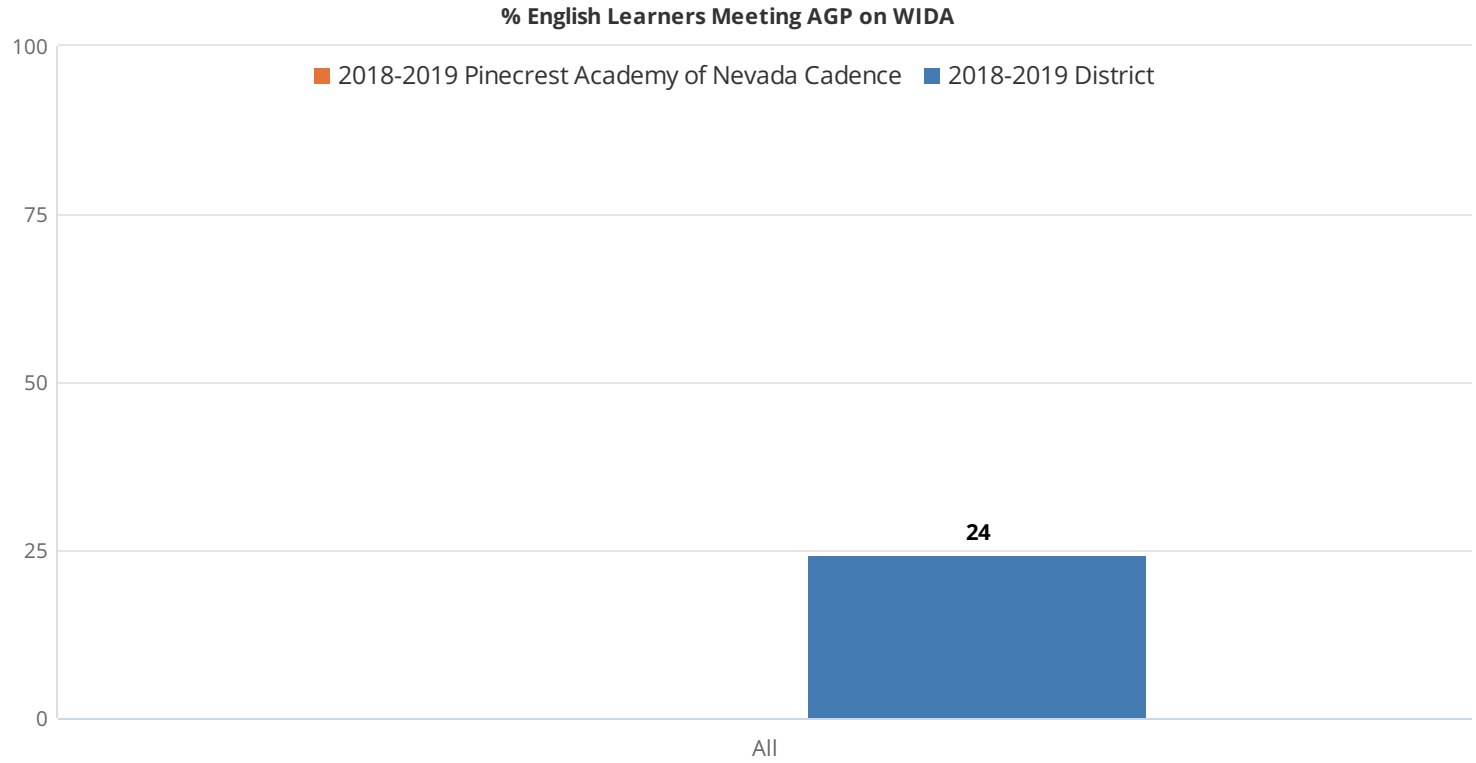
School Year 2018-2019 Nevada School Rating

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs With AGP Target	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs With AGP Target	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	24.4	-	-	26.8



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

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Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating

College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: NA/10

Groups	2019 % Participation	2019 % Participation District	2018 % Participation	2018 % Participation District
All Students	N/A	46.3	N/A	38.3
American Indian/Alaska Native	N/A	50.0	N/A	-
Asian	N/A	67.0	N/A	61.1
Black/African American	N/A	27.5	N/A	25.7
Hispanic/Latino	N/A	48.6	N/A	38.6
Pacific Islander	N/A	25.0	N/A	26.9
Two or More Races	N/A	46.2	N/A	49.3
White/Caucasian	N/A	46.3	N/A	37.6
Special Education	N/A	25.0	N/A	6.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	58.9	N/A	8.5
Economically Disadvantaged	N/A	40.0	N/A	28.2

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: NA/10

Groups	2019 % Completion	2019 % Completion District	2018 % Completion	2018 % Completion District
All Students	N/A	32.9	N/A	24.7
American Indian/Alaska Native	N/A	40.0	N/A	-
Asian	N/A	54.6	N/A	45.8
Black/African American	N/A	20.1	N/A	13.2
Hispanic/Latino	N/A	30.9	N/A	23.2
Pacific Islander	N/A	18.7	N/A	15.3
Two or More Races	N/A	39.7	N/A	27.7
White/Caucasian	N/A	33.2	N/A	25.6
Special Education	N/A	21.3	N/A	<5
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	52.0	N/A	<5
Economically Disadvantaged	N/A	28.9	N/A	18.0

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Pinecrest Academy of Nevada Cadence

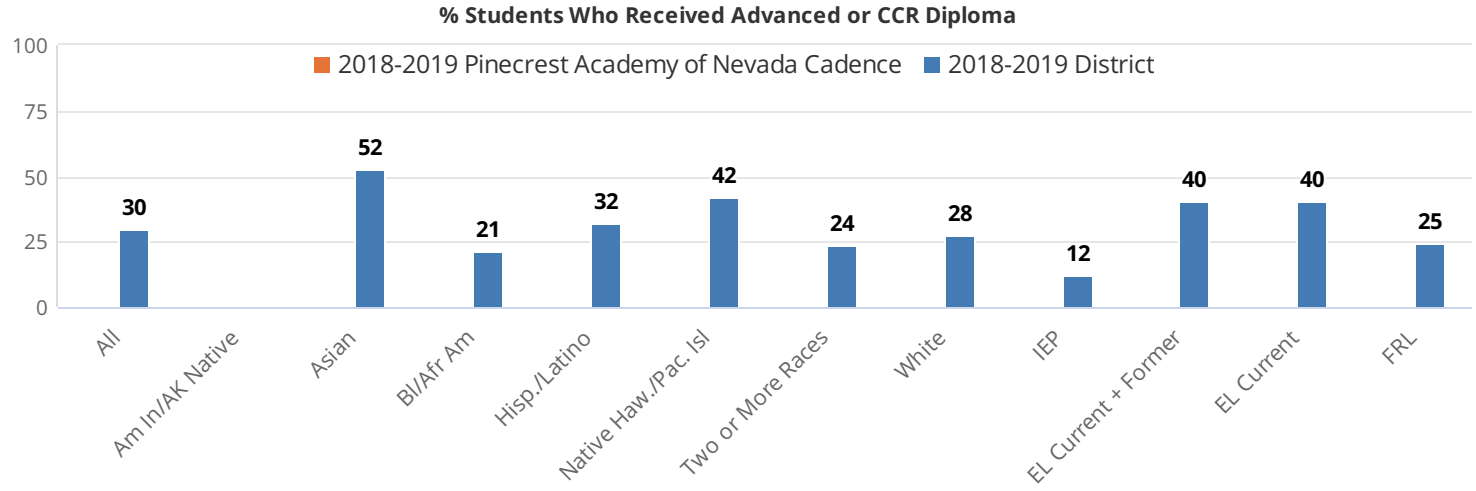
School Year 2018-2019 Nevada School Rating

College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: NA/5

Groups	2019 % Advanced or CCR Diploma	2019 % Advanced or CCR Diploma District	2018 % Advanced or CCR Diploma	2018 % Advanced or CCR Diploma District
All Students	N/A	29.6	N/A	23.4
American Indian/Alaska Native	N/A	-	N/A	-
Asian	N/A	52.3	N/A	46.2
Black/African American	N/A	21.4	N/A	20.0
Hispanic/Latino	N/A	32.3	N/A	14.8
Pacific Islander	N/A	42.1	N/A	14.2
Two or More Races	N/A	23.9	N/A	27.9
White/Caucasian	N/A	27.5	N/A	24.5
Special Education	N/A	12.3	N/A	9.8
English Learners Current + Former	N/A	40.4	N/A	27.5
English Learners Current	N/A	40.4	N/A	27.5
Economically Disadvantaged	N/A	24.7	N/A	18.2



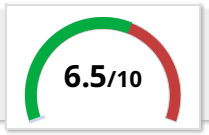
Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black/African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White/Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating



Student Engagement

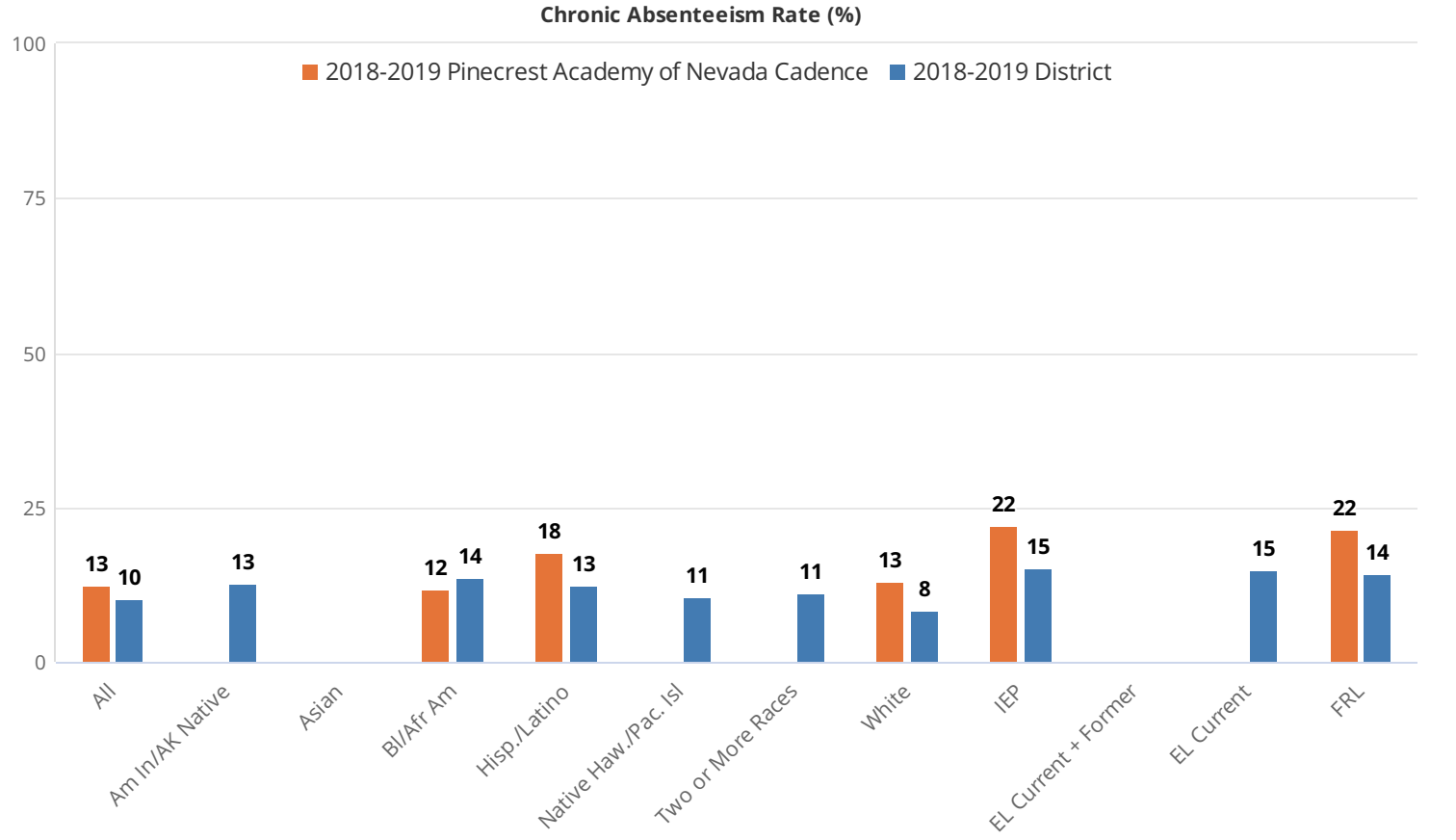
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 3/5

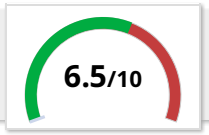
Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	12.5	10.3	16.7	21.0
American Indian/Alaska Native	-	12.7	-	30.0
Asian	<5	<5	-	11.9
Black/African American	11.7	13.8	23.0	27.0
Hispanic/Latino	17.9	12.6	22.2	24.2
Pacific Islander	-	10.6	-	25.0
Two or More Races	<5	11.2	-	20.7
White/Caucasian	13.1	8.4	15.6	18.3
Special Education	22.2	15.2	20.6	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	15.1	<5	29.3
Economically Disadvantaged	21.6	14.3	21.9	27.7

Reducing Chronic Absenteeism by 10% bonus points: 0.5



Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating

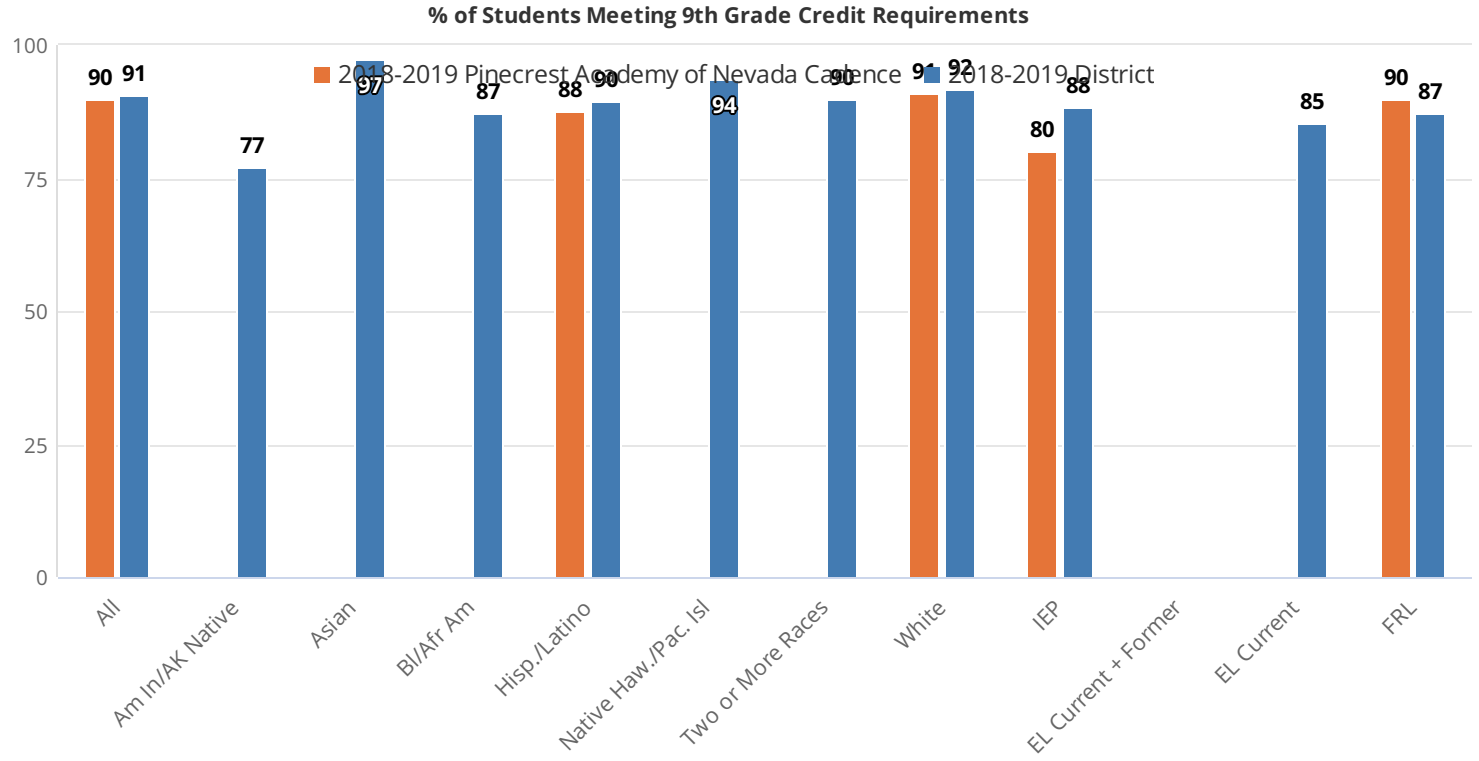


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 3/5

Groups	2019 % 9th Grade Credit Sufficiency	2019 % 9th Grade Credit Sufficiency District	2018 % 9th Grade Credit Sufficiency	2018 % 9th Grade Credit Sufficiency District
All Students	89.7	90.7	87.7	87.3
American Indian/Alaska Native	-	76.9	-	87.5
Asian	-	97.3	-	94.7
Black/African American	-	87.3	-	82.6
Hispanic/Latino	87.5	89.6	71.4	87.0
Pacific Islander	-	93.7	-	86.4
Two or More Races	-	89.7	-	88.6
White/Caucasian	91.0	91.8	92.4	87.8
Special Education	80.0	88.2	58.3	79.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	85.4	86.6	82.4
Economically Disadvantaged	89.7	87.3	86.6	82.4

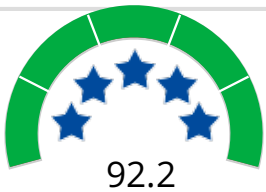


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada Cadence

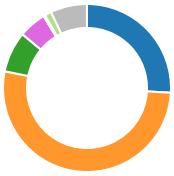
School Year 2018-2019 Nevada School Rating

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



92.2
Total Index Score

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



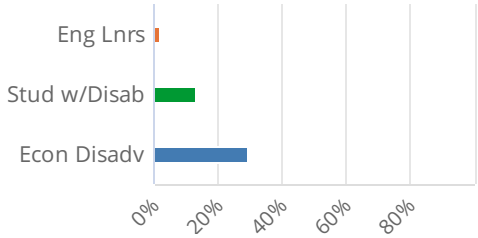
Student Race/Ethnicity

52.1%	White
7.8%	Bl/Afr Am
25.8%	Hisp/Latino
5.3%	Asian
0.3%	Am Ind/AK Nat
1.3%	Pac Isl
7.0%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	88.6 ★★★★★
2016-2017	N/A N/A

Additional Student Groups



What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

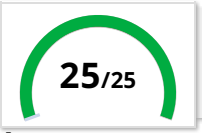
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

2018-2019 School Performance

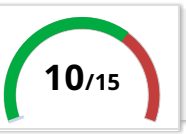


25/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	58.9	50.3
Math Proficiency	53.2	42.6
ELA Proficiency	67.3	59.6
Science Proficiency	49.3	44.8

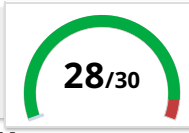
N/A English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	38.4



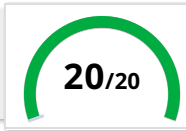
10/15 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	12.2	7.9
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	82.1	92.8
Climate Survey Participation	>95	N/A



28/30 Student Growth Indicator

Measure	School Median	District Median
Math MGP	61.0	58.0
ELA MGP	61.0	56.0
	School Rate	**District Rate**
Met Math AGP Target	55.5	44.4
Met ELA AGP Target	68.4	61.4



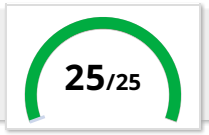
20/20 Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	26.7	21.9
Prior Non-Proficient Met ELA AGP Target	34.3	32.7

Climate Survey Participation is not a point-earning measure.

Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

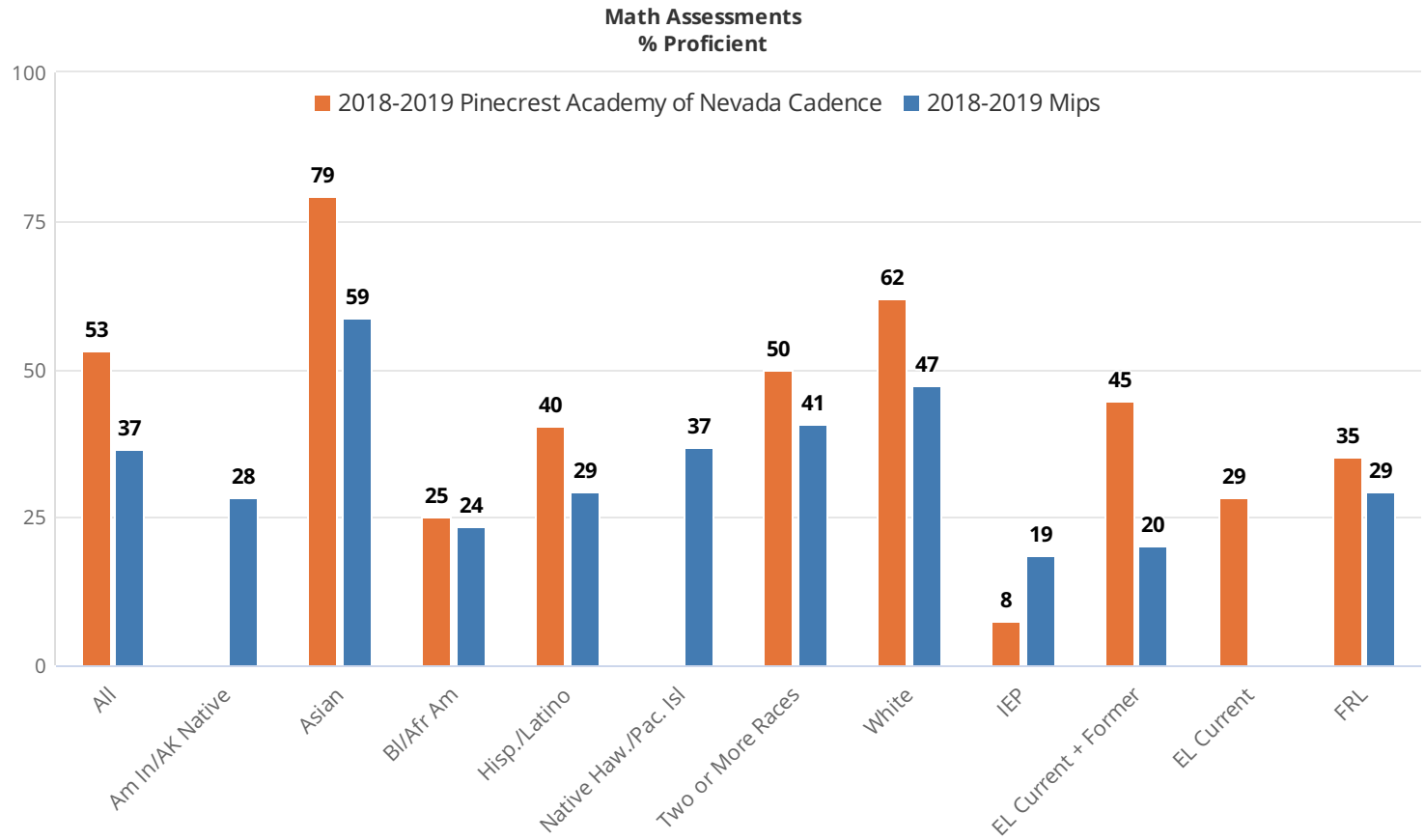
Pooled Proficiency

Pooled Proficiency Points Earned: 25/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	58.9	50.3	54.2	46.3

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	53.2	42.6	36.5	45.5	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	79.3	66.2	58.6	64.2	64.1	56.4
Black/African American	25.0	24.2	23.5	13.0	17.7	19.5
Hispanic/Latino	40.4	31.9	29.3	35.9	26.1	25.5
Pacific Islander	-	44.9	36.9	-	34.9	33.6
Two or More Races	50.0	47.3	40.6	47.8	41.5	37.5
White/Caucasian	62.0	51.3	47.1	52.6	44.4	44.4
Special Education	7.5	12.1	18.6	16.1	11.5	14.3
English Learners Current + Former	44.6	26.9	20.2	28.5	22.2	16
English Learners Current	28.5	12.6		10.0	8.5	
Economically Disadvantaged	35.3	29.0	29.2	22.0	21.7	25.5



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Pinecrest Academy of Nevada Cadence

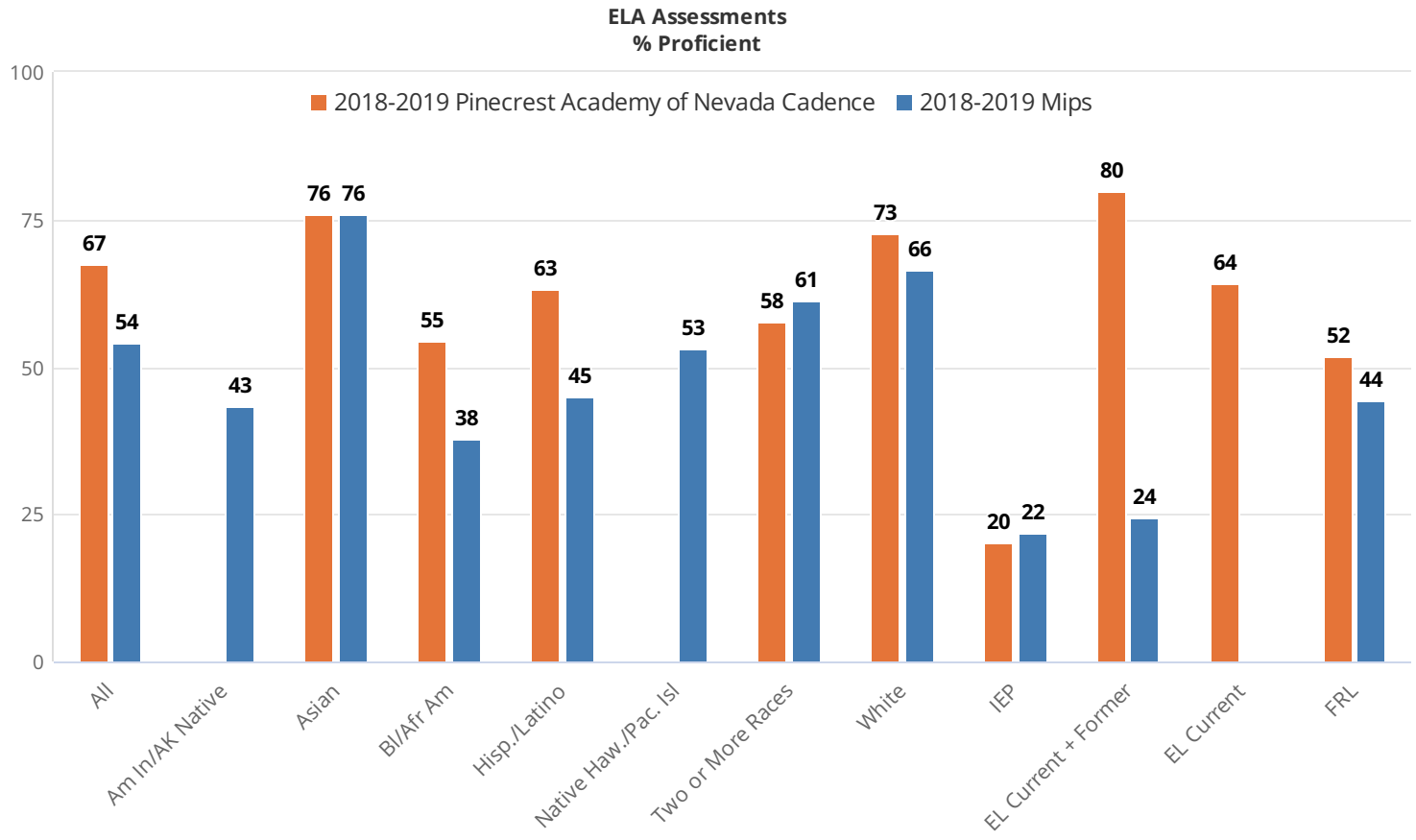
School Year 2018-2019 Nevada School Rating

25/25

Academic Achievement

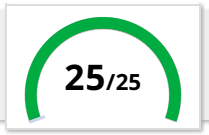
ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	67.3	59.6	54.1	64.5	56.1	51.7
American Indian/Alaska Native	-	61.3	43.4	-	57.1	40.5
Asian	75.8	78.4	75.9	57.1	77.3	74.6
Black/African American	54.5	40.1	37.8	52.1	38.4	34.5
Hispanic/Latino	63.1	50.3	45.1	55.8	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	57.8	66.7	61.3	60.9	61.0	59.2
White/Caucasian	72.7	67.8	66.3	71.1	63.5	64.6
Special Education	20.2	19.9	21.9	29.0	20.7	17.8
English Learners Current + Former	79.7	42.7	24.3	50.0	34.8	20.3
English Learners Current	64.2	22.0		30.0	15.8	
Economically Disadvantaged	51.8	46.4	44.4	54.0	41.5	41.4



Pinecrest Academy of Nevada Cadence

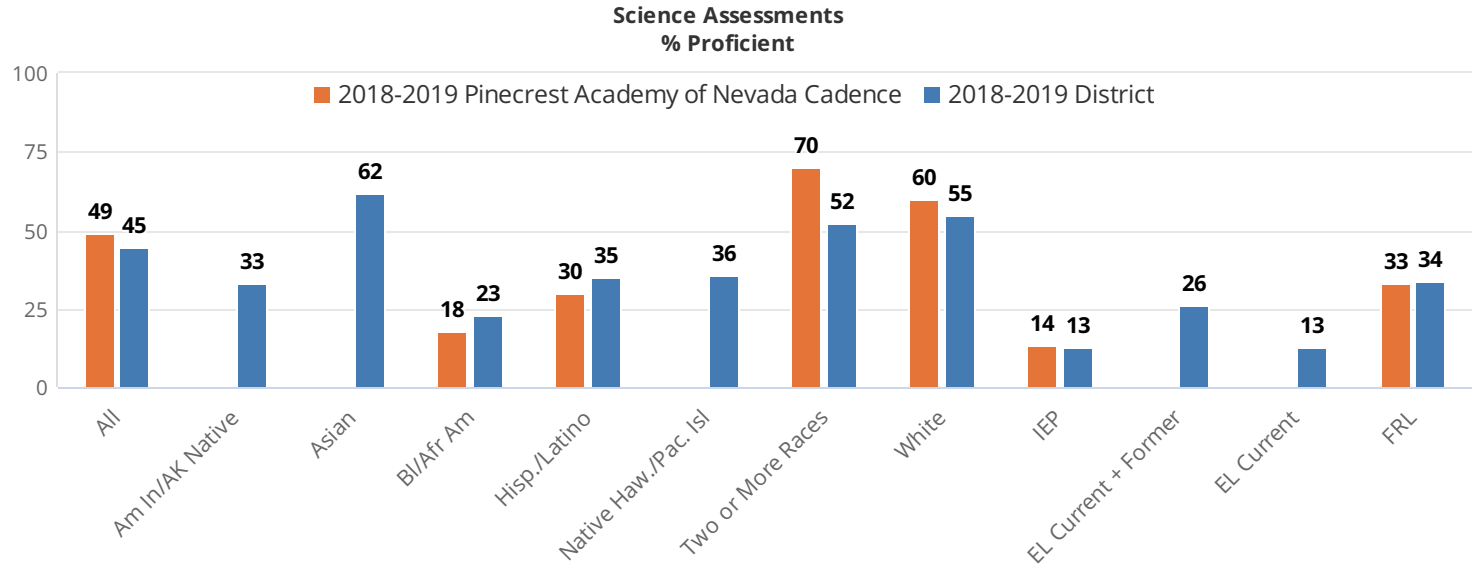
School Year 2018-2019 Nevada School Rating



Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	49.3	44.8	48.3	45.3
American Indian/Alaska Native	-	33.3	-	38.1
Asian	-	62.0	-	62.2
Black/African American	18.1	23.1	-	25.0
Hispanic/Latino	30.0	35.3	47.6	34.9
Pacific Islander	-	35.8	-	42.8
Two or More Races	70.0	52.3	-	51.6
White/Caucasian	60.0	54.5	51.8	54.0
Special Education	13.6	13.0	-	14.6
English Learners Current + Former	-	26.0	-	25.7
English Learners Current	-	12.7	-	9.3
Economically Disadvantaged	33.3	33.7	41.6	30.7



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

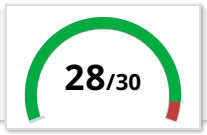
Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 9/10 **ELA MGP Points Earned: 9/10**

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	61.0	58.0	61.0	56.0	55.0	52.0	55.0	53.0
American Indian/Alaska Native	-	61.0	-	66.5	-	51.0	-	50.5
Asian	57.0	63.0	74.0	57.0	57.0	62.0	38.0	62.0
Black/African American	62.5	53.0	56.0	51.0	42.0	45.0	44.0	50.5
Hispanic/Latino	61.0	59.0	61.0	57.0	62.0	54.0	56.0	52.0
Pacific Islander	-	63.0	-	57.0	-	51.5	-	49.5
Two or More Races	58.0	56.0	65.0	54.0	70.0	53.0	56.5	55.0
White/Caucasian	62.0	58.0	61.0	56.0	51.0	49.0	56.0	53.0
Special Education	58.0	55.0	61.0	55.0	46.0	44.0	52.0	50.0
English Learners Current + Former	71.0	64.0	73.0	64.0	68.0	59.0	69.0	54.0
English Learners Current	86.0	61.0	78.0	62.0	-	57.0	-	53.0
Economically Disadvantaged	63.5	59.0	54.0	57.0	60.0	53.0	58.0	52.0

AGP Growth Data

Math AGP Points Earned: 5/5 **ELA AGP Points Earned: 5/5**

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	55.5	44.4	68.4	61.4	48.4	37.7	63.6	56.5
American Indian/Alaska Native	-	28.2	-	68.4	-	23.9	-	54.3
Asian	74.0	65.9	77.7	78.6	64.2	66.6	50.0	78.1
Black/African American	36.8	27.5	63.1	44.3	19.0	20.1	47.6	39.5
Hispanic/Latino	42.8	35.5	63.9	53.6	40.8	30.2	54.9	47.2
Pacific Islander	-	47.3	-	59.8	-	35.4	-	53.1
Two or More Races	50.0	47.1	53.1	66.2	59.0	42.7	54.5	61.4
White/Caucasian	63.2	51.9	72.5	68.4	53.2	44.0	71.8	62.3
Special Education	7.2	16.9	26.0	25.4	17.2	14.5	31.0	23.7
English Learners Current + Former	51.7	32.8	86.2	48.4	38.4	31.3	53.8	40.0
English Learners Current	27.2	17.4	72.7	28.1	-	14.8	-	20.1
Economically Disadvantaged	44.3	33.4	52.4	50.4	36.1	25.8	53.1	42.3

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

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Pinecrest Academy of Nevada Cadence

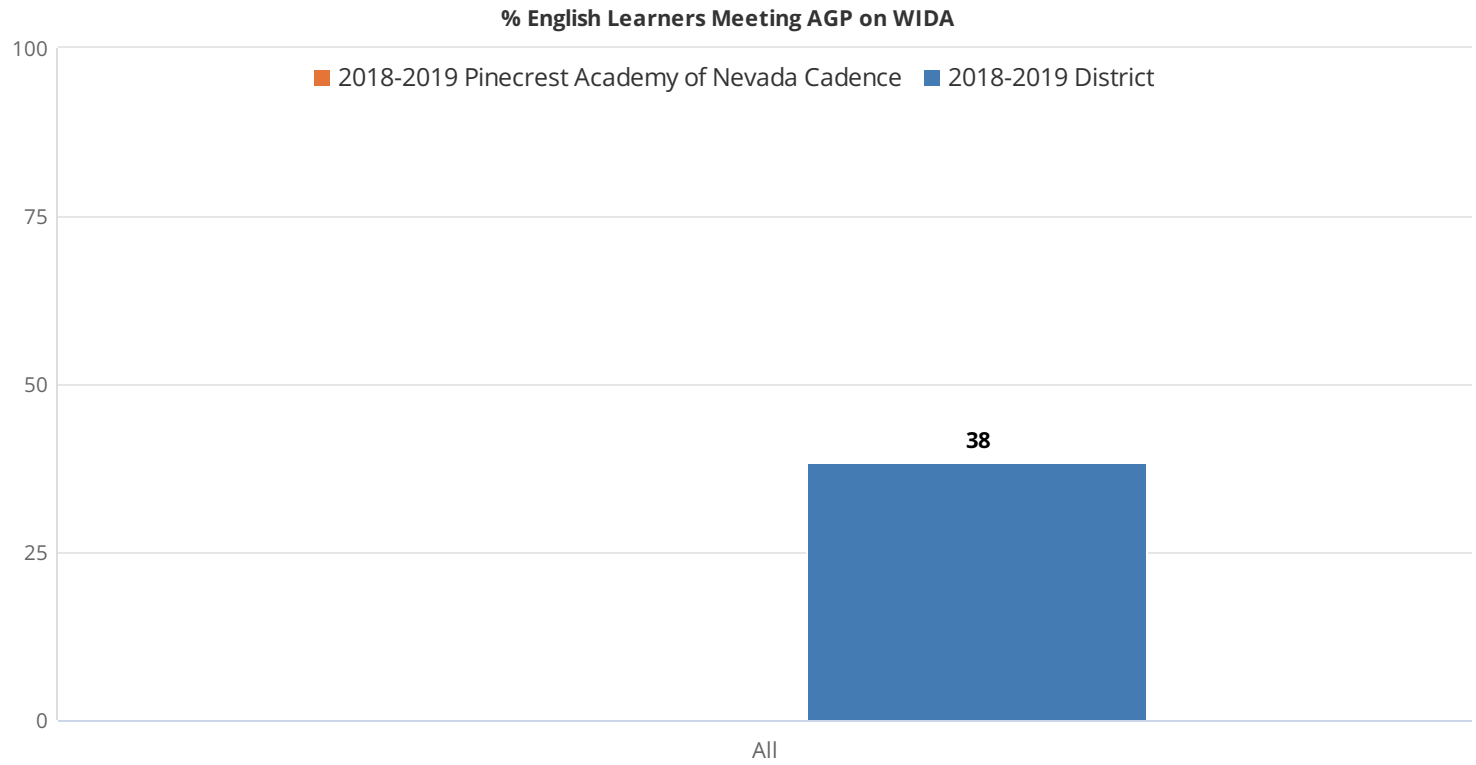
School Year 2018-2019 Nevada School Rating

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs With AGP Target	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs With AGP Target	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	38.4	-	-	32.4



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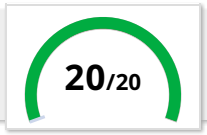
Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

					Math AGP Points Earned: 10/10		ELA AGP Points Earned: 10/10	
Groups	**2019 % Meeting AGP Math**	**2019 % District Math**	**2019 % Meeting AGP ELA**	**2019 % District ELA**	**2018 % Meeting AGP Math**	**2018 % District Math**	**2018 % Meeting AGP ELA**	**2018 % District ELA**
All Students	26.7	21.9	34.3	32.7	22.4	19.0	37.5	28.4
American Indian/Alaska Native	-	25.0	-	64.7	-	<5	-	29.4
Asian	-	28.7	-	40.3	-	35.6	-	44.6
Black/African American	25.0	15.0	41.1	22.0	6.6	10.9	40.0	23.4
Hispanic/Latino	17.3	21.5	33.3	31.1	17.9	17.2	25.8	23.7
Pacific Islander	-	21.2	-	23.0	-	19.5	-	23.4
Two or More Races	29.4	19.8	9.0	32.9	-	21.0	54.5	32.0
White/Caucasian	33.0	24.8	37.6	38.4	25.7	21.5	43.1	33.3
Special Education	<5	9.7	23.2	16.8	10.5	6.4	33.3	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	23.0	N/A	20.0	N/A
English Learners Current	-	12.6	-	22.1	18.1	13.8	20.0	16.8
Economically Disadvantaged	19.7	19.5	25.7	29.2	24.2	16.0	26.9	23.5

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Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating

10/15 Student Engagement

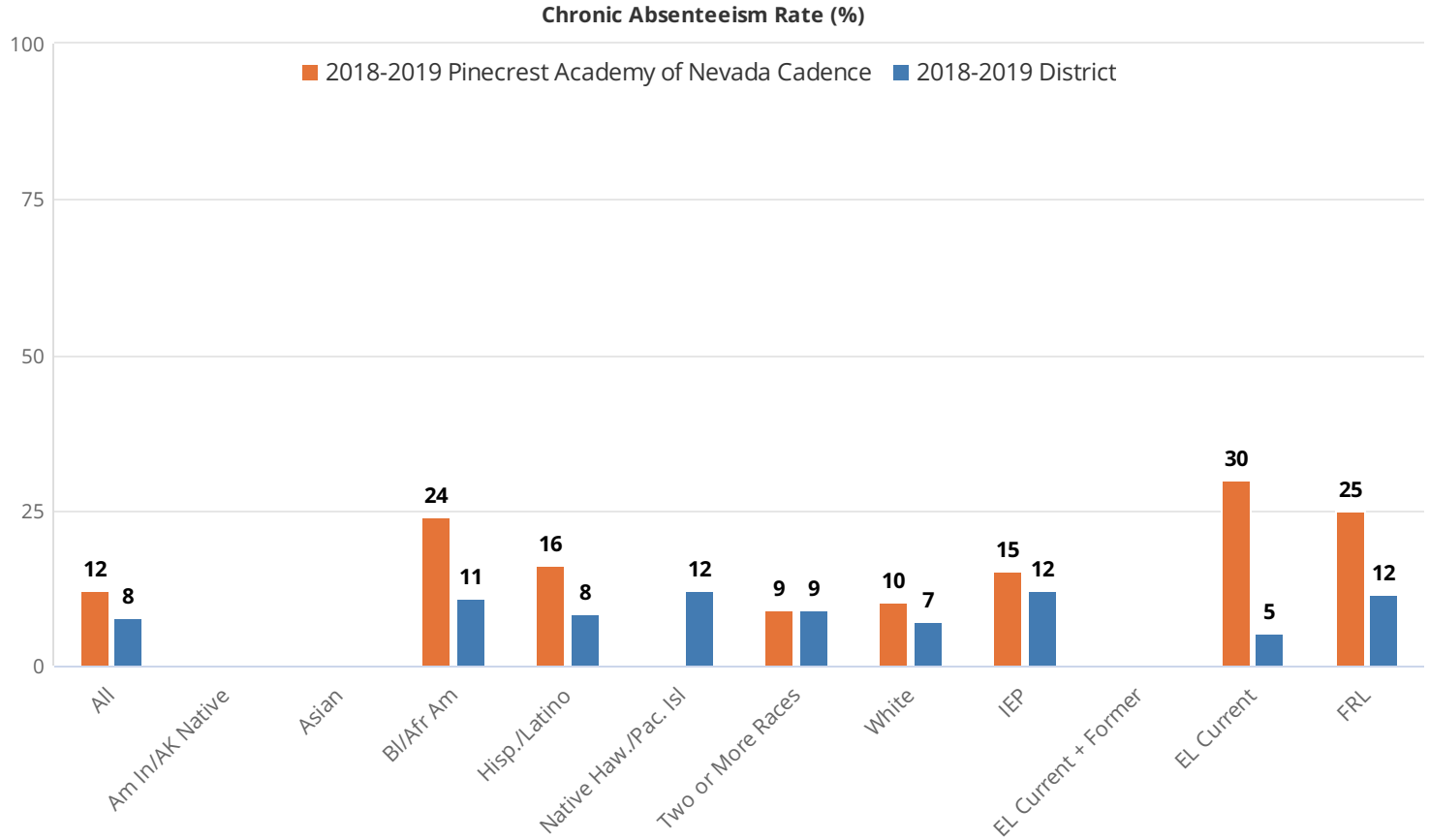
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 6/10

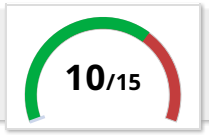
Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	12.2	7.9	10.3	11.1
American Indian/Alaska Native	-	<5	-	16.9
Asian	<5	<5	<5	<5
Black/African American	24.0	11.0	11.1	12.9
Hispanic/Latino	16.3	8.4	15.0	11.7
Pacific Islander	-	12.0	-	11.9
Two or More Races	9.0	8.9	<5	12.0
White/Caucasian	10.2	7.2	9.7	10.9
Special Education	15.4	12.2	8.8	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	30.0	5.3	<5	8.5
Economically Disadvantaged	24.8	11.5	13.9	14.3

Reducing Chronic Absenteeism by 10% bonus points: NA



Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating



Student Engagement

Academic Learning Plans

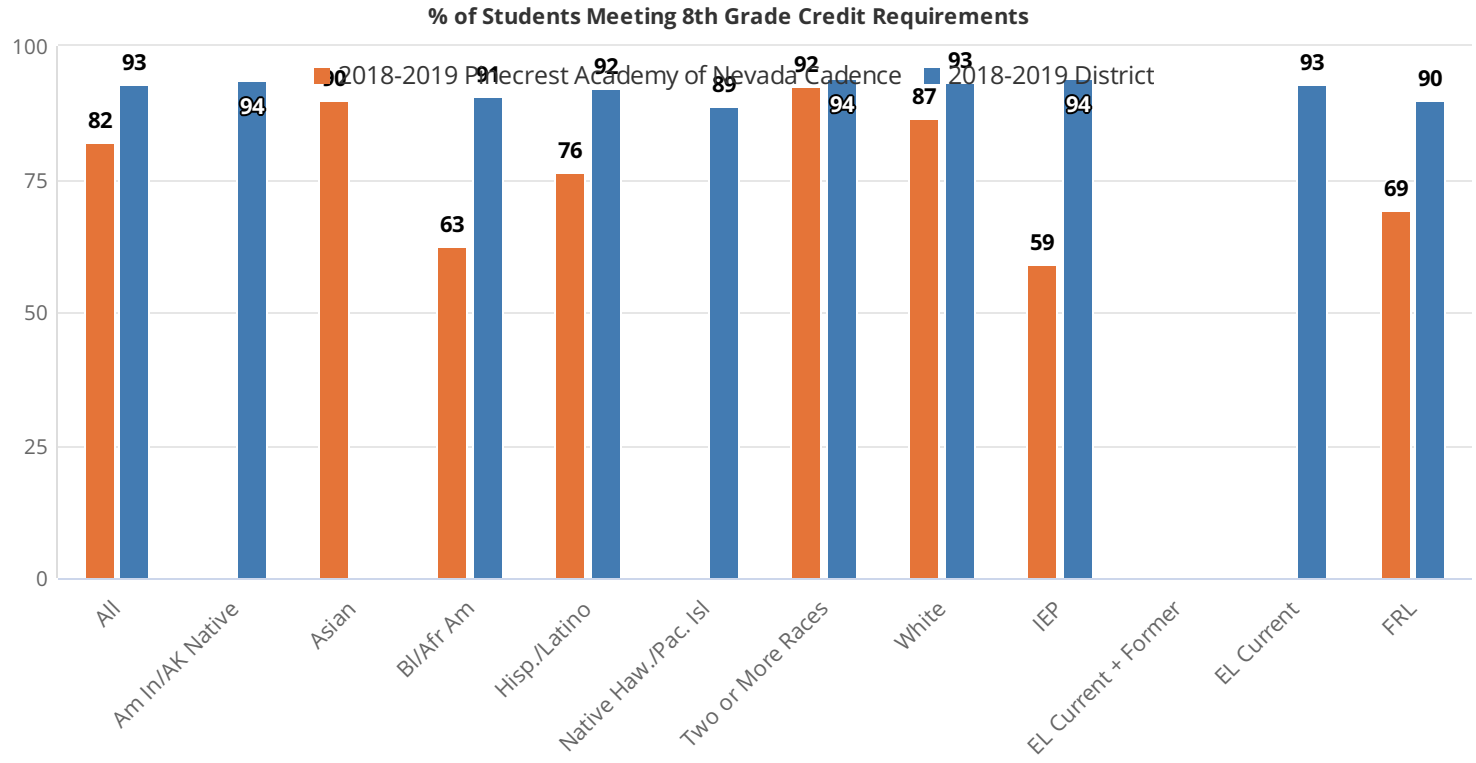
Academic Learning Plans Points Earned 2/2

Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	>95	>95	>95	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	82.1	92.8	93.4	91.5
American Indian/Alaska Native	-	93.7	-	85.0
Asian	90.0	>95	-	>95
Black/African American	62.5	90.5	-	85.4
Hispanic/Latino	76.4	92.2	91.6	89.4
Pacific Islander	-	88.6	-	91.0
Two or More Races	92.3	93.8	-	91.7
White/Caucasian	86.5	93.2	94.5	93.4
Special Education	59.2	93.9	-	89.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	92.8	92.3	85.6
Economically Disadvantaged	69.2	89.7	92.3	85.6

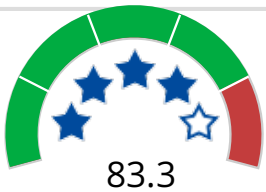


'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada Horizon

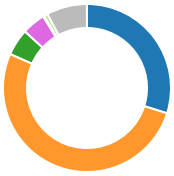
School Year 2018-2019 Nevada School Rating

School Level: Elementary School
Grade Levels: 0K-05
District: State Public Charter School Authority
School Address: 1360 S. Boulder Highway Henderson, NV 89015



83.3
Total Index Score

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



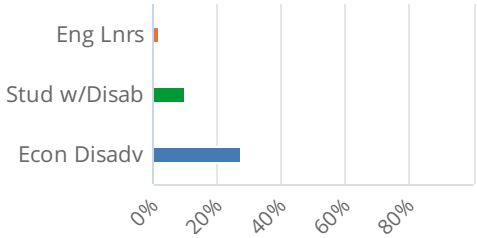
Student Race/Ethnicity

51.6%	White
5.1%	Bl/Afr Am
29.8%	Hisp/Latino
4.5%	Asian
0.2%	Am Ind/AK Nat
0.7%	Pac Isl
7.8%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	86.4 ★★★★★
2016-2017	N/A N/A

Additional Student Groups



What does my school rating mean?

Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

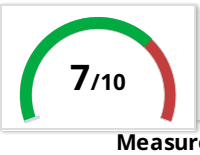
2018-2019 School Performance

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	67.1	54.0
Math Proficiency	66.3	54.5
ELA Proficiency	73.8	60.1
Science Proficiency	48.3	34.8
Read-by-Grade-3 Proficiency	73.6	56.7

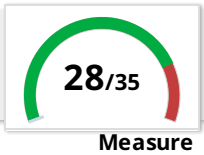
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	56.7



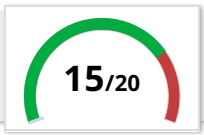
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	10.4	8.0
Climate Survey Participation	>95	N/A



Growth Indicator

Measure	School Median	District Median
Math MGP	52.0	55.0
ELA MGP	54.0	52.0
	School Rate	**District Rate**
Met Math AGP Target	57.7	49.8
Met ELA AGP Target	70.6	59.8



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	34.0	27.9
Prior Non-Proficient Met ELA AGP Target	47.5	39.3

Climate Survey Participation is not a point-earning measure.

Pinecrest Academy of Nevada Horizon

School Year 2018-2019 Nevada School Rating

Academic Achievement

25/25

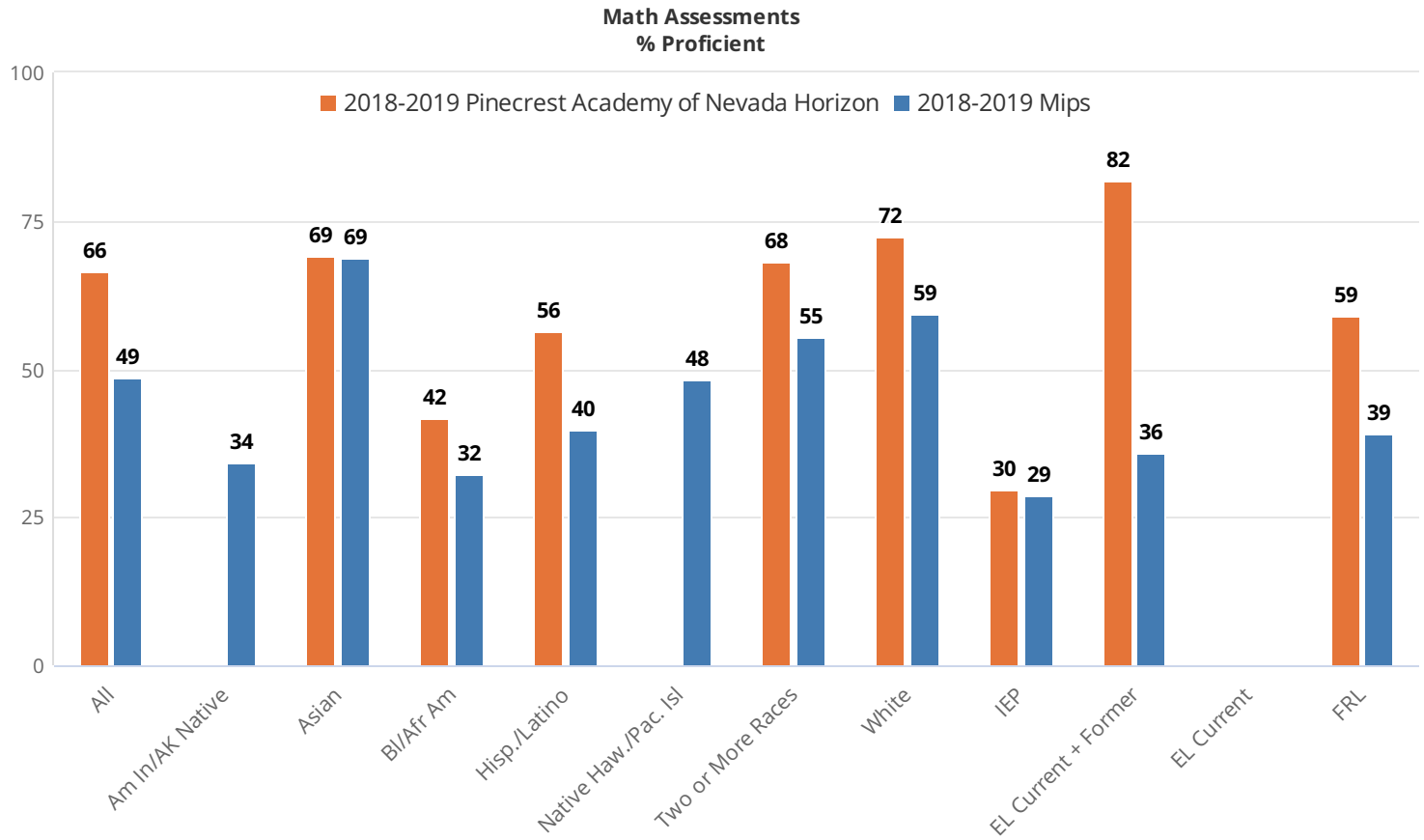
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency Points Earned: 20/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	67.1	54.0	64.4	52.9

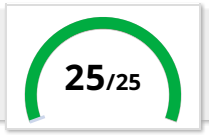
Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	66.3	54.5	48.5	63.6	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	69.2	75.6	68.8	70.0	75.2	67.2
Black/African American	41.6	31.3	32.3	46.6	30.6	28.8
Hispanic/Latino	56.4	44.6	39.6	53.5	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	68.1	58.2	55.3	57.1	59.0	52.9
White/Caucasian	72.3	62.3	59.3	70.2	61.1	57.2
Special Education	29.7	27.4	28.6	27.5	29.2	24.8
English Learners Current + Former	81.8	42.3	35.8	72.7	37.4	32.4
English Learners Current	-	32.4		-	25.5	
Economically Disadvantaged	58.8	39.8	39	47.5	33.1	35.7



Pinecrest Academy of Nevada Horizon

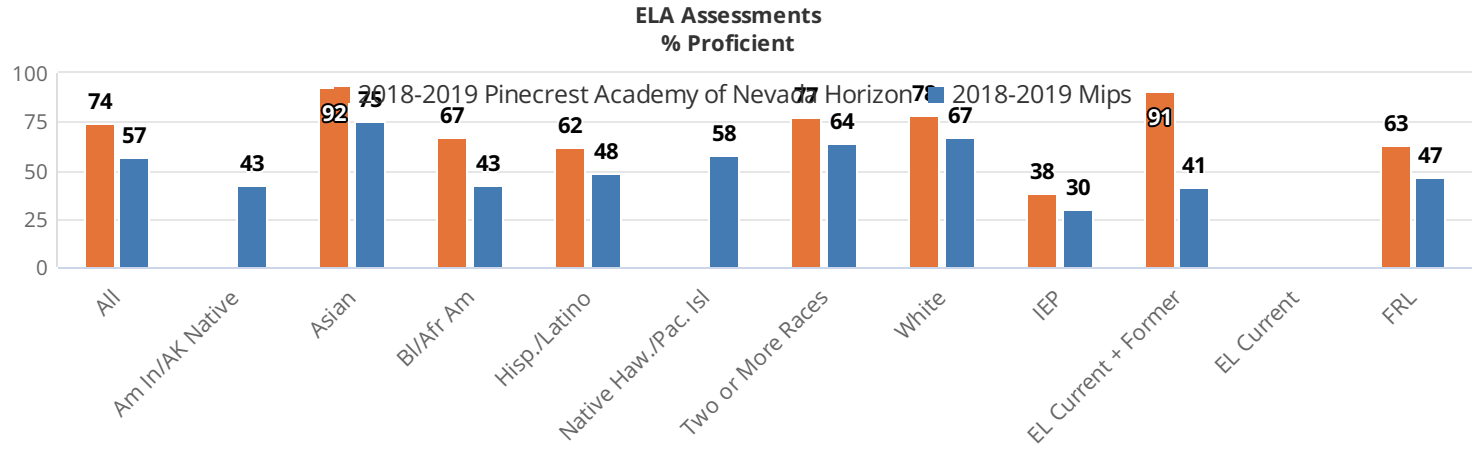
School Year 2018-2019 Nevada School Rating



Academic Achievement

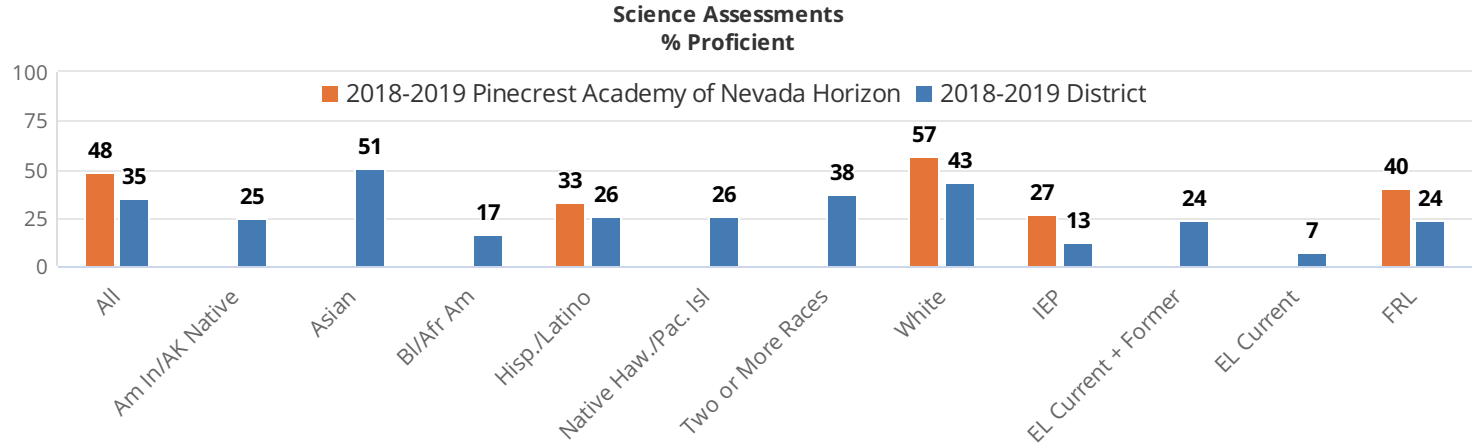
ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	73.8	60.1	57	71.9	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	92.3	78.5	75.4	70.0	76.3	74.1
Black/African American	66.6	40.9	42.6	43.3	40.5	39.6
Hispanic/Latino	62.3	51.1	48.2	67.1	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	77.2	63.8	64.4	71.4	67.1	62.6
White/Caucasian	77.9	66.8	67.4	78.5	65.0	65.7
Special Education	38.2	26.7	30	30.0	29.3	26.3
English Learners Current + Former	90.9	42.2	41.4	54.5	38.9	38.4
English Learners Current	-	29.4		-	22.8	
Economically Disadvantaged	63.3	45.4	46.8	50.0	40.4	44



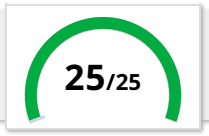
Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	48.3	34.8	46.4	35.4
American Indian/Alaska Native	-	25.0	-	9.0
Asian	-	50.5	-	49.2
Black/African American	-	16.6	20.0	14.6
Hispanic/Latino	33.3	25.8	38.1	22.5
Pacific Islander	-	26.1	-	32.0
Two or More Races	-	37.6	-	46.6
White/Caucasian	56.6	42.8	53.5	43.9
Special Education	26.6	12.5	6.6	19.4
English Learners Current + Former	-	24.2	-	15.2
English Learners Current	-	7.3	-	<5
Economically Disadvantaged	40.0	23.8	31.5	17.3



Pinecrest Academy of Nevada Horizon

School Year 2018-2019 Nevada School Rating

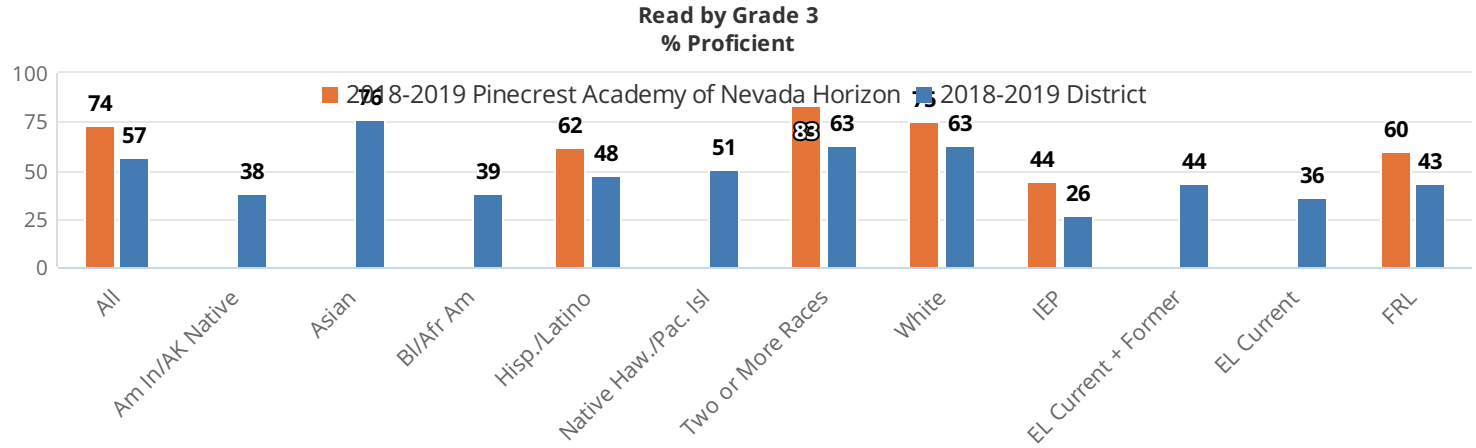


Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 5/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	73.6	56.7	73.5	56.2
American Indian/Alaska Native	-	38.4	-	66.6
Asian	-	75.8	-	74.5
Black/African American	-	38.5	42.8	34.2
Hispanic/Latino	62.0	47.5	64.0	47.1
Pacific Islander	-	50.8	-	38.8
Two or More Races	83.3	63.1	-	64.3
White/Caucasian	75.0	62.6	84.6	62.6
Special Education	44.4	26.3	30.7	29.4
English Learners Current + Former	-	43.6	-	33.0
English Learners Current	-	36.1	-	21.8
Economically Disadvantaged	60.0	43.3	52.0	37.5

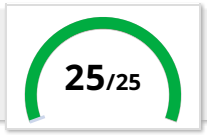


The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40th Percentile	Student Growth Score
2nd Grade	81.9	62
1st Grade	78.7	57
Kindergarten	81.8	87

Pinecrest Academy of Nevada Horizon

School Year 2018-2019 Nevada School Rating



Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

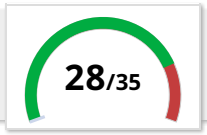
Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada Horizon

School Year 2018-2019 Nevada School Rating



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 6/10 **ELA MGP Points Earned: 7/10**

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	52.0	55.0	54.0	52.0	59.0	53.0	58.0	49.0
American Indian/Alaska Native	-	55.5	-	67.0	-	49.0	-	54.0
Asian	-	58.0	-	59.0	-	61.5	-	62.0
Black/African American	-	48.0	-	43.5	71.0	45.0	69.5	44.0
Hispanic/Latino	43.0	54.0	44.5	51.0	47.0	49.0	50.5	48.0
Pacific Islander	-	43.0	-	46.0	-	56.0	-	46.0
Two or More Races	-	53.0	-	50.0	-	53.0	-	51.5
White/Caucasian	60.0	57.0	58.0	54.0	59.0	55.0	60.5	49.0
Special Education	34.0	51.0	32.5	42.0	45.0	49.0	41.0	40.5
English Learners Current + Former	-	59.0	-	53.0	-	49.0	-	52.0
English Learners Current	-	56.0	-	49.0	-	43.5	-	44.0
Economically Disadvantaged	47.0	53.0	50.0	47.0	60.0	46.0	36.5	46.0

AGP Growth Data

Math AGP Points Earned: 7.5/7.5 **ELA AGP Points Earned: 7.5/7.5**

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	57.7	49.8	70.6	59.8	57.4	48.6	69.3	55.5
American Indian/Alaska Native	-	50.0	-	75.0	-	22.7	-	57.1
Asian	-	66.4	-	73.5	-	69.9	-	70.8
Black/African American	-	30.2	-	43.5	40.0	28.8	60.0	41.4
Hispanic/Latino	46.9	43.0	60.4	54.2	51.1	37.9	59.5	47.8
Pacific Islander	-	40.4	-	48.4	-	48.3	-	55.3
Two or More Races	-	50.2	-	59.4	-	51.2	-	60.8
White/Caucasian	67.8	56.1	75.8	65.1	61.3	53.8	74.5	58.7
Special Education	28.0	28.4	37.5	34.5	23.8	29.5	28.5	30.5
English Learners Current + Former	-	43.9	-	48.1	-	35.3	-	44.6
English Learners Current	-	34.7	-	37.6	-	23.4	-	32.2
Economically Disadvantaged	54.3	38.3	64.4	47.8	48.1	29.9	46.1	42.2

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada Horizon

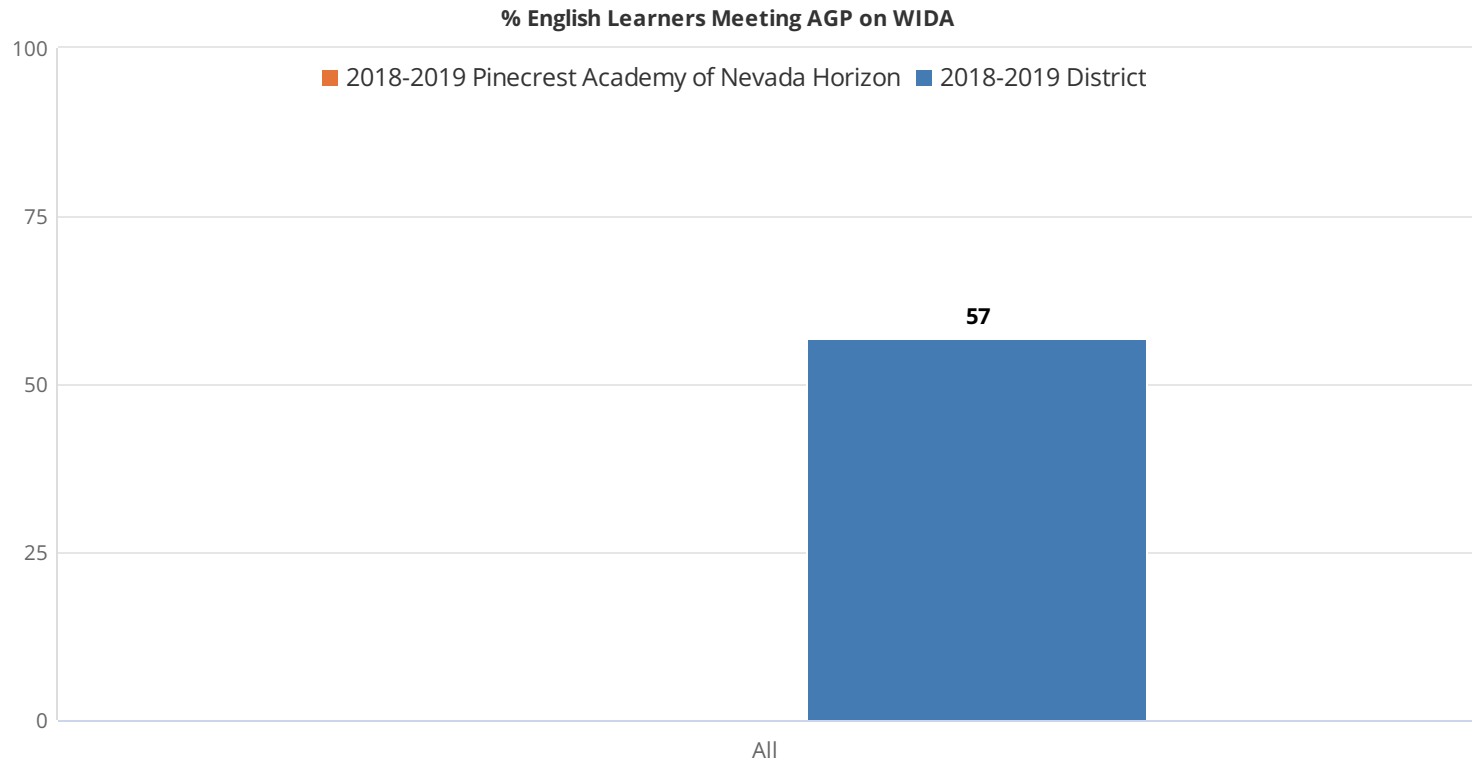
School Year 2018-2019 Nevada School Rating

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs With AGP Target	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs With AGP Target	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	56.7	-	-	42.5

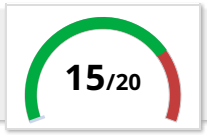


For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada Horizon

School Year 2018-2019 Nevada School Rating



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 7/10 **ELA AGP Points Earned: 8/10**

Groups	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	34.0	27.9	47.5	39.3	32.8	27.0	44.6	36.5
American Indian/Alaska Native	-	20.0	-	-	-	14.2	-	43.7
Asian	-	38.5	-	52.4	-	48.6	-	53.5
Black/African American	-	20.0	-	26.5	-	16.5	-	30.4
Hispanic/Latino	25.0	26.0	46.1	37.0	38.8	22.7	50.0	32.6
Pacific Islander	-	25.0	-	35.5	-	38.4	-	41.0
Two or More Races	-	27.4	-	36.3	-	31.2	-	41.4
White/Caucasian	36.3	32.2	47.3	45.8	31.5	31.5	45.4	38.8
Special Education	16.6	16.3	23.0	22.4	7.6	15.5	18.1	19.2
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	24.2	-	31.7	-	16.9	-	31.4
Economically Disadvantaged	42.1	23.0	35.2	32.3	31.2	20.0	40.0	29.9

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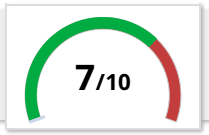
Pinecrest Academy of Nevada Horizon

School Year 2018-2019 Nevada School Rating



Student Engagement

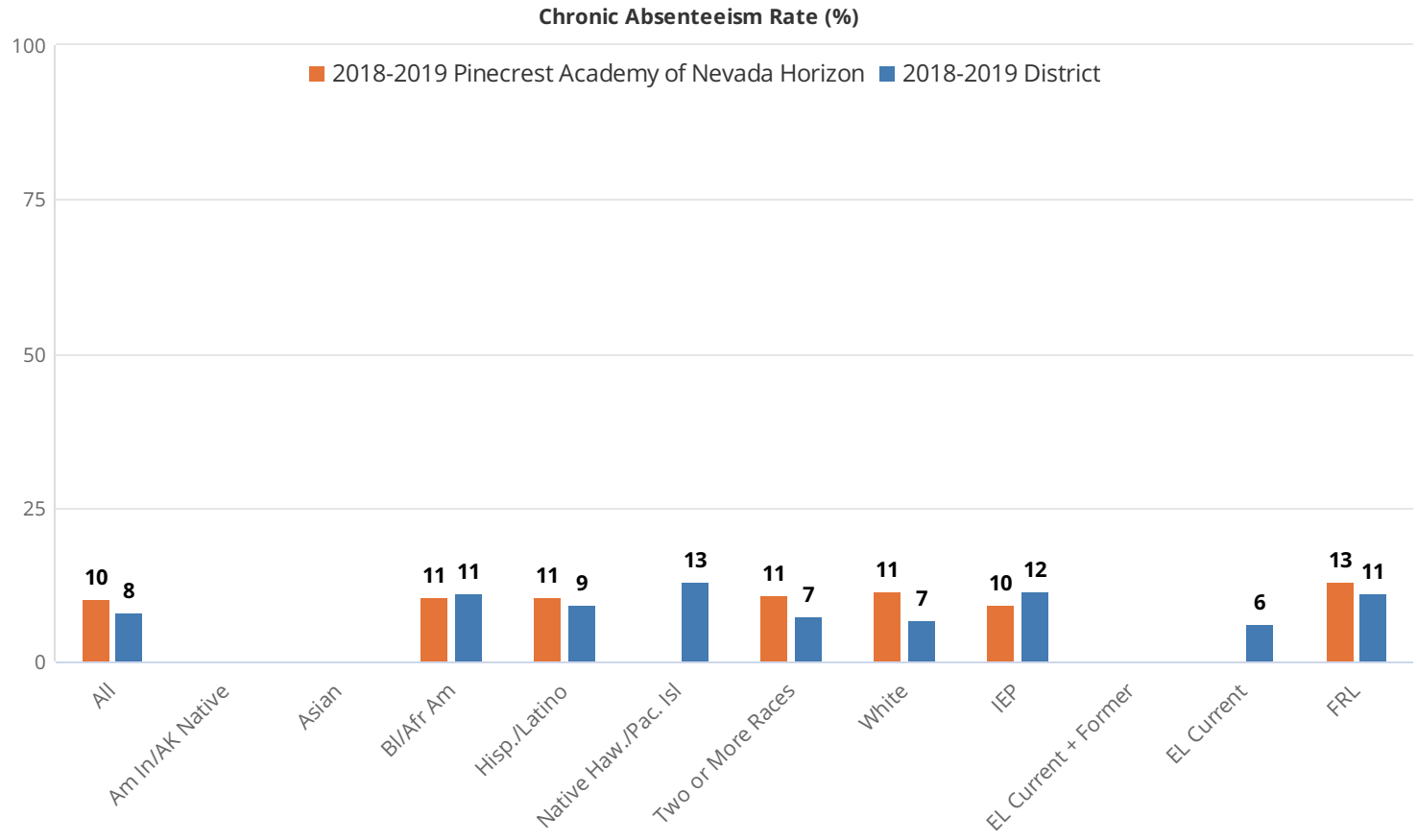
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 7/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	10.4	8.0	10.5	10.1
American Indian/Alaska Native	-	<5	-	14.5
Asian	<5	<5	11.1	<5
Black/African American	10.5	11.1	29.0	14.5
Hispanic/Latino	10.5	9.4	8.9	11.5
Pacific Islander	-	13.1	-	12.6
Two or More Races	10.9	7.4	6.2	9.0
White/Caucasian	11.4	6.9	9.3	9.0
Special Education	9.5	11.5	12.3	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	6.2	6.6	10.4
Economically Disadvantaged	13.2	11.2	18.6	15.9

Reducing Chronic Absenteeism by 10% Points Earned: NA



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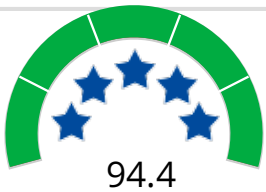
Pinecrest Academy Inspirada

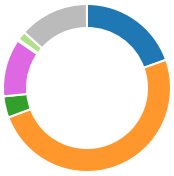
School Year 2018-2019 Nevada School Rating

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



94.4
Total Index Score

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



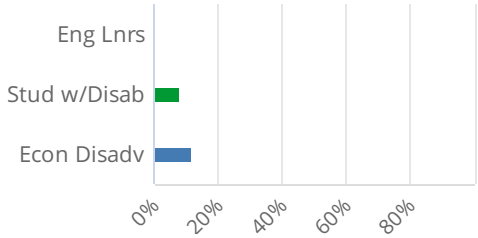
Student Race/Ethnicity

49.6%	White
4.1%	Bl/Afr Am
19.5%	Hisp/Latino
11.1%	Asian
0.3%	Am Ind/AK Nat
1.7%	Pac Isl
13.4%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	97.0 ★★★★★
2016-2017	N/A N/A

Additional Student Groups



What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

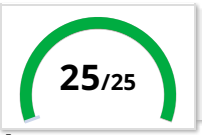
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

2018-2019 School Performance

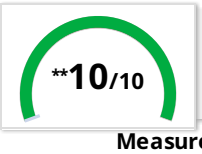


25/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	79.7	54.0
Math Proficiency	80.7	54.5
ELA Proficiency	86.3	60.1
Science Proficiency	56.1	34.8
Read-by-Grade-3 Proficiency	82.5	56.7

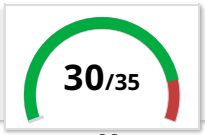
N/A English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	56.7



**10/10 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	5.5	8.0
Climate Survey Participation	94.3	N/A



30/35 Growth Indicator

Measure	School Median	District Median
Math MGP	60.0	55.0
ELA MGP	57.0	52.0
	School Rate	**District Rate**
Met Math AGP Target	70.7	49.8
Met ELA AGP Target	79.9	59.8

20/20 Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	50.0	27.9
Prior Non-Proficient Met ELA AGP Target	66.6	39.3

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

Pinecrest Academy Inspirada

School Year 2018-2019 Nevada School Rating

25/25

Academic Achievement

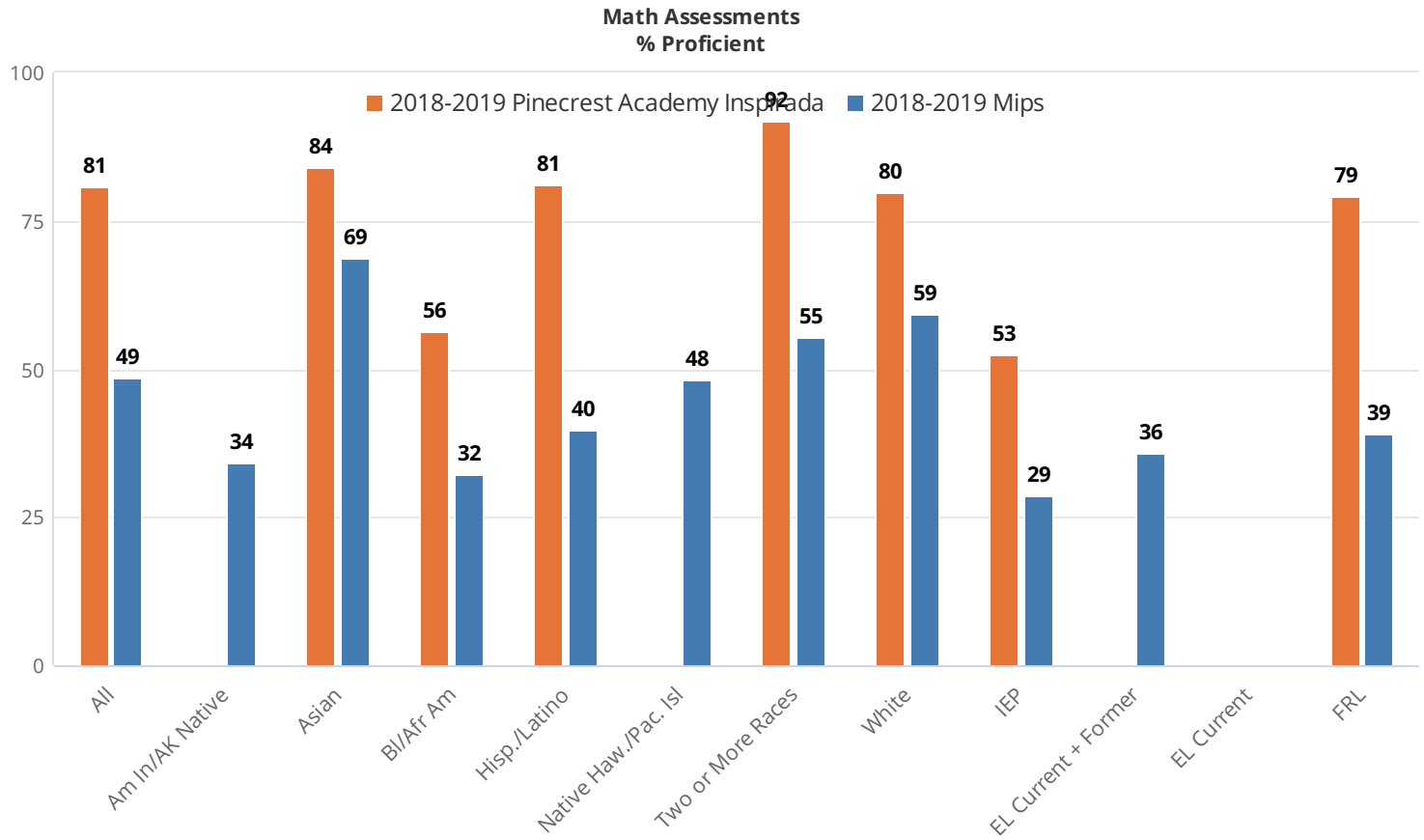
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency Points Earned: 20/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	79.7	54.0	80.4	52.9

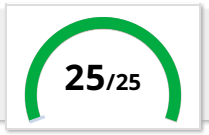
Math Proficient

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	-	45.8	34.3	-	44.9	30.9
Asian	84.2	75.6	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	81.0	44.6	39.6	72.3	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	91.8	58.2	55.3	89.3	59.0	52.9
White/Caucasian	79.8	62.3	59.3	80.4	61.1	57.2
Special Education	52.6	27.4	28.6	50.0	29.2	24.8
English Learners Current + Former	-	42.3	35.8	-	37.4	32.4
English Learners Current	-	32.4		-	25.5	
Economically Disadvantaged	79.0	39.8	39	57.1	33.1	35.7



Pinecrest Academy Inspirada

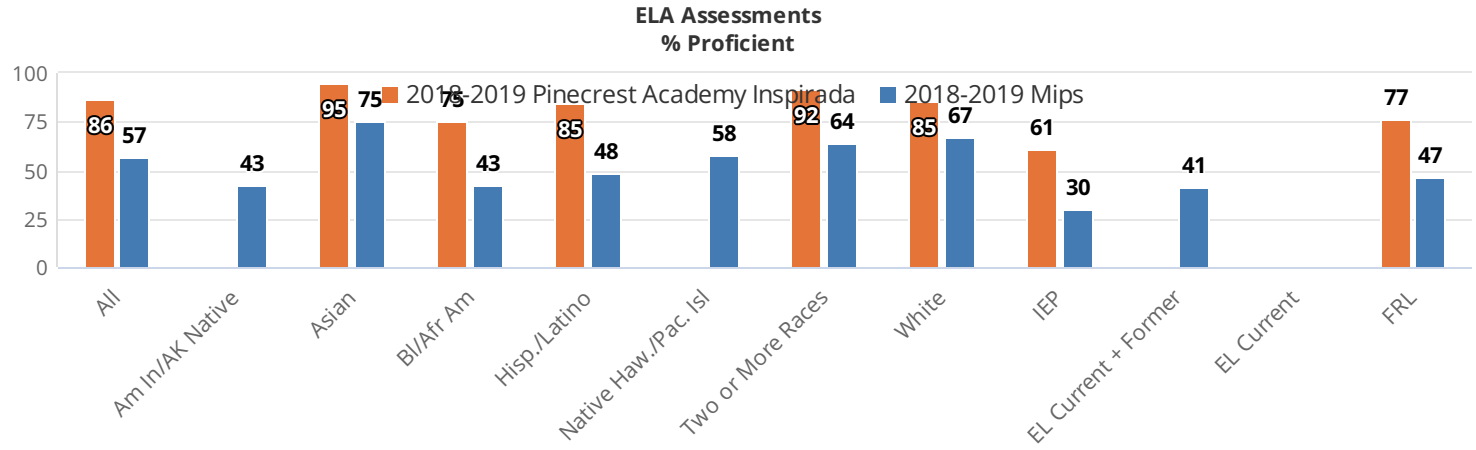
School Year 2018-2019 Nevada School Rating



Academic Achievement

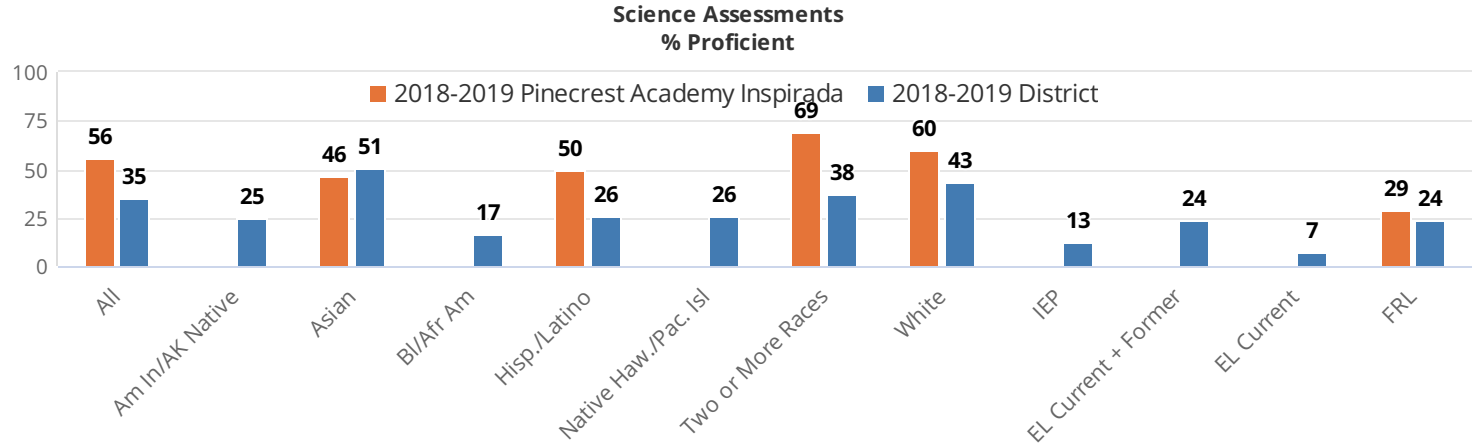
ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	86.3	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	76.3	74.1
Black/African American	75.0	40.9	42.6	93.3	40.5	39.6
Hispanic/Latino	84.9	51.1	48.2	80.2	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	91.8	63.8	64.4	>95	67.1	62.6
White/Caucasian	85.1	66.8	67.4	82.6	65.0	65.7
Special Education	60.5	26.7	30	50.0	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.4		-	22.8	
Economically Disadvantaged	76.7	45.4	46.8	85.7	40.4	44



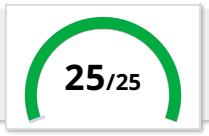
Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	56.1	34.8	64.0	35.4
American Indian/Alaska Native	-	25.0	-	9.0
Asian	46.1	50.5	71.4	49.2
Black/African American	-	16.6	-	14.6
Hispanic/Latino	50.0	25.8	60.7	22.5
Pacific Islander	-	26.1	-	32.0
Two or More Races	68.7	37.6	70.0	46.6
White/Caucasian	60.3	42.8	64.8	43.9
Special Education	-	12.5	-	19.4
English Learners Current + Former	-	24.2	-	15.2
English Learners Current	-	7.3	-	<5
Economically Disadvantaged	28.5	23.8	-	17.3



Pinecrest Academy Inspirada

School Year 2018-2019 Nevada School Rating

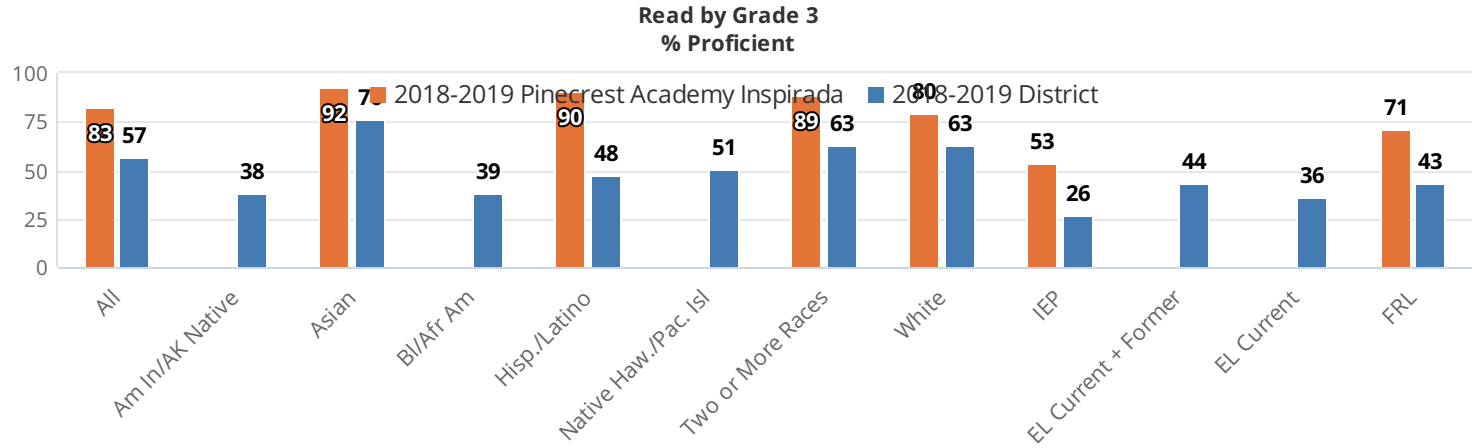


Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 5/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	82.5	56.7	85.0	56.2
American Indian/Alaska Native	-	38.4	-	66.6
Asian	92.3	75.8	>95	74.5
Black/African American	-	38.5	-	34.2
Hispanic/Latino	90.4	47.5	72.7	47.1
Pacific Islander	-	50.8	-	38.8
Two or More Races	88.8	63.1	94.1	64.3
White/Caucasian	79.7	62.6	83.5	62.6
Special Education	53.3	26.3	40.0	29.4
English Learners Current + Former	-	43.6	-	33.0
English Learners Current	-	36.1	-	21.8
Economically Disadvantaged	71.4	43.3	-	37.5

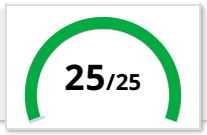


The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40th Percentile	Student Growth Score
2nd Grade	87.5	51
1st Grade	85.3	58
Kindergarten	87.1	86

Pinecrest Academy Inspirada

School Year 2018-2019 Nevada School Rating



Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

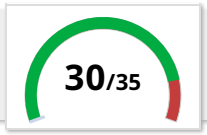
Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	-	-

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy Inspirada

School Year 2018-2019 Nevada School Rating



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 8/10 **ELA MGP Points Earned: 7/10**

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	60.0	55.0	57.0	52.0	57.0	53.0	67.0	49.0
American Indian/Alaska Native	-	55.5	-	67.0	-	49.0	-	54.0
Asian	63.0	58.0	72.0	59.0	66.0	61.5	63.5	62.0
Black/African American	59.5	48.0	45.5	43.5	-	45.0	-	44.0
Hispanic/Latino	60.0	54.0	55.0	51.0	52.0	49.0	63.5	48.0
Pacific Islander	-	43.0	-	46.0	-	56.0	-	46.0
Two or More Races	58.0	53.0	56.5	50.0	67.5	53.0	76.5	51.5
White/Caucasian	60.0	57.0	58.5	54.0	53.0	55.0	67.0	49.0
Special Education	79.0	51.0	64.0	42.0	69.5	49.0	55.0	40.5
English Learners Current + Former	-	59.0	-	53.0	-	49.0	-	52.0
English Learners Current	-	56.0	-	49.0	-	43.5	-	44.0
Economically Disadvantaged	73.0	53.0	47.0	47.0	25.5	46.0	44.0	46.0

AGP Growth Data

Math AGP Points Earned: 7.5/7.5 **ELA AGP Points Earned: 7.5/7.5**

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	70.7	49.8	79.9	59.8	68.1	48.6	77.2	55.5
American Indian/Alaska Native	-	50.0	-	75.0	-	22.7	-	57.1
Asian	68.1	66.4	86.3	73.5	75.0	69.9	75.0	70.8
Black/African American	58.3	30.2	66.6	43.5	-	28.8	-	41.4
Hispanic/Latino	73.3	43.0	75.5	54.2	64.0	37.9	80.0	47.8
Pacific Islander	-	40.4	-	48.4	-	48.3	-	55.3
Two or More Races	73.3	50.2	83.3	59.4	78.5	51.2	89.2	60.8
White/Caucasian	71.0	56.1	80.7	65.1	67.2	53.8	74.3	58.7
Special Education	68.1	28.4	68.1	34.5	71.4	29.5	57.1	30.5
English Learners Current + Former	-	43.9	-	48.1	-	35.3	-	44.6
English Learners Current	-	34.7	-	37.6	-	23.4	-	32.2
Economically Disadvantaged	69.2	38.3	65.3	47.8	40.0	29.9	70.0	42.2

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy Inspirada

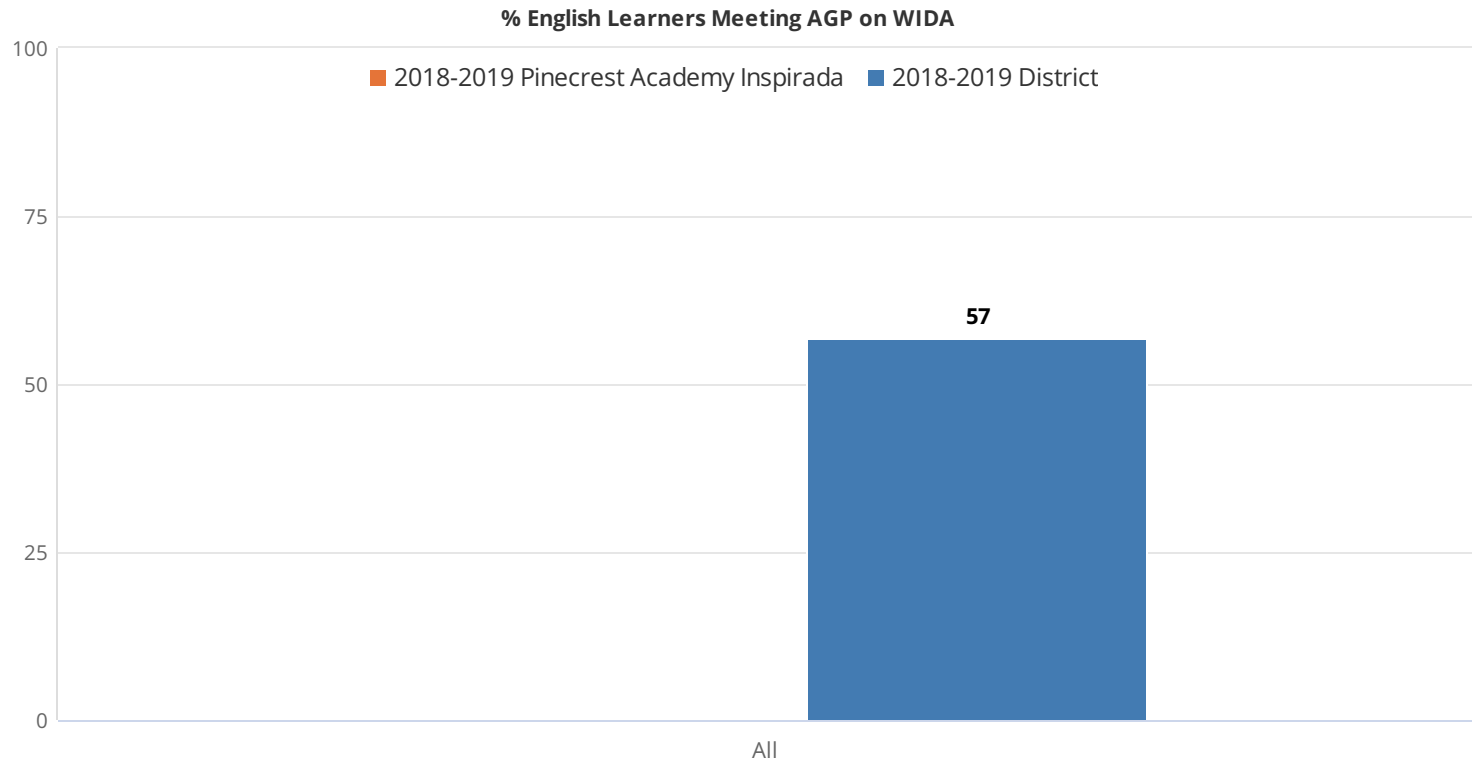
School Year 2018-2019 Nevada School Rating

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs With AGP Target	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs With AGP Target	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	56.7	-	-	42.5



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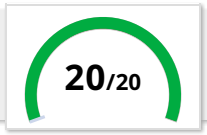
Pinecrest Academy Inspirada

School Year 2018-2019 Nevada School Rating



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

					Math AGP Points Earned: 10/10		ELA AGP Points Earned: 10/10	
Groups	**2019 % Meeting AGP Math**	**2019 % District Math**	**2019 % Meeting AGP ELA**	**2019 % District ELA**	**2018 % Meeting AGP Math**	**2018 % District Math**	**2018 % Meeting AGP ELA**	**2018 % District ELA**
All Students	50.0	27.9	66.6	39.3	42.4	27.0	53.8	36.5
American Indian/Alaska Native	-	20.0	-	-	-	14.2	-	43.7
Asian	-	38.5	-	52.4	-	48.6	-	53.5
Black/African American	-	20.0	-	26.5	-	16.5	-	30.4
Hispanic/Latino	-	26.0	72.7	37.0	-	22.7	61.5	32.6
Pacific Islander	-	25.0	-	35.5	-	38.4	-	41.0
Two or More Races	-	27.4	-	36.3	-	31.2	-	41.4
White/Caucasian	50.0	32.2	70.0	45.8	41.1	31.5	52.6	38.8
Special Education	61.5	16.3	58.3	22.4	-	15.5	-	19.2
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	24.2	-	31.7	-	16.9	-	31.4
Economically Disadvantaged	-	23.0	-	32.3	-	20.0	-	29.9

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Pinecrest Academy Inspirada

School Year 2018-2019 Nevada School Rating

**10/10

Student Engagement

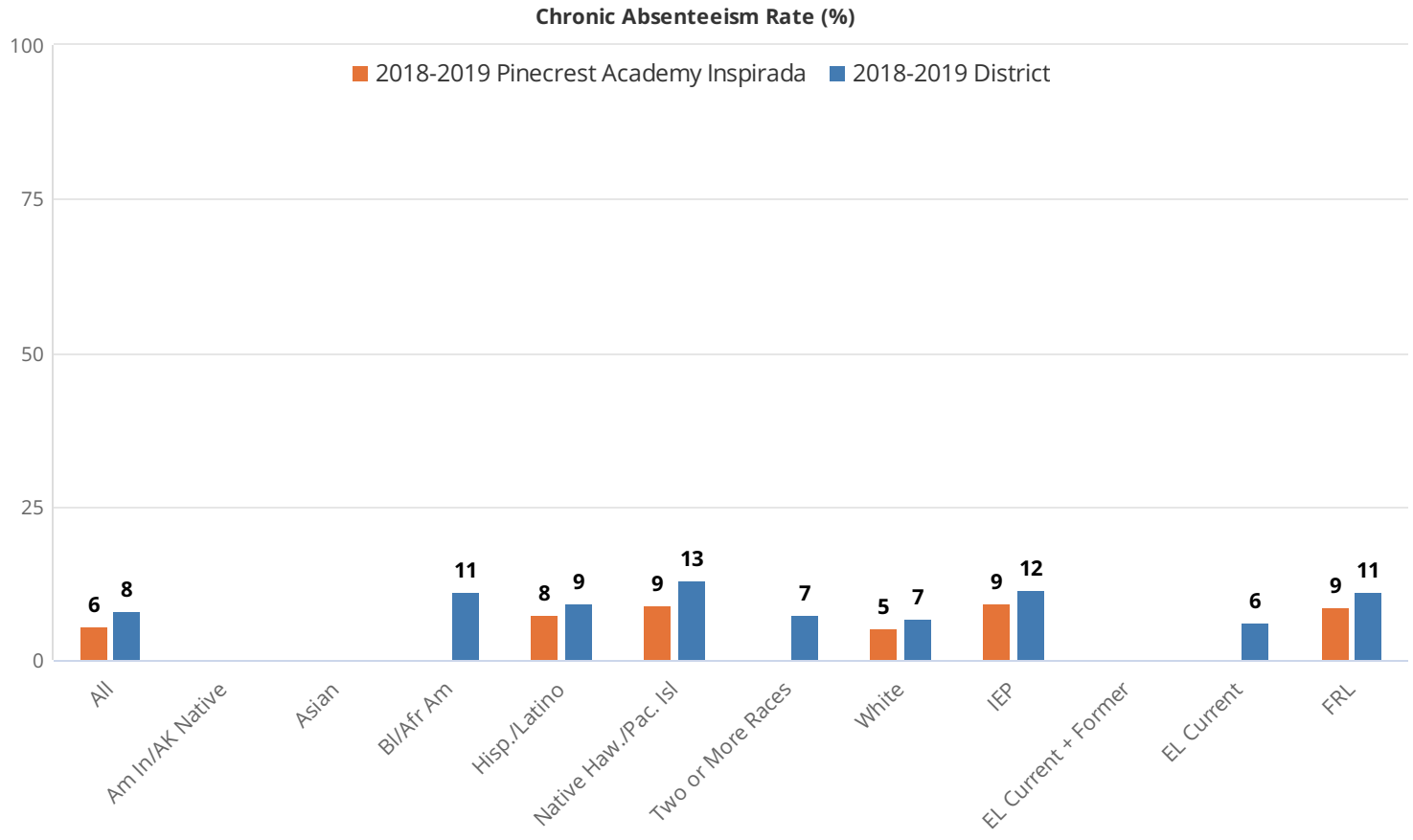
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 9.5/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	5.5	8.0	7.3	10.1
American Indian/Alaska Native	-	<5	-	14.5
Asian	<5	<5	<5	<5
Black/African American	<5	11.1	<5	14.5
Hispanic/Latino	7.5	9.4	12.5	11.5
Pacific Islander	9.0	13.1	7.6	12.6
Two or More Races	<5	7.4	<5	9.0
White/Caucasian	5.4	6.9	7.9	9.0
Special Education	9.3	11.5	5.7	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	6.2	-	10.4
Economically Disadvantaged	8.7	11.2	16.1	15.9

Reducing Chronic Absenteeism by 10% Points Earned: 1



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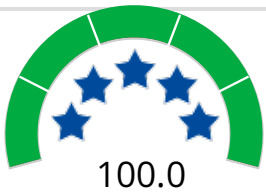
Pinecrest Academy Inspirada

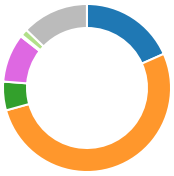
School Year 2018-2019 Nevada School Rating

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



100.0
Total Index Score

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



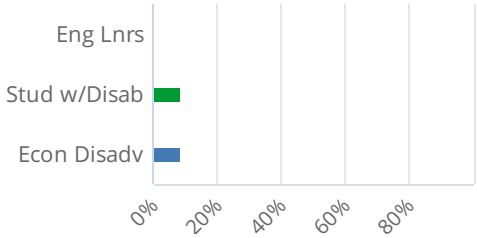
Student Race/Ethnicity

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

School Performance History

School Year	Index Score/ Star Rating
2017-2018	97.0 ★★★★★
2016-2017	N/A N/A

Additional Student Groups



What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

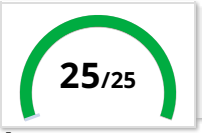
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

2018-2019 School Performance

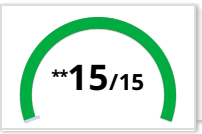


25/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	82.6	50.3
Math Proficiency	78.8	42.6
ELA Proficiency	88.5	59.6
Science Proficiency	71.9	44.8

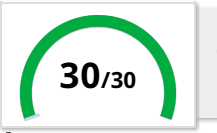
N/A English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	38.4



**15/15 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	5.1	7.9
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.8
Climate Survey Participation	>95	N/A



30/30 Student Growth Indicator

Measure	School Median	District Median
Math MGP	83.0	58.0
ELA MGP	66.0	56.0
	School Rate	**District Rate**
Met Math AGP Target	80.7	44.4
Met ELA AGP Target	91.1	61.4

20/20 Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	54.9	21.9
Prior Non-Proficient Met ELA AGP Target	66.6	32.7

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

Pinecrest Academy Inspirada

School Year 2018-2019 Nevada School Rating

Academic Achievement

25/25

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

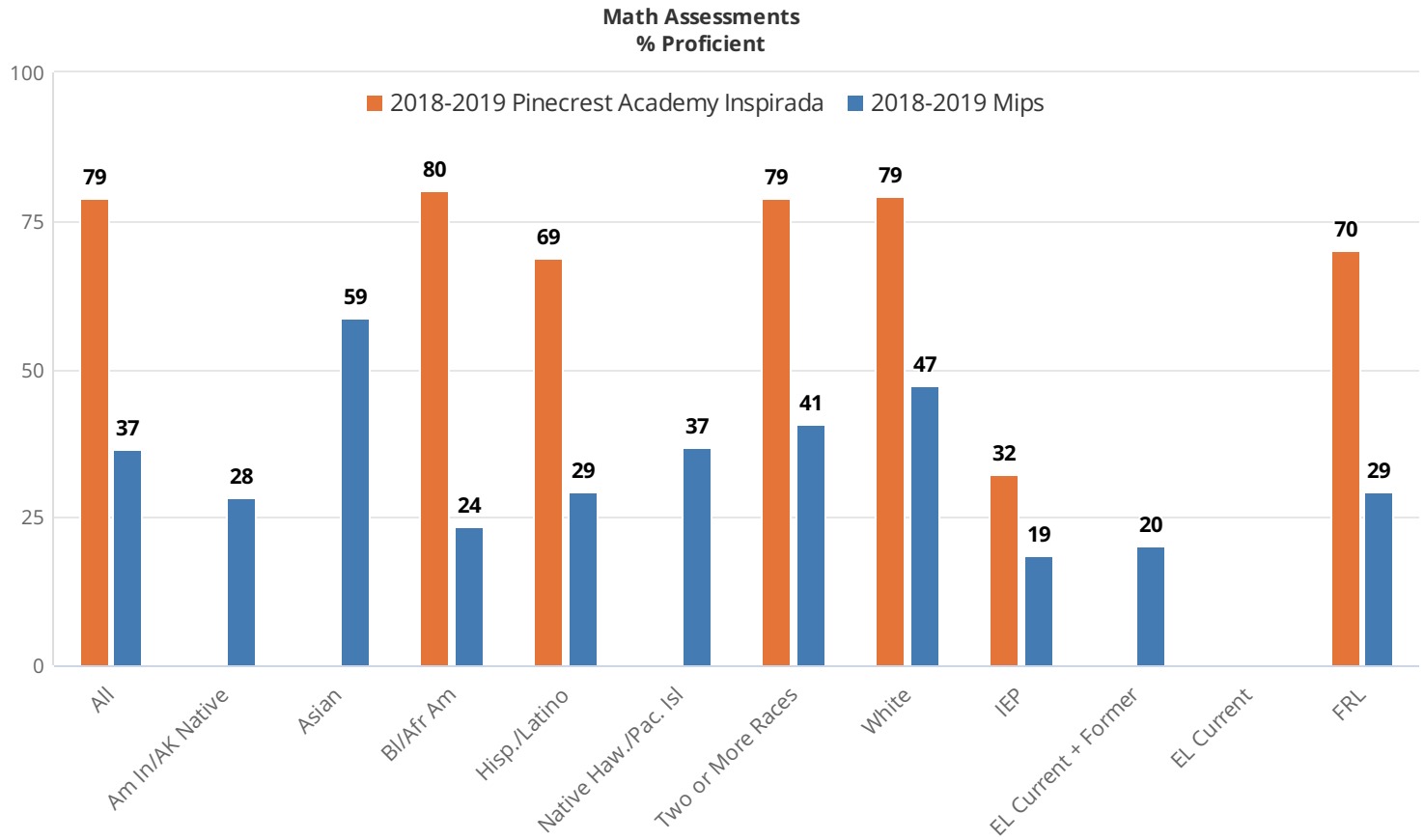
Pooled Proficiency

Pooled Proficiency Points Earned: 25/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	82.6	50.3	74.0	46.3

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	78.8	42.6	36.5	61.0	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	>95	66.2	58.6	73.6	64.1	56.4
Black/African American	80.0	24.2	23.5	27.2	17.7	19.5
Hispanic/Latino	68.6	31.9	29.3	48.6	26.1	25.5
Pacific Islander	-	44.9	36.9	-	34.9	33.6
Two or More Races	78.7	47.3	40.6	72.4	41.5	37.5
White/Caucasian	79.0	51.3	47.1	63.3	44.4	44.4
Special Education	32.1	12.1	18.6	26.9	11.5	14.3
English Learners Current + Former	-	26.9	20.2	-	22.2	16
English Learners Current	-	12.6		-	8.5	
Economically Disadvantaged	70.0	29.0	29.2	-	21.7	25.5



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Pinecrest Academy Inspirada

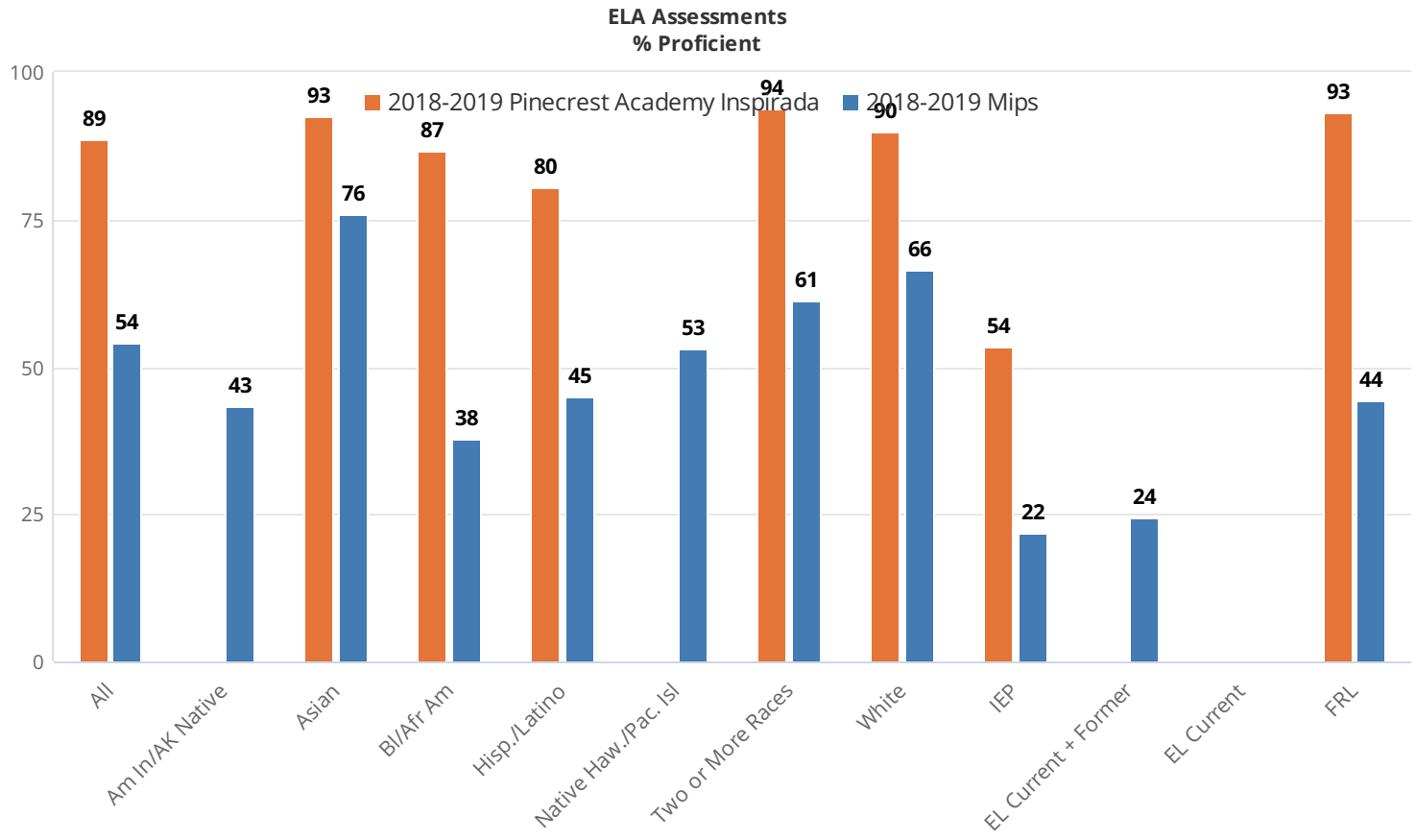
School Year 2018-2019 Nevada School Rating

25/25

Academic Achievement

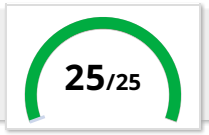
ELA Proficient

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	-	61.3	43.4	-	57.1	40.5
Asian	92.5	78.4	75.9	94.7	77.3	74.6
Black/African American	86.6	40.1	37.8	>95	38.4	34.5
Hispanic/Latino	80.3	50.3	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	61.0	59.2
White/Caucasian	89.8	67.8	66.3	87.0	63.5	64.6
Special Education	53.5	19.9	21.9	57.6	20.7	17.8
English Learners Current + Former	-	42.7	24.3	-	34.8	20.3
English Learners Current	-	22.0		-	15.8	
Economically Disadvantaged	93.3	46.4	44.4	-	41.5	41.4



Pinecrest Academy Inspirada

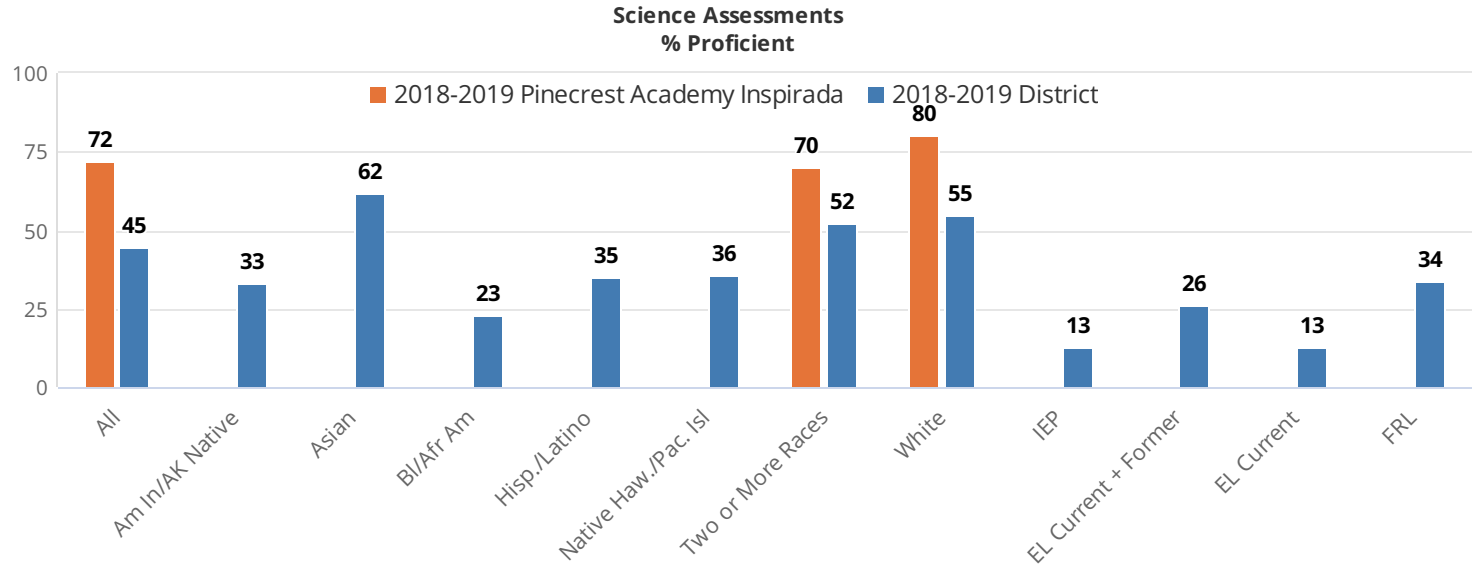
School Year 2018-2019 Nevada School Rating



Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	71.9	44.8	69.4	45.3
American Indian/Alaska Native	-	33.3	-	38.1
Asian	-	62.0	-	62.2
Black/African American	-	23.1	-	25.0
Hispanic/Latino	-	35.3	58.3	34.9
Pacific Islander	-	35.8	-	42.8
Two or More Races	70.0	52.3	-	51.6
White/Caucasian	80.0	54.5	73.9	54.0
Special Education	-	13.0	-	14.6
English Learners Current + Former	-	26.0	-	25.7
English Learners Current	-	12.7	-	9.3
Economically Disadvantaged	-	33.7	-	30.7



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

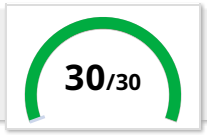
Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	-	-

Pinecrest Academy Inspirada

School Year 2018-2019 Nevada School Rating



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 10/10 **ELA MGP Points Earned: 10/10**

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	83.0	58.0	66.0	56.0	63.0	52.0	82.0	53.0
American Indian/Alaska Native	-	61.0	-	66.5	-	51.0	-	50.5
Asian	86.0	63.0	66.5	57.0	65.0	62.0	83.0	62.0
Black/African American	74.0	53.0	40.0	51.0	-	45.0	-	50.5
Hispanic/Latino	87.0	59.0	59.0	57.0	59.5	54.0	84.5	52.0
Pacific Islander	-	63.0	-	57.0	-	51.5	-	49.5
Two or More Races	85.0	56.0	68.0	54.0	56.0	53.0	68.0	55.0
White/Caucasian	81.5	58.0	68.5	56.0	66.0	49.0	85.0	53.0
Special Education	83.0	55.0	66.0	55.0	55.5	44.0	82.0	50.0
English Learners Current + Former	-	64.0	-	64.0	-	59.0	-	54.0
English Learners Current	-	61.0	-	62.0	-	57.0	-	53.0
Economically Disadvantaged	77.0	59.0	58.5	57.0	-	53.0	-	52.0

AGP Growth Data

Math AGP Points Earned: 5/5 **ELA AGP Points Earned: 5/5**

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	80.7	44.4	91.1	61.4	58.5	37.7	89.8	56.5
American Indian/Alaska Native	-	28.2	-	68.4	-	23.9	-	54.3
Asian	87.5	65.9	91.6	78.6	80.0	66.6	>95	78.1
Black/African American	76.9	27.5	84.6	44.3	-	20.1	-	39.5
Hispanic/Latino	71.4	35.5	83.6	53.6	44.4	30.2	86.1	47.2
Pacific Islander	-	47.3	-	59.8	-	35.4	-	53.1
Two or More Races	81.8	47.1	93.9	66.2	64.0	42.7	84.0	61.4
White/Caucasian	82.8	51.9	93.8	68.4	63.7	44.0	89.5	62.3
Special Education	40.7	16.9	70.3	25.4	25.0	14.5	66.6	23.7
English Learners Current + Former	-	32.8	-	48.4	-	31.3	-	40.0
English Learners Current	-	17.4	-	28.1	-	14.8	-	20.1
Economically Disadvantaged	71.4	33.4	92.8	50.4	-	25.8	-	42.3

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

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Pinecrest Academy Inspirada

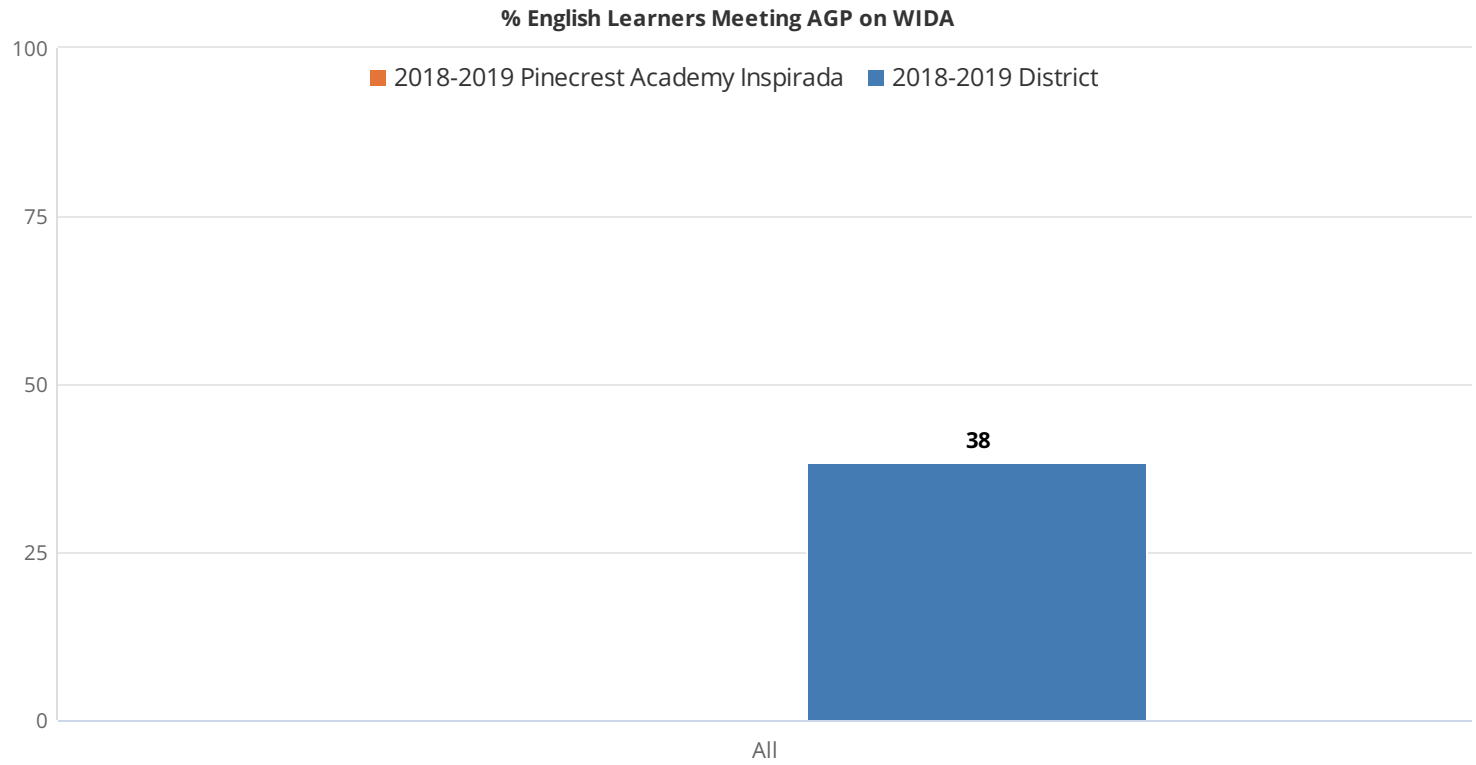
School Year 2018-2019 Nevada School Rating

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs With AGP Target	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs With AGP Target	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	38.4	-	-	32.4

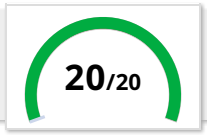


For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy Inspirada

School Year 2018-2019 Nevada School Rating



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

	Math AGP Points Earned: 10/10				ELA AGP Points Earned: 10/10			
Groups	**2019 % Meeting AGP Math**	**2019 % District Math**	**2019 % Meeting AGP ELA**	**2019 % District ELA**	**2018 % Meeting AGP Math**	**2018 % District Math**	**2018 % Meeting AGP ELA**	**2018 % District ELA**
All Students	54.9	21.9	66.6	32.7	26.6	19.0	65.3	28.4
American Indian/Alaska Native	-	25.0	-	64.7	-	<5	-	29.4
Asian	-	28.7	-	40.3	-	35.6	-	44.6
Black/African American	-	15.0	-	22.0	-	10.9	-	23.4
Hispanic/Latino	52.0	21.5	-	31.1	20.0	17.2	63.6	23.7
Pacific Islander	-	21.2	-	23.0	-	19.5	-	23.4
Two or More Races	-	19.8	-	32.9	-	21.0	-	32.0
White/Caucasian	63.2	24.8	77.2	38.4	34.0	21.5	60.7	33.3
Special Education	21.0	9.7	50.0	16.8	14.2	6.4	50.0	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	12.6	-	22.1	-	13.8	-	16.8
Economically Disadvantaged	57.1	19.5	-	29.2	-	16.0	-	23.5

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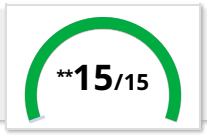
Pinecrest Academy Inspirada

School Year 2018-2019 Nevada School Rating



Student Engagement

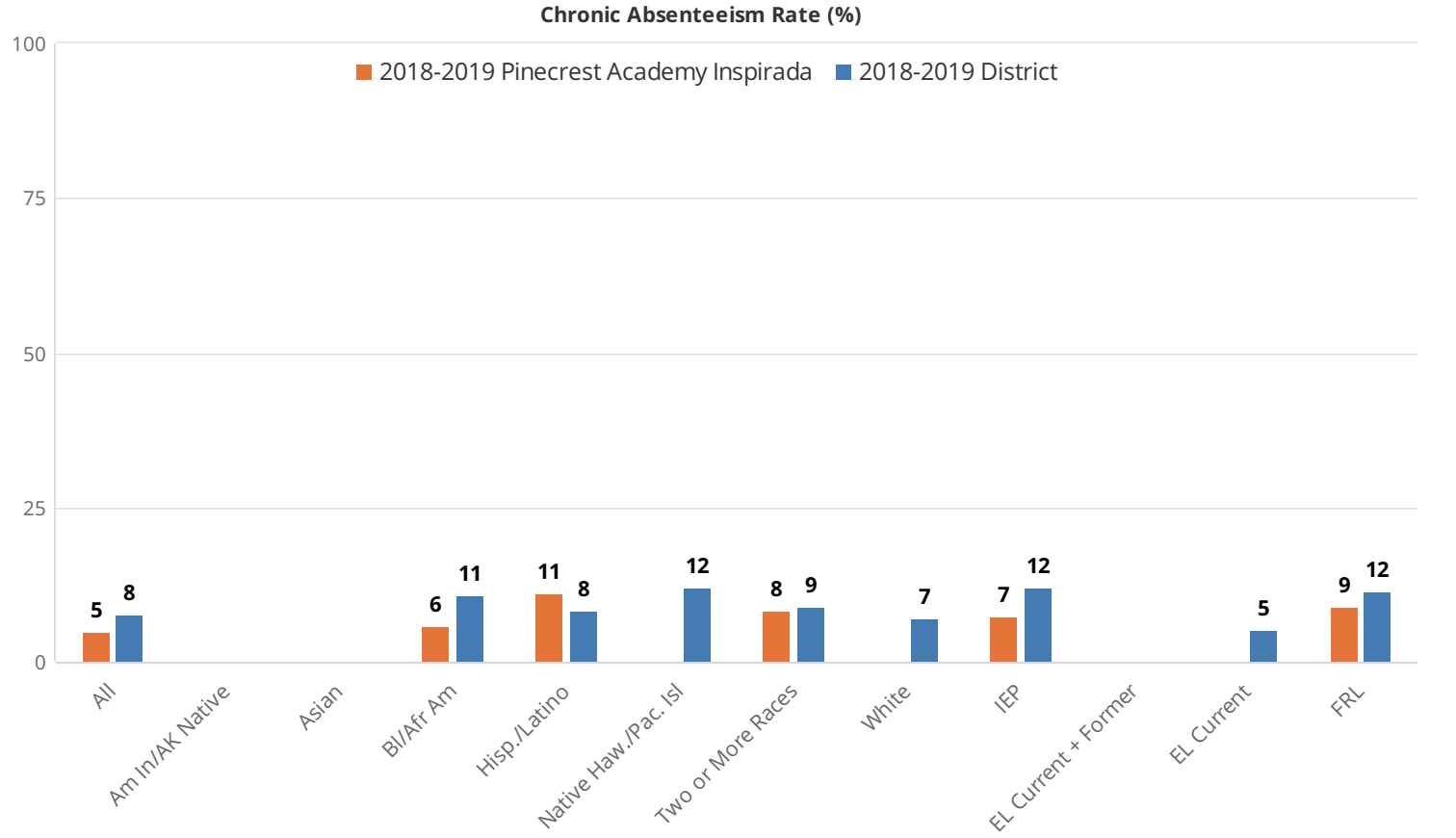
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 9.5/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	5.1	7.9	7.0	11.1
American Indian/Alaska Native	-	<5	-	16.9
Asian	<5	<5	<5	<5
Black/African American	5.8	11.0	9.0	12.9
Hispanic/Latino	11.1	8.4	6.0	11.7
Pacific Islander	-	12.0	-	11.9
Two or More Races	8.3	8.9	9.6	12.0
White/Caucasian	<5	7.2	6.8	10.9
Special Education	7.4	12.2	12.5	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	5.3	-	8.5
Economically Disadvantaged	9.0	11.5	15.7	14.3

Reducing Chronic Absenteeism by 10% bonus points: 1



Pinecrest Academy Inspirada

School Year 2018-2019 Nevada School Rating

**15/15

Student Engagement

Academic Learning Plans

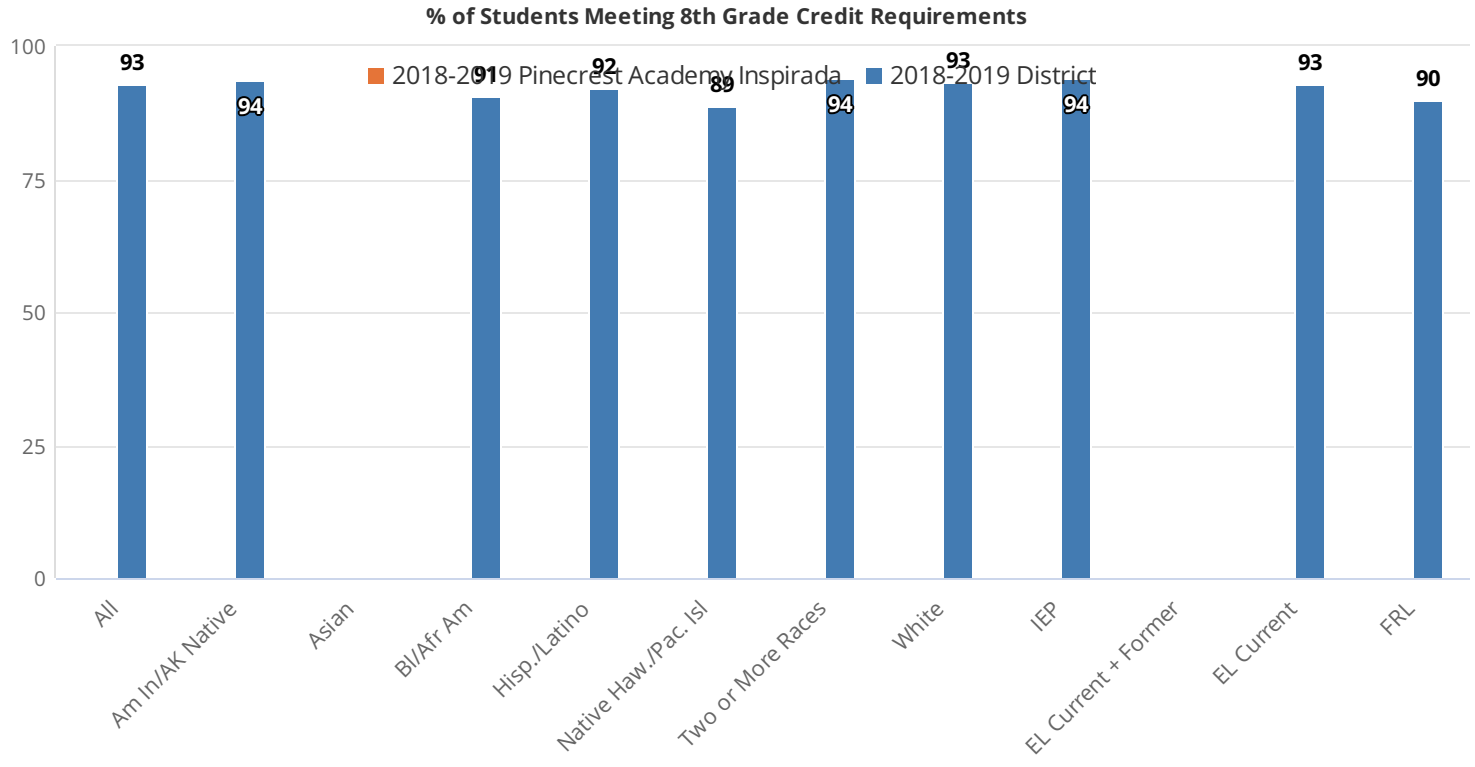
Academic Learning Plans Points Earned 2/2

Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	>95	>95	87.8	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	>95	>95	94.7	>95
Black/African American	>95	>95	75.0	>95
Hispanic/Latino	>95	>95	95.0	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	85.7	>95
White/Caucasian	>95	>95	85.5	>95
Special Education	>95	>95	63.6	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	>95	-	>95
Economically Disadvantaged	>95	>95	-	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	>95	92.8	>95	91.5
American Indian/Alaska Native	-	93.7	-	85.0
Asian	-	>95	-	>95
Black/African American	-	90.5	-	85.4
Hispanic/Latino	>95	92.2	>95	89.4
Pacific Islander	-	88.6	-	91.0
Two or More Races	>95	93.8	-	91.7
White/Caucasian	>95	93.2	>95	93.4
Special Education	-	93.9	-	89.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	92.8	-	85.6
Economically Disadvantaged	-	89.7	-	85.6



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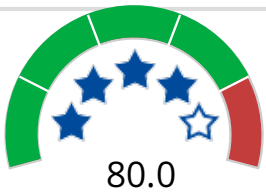
Pinecrest Academy St Rose

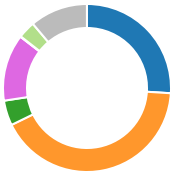
School Year 2018-2019 Nevada School Rating

School Level: Elementary School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 1385 E. Cactus Ave. Las Vegas, NV 89183



80.0
Total Index Score

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



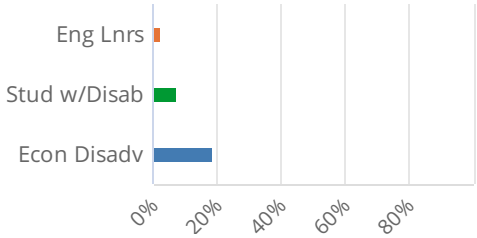
Student Race/Ethnicity

41.6%	White
4.8%	Bl/Afr Am
25.9%	Hisp/Latino
12.8%	Asian
0.1%	Am Ind/AK Nat
3.3%	Pac Isl
11.1%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	94.5 ★★★★★
2016-2017	N/A N/A

Additional Student Groups



What does my school rating mean?

Four-Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

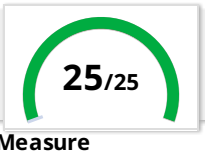
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

2018-2019 School Performance

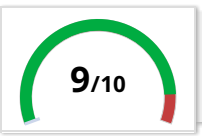


25/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	71.8	54.0
Math Proficiency	76.9	54.5
ELA Proficiency	76.9	60.1
Science Proficiency	45.0	34.8
Read-by-Grade-3 Proficiency	85.1	56.7

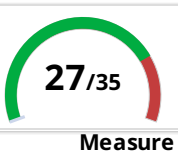
N/A English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	56.7



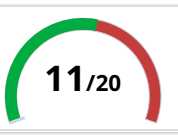
9/10 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	6.4	8.0
Climate Survey Participation	89.5	N/A



27/35 Growth Indicator

Measure	School Median	District Median
Math MGP	60.0	55.0
ELA MGP	45.0	52.0
	School Rate	**District Rate**
Met Math AGP Target	68.7	49.8
Met ELA AGP Target	64.5	59.8



11/20 Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	44.8	27.9
Prior Non-Proficient Met ELA AGP Target	19.0	39.3

Climate Survey Participation is not a point-earning measure.

Pinecrest Academy St Rose

School Year 2018-2019 Nevada School Rating

Academic Achievement

25/25

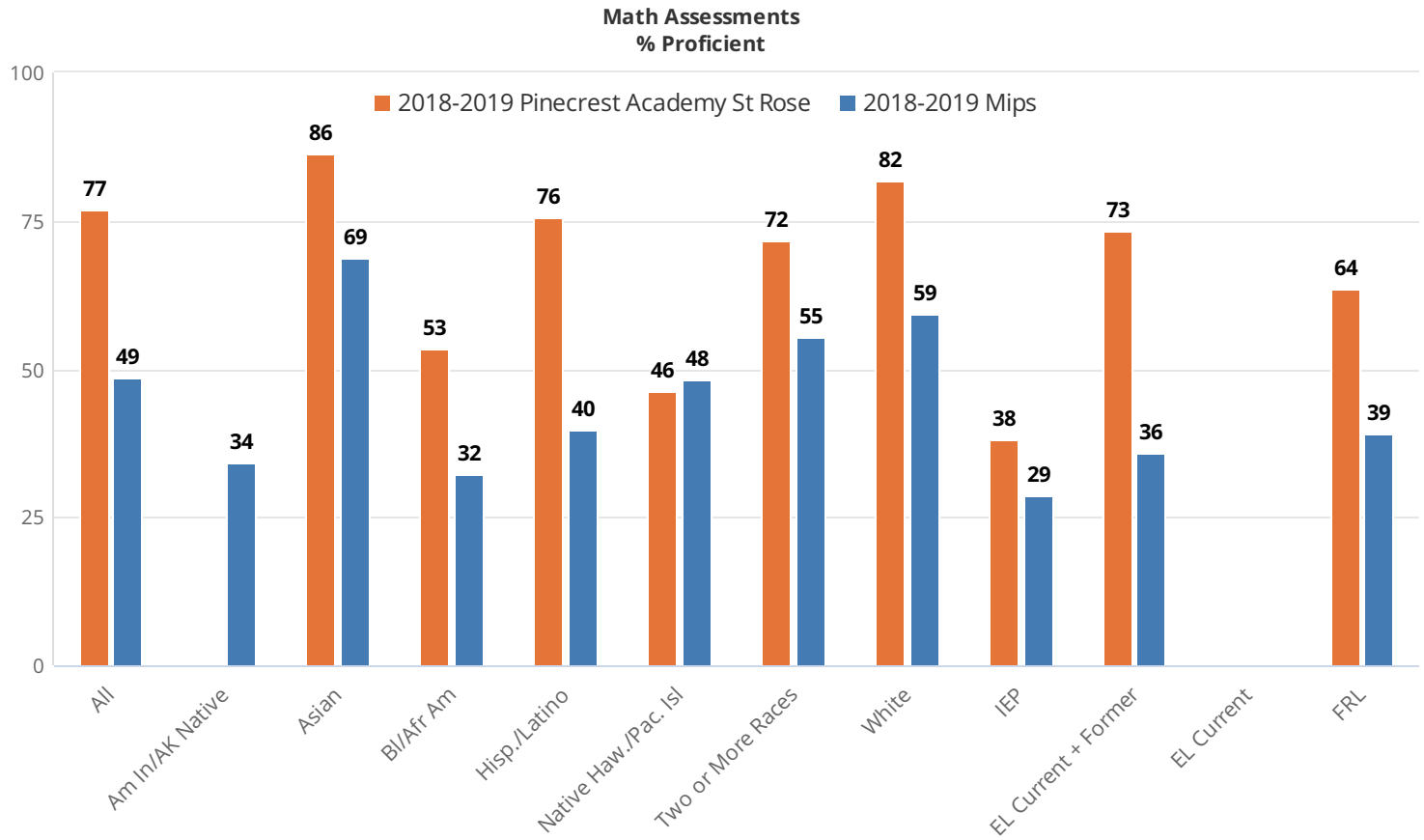
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency Points Earned: 20/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	71.8	54.0	75.5	52.9

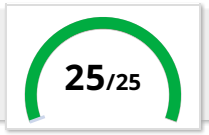
Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	76.9	54.5	48.5	75.4	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	86.3	75.6	68.8	87.5	75.2	67.2
Black/African American	53.3	31.3	32.3	50.0	30.6	28.8
Hispanic/Latino	75.6	44.6	39.6	66.6	40.2	36.5
Pacific Islander	46.1	48.7	48.3	81.8	48.3	45.6
Two or More Races	71.8	58.2	55.3	79.4	59.0	52.9
White/Caucasian	81.8	62.3	59.3	77.8	61.1	57.2
Special Education	38.2	27.4	28.6	39.2	29.2	24.8
English Learners Current + Former	73.3	42.3	35.8	52.9	37.4	32.4
English Learners Current	-	32.4		42.8	25.5	
Economically Disadvantaged	63.6	39.8	39	54.8	33.1	35.7



Pinecrest Academy St Rose

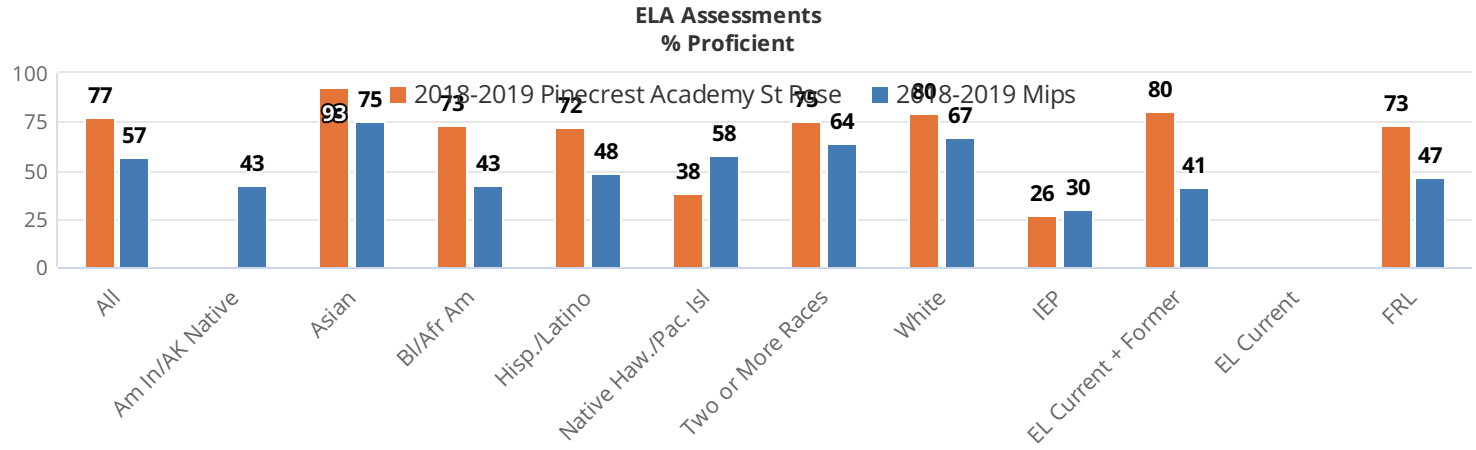
School Year 2018-2019 Nevada School Rating



Academic Achievement

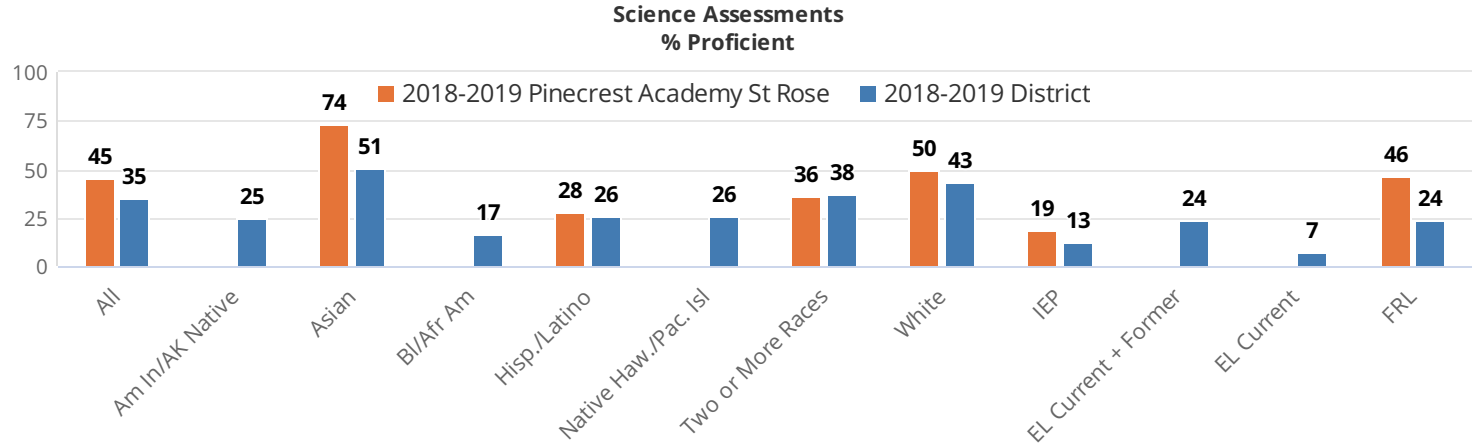
ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	76.9	60.1	57	82.0	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	93.1	78.5	75.4	95.0	76.3	74.1
Black/African American	73.3	40.9	42.6	93.7	40.5	39.6
Hispanic/Latino	71.9	51.1	48.2	74.6	48.0	45.5
Pacific Islander	38.4	51.8	57.9	54.5	52.6	55.7
Two or More Races	75.0	63.8	64.4	85.3	67.1	62.6
White/Caucasian	79.7	66.8	67.4	82.1	65.0	65.7
Special Education	26.4	26.7	30	35.7	29.3	26.3
English Learners Current + Former	80.0	42.2	41.4	64.7	38.9	38.4
English Learners Current	-	29.4		57.1	22.8	
Economically Disadvantaged	72.7	45.4	46.8	70.9	40.4	44



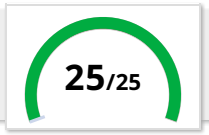
Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	45.0	34.8	57.4	35.4
American Indian/Alaska Native	-	25.0	-	9.0
Asian	73.6	50.5	57.1	49.2
Black/African American	-	16.6	-	14.6
Hispanic/Latino	28.0	25.8	38.4	22.5
Pacific Islander	-	26.1	-	32.0
Two or More Races	35.7	37.6	83.3	46.6
White/Caucasian	50.0	42.8	58.7	43.9
Special Education	18.7	12.5	50.0	19.4
English Learners Current + Former	-	24.2	-	15.2
English Learners Current	-	7.3	-	<5
Economically Disadvantaged	46.4	23.8	40.0	17.3



Pinecrest Academy St Rose

School Year 2018-2019 Nevada School Rating

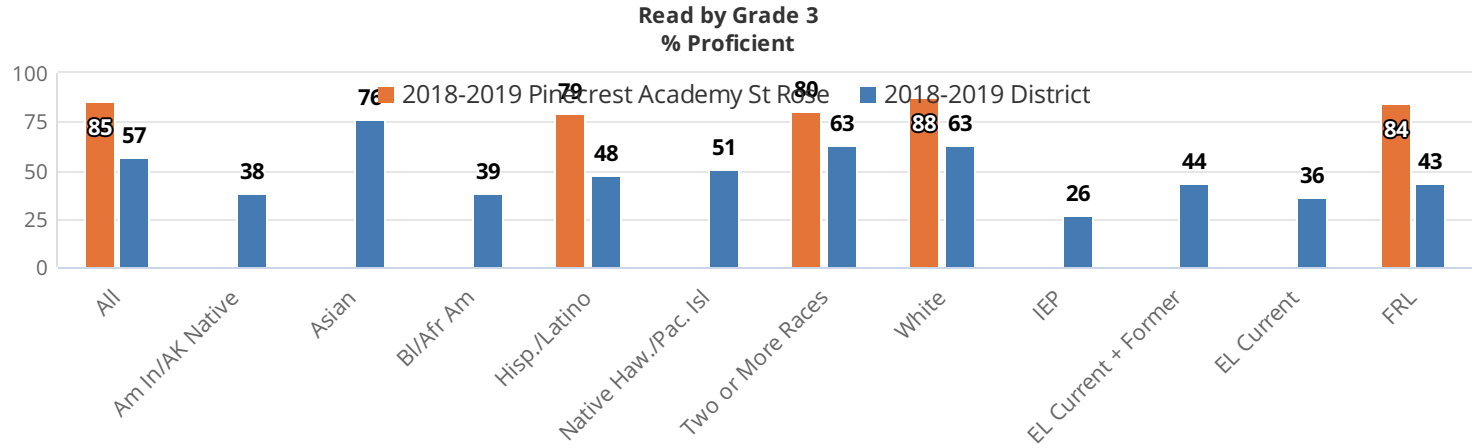


Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 5/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	85.1	56.7	86.1	56.2
American Indian/Alaska Native	-	38.4	-	66.6
Asian	>95	75.8	83.3	74.5
Black/African American	-	38.5	-	34.2
Hispanic/Latino	79.1	47.5	81.2	47.1
Pacific Islander	-	50.8	-	38.8
Two or More Races	80.0	63.1	-	64.3
White/Caucasian	87.7	62.6	86.0	62.6
Special Education	-	26.3	25.0	29.4
English Learners Current + Former	-	43.6	-	33.0
English Learners Current	-	36.1	-	21.8
Economically Disadvantaged	84.2	43.3	-	37.5

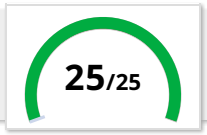


The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40th Percentile	Student Growth Score
2nd Grade	82.5	42
1st Grade	92	50
Kindergarten	86	75

Pinecrest Academy St Rose

School Year 2018-2019 Nevada School Rating



Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

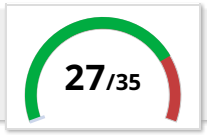
Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy St Rose

School Year 2018-2019 Nevada School Rating



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 8/10 **ELA MGP Points Earned: 4/10**

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	60.0	55.0	45.0	52.0	62.5	53.0	67.0	49.0
American Indian/Alaska Native	-	55.5	-	67.0	-	49.0	-	54.0
Asian	66.0	58.0	51.0	59.0	74.5	61.5	78.0	62.0
Black/African American	74.5	48.0	49.5	43.5	33.5	45.0	68.5	44.0
Hispanic/Latino	70.0	54.0	49.0	51.0	61.0	49.0	58.0	48.0
Pacific Islander	45.0	43.0	19.5	46.0	-	56.0	-	46.0
Two or More Races	56.5	53.0	27.0	50.0	60.0	53.0	63.0	51.5
White/Caucasian	56.0	57.0	45.0	54.0	62.0	55.0	68.0	49.0
Special Education	51.5	51.0	33.5	42.0	52.0	49.0	71.0	40.5
English Learners Current + Former	72.0	59.0	44.0	53.0	60.0	49.0	52.0	52.0
English Learners Current	-	56.0	-	49.0	58.0	43.5	45.5	44.0
Economically Disadvantaged	60.0	53.0	45.0	47.0	66.0	46.0	71.0	46.0

AGP Growth Data

Math AGP Points Earned: 7.5/7.5 **ELA AGP Points Earned: 7.5/7.5**

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	68.7	49.8	64.5	59.8	67.4	48.6	74.2	55.5
American Indian/Alaska Native	-	50.0	-	75.0	-	22.7	-	57.1
Asian	75.0	66.4	78.1	73.5	88.4	69.9	>95	70.8
Black/African American	58.3	30.2	83.3	43.5	40.0	28.8	90.0	41.4
Hispanic/Latino	74.5	43.0	67.2	54.2	50.0	37.9	61.9	47.8
Pacific Islander	50.0	40.4	10.0	48.4	-	48.3	-	55.3
Two or More Races	72.7	50.2	61.9	59.4	56.0	51.2	80.0	60.8
White/Caucasian	66.2	56.1	62.9	65.1	74.4	53.8	72.3	58.7
Special Education	32.1	28.4	25.0	34.5	33.3	29.5	46.6	30.5
English Learners Current + Former	50.0	43.9	60.0	48.1	53.8	35.3	61.5	44.6
English Learners Current	-	34.7	-	37.6	40.0	23.4	50.0	32.2
Economically Disadvantaged	57.7	38.3	62.2	47.8	47.8	29.9	65.2	42.2

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy St Rose

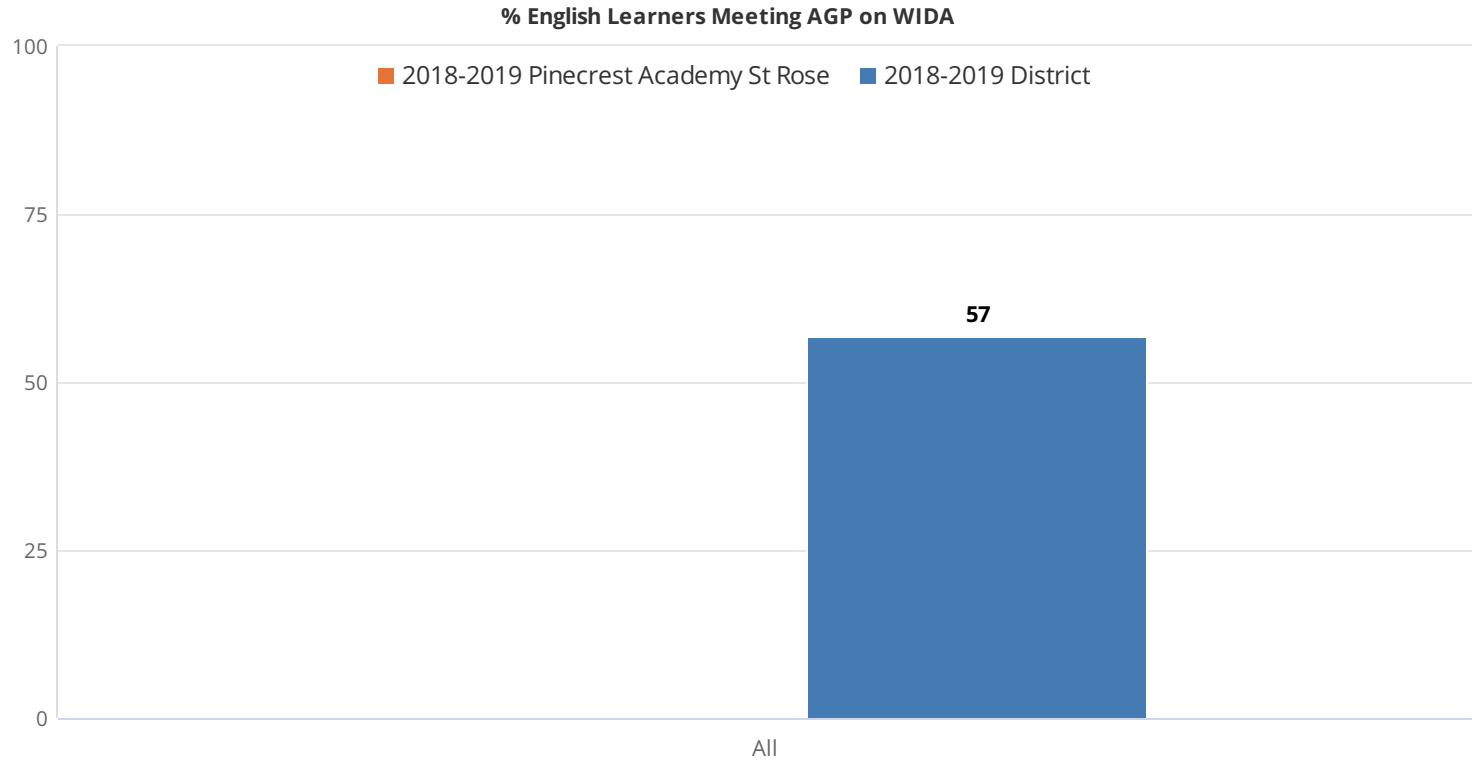
School Year 2018-2019 Nevada School Rating

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs With AGP Target	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs With AGP Target	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	56.7	13	69.2	42.5



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

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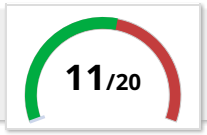
Pinecrest Academy St Rose

School Year 2018-2019 Nevada School Rating



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 10/10 **ELA AGP Points Earned: 1/10**

Groups	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	44.8	27.9	19.0	39.3	35.4	27.0	44.4	36.5
American Indian/Alaska Native	-	20.0	-	-	-	14.2	-	43.7
Asian	-	38.5	-	52.4	-	48.6	-	53.5
Black/African American	-	20.0	-	26.5	-	16.5	-	30.4
Hispanic/Latino	43.7	26.0	26.6	37.0	6.2	22.7	33.3	32.6
Pacific Islander	-	25.0	-	35.5	-	38.4	-	41.0
Two or More Races	-	27.4	-	36.3	-	31.2	-	41.4
White/Caucasian	41.1	32.2	7.6	45.8	61.1	31.5	44.4	38.8
Special Education	18.7	16.3	15.0	22.4	-	15.5	-	19.2
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	24.2	-	31.7	-	16.9	-	31.4
Economically Disadvantaged	26.3	23.0	33.3	32.3	28.5	20.0	35.7	29.9

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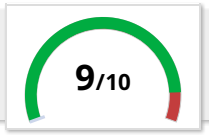
Pinecrest Academy St Rose

School Year 2018-2019 Nevada School Rating



Student Engagement

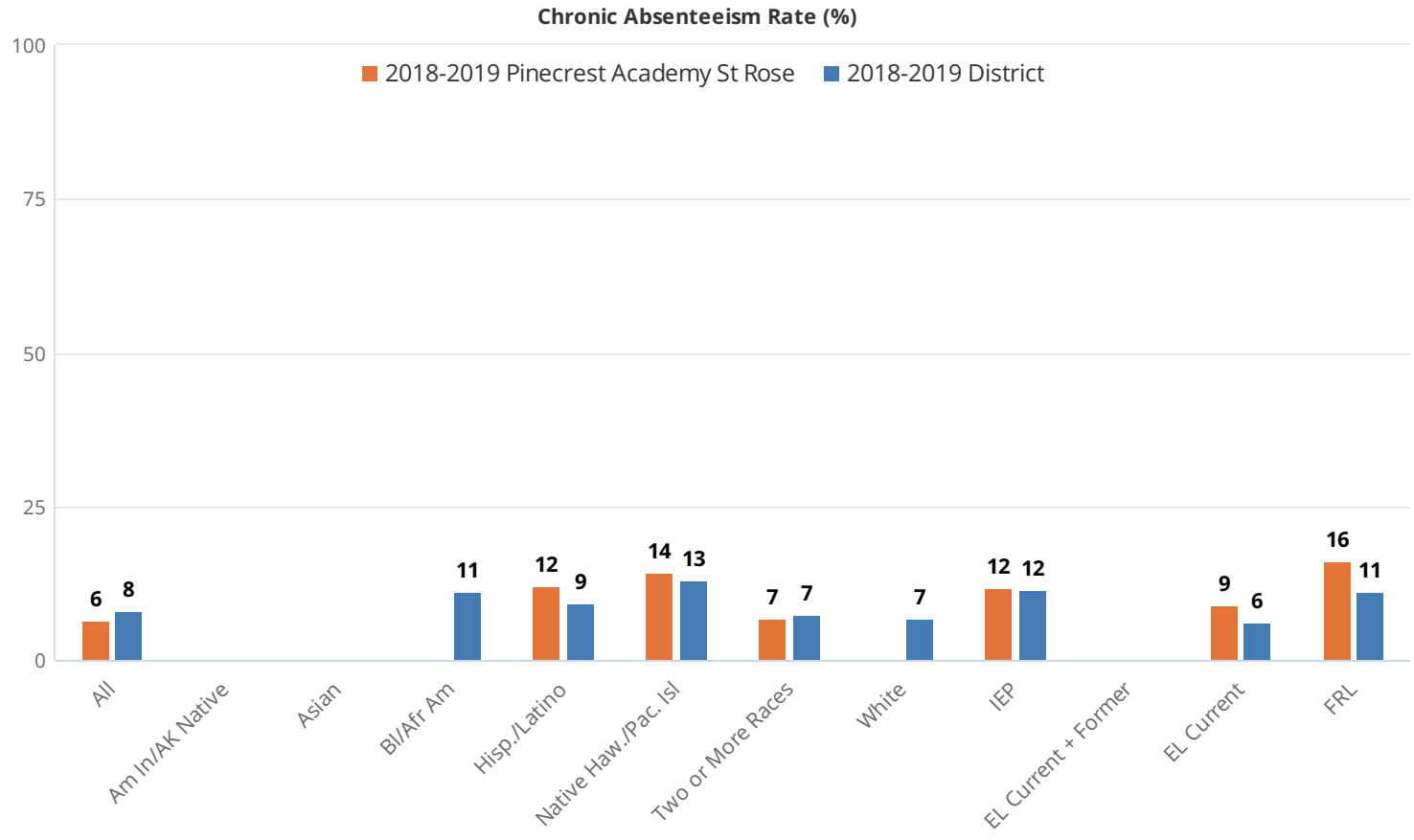
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 9/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	6.4	8.0	5.5	10.1
American Indian/Alaska Native	-	<5	-	14.5
Asian	<5	<5	5.1	<5
Black/African American	<5	11.1	<5	14.5
Hispanic/Latino	12.2	9.4	7.2	11.5
Pacific Islander	14.2	13.1	13.6	12.6
Two or More Races	7.0	7.4	<5	9.0
White/Caucasian	<5	6.9	<5	9.0
Special Education	11.8	11.5	10.7	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	9.0	6.2	-	10.4
Economically Disadvantaged	16.3	11.2	9.8	15.9

Reducing Chronic Absenteeism by 10% Points Earned: NA



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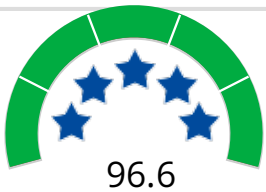
Pinecrest Academy St Rose

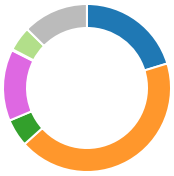
School Year 2018-2019 Nevada School Rating

School Level: Middle School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 1385 E. Cactus Ave. Las Vegas, NV 89183



96.6
Total Index Score

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



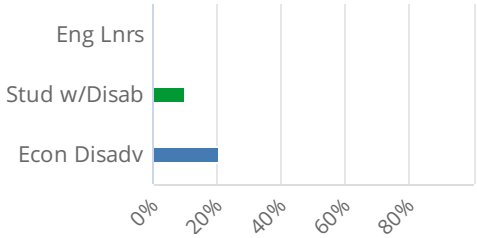
Student Race/Ethnicity

42.9%	White
5.3%	Bl/Afr Am
20.2%	Hisp/Latino
13.7%	Asian
0.2%	Am Ind/AK Nat
4.7%	Pac Isl
12.6%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	97.5 ★★★★★
2016-2017	N/A N/A

Additional Student Groups



What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

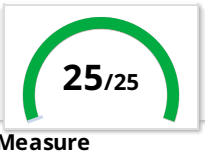
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

2018-2019 School Performance

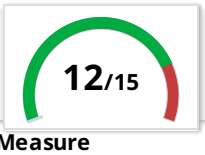


25/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	76.3	50.3
Math Proficiency	71.9	42.6
ELA Proficiency	80.1	59.6
Science Proficiency	78.4	44.8

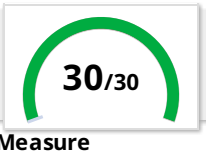
N/A English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	38.4



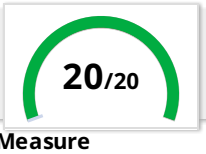
12/15 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	10.0	7.9
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.8
Climate Survey Participation	>95	N/A



30/30 Student Growth Indicator

Measure	School Median	District Median
Math MGP	75.0	58.0
ELA MGP	65.0	56.0
	School Rate	**District Rate**
Met Math AGP Target	70.1	44.4
Met ELA AGP Target	82.1	61.4



20/20 Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	37.9	21.9
Prior Non-Proficient Met ELA AGP Target	44.1	32.7

Climate Survey Participation is not a point-earning measure.

Pinecrest Academy St Rose

School Year 2018-2019 Nevada School Rating

Academic Achievement

25/25

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

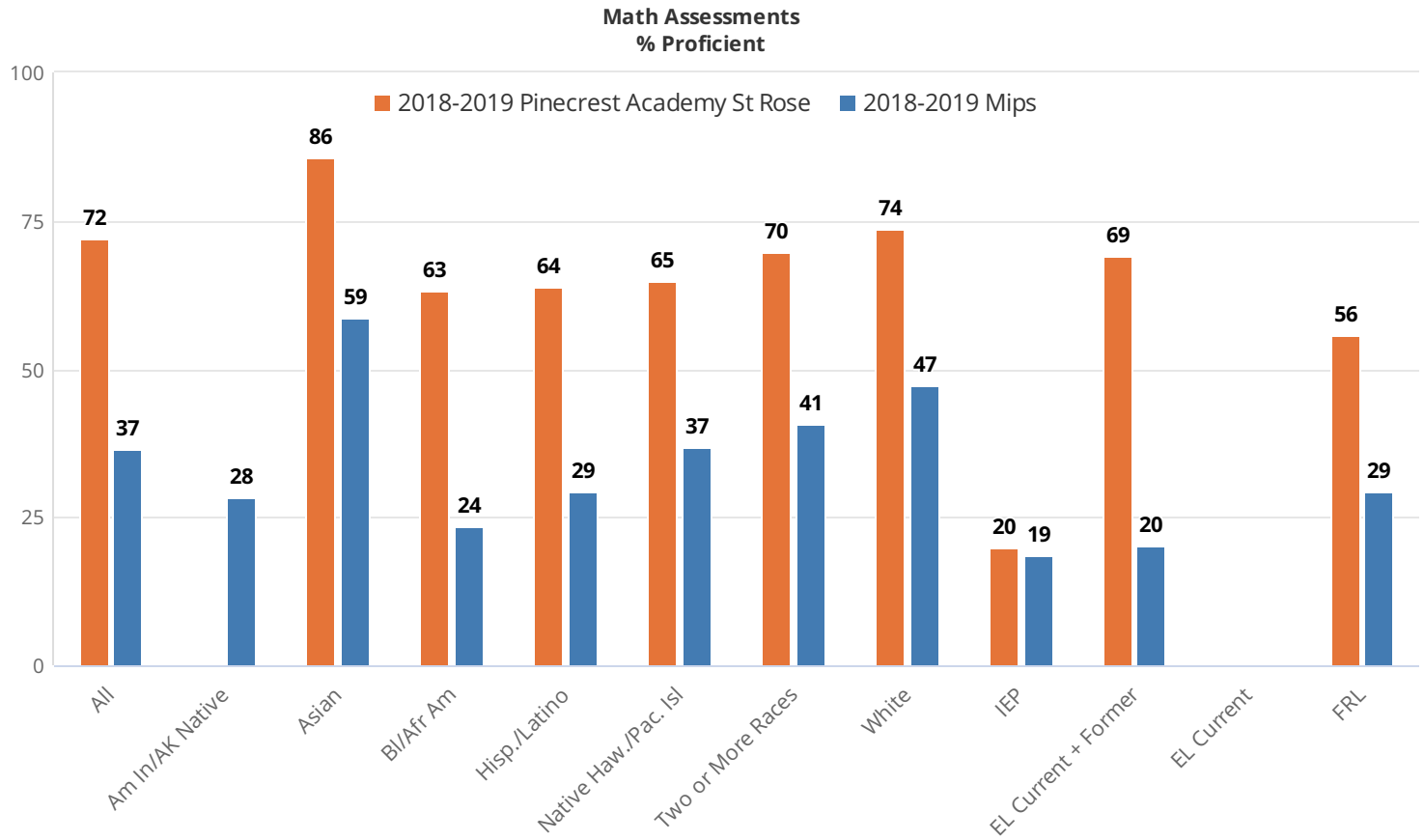
Pooled Proficiency

Pooled Proficiency Points Earned: 25/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	76.3	50.3	62.7	46.3

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	71.9	42.6	36.5	55.9	36.8	33.2
American Indian/Alaska Native	-	22.7	28.4	-	26.5	24.6
Asian	85.7	66.2	58.6	68.1	64.1	56.4
Black/African American	63.1	24.2	23.5	12.5	17.7	19.5
Hispanic/Latino	64.0	31.9	29.3	46.0	26.1	25.5
Pacific Islander	64.7	44.9	36.9	58.8	34.9	33.6
Two or More Races	69.7	47.3	40.6	55.5	41.5	37.5
White/Caucasian	73.5	51.3	47.1	61.9	44.4	44.4
Special Education	19.9	12.1	18.6	16.6	11.5	14.3
English Learners Current + Former	69.2	26.9	20.2	-	22.2	16
English Learners Current	-	12.6		-	8.5	
Economically Disadvantaged	55.8	29.0	29.2	44.4	21.7	25.5



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Pinecrest Academy St Rose

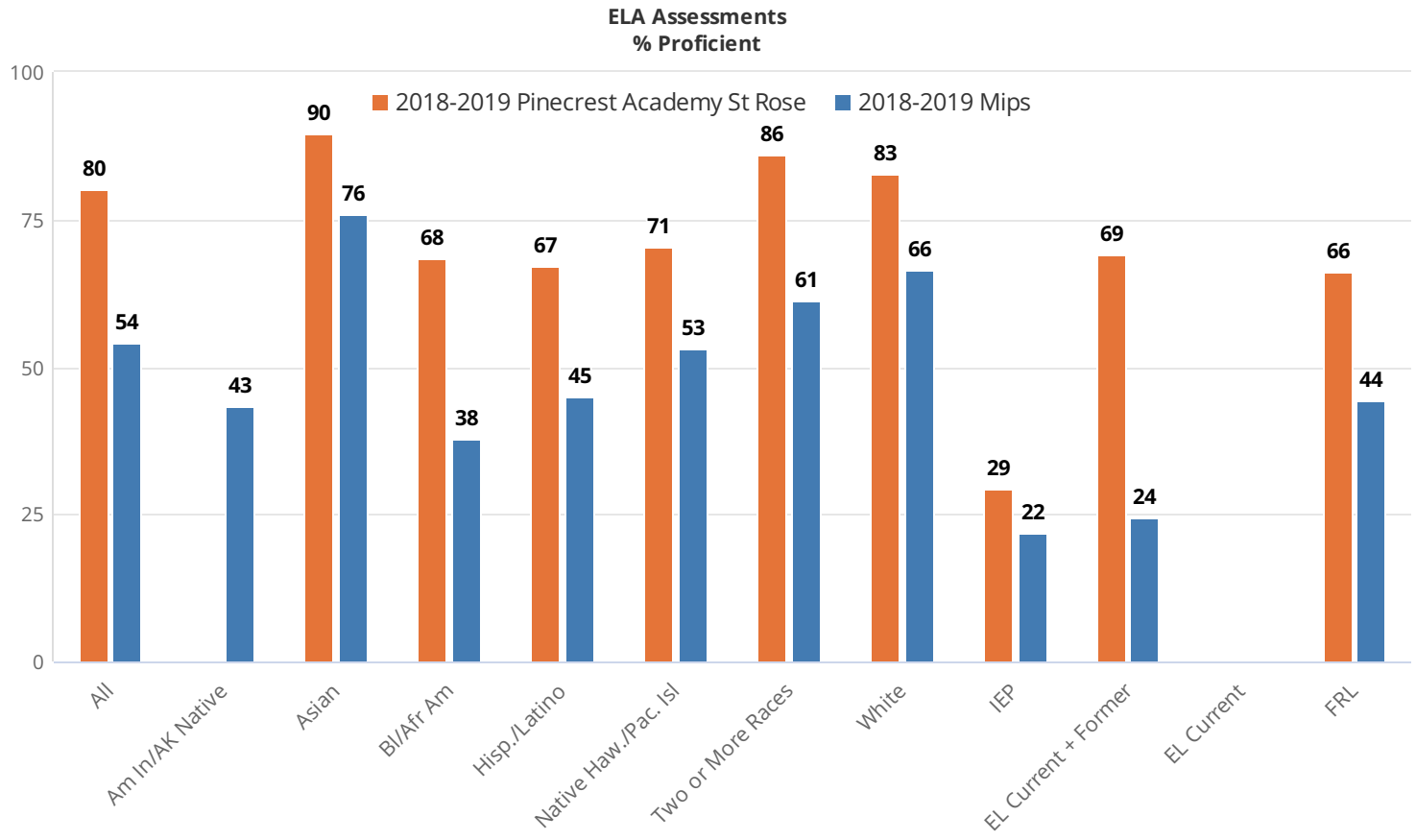
School Year 2018-2019 Nevada School Rating

25/25

Academic Achievement

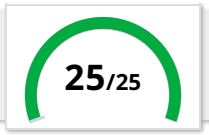
ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	80.1	59.6	54.1	70.6	56.1	51.7
American Indian/Alaska Native	-	61.3	43.4	-	57.1	40.5
Asian	89.7	78.4	75.9	86.3	77.3	74.6
Black/African American	68.4	40.1	37.8	43.7	38.4	34.5
Hispanic/Latino	67.1	50.3	45.1	57.1	46.3	42.2
Pacific Islander	70.5	61.1	53.2	70.5	53.2	50.7
Two or More Races	86.0	66.7	61.3	72.2	61.0	59.2
White/Caucasian	82.8	67.8	66.3	75.3	63.5	64.6
Special Education	29.2	19.9	21.9	12.5	20.7	17.8
English Learners Current + Former	69.2	42.7	24.3	-	34.8	20.3
English Learners Current	-	22.0		-	15.8	
Economically Disadvantaged	66.2	46.4	44.4	58.3	41.5	41.4



Pinecrest Academy St Rose

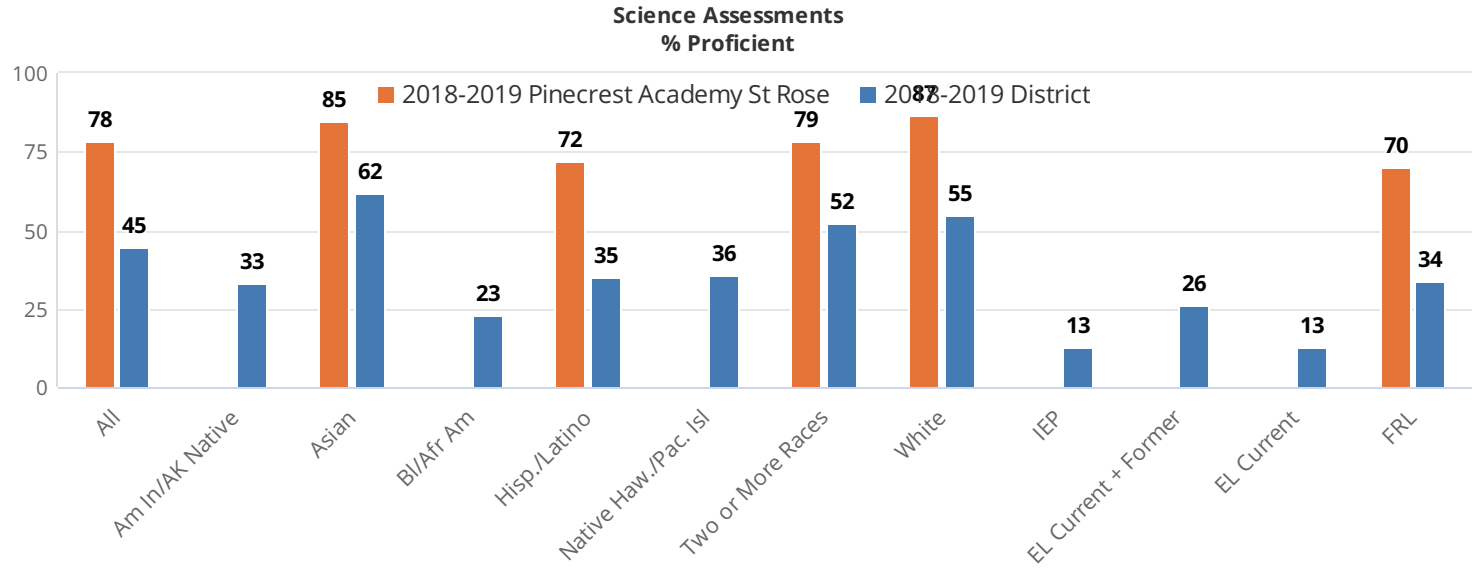
School Year 2018-2019 Nevada School Rating



Academic Achievement

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	78.4	44.8	59.4	45.3
American Indian/Alaska Native	-	33.3	-	38.1
Asian	84.6	62.0	75.0	62.2
Black/African American	-	23.1	-	25.0
Hispanic/Latino	72.2	35.3	68.1	34.9
Pacific Islander	-	35.8	-	42.8
Two or More Races	78.5	52.3	70.0	51.6
White/Caucasian	86.9	54.5	52.5	54.0
Special Education	-	13.0	-	14.6
English Learners Current + Former	-	26.0	-	25.7
English Learners Current	-	12.7	-	9.3
Economically Disadvantaged	70.0	33.7	-	30.7



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

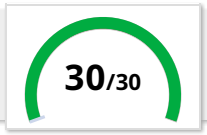
Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	90.9%	90.9%	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	91.8%	94.4%	>=95%	>=95%
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Pinecrest Academy St Rose

School Year 2018-2019 Nevada School Rating



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 10/10 **ELA MGP Points Earned: 10/10**

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	75.0	58.0	65.0	56.0	57.0	52.0	63.5	53.0
American Indian/Alaska Native	-	61.0	-	66.5	-	51.0	-	50.5
Asian	86.0	63.0	55.0	57.0	67.0	62.0	70.0	62.0
Black/African American	82.0	53.0	64.0	51.0	26.0	45.0	35.0	50.5
Hispanic/Latino	77.0	59.0	71.0	57.0	53.5	54.0	48.0	52.0
Pacific Islander	67.0	63.0	55.0	57.0	56.0	51.5	63.0	49.5
Two or More Races	67.5	56.0	67.5	54.0	64.0	53.0	77.5	55.0
White/Caucasian	72.0	58.0	67.0	56.0	58.5	49.0	67.0	53.0
Special Education	75.0	55.0	81.5	55.0	44.5	44.0	36.5	50.0
English Learners Current + Former	64.0	64.0	71.0	64.0	-	59.0	-	54.0
English Learners Current	-	61.0	-	62.0	-	57.0	-	53.0
Economically Disadvantaged	77.0	59.0	64.0	57.0	57.0	53.0	62.0	52.0

AGP Growth Data

Math AGP Points Earned: 5/5 **ELA AGP Points Earned: 5/5**

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	70.1	44.4	82.1	61.4	58.4	37.7	72.0	56.5
American Indian/Alaska Native	-	28.2	-	68.4	-	23.9	-	54.3
Asian	87.2	65.9	91.4	78.6	75.6	66.6	85.3	78.1
Black/African American	60.0	27.5	73.3	44.3	13.3	20.1	46.6	39.5
Hispanic/Latino	65.5	35.5	73.7	53.6	48.3	30.2	60.0	47.2
Pacific Islander	60.0	47.3	62.5	59.8	62.5	35.4	62.5	53.1
Two or More Races	69.0	47.1	80.9	66.2	55.8	42.7	79.4	61.4
White/Caucasian	69.3	51.9	86.1	68.4	63.5	44.0	76.4	62.3
Special Education	24.1	16.9	36.6	25.4	25.0	14.5	16.6	23.7
English Learners Current + Former	69.2	32.8	76.9	48.4	-	31.3	-	40.0
English Learners Current	-	17.4	-	28.1	-	14.8	-	20.1
Economically Disadvantaged	58.3	33.4	68.4	50.4	57.5	25.8	63.6	42.3

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy St Rose

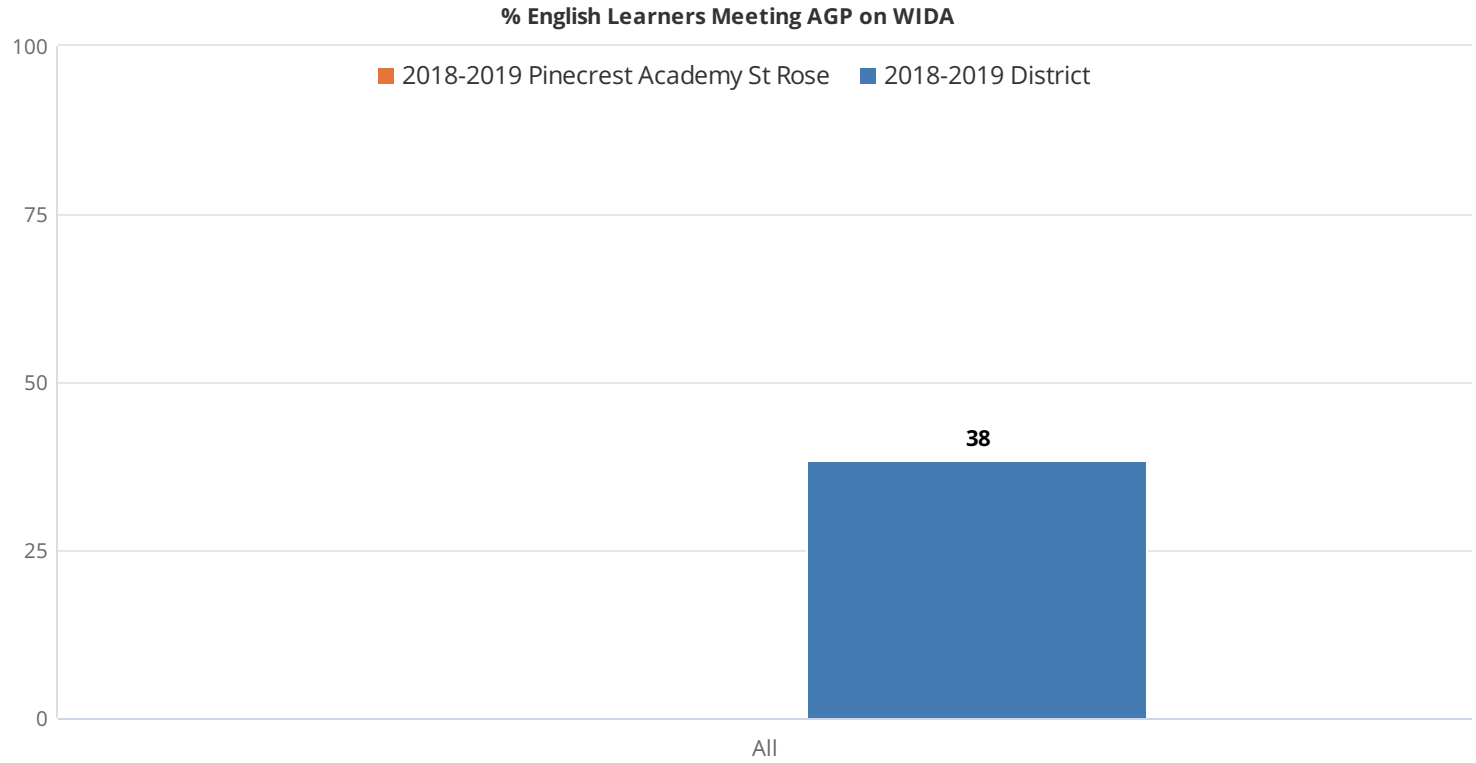
School Year 2018-2019 Nevada School Rating

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs With AGP Target	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs With AGP Target	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	38.4	-	-	32.4



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

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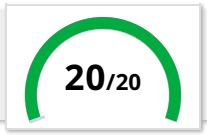
Pinecrest Academy St Rose

School Year 2018-2019 Nevada School Rating



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

					Math AGP Points Earned: 10/10		ELA AGP Points Earned: 10/10	
Groups	**2019 % Meeting AGP Math**	**2019 % District Math**	**2019 % Meeting AGP ELA**	**2019 % District ELA**	**2018 % Meeting AGP Math**	**2018 % District Math**	**2018 % Meeting AGP ELA**	**2018 % District ELA**
All Students	37.9	21.9	44.1	32.7	24.2	19.0	37.0	28.4
American Indian/Alaska Native	-	25.0	-	64.7	-	<5	-	29.4
Asian	71.4	28.7	-	40.3	42.8	35.6	50.0	44.6
Black/African American	-	15.0	-	22.0	<5	10.9	-	23.4
Hispanic/Latino	32.1	21.5	45.4	31.1	19.2	17.2	27.7	23.7
Pacific Islander	-	21.2	-	23.0	-	19.5	-	23.4
Two or More Races	23.0	19.8	-	32.9	29.4	21.0	60.0	32.0
White/Caucasian	39.1	24.8	54.8	38.4	27.4	21.5	38.2	33.3
Special Education	8.3	9.7	25.0	16.8	12.5	6.4	6.2	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	12.6	-	22.1	-	13.8	-	16.8
Economically Disadvantaged	29.7	19.5	31.0	29.2	33.3	16.0	60.0	23.5

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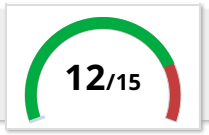
Pinecrest Academy St Rose

School Year 2018-2019 Nevada School Rating



Student Engagement

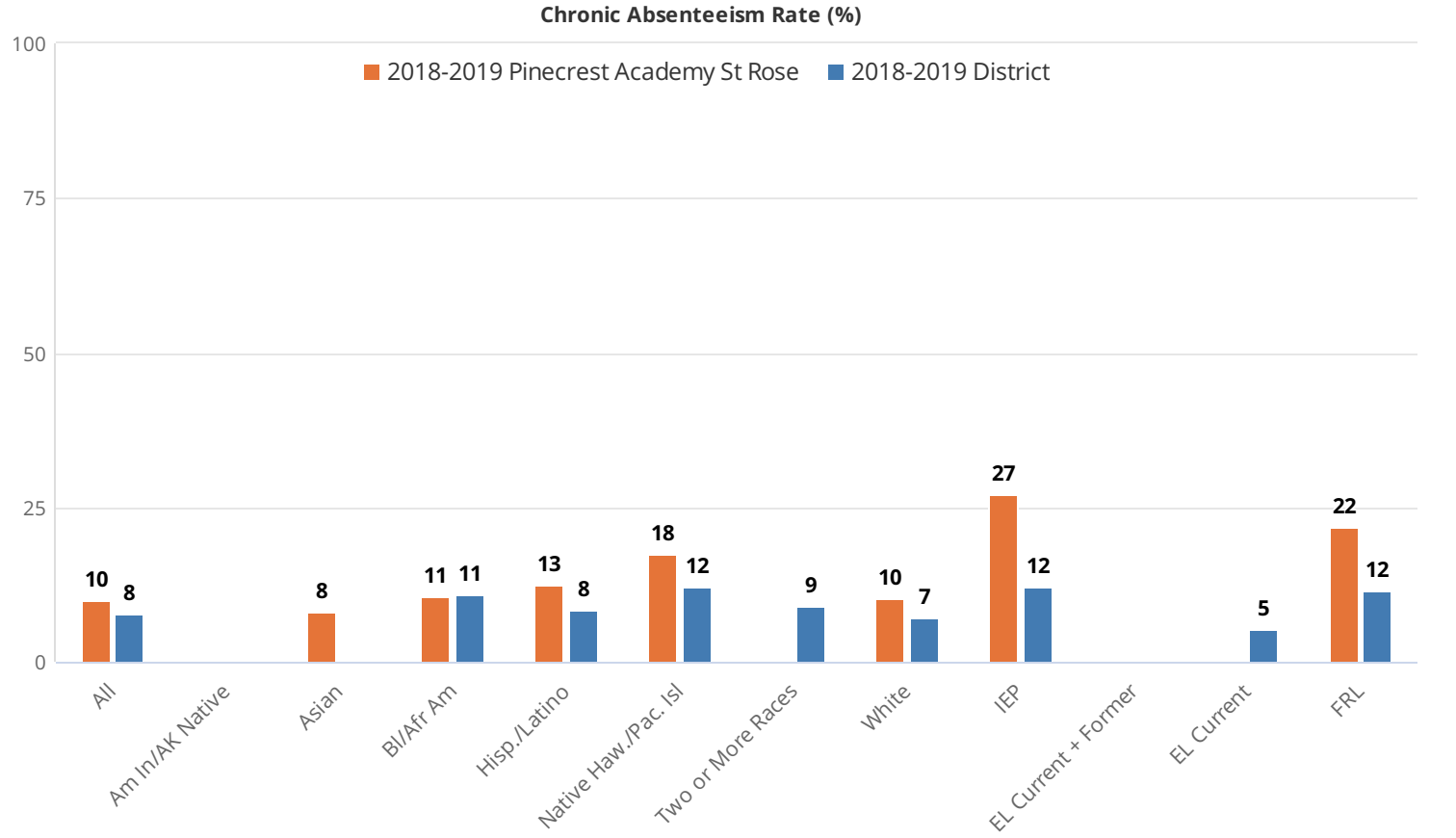
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 7/10

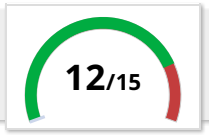
Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	10.0	7.9	<5	11.1
American Indian/Alaska Native	-	<5	-	16.9
Asian	8.0	<5	<5	<5
Black/African American	10.5	11.0	<5	12.9
Hispanic/Latino	12.6	8.4	<5	11.7
Pacific Islander	17.6	12.0	<5	11.9
Two or More Races	<5	8.9	<5	12.0
White/Caucasian	10.3	7.2	<5	10.9
Special Education	27.0	12.2	<5	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	5.3	-	8.5
Economically Disadvantaged	21.8	11.5	<5	14.3

Reducing Chronic Absenteeism by 10% bonus points: NA



Pinecrest Academy St Rose

School Year 2018-2019 Nevada School Rating



Student Engagement

Academic Learning Plans

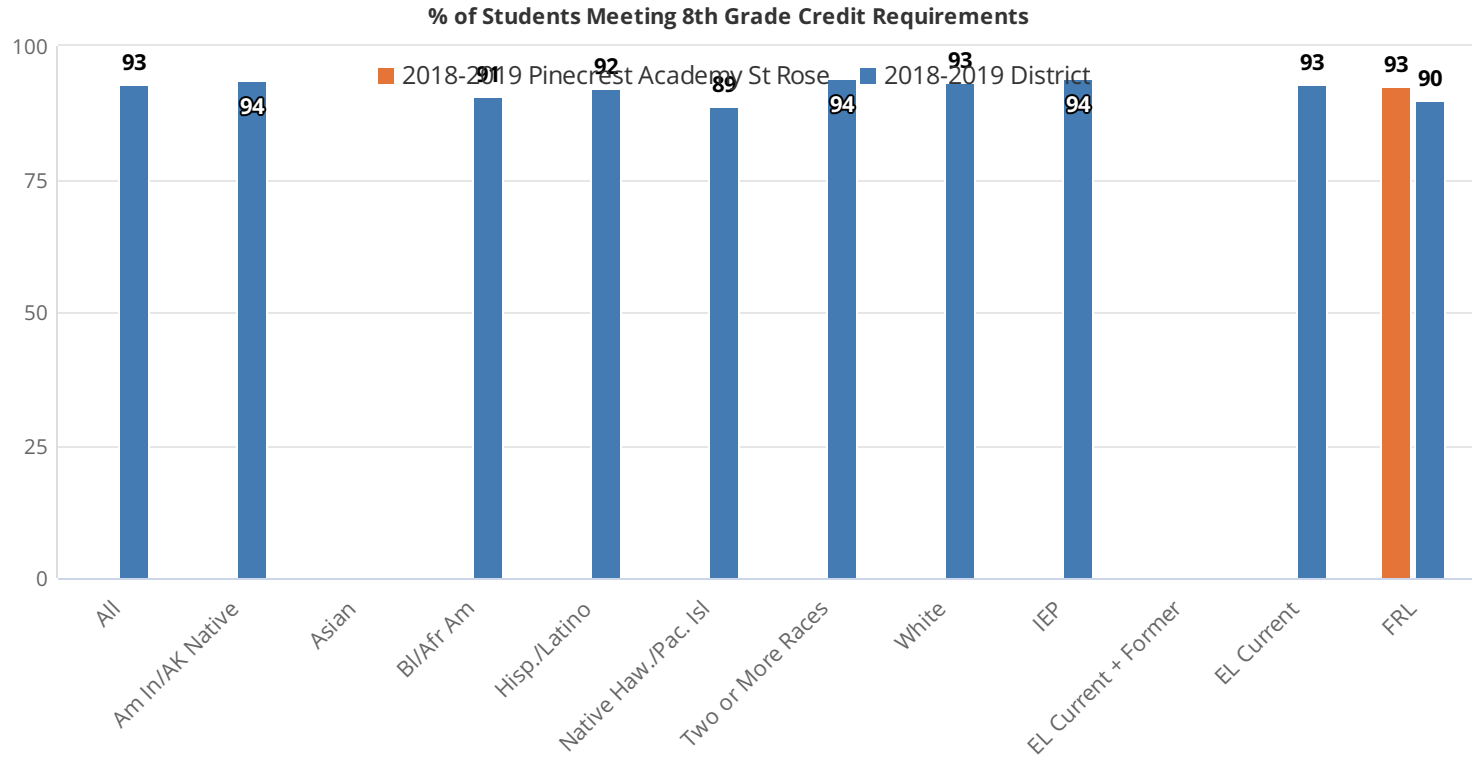
Academic Learning Plans Points Earned 2/2

Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	>95	>95	>95	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	>95	>95	>95	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	>95	92.8	>95	91.5
American Indian/Alaska Native	-	93.7	-	85.0
Asian	>95	>95	>95	>95
Black/African American	-	90.5	-	85.4
Hispanic/Latino	>95	92.2	>95	89.4
Pacific Islander	-	88.6	-	91.0
Two or More Races	>95	93.8	>95	91.7
White/Caucasian	>95	93.2	>95	93.4
Special Education	-	93.9	-	89.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	92.8	>95	85.6
Economically Disadvantaged	92.5	89.7	>95	85.6



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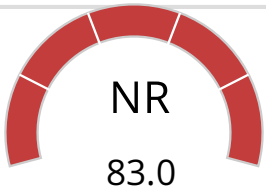
Pinecrest Academy of Nevada Cadence

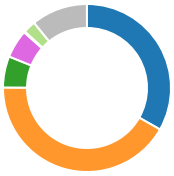
School Year 2021-2022 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-12
District: State Public Charter School Authority
School Address: 225 Grand Cadence Dr. Henderson, NV 89015



83.0
Total Index Score

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



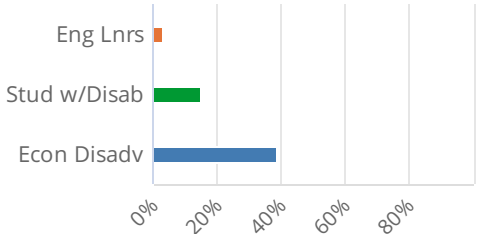
Student Race/Ethnicity

41.7%	White
6.0%	Bl/Afr Am
33.1%	Hisp/Latino
5.4%	Asian
0.2%	Am Ind/AK Nat
2.4%	Pac Isl
10.8%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	68.5 ★★★★
2019-2020	68.5 ★★★★

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

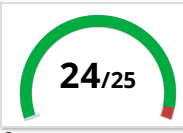
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

How are star ratings determined based on total index score?

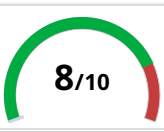
In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

2021-2022 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	60.8	49.2
Math Proficiency	63.0	49.2
ELA Proficiency	63.0	55.4
Science Proficiency	48.2	30.4
Read-by-Grade-3 Proficiency	53.9	51.8

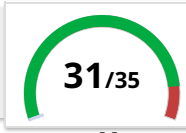


English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	52.6	38.4

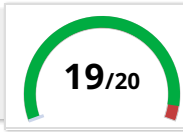
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	22.8	21.7
Climate Survey Participation	>95	N/A



Growth Indicator

Measure	School Median	District Median
Math MGP	63.0	52.0
ELA MGP	56.0	53.0
	School Rate	**District Rate**
Met Math AGP Target	69.1	53.1
Met ELA AGP Target	69.1	61.2



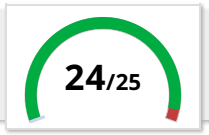
Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	50.8	40.9
Prior Non-Proficient Met ELA AGP Target	49.4	52.2

Climate Survey Participation is not a point-earning measure.

Pinecrest Academy of Nevada Cadence

School Year 2021-2022 Nevada School Rating



Academic Achievement

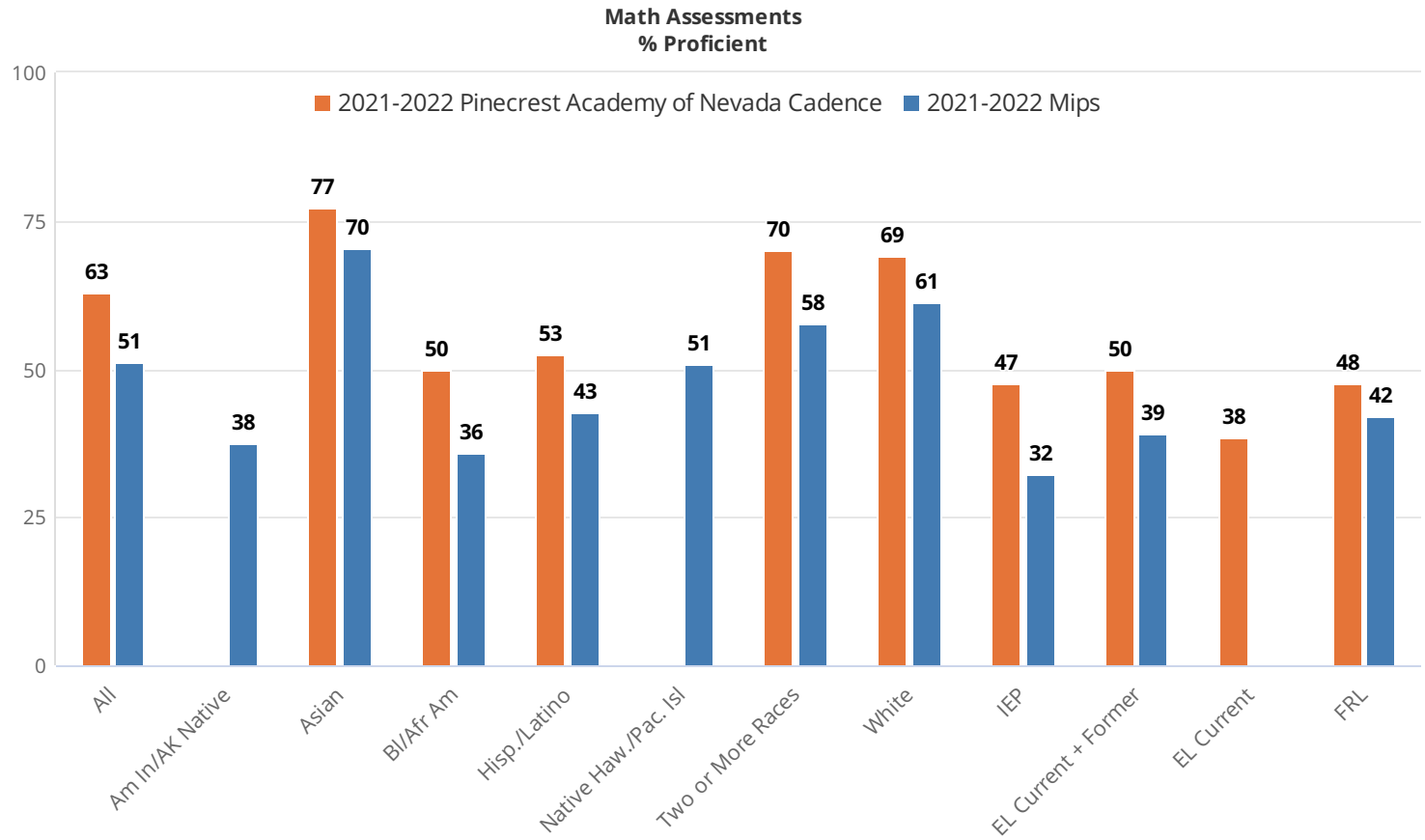
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency Points Earned: 20/20

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	60.8	49.2		

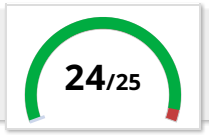
Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	63.0	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	77.2	72.8	70.4			
Black/African American	50.0	30.3	35.7			
Hispanic/Latino	52.6	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	70.0	55.6	57.5			
White/Caucasian	69.1	60.7	61.3			
Special Education	47.4	26.3	32.1			
English Learners Current + Former	50.0	34.9	39			
English Learners Current	38.4	25.5				
Economically Disadvantaged	47.7	35.6	42			



Pinecrest Academy of Nevada Cadence

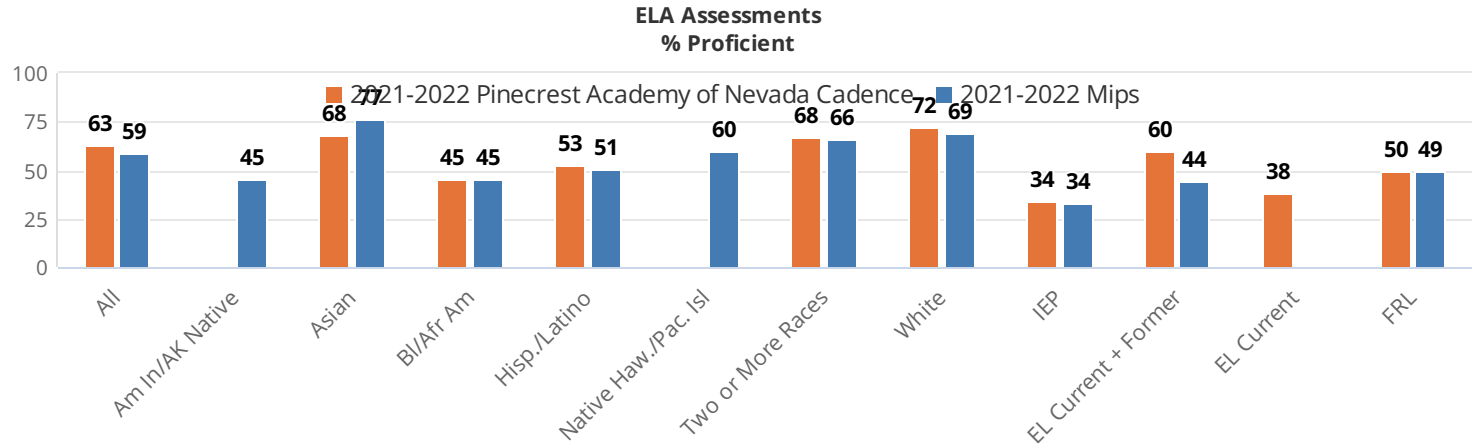
School Year 2021-2022 Nevada School Rating



Academic Achievement

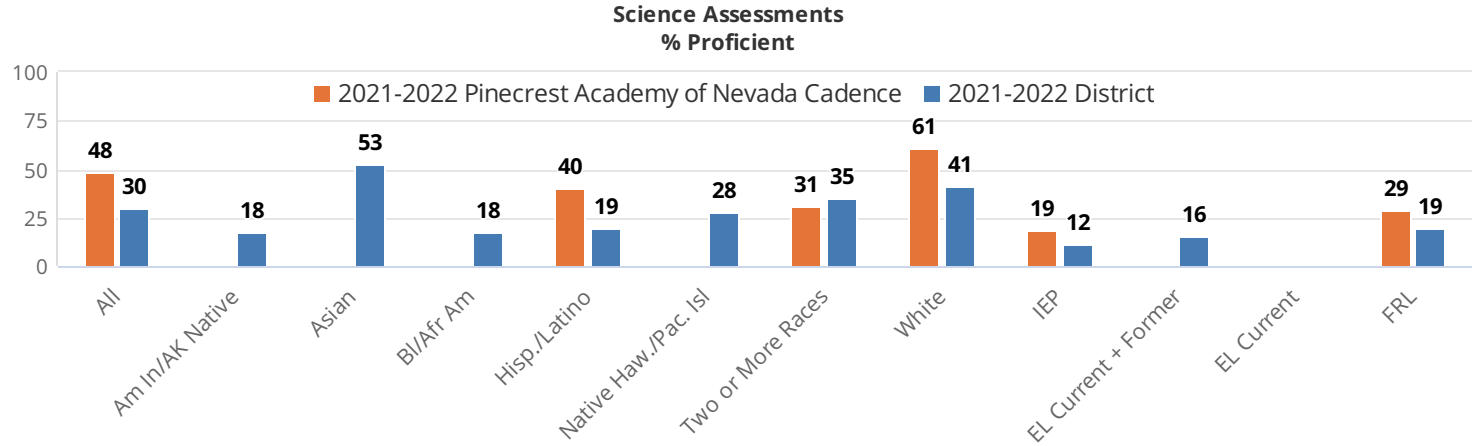
ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	63.0	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	68.1	74.9	76.7			
Black/African American	45.0	39.8	45.4			
Hispanic/Latino	52.6	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	67.5	61.5	66.2			
White/Caucasian	72.0	65.5	69			
Special Education	33.8	25.5	33.5			
English Learners Current + Former	60.0	37.4	44.4			
English Learners Current	38.4	24.4				
Economically Disadvantaged	49.6	42.8	49.4			



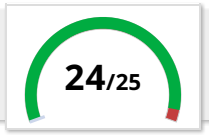
Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	48.2	30.4		
American Indian/Alaska Native	-	17.6		
Asian	-	52.9		
Black/African American	-	17.6		
Hispanic/Latino	40.0	19.2		
Pacific Islander	-	28.3		
Two or More Races	30.7	34.9		
White/Caucasian	60.6	40.8		
Special Education	19.0	11.6		
English Learners Current + Former	-	15.8		
English Learners Current	-	<5		
Economically Disadvantaged	29.0	19.4		



Pinecrest Academy of Nevada Cadence

School Year 2021-2022 Nevada School Rating

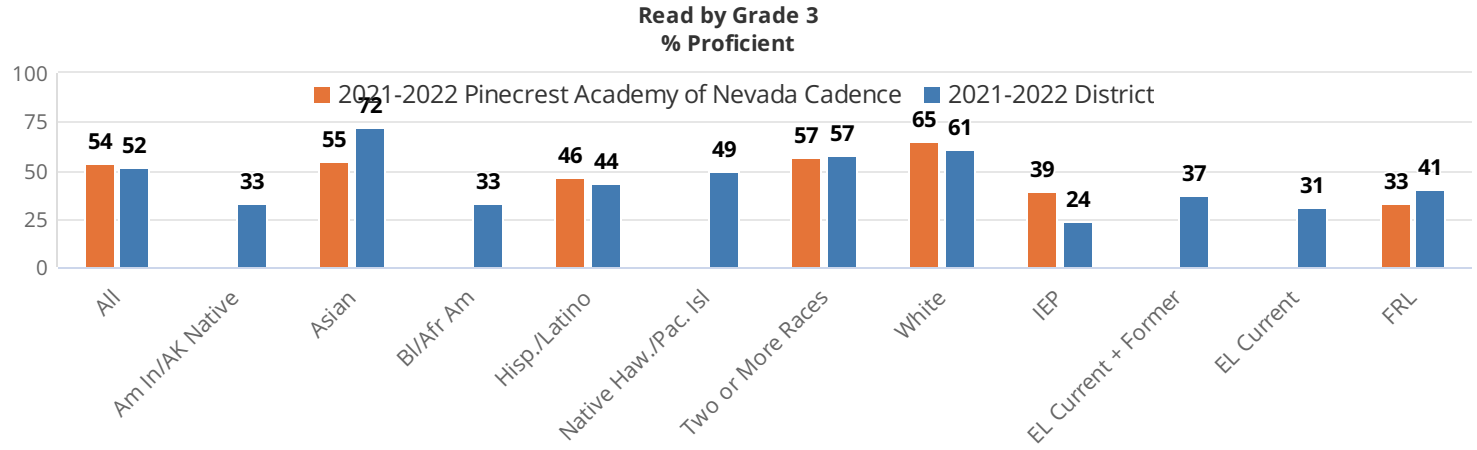


Academic Achievement

Read by Grade 3 Proficient

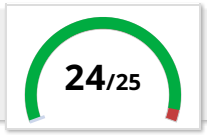
Read by Grade 3 Points Earned: 4/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	53.9	51.8		
American Indian/Alaska Native	-	33.3		
Asian	54.5	71.7		
Black/African American	-	33.0		
Hispanic/Latino	46.1	43.5		
Pacific Islander	-	49.2		
Two or More Races	57.1	57.4		
White/Caucasian	64.7	60.8		
Special Education	38.8	23.7		
English Learners Current + Former	-	37.1		
English Learners Current	-	30.7		
Economically Disadvantaged	33.3	40.5		



Pinecrest Academy of Nevada Cadence

School Year 2021-2022 Nevada School Rating



Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: **Yellow indicates 95% participation requirement not met.**

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	>=95%	>=95%		
Black/African American	-	-		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=95%	>=95%		

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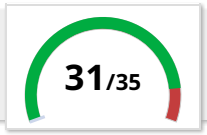
Pinecrest Academy of Nevada Cadence

School Year 2021-2022 Nevada School Rating



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 9/10 **ELA MGP Points Earned: 7/10**

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	63.0	52.0	56.0	53.0				
American Indian/Alaska Native	-	54.0	-	60.5				
Asian	78.0	60.0	58.0	59.0				
Black/African American	65.0	49.0	60.0	53.0				
Hispanic/Latino	62.0	49.0	48.5	51.0				
Pacific Islander	-	57.0	-	57.0				
Two or More Races	58.0	54.5	55.0	53.0				
White/Caucasian	60.5	55.0	58.0	55.0				
Special Education	66.5	46.0	41.0	43.0				
English Learners Current + Former	63.0	47.0	33.0	49.0				
English Learners Current	-	44.0	-	44.0				
Economically Disadvantaged	55.0	49.0	49.5	49.0				

AGP Growth Data

Math AGP Points Earned: 7.5/7.5 **ELA AGP Points Earned: 7.5/7.5**

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	69.1	53.1	69.1	61.2				
American Indian/Alaska Native	-	45.7	-	66.6				
Asian	81.8	68.8	81.8	73.9				
Black/African American	53.8	41.8	61.5	55.8				
Hispanic/Latino	64.2	45.0	58.3	55.4				
Pacific Islander	-	50.4	-	61.9				
Two or More Races	62.5	59.6	66.6	62.7				
White/Caucasian	73.3	59.6	76.6	65.1				
Special Education	60.5	35.9	44.7	41.3				
English Learners Current + Former	63.6	41.2	45.4	52.0				
English Learners Current	-	32.5	-	43.1				
Economically Disadvantaged	56.1	43.7	60.2	53.5				

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

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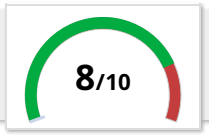
Pinecrest Academy of Nevada Cadence

School Year 2021-2022 Nevada School Rating

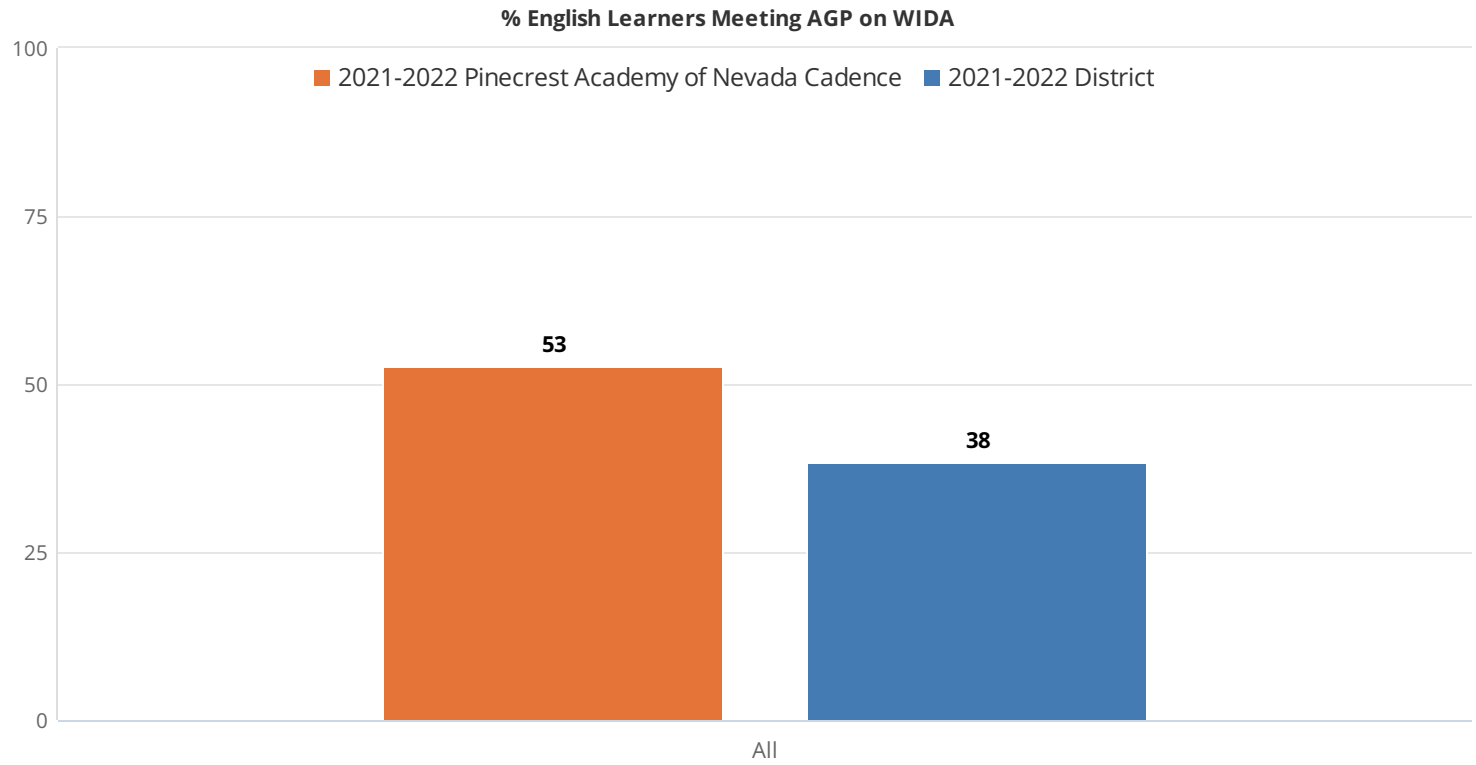


English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 8/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	19	52.6	38.4			



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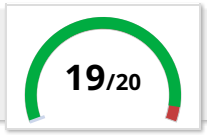
School Year 2021-2022 Nevada School Rating



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 10/10 **ELA AGP Points Earned: 9/10**

Groups	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	50.8	40.9	49.4	52.2				
American Indian/Alaska Native	-	40.7	-	57.6				
Asian	-	50.6	-	63.3				
Black/African American	-	36.1	-	49.4				
Hispanic/Latino	48.8	36.3	35.4	49.2				
Pacific Islander	-	43.2	-	54.6				
Two or More Races	-	44.5	-	55.0				
White/Caucasian	56.8	47.9	59.4	55.2				
Special Education	54.1	27.6	33.3	35.9				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	27.6	-	41.7				
Economically Disadvantaged	43.6	35.5	37.2	47.6				

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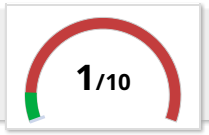
Pinecrest Academy of Nevada Cadence

School Year 2021-2022 Nevada School Rating



Student Engagement

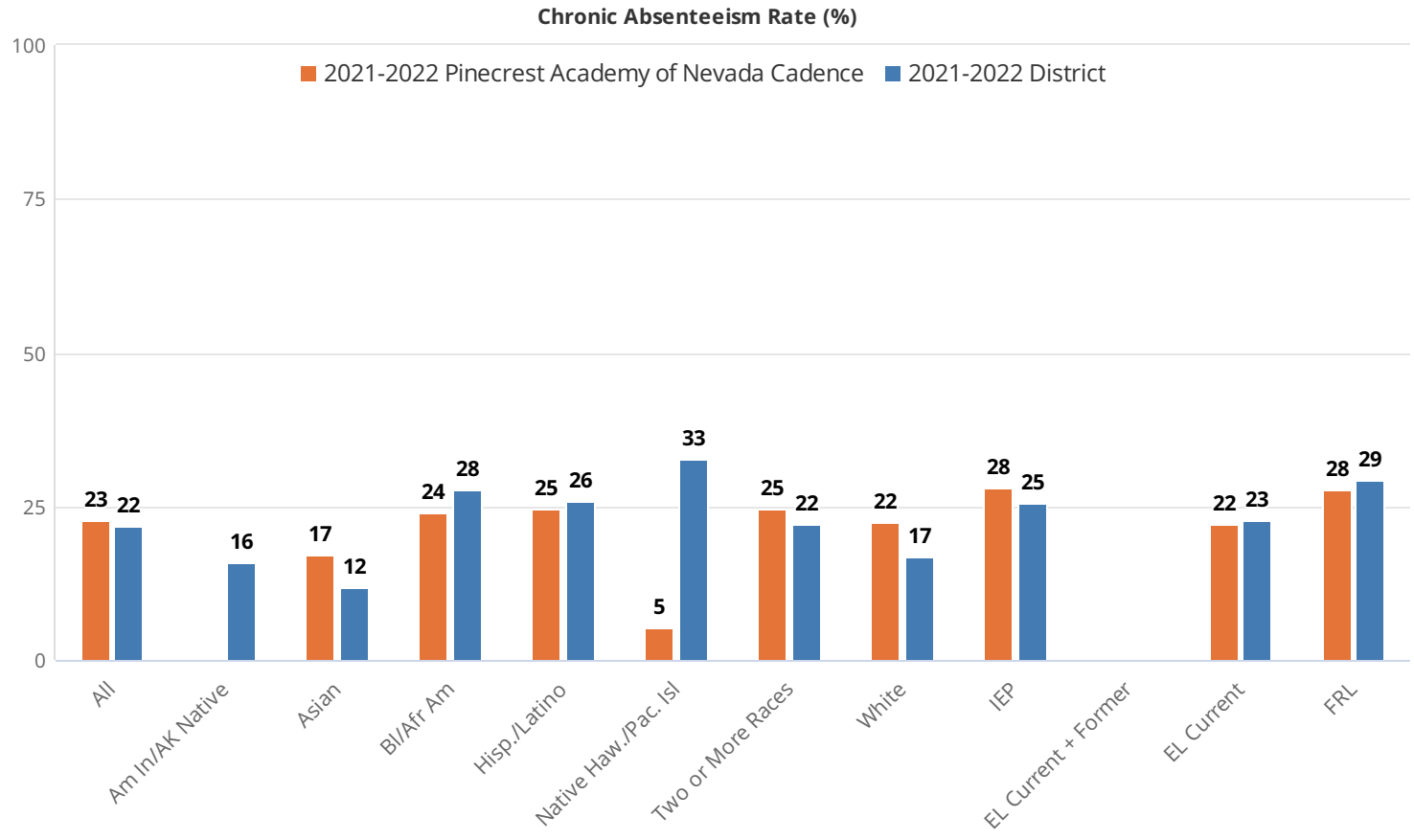
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 1/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	22.8	21.7		
American Indian/Alaska Native	-	15.8		
Asian	17.0	11.9		
Black/African American	24.0	27.6		
Hispanic/Latino	24.6	25.8		
Pacific Islander	5.2	32.8		
Two or More Races	24.7	22.2		
White/Caucasian	22.4	16.9		
Special Education	27.9	25.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	22.2	22.6		
Economically Disadvantaged	27.8	29.3		

Reducing Chronic Absenteeism by 10% Points Earned: NA



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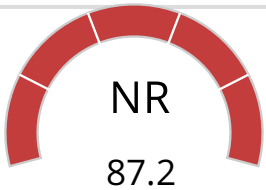
Pinecrest Academy of Nevada Cadence

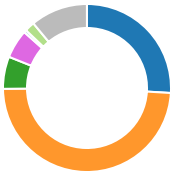
School Year 2021-2022 Nevada School Rating

School Level: High School
Grade Levels: KG-12
District: State Public Charter School Authority
School Address: 225 Grand Cadence Dr. Henderson, NV 89015



87.2
Total Index Score

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



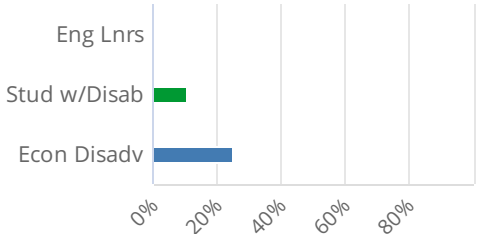
Student Race/Ethnicity

48.8%	White
6.2%	Bl/Afr Am
25.9%	Hisp/Latino
5.5%	Asian
0.5%	Am Ind/AK Nat
1.9%	Pac Isl
11.0%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	78.5 NR
2019-2020	78.5 NR

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

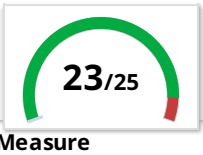
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

2021-2022 School Performance

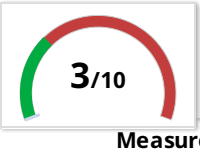


Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	44.4	25.2
ELA Proficiency	61.6	54.3
Science Proficiency	38.0	31.6

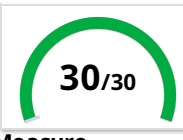
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	14.1



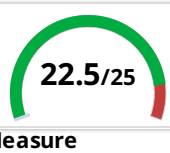
Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	89.6	93.0
Chronic Absenteeism	23.7	17.9
Climate Survey Participation	91.0	N/A



Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	91.9	86.8
5-Year	>95	87.0



College and Career Readiness Indicator

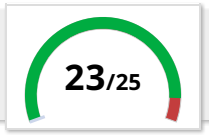
Measure	School Rate	District Rate
Post-Secondary Preparation Participation	67.0	71.5
Post-Secondary Preparation Completion	60.9	48.4
Advanced or CCR Diploma	57.8	47.6

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2020-2021.

Pinecrest Academy of Nevada Cadence

School Year 2021-2022 Nevada School Rating



Academic Achievement

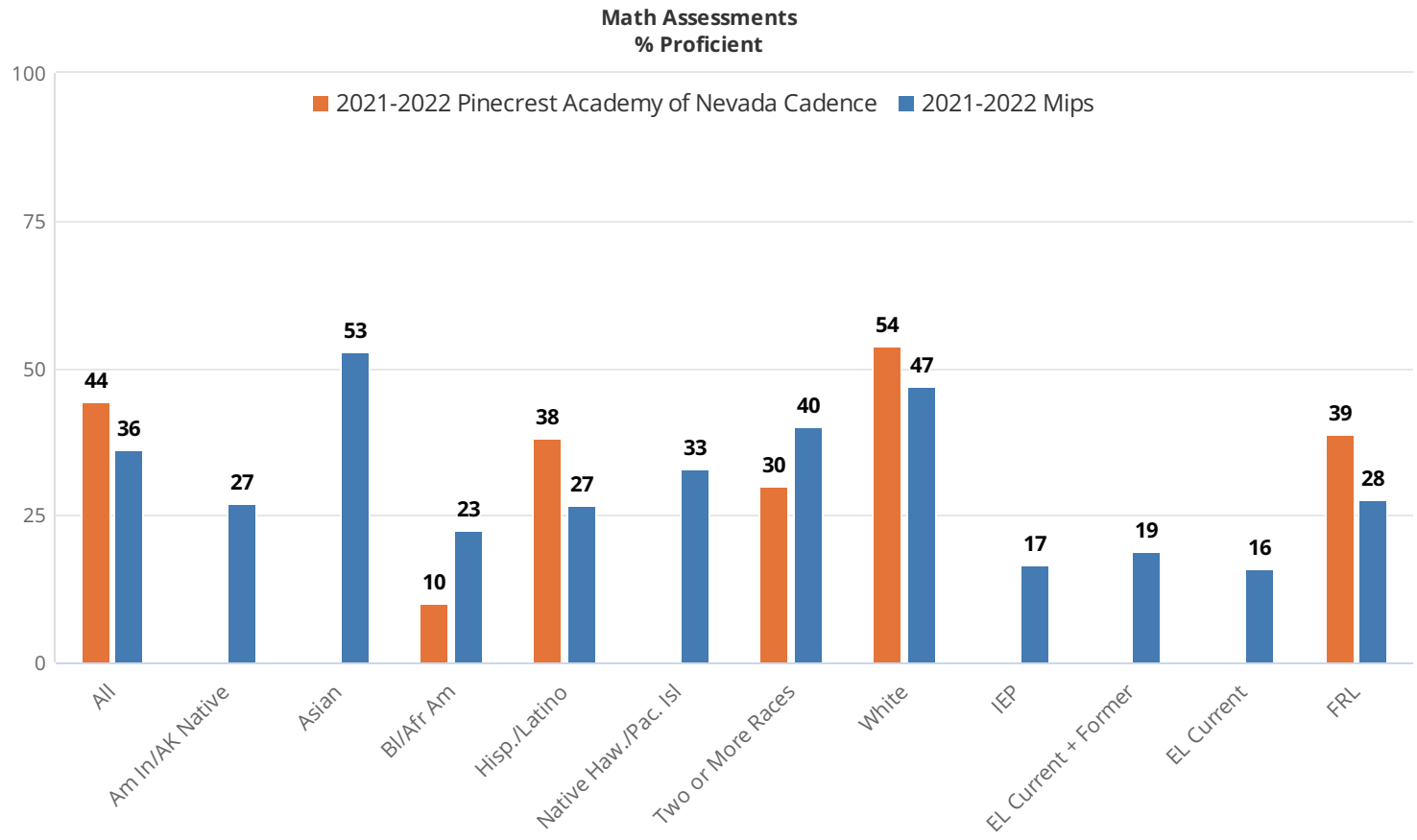
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year ill be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 10/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	44.4	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	-	55.1	52.76			
Black/African American	10.0	10.2	22.5			
Hispanic/Latino	38.0	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	30.0	31.9	40.11			
White/Caucasian	53.8	33.8	47.04			
Special Education	-	6.6	16.76			
English Learners Current + Former	-	<5	18.8			
English Learners Current	-	<5	16.04			
Economically Disadvantaged	38.8	14.6	27.8			



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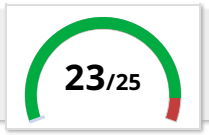
School Year 2021-2022 Nevada School Rating

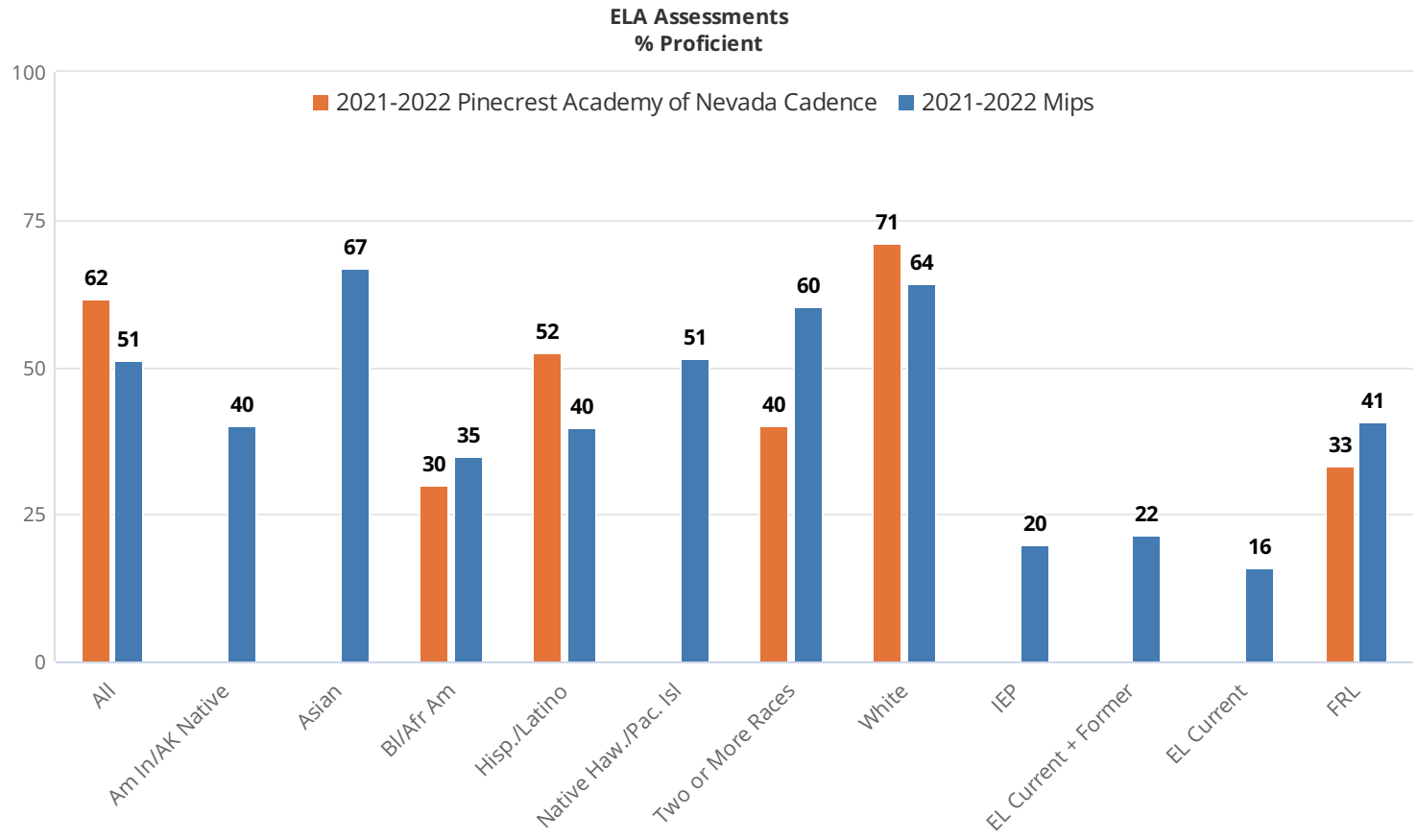


Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 10/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	61.6	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	-	78.7	66.85			
Black/African American	30.0	40.6	34.82			
Hispanic/Latino	52.3	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	40.0	60.5	60.16			
White/Caucasian	71.1	65.7	64.14			
Special Education	-	16.5	19.92			
English Learners Current + Former	-	12.5	21.64			
English Learners Current	-	9.2	15.98			
Economically Disadvantaged	33.3	43.4	40.77			



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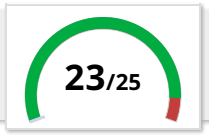
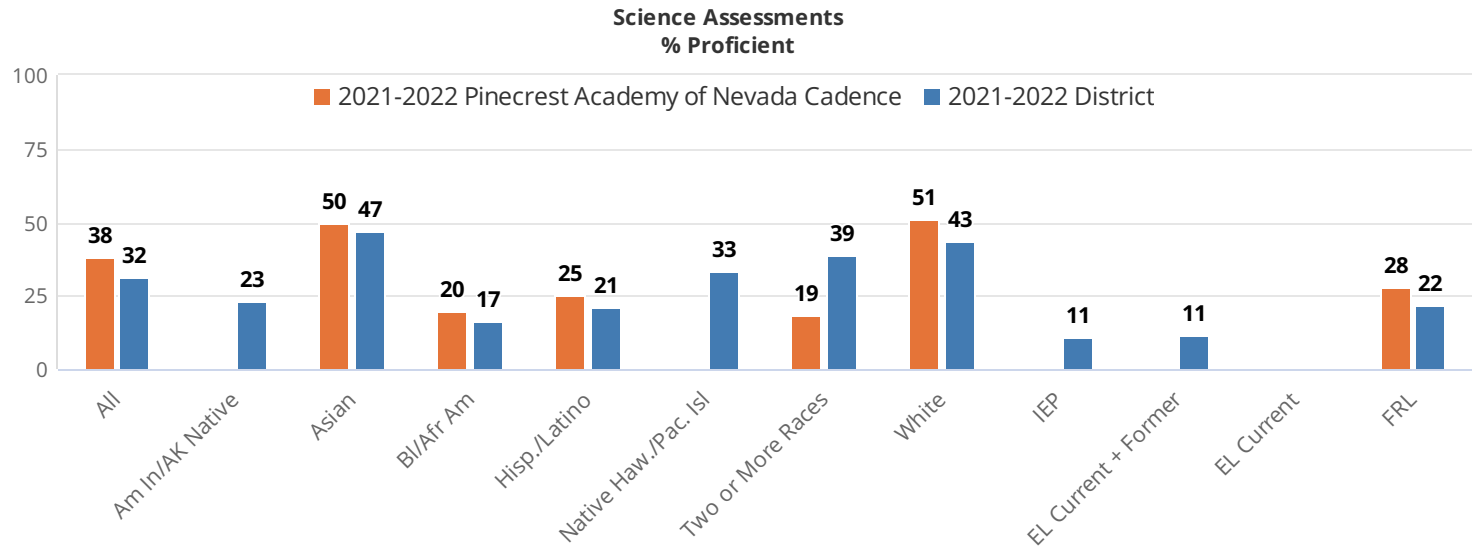


Academic Achievement

Science Proficient

Science Proficient Points Earned: 3/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	38.0	31.6		
American Indian/Alaska Native	-	23.0		
Asian	50.0	46.9		
Black/African American	20.0	16.5		
Hispanic/Latino	25.4	21.0		
Pacific Islander	-	33.3		
Two or More Races	18.7	39.1		
White/Caucasian	51.1	43.2		
Special Education	<5	10.8		
English Learners Current + Former	-	11.4		
English Learners Current	-	<5		
Economically Disadvantaged	28.0	22.1		



Participation on State Assessments

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Participation Penalty:

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	-	-		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	-	-		
White/Caucasian	>=95%	>=95%		
Special Education	-	-		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	-	-		

Yellow indicates 95% participation requirement not met.

Pinecrest Academy of Nevada Cadence

School Year 2021-2022 Nevada School Rating

Graduation Rates

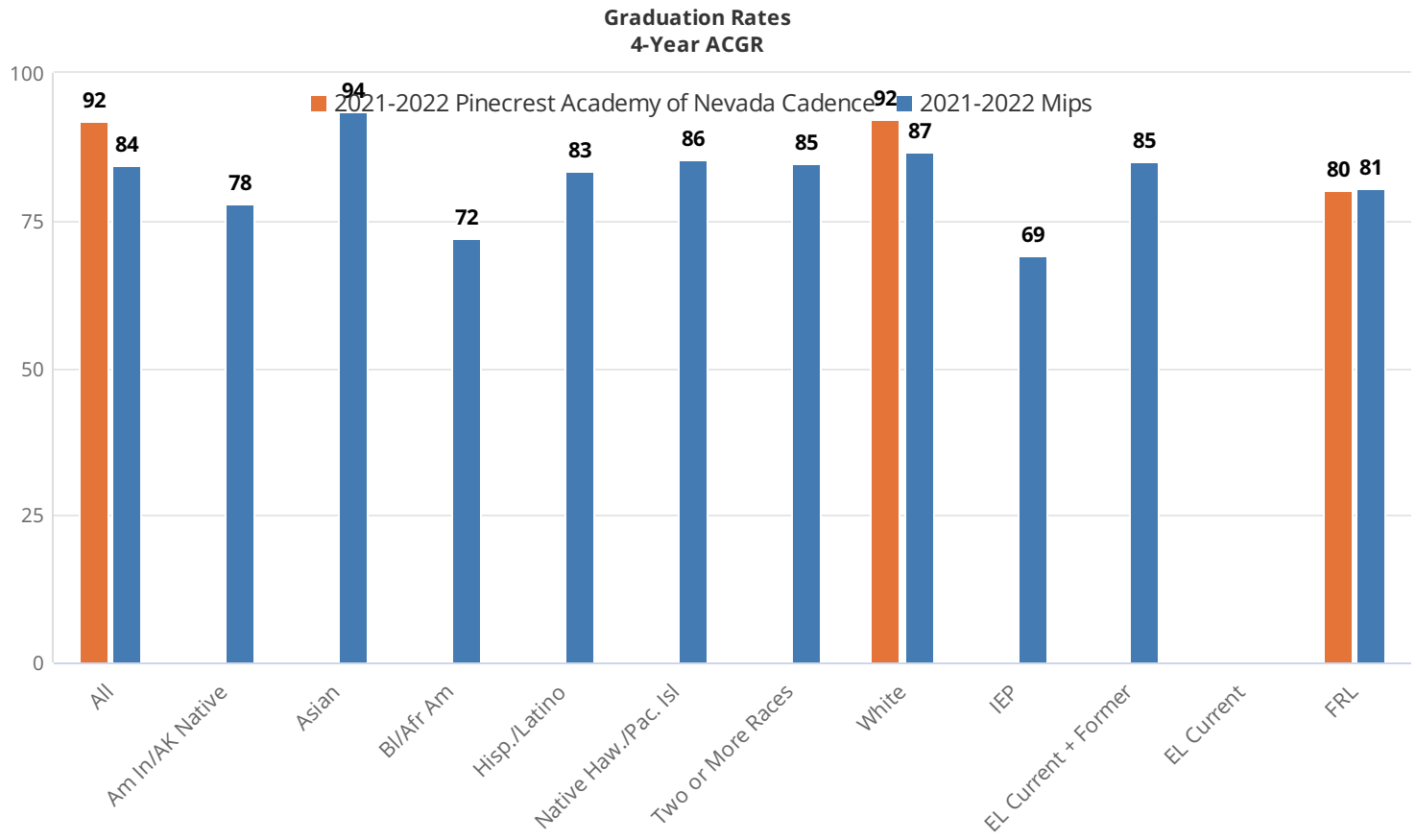
30/30

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student whoever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

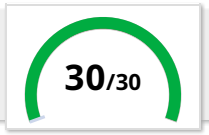
4-Year ACGR Points Earned: 25/25

Groups	2021 % 4-Year ACGR	2021 % District	2021 % 4-Year ACGR MIP	2020 % 4-Year ACGR	2020 % District	2020 % 4-Year ACGR MIP
All Students	91.9	86.8	84.3			
American Indian/Alaska Native	-	93.7	77.9			
Asian	-	95.0	93.5			
Black/African American	-	79.7	71.9			
Hispanic/Latino	-	83.2	83.3			
Pacific Islander	-	86.1	85.5			
Two or More Races	-	87.8	84.7			
White/Caucasian	92.3	90.5	86.8			
Special Education	-	74.4	69.1			
English Learners Current + Former	N/A	N/A	85.1			
English Learners Current	-	73.3				
Economically Disadvantaged	80.0	81.2	80.6			



Pinecrest Academy of Nevada Cadence

School Year 2021-2022 Nevada School Rating

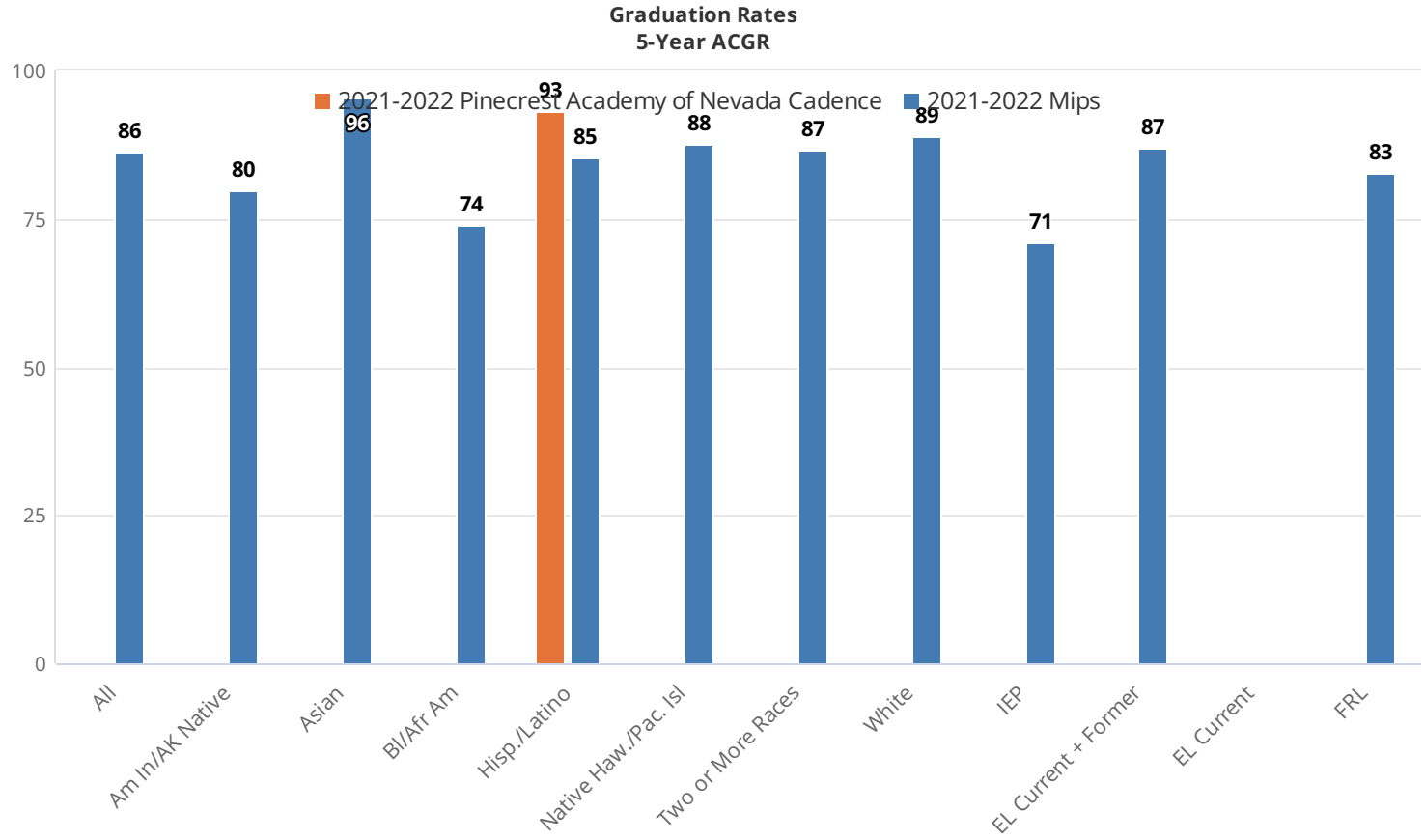


Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 5/5

Groups	2021 % 5-Year ACGR	2021 % District	2021 % 5-Year ACGR MIP	2020 % 5-Year ACGR	2020 % District	2020 % 5-Year ACGR MIP
All Students	>95	87.0	86.3			
American Indian/Alaska Native	-	75.0	79.9			
Asian	-	94.5	95.5			
Black/African American	-	82.5	73.9			
Hispanic/Latino	93.3	82.9	85.3			
Pacific Islander	-	93.3	87.5			
Two or More Races	-	92.4	86.7			
White/Caucasian	>95	89.1	88.8			
Special Education	-	76.9	71.1			
English Learners Current + Former	N/A	N/A	87.1			
English Learners Current	-	81.4				
Economically Disadvantaged	>95	81.3	82.6			



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada Cadence

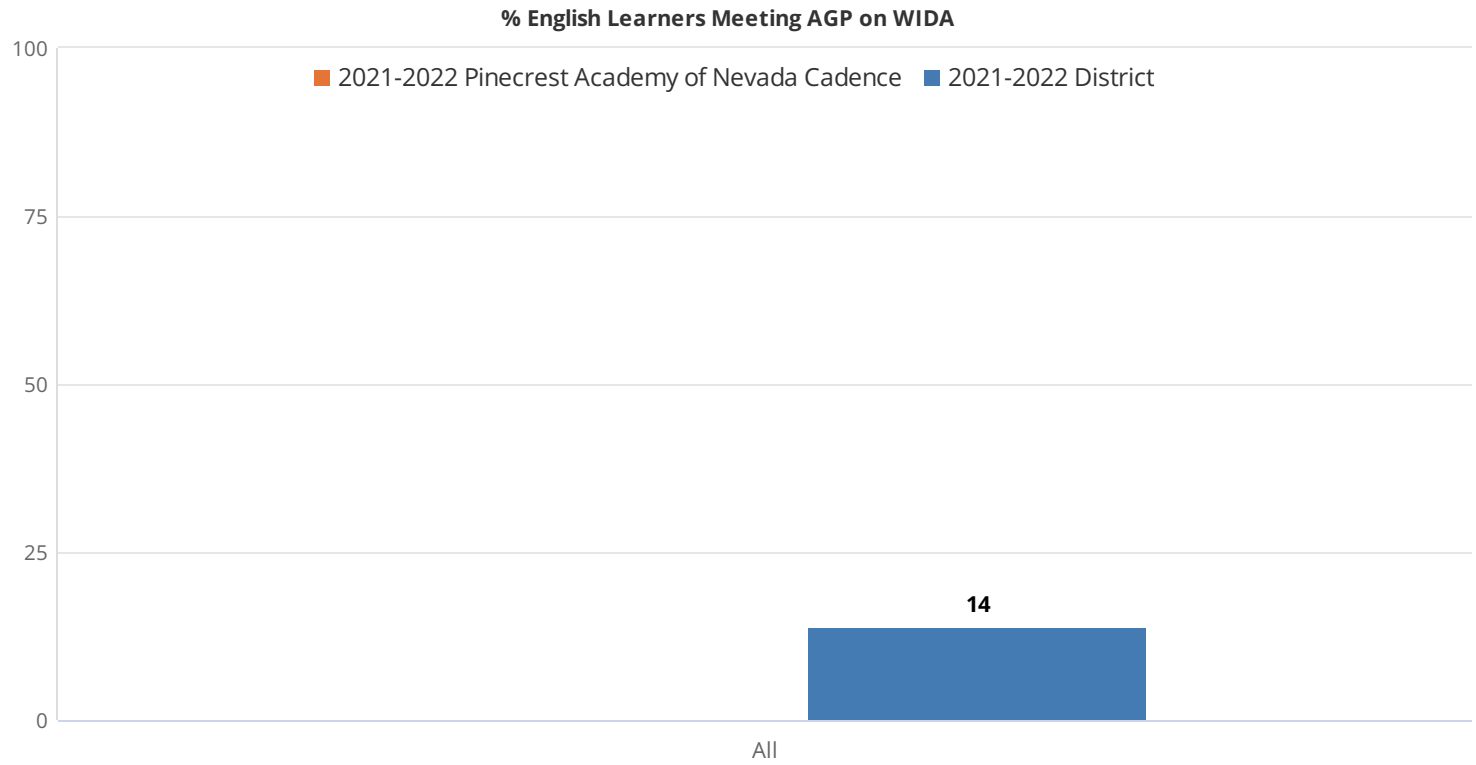
School Year 2021-2022 Nevada School Rating

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	-	-	14.1			



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

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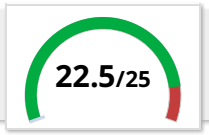
Pinecrest Academy of Nevada Cadence

School Year 2021-2022 Nevada School Rating



College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: 7.5/10

Groups	2022 % Participation	2022 % Participation District	2021 % Participation	2021 % Participation District
All Students	67.0	71.5		
American Indian/Alaska Native	-	64.7		
Asian	-	81.9		
Black/African American	-	57.9		
Hispanic/Latino	66.6	69.5		
Pacific Islander	-	77.1		
Two or More Races	-	73.9		
White/Caucasian	70.2	75.5		
Special Education	-	53.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	60.5		
Economically Disadvantaged	55.5	68.6		

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 10/10

Groups	2022 % Completion	2022 % Completion District	2021 % Completion	2021 % Completion District
All Students	60.9	48.4		
American Indian/Alaska Native	-	58.8		
Asian	-	55.5		
Black/African American	-	33.9		
Hispanic/Latino	61.9	41.4		
Pacific Islander	-	42.8		
Two or More Races	-	58.2		
White/Caucasian	61.7	56.2		
Special Education	-	27.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	24.8		
Economically Disadvantaged	38.8	39.6		

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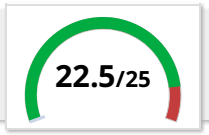
Pinecrest Academy of Nevada Cadence

School Year 2021-2022 Nevada School Rating

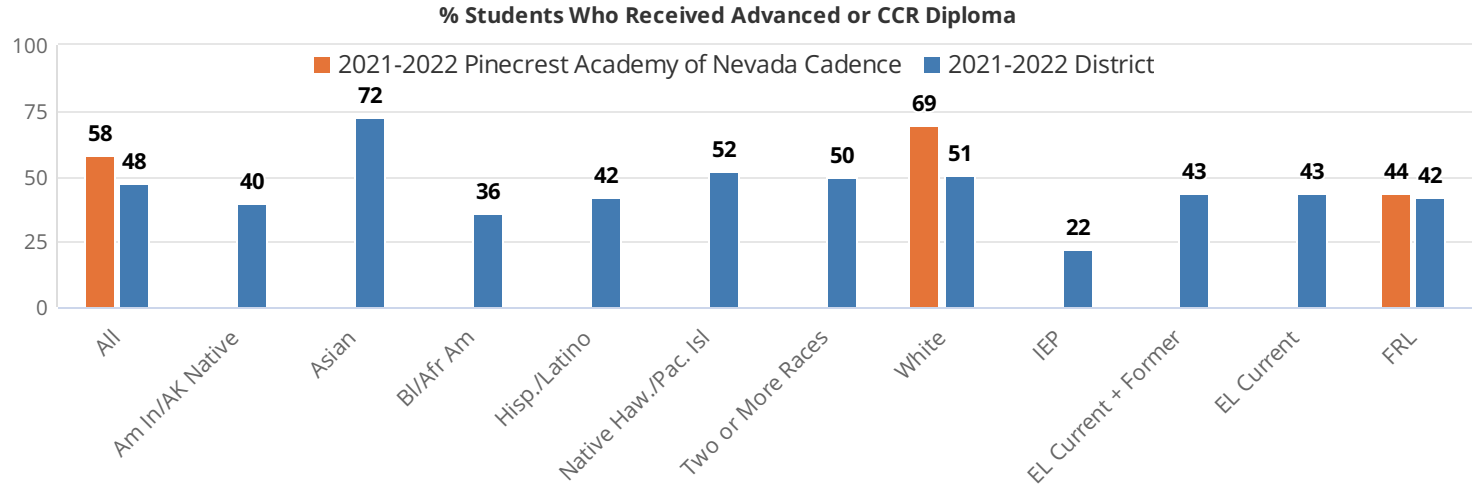


College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 5/5

Groups	2022 % Advanced or CCR Diploma	2022 % Advanced or CCR Diploma District	2021 % Advanced or CCR Diploma	2021 % Advanced or CCR Diploma District
All Students	57.8	47.6		
American Indian/Alaska Native	-	40.0		
Asian	-	72.3		
Black/African American	-	35.8		
Hispanic/Latino	-	41.8		
Pacific Islander	-	51.6		
Two or More Races	-	50.0		
White/Caucasian	69.4	50.5		
Special Education	-	21.8		
English Learners Current + Former	-	43.3		
English Learners Current	-	43.3		
Economically Disadvantaged	43.7	41.9		



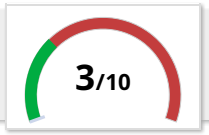
Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	50.0	20.7	50.0	48.7	<5	<5	15.8	13.4
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	-	-	-	-	-	-	-	-
Hispanic/Latino	52.3	14.2	47.6	47.6	<5	<5	19.0	14.2
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	48.9	19.1	48.9	48.9	<5	<5	17.0	14.8
Special Education	-	-	-	-	-	-	-	-
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	38.8	<5	38.8	38.8	<5	<5	11.1	<5

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

Pinecrest Academy of Nevada Cadence

School Year 2021-2022 Nevada School Rating



Student Engagement

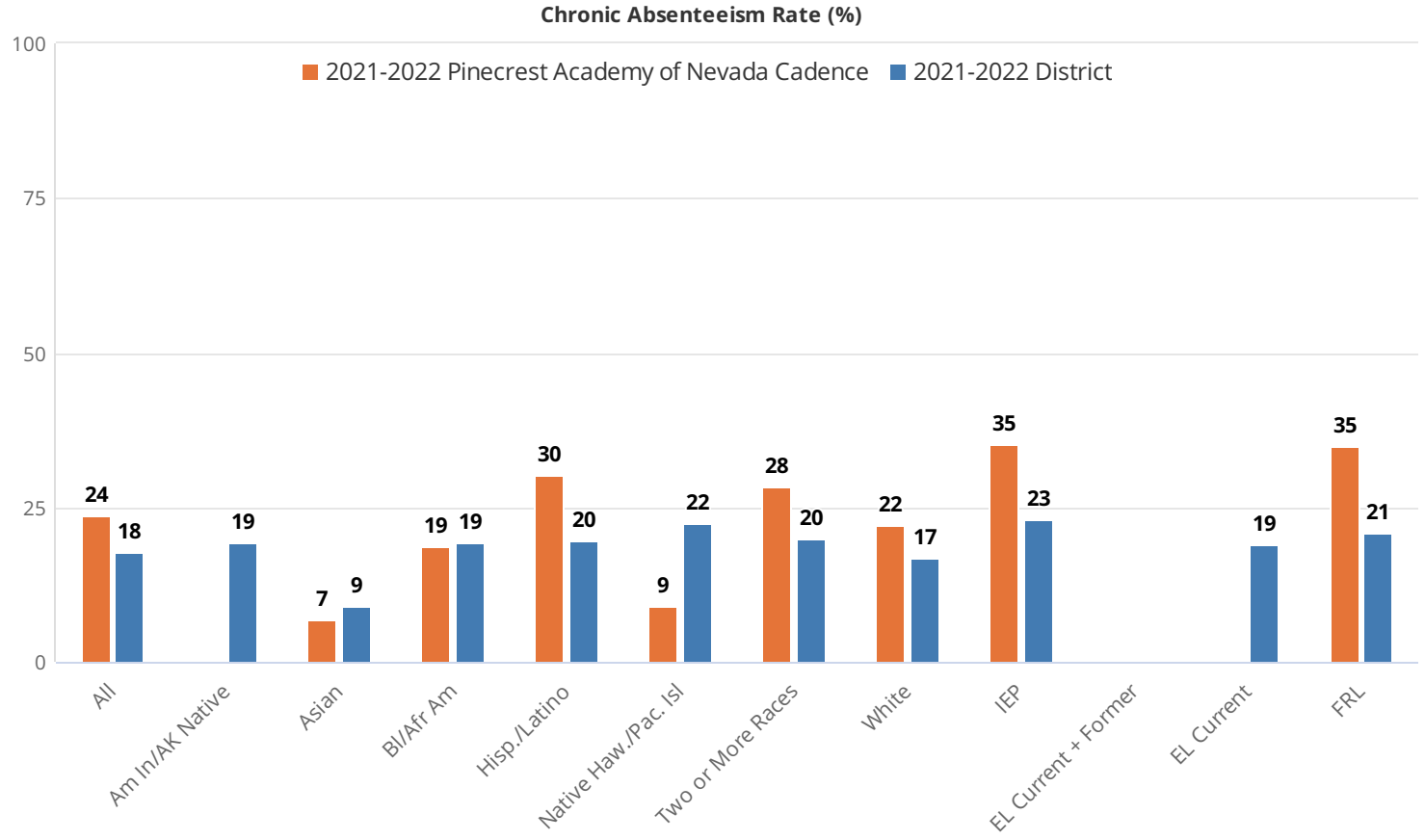
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/5

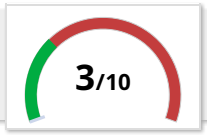
Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	23.7	17.9		
American Indian/Alaska Native	-	19.2		
Asian	6.8	9.0		
Black/African American	18.7	19.3		
Hispanic/Latino	30.1	19.5		
Pacific Islander	9.0	22.4		
Two or More Races	28.3	19.9		
White/Caucasian	22.1	16.8		
Special Education	35.1	23.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	19.0		
Economically Disadvantaged	34.8	21.0		

Reducing Chronic Absenteeism by 10% bonus points: NA



Pinecrest Academy of Nevada Cadence

School Year 2021-2022 Nevada School Rating

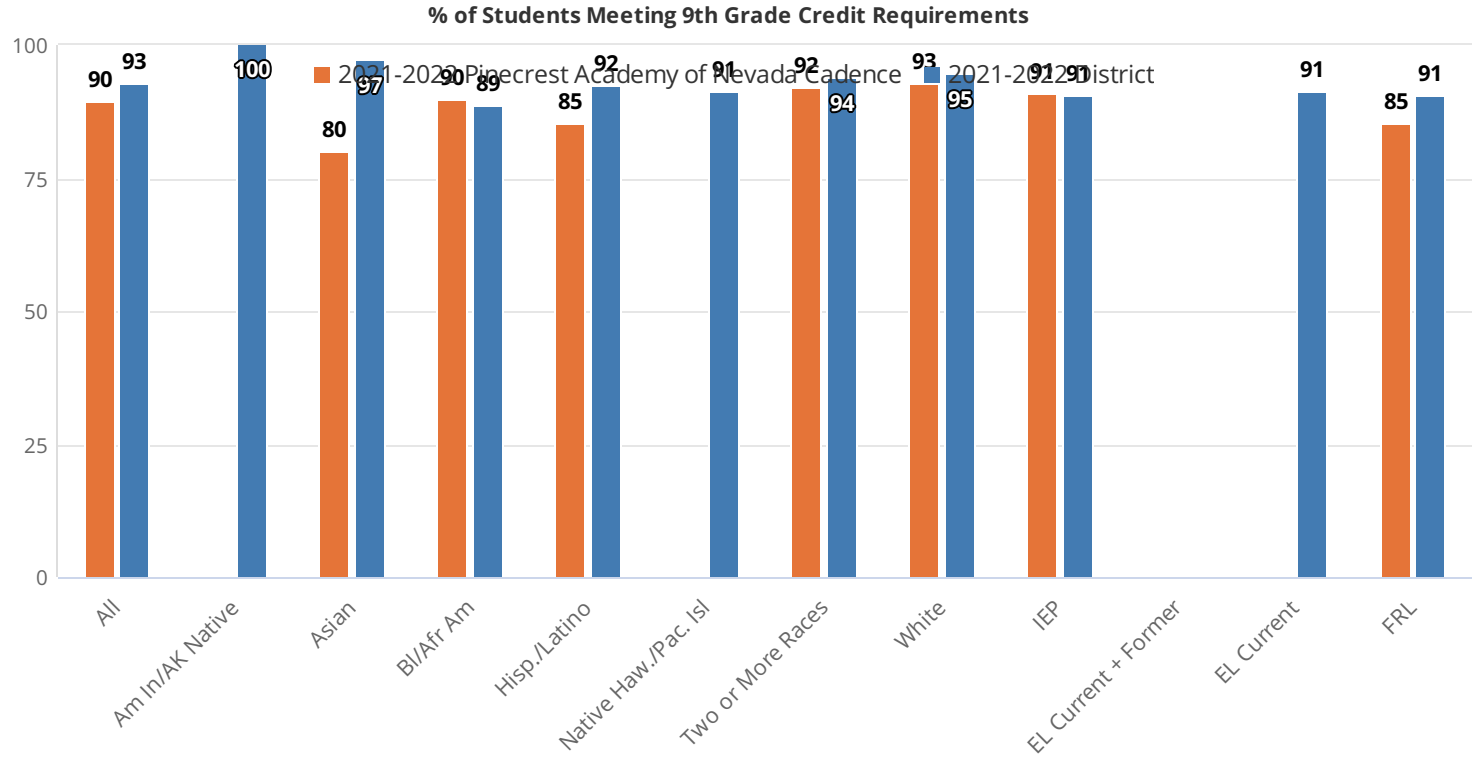


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 3/5

Groups	2022 % 9th Grade Credit Sufficiency	2022 % 9th Grade Credit Sufficiency District	2021 % 9th Grade Credit Sufficiency	2021 % 9th Grade Credit Sufficiency District
All Students	89.6	93.0		
American Indian/Alaska Native	-	100.0		
Asian	80.0	97.2		
Black/African American	90.0	88.7		
Hispanic/Latino	85.4	92.4		
Pacific Islander	-	91.4		
Two or More Races	92.0	93.8		
White/Caucasian	92.7	94.7		
Special Education	90.9	90.6		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	91.2		
Economically Disadvantaged	85.4	90.5		



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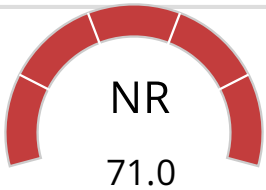
Pinecrest Academy of Nevada Cadence

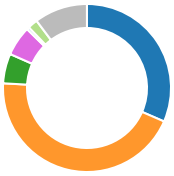
School Year 2021-2022 Nevada School Rating

School Level: Middle School
Grade Levels: KG-12
District: State Public Charter School Authority
School Address: 225 Grand Cadence Dr. Henderson, NV 89015



71.0
Total Index Score

School Type: *SPCSA*
School Designation: *TSI/ATSI*
95% Assessment Participation: *Met*



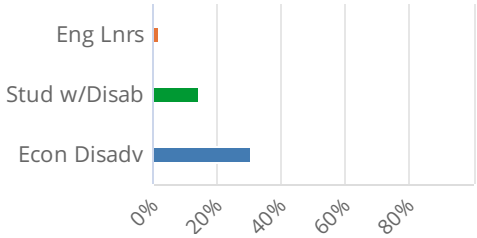
Student Race/Ethnicity

44.2%	White
5.7%	Bl/Afr Am
31.4%	Hisp/Latino
5.7%	Asian
0.5%	Am Ind/AK Nat
1.9%	Pac Isl
10.2%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	92.2 ★★★★★
2019-2020	92.2 ★★★★★

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are school star ratings determined?

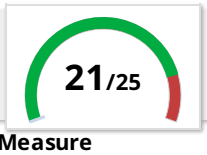
Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

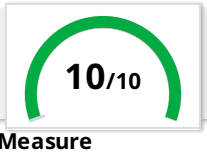
TSI/ATSI designation: This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.

2021-2022 School Performance



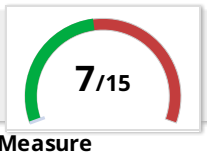
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	51.2	46.6
Math Proficiency	49.3	36.5
ELA Proficiency	55.0	57.3
Science Proficiency	45.2	44.9



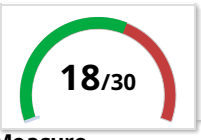
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	50.0	21.6



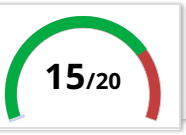
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	18.9	18.5
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	86.1	91.1
Climate Survey Participation	>95	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	59.0	56.0
ELA MGP	39.0	55.0
	School Rate	**District Rate**
Met Math AGP Target	54.0	40.8
Met ELA AGP Target	50.5	60.4



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	30.9	23.5
Prior Non-Proficient Met ELA AGP Target	25.7	38.0

Climate Survey Participation is not a point-earning measure.

Pinecrest Academy of Nevada Cadence

School Year 2021-2022 Nevada School Rating

Academic Achievement

21/25

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

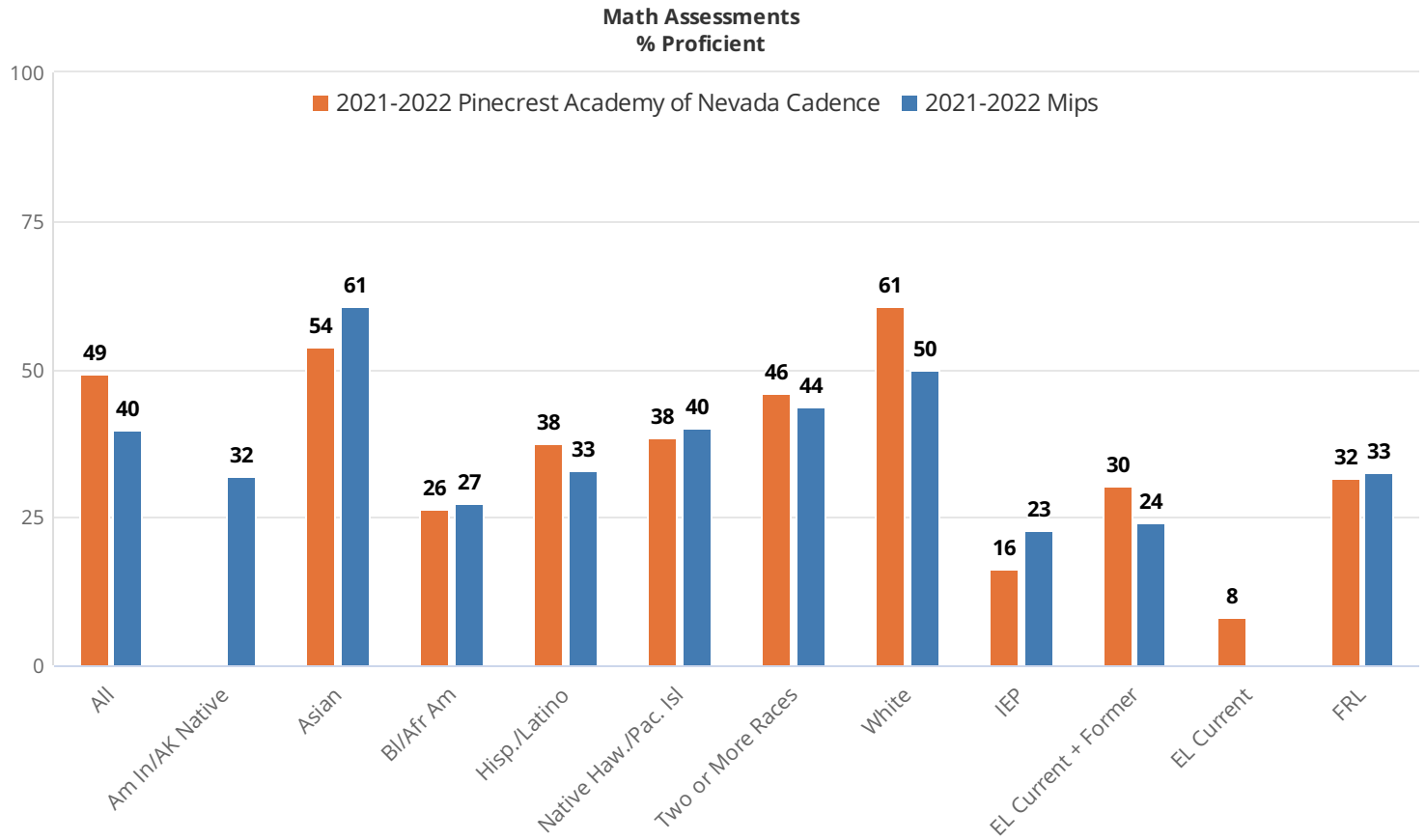
Pooled Proficiency

Pooled Proficiency Points Earned: 21/25

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	51.2	46.6		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	49.3	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	53.6	62.7	60.6			
Black/African American	26.3	18.2	27.3			
Hispanic/Latino	37.5	26.4	32.8			
Pacific Islander	38.4	28.3	40.1			
Two or More Races	46.0	41.8	43.6			
White/Caucasian	60.6	48.1	49.8			
Special Education	16.3	9.7	22.7			
English Learners Current + Former	30.4	20.1	24.2			
English Learners Current	8.3	7.6				
Economically Disadvantaged	31.6	23.9	32.7			



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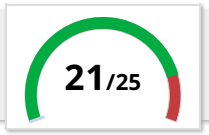
Pinecrest Academy of Nevada Cadence

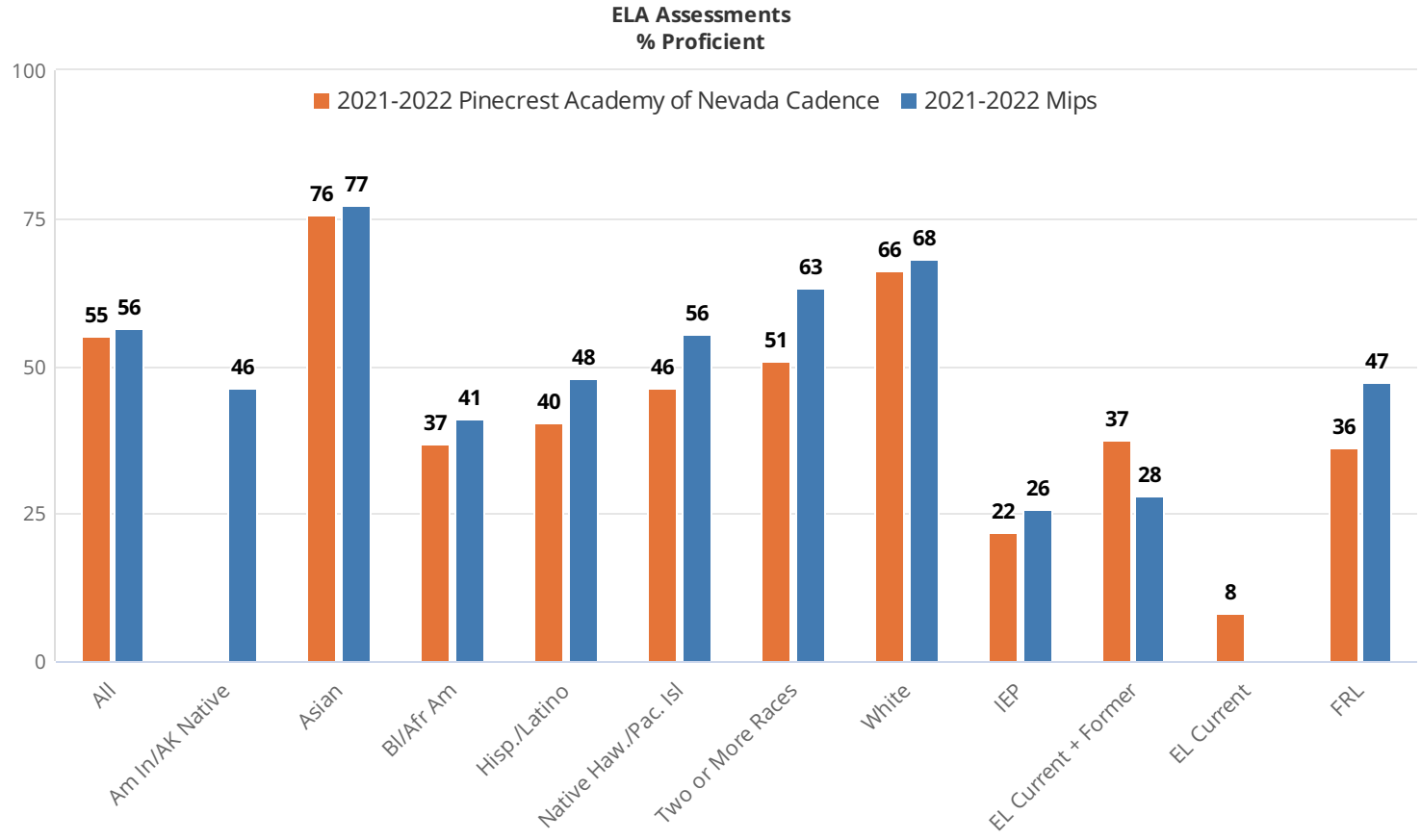
School Year 2021-2022 Nevada School Rating



Academic Achievement

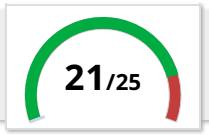
ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	55.0	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	75.6	79.0	77.1			
Black/African American	36.8	41.1	40.9			
Hispanic/Latino	40.3	48.2	47.9			
Pacific Islander	46.1	53.3	55.5			
Two or More Races	50.7	64.6	63.2			
White/Caucasian	66.2	67.2	68			
Special Education	21.7	18.0	25.8			
English Learners Current + Former	37.4	38.8	28.1			
English Learners Current	8.3	16.7				
Economically Disadvantaged	36.1	45.9	47.1			



Pinecrest Academy of Nevada Cadence

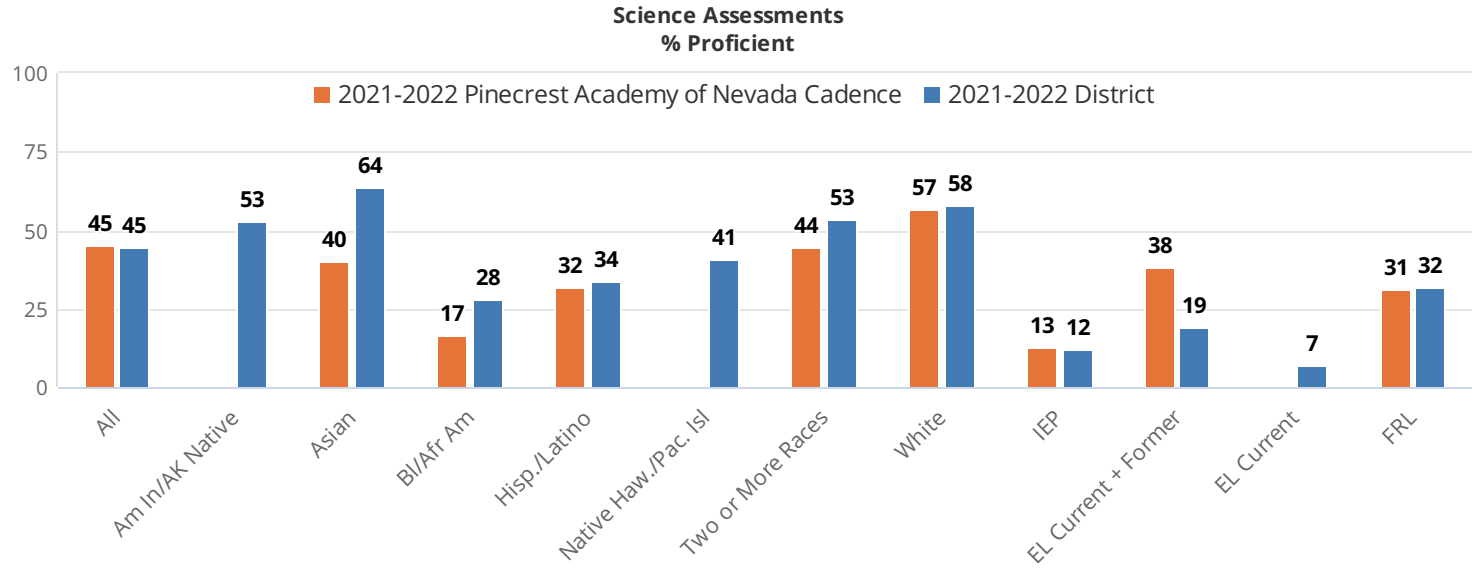
School Year 2021-2022 Nevada School Rating



Academic Achievement

Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	45.2	44.9		
American Indian/Alaska Native	-	52.6		
Asian	40.0	63.9		
Black/African American	16.6	28.3		
Hispanic/Latino	32.0	33.7		
Pacific Islander	-	40.5		
Two or More Races	44.4	53.3		
White/Caucasian	56.7	57.8		
Special Education	12.5	12.0		
English Learners Current + Former	38.4	19.4		
English Learners Current	-	6.9		
Economically Disadvantaged	31.4	31.9		



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

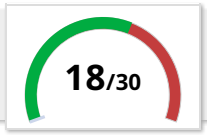
Participation Penalty:

Yellow indicates 95% participation requirement not met.

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	>=95%	>=95%		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=95%	>=95%		

Pinecrest Academy of Nevada Cadence

School Year 2021-2022 Nevada School Rating



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 8/10 **ELA MGP Points Earned: 2/10**

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	59.0	56.0	39.0	55.0				
American Indian/Alaska Native	-	53.5	-	55.5				
Asian	60.5	61.0	39.5	61.0				
Black/African American	35.0	52.0	28.0	54.0				
Hispanic/Latino	60.0	54.0	39.0	54.0				
Pacific Islander	62.0	53.5	39.0	55.0				
Two or More Races	47.0	57.0	37.5	55.0				
White/Caucasian	60.0	57.0	41.0	56.0				
Special Education	45.0	44.0	32.0	43.0				
English Learners Current + Former	59.0	54.0	52.0	54.0				
English Learners Current	-	50.0	-	51.0				
Economically Disadvantaged	56.5	54.0	33.0	55.0				

AGP Growth Data

Math AGP Points Earned: 5/5 **ELA AGP Points Earned: 3/5**

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	54.0	40.8	50.5	60.4				
American Indian/Alaska Native	-	37.5	-	64.2				
Asian	72.2	63.7	69.4	77.2				
Black/African American	36.3	24.7	27.2	49.7				
Hispanic/Latino	43.0	31.4	41.5	52.7				
Pacific Islander	45.4	36.8	45.4	59.5				
Two or More Races	51.9	43.8	46.1	65.6				
White/Caucasian	62.3	50.7	58.2	67.2				
Special Education	21.6	12.9	26.5	26.3				
English Learners Current + Former	31.7	25.2	46.3	45.5				
English Learners Current	-	12.6	-	28.2				
Economically Disadvantaged	39.0	29.9	35.6	51.8				

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada Cadence

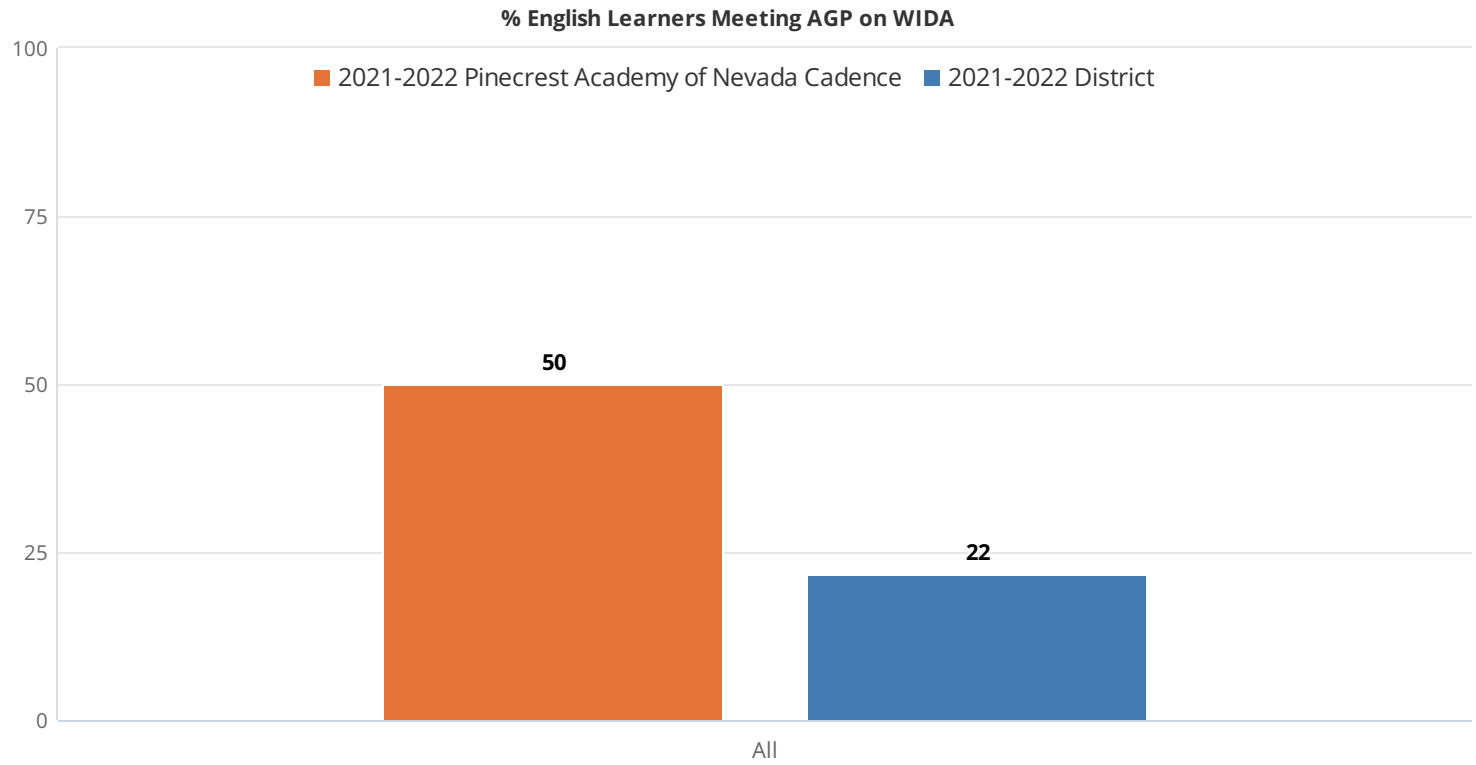
School Year 2021-2022 Nevada School Rating

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	10	50.0	21.6			



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

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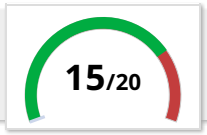
Pinecrest Academy of Nevada Cadence

School Year 2021-2022 Nevada School Rating



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 10/10 **ELA AGP Points Earned: 5/10**

Groups	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	30.9	23.5	25.7	38.0				
American Indian/Alaska Native	-	25.0	-	52.0				
Asian	55.5	38.5	-	51.3				
Black/African American	25.9	16.6	15.7	33.6				
Hispanic/Latino	25.8	20.3	27.8	35.8				
Pacific Islander	-	24.8	-	44.5				
Two or More Races	21.4	24.1	18.1	42.9				
White/Caucasian	36.2	28.8	26.4	40.2				
Special Education	14.2	7.8	20.9	19.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	11.3	-	24.4				
Economically Disadvantaged	26.8	19.7	23.5	35.0				

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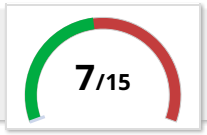
Pinecrest Academy of Nevada Cadence

School Year 2021-2022 Nevada School Rating



Student Engagement

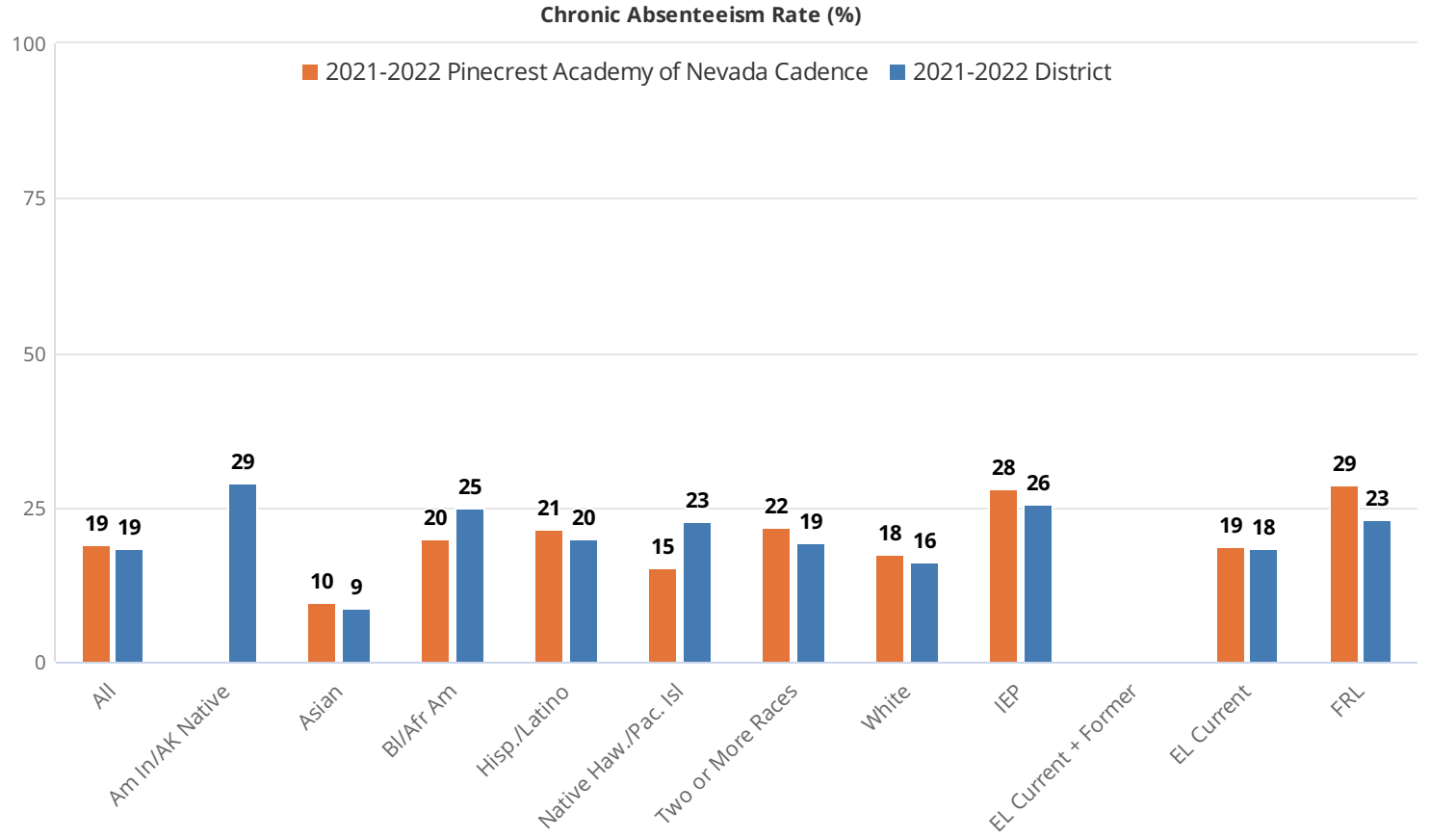
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 3/10

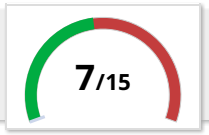
Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	18.9	18.5		
American Indian/Alaska Native	-	28.9		
Asian	9.7	8.7		
Black/African American	20.0	24.9		
Hispanic/Latino	21.4	19.9		
Pacific Islander	15.3	22.7		
Two or More Races	21.7	19.4		
White/Caucasian	17.6	16.1		
Special Education	28.1	25.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	18.7	18.3		
Economically Disadvantaged	28.6	23.1		

Reducing Chronic Absenteeism by 10% bonus points: NA



Pinecrest Academy of Nevada Cadence

School Year 2021-2022 Nevada School Rating



Student Engagement

Academic Learning Plans

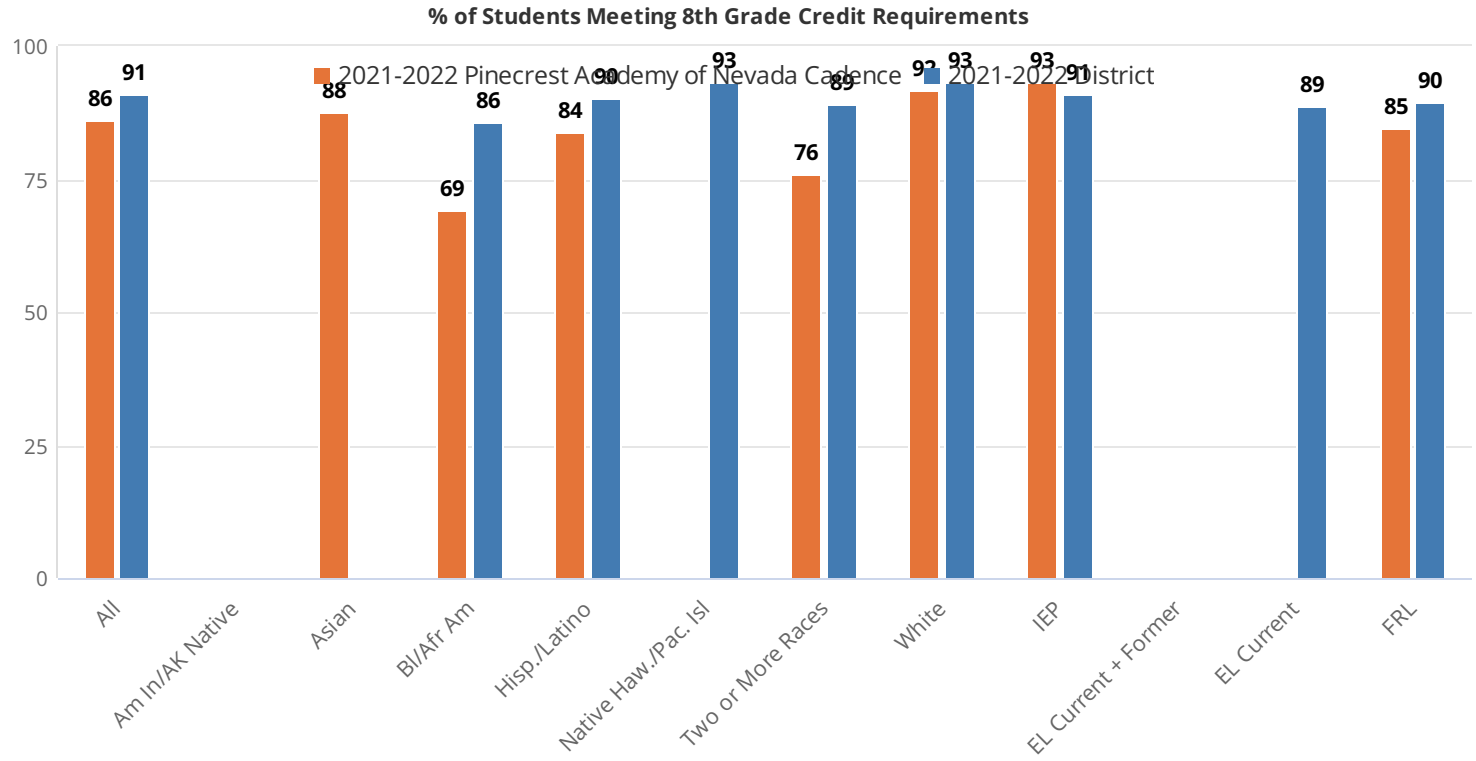
Academic Learning Plans Points Earned 2/2

Groups	2022 % Academic Learning Plans	2022 % District	2021 % Academic Learning Plans	2021 % District
All Students	>95	>95		
American Indian/Alaska Native	-	>95		
Asian	>95	>95		
Black/African American	>95	>95		
Hispanic/Latino	>95	>95		
Pacific Islander	>95	>95		
Two or More Races	>95	>95		
White/Caucasian	>95	>95		
Special Education	>95	>95		
English Learners Current + Former	N/A	N/A		
English Learners Current	>95	>95		
Economically Disadvantaged	>95	>95		

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

Groups	2022 % Credit Requirements Met	2022 % District	2021 % Credit Requirements Met	2021 % District
All Students	86.1	91.1		
American Indian/Alaska Native	-	>95		
Asian	87.5	>95		
Black/African American	69.2	85.9		
Hispanic/Latino	83.8	90.3		
Pacific Islander	-	93.3		
Two or More Races	76.1	89.2		
White/Caucasian	91.8	93.3		
Special Education	93.1	91.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	88.7		
Economically Disadvantaged	84.7	89.5		



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada Cadence

2021-2022 School Designation Report

School Designation	NSPF Designation Year	Exit Evaluation
TSI/ATSI	2021-2022	Summer 2026

What is a Targeted Support and Improvement (TSI) / Additional Targeted Support and Improvement (ATSI) Designation?

Schools with a TSI/ATSI designation meet the following criteria:

- Not designated for Comprehensive Support and Improvement (CSI)
- Designated as TSI, with consistently underperforming subgroups (subgroup with n - size of at least 25 did not meet performance targets two years in a row) within the Academic Achievement Indicator and two or more remaining Indicators, and
- Designated as ATSI, with significant subgroup performance challenges that would, on their own, lead to a CSI designation—where the performance of any one subgroup (n-size of at least 25) on any one Measure is at or below a performance level representative of CSI schools on that measure.

A school designated as TSI/ATSI cannot be classified higher than a three-star school in the designation year— the year the school is first designated. A school designated as TSI/ATSI must work with their LEA to develop a plan to exit the TSI/ATSI designation within three years. The school is evaluated for exit at the end of this three year period

Why did this school receive a TSI/ATSI Designation?

The table below shows the reason(s) the school received a TSI designation. An "X" marks Indicators/Measures in which the subgroup underperformed two years in a row.

Indicator/Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrnr	Econ Disadv
Academic Achievement											
Math Proficiency									X		
ELA Proficiency							X		X		
Growth											
Math MGP											
ELA MGP											
Math AGP											
ELA AGP									X		
EL Proficiency											
Student Engagement											
Math Opportunity Gaps											
ELA Opportunity Gaps											
Chronic Absenteeism											X
Academic Learning Plans											
8th Grade Credit Suff.											

Pinecrest Academy of Nevada Cadence

2021-2022 School Designation Report

The table below shows the reason(s) the school received a ATSI designation. An "X" marks Indicators/Measures in which the subgroup did not meet performance levels representative of CSI Schools

Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrnr	Econ Disadv
Math Proficiency											
ELA Proficiency											
Science Proficiency											
Math MGP											
ELA MGP											
Math AGP											
ELA AGP											
WIDA AGP											
Math Opportunity Gaps											
ELA Opportunity Gaps											
Chronic Absenteeism											
Academic Learning Plans											
8th Grade Credit Suff.											

What is required for exit from a TSI/ATSI designation, and how is the school progressing toward exit?

To exit a TSI designation, a school must not meet the TSI designation criteria—subgroups not meeting targets in the Academic Achievement Indicator and two or more remaining Indicators—during each of the two years prior to the exit evaluation. Schools that do not meet the requirements for exiting the TSI designation after three years will be designated a Comprehensive Support and Improvement (CSI) school.

The table below shows the school's progress toward achieving exit from TSI. The table displays subgroup data for the current year. An "X" marks Indicators/Measures in which the subgroup has underperformed two years in a row. After three years, the school must have met the exit criteria outlined above to exit the TSI Designation.

Indicator/Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrnr	Econ Disadv
Academic Achievement											
Math Proficiency									X		
ELA Proficiency							X		X		
Growth											
Math MGP											
ELA MGP											
Math AGP											
ELA AGP									X		
EL Proficiency											
Student Engagement											
Math Opportunity Gaps											
ELA Opportunity Gaps											
Chronic Absenteeism											X
Academic Learning Plans											
8th Grade Credit Suff.											

Pinecrest Academy of Nevada Cadence

2021-2022 School Designation Report

An additional requirement to exit a TSI/ATSI designation is that the school must not meet the ATSI designation criteria—one or more subgroups not meeting performance levels representative of CSI schools on one or more Measures—during each of the two years prior to the exit evaluation. The table below shows the school's progress toward achieving exit from ATSI. The table displays subgroup data for the current year. An "X" marks Measures in which the subgroup has underperformed two years in a row. After three years, the school must have met the exit criteria outlined above to exit the ATSI Designation.

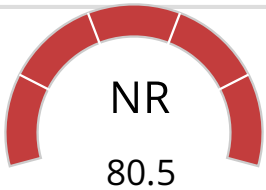
Measures	All	Am Indian	Asian	Afr Amer	Hisp	Pacf Isl	Multi Race	White	SpEd	Engl Lrnr	Econ Disadv
Math Proficiency											
ELA Proficiency											
Science Proficiency											
Math MGP											
ELA MGP											
Math AGP											
ELA AGP											
WIDA AGP											
Math Opportunity Gaps											
ELA Opportunity Gaps											
Chronic Absenteeism											
Academic Learning Plans											
8th Grade Credit Suff.											

Schools that do not meet the requirements for exiting the TSI/ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school.

Pinecrest Academy of Nevada Horizon

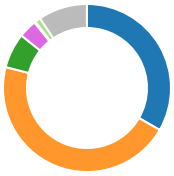
School Year 2021-2022 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-05
District: State Public Charter School Authority
School Address: 1360 S Boulder Hwy Henderson, NV 89015



80.5
Total Index Score

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



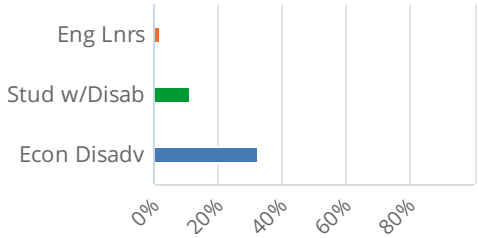
Student Race/Ethnicity

45.5%	White
6.7%	Bl/Afr Am
33.2%	Hisp/Latino
3.5%	Asian
0.2%	Am Ind/AK Nat
1.1%	Pac Isl
9.4%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	83.3 ★★★★
2019-2020	83.3 ★★★★

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

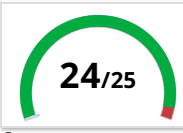
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

How are star ratings determined based on total index score?

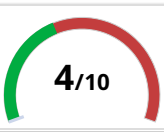
In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

2021-2022 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	65.5	49.2
Math Proficiency	68.0	49.2
ELA Proficiency	70.1	55.4
Science Proficiency	38.6	30.4
Read-by-Grade-3 Proficiency	61.3	51.8

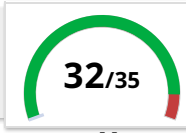


English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	40.0	38.4

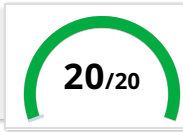
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	23.5	21.7
Climate Survey Participation	78.0	N/A



Growth Indicator

Measure	School Median	District Median
Math MGP	66.0	52.0
ELA MGP	55.0	53.0
	School Rate	**District Rate**
Met Math AGP Target	71.0	53.1
Met ELA AGP Target	69.4	61.2



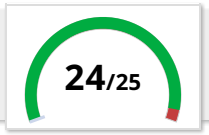
Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	61.1	40.9
Prior Non-Proficient Met ELA AGP Target	71.1	52.2

Climate Survey Participation is not a point-earning measure.

Pinecrest Academy of Nevada Horizon

School Year 2021-2022 Nevada School Rating



Academic Achievement

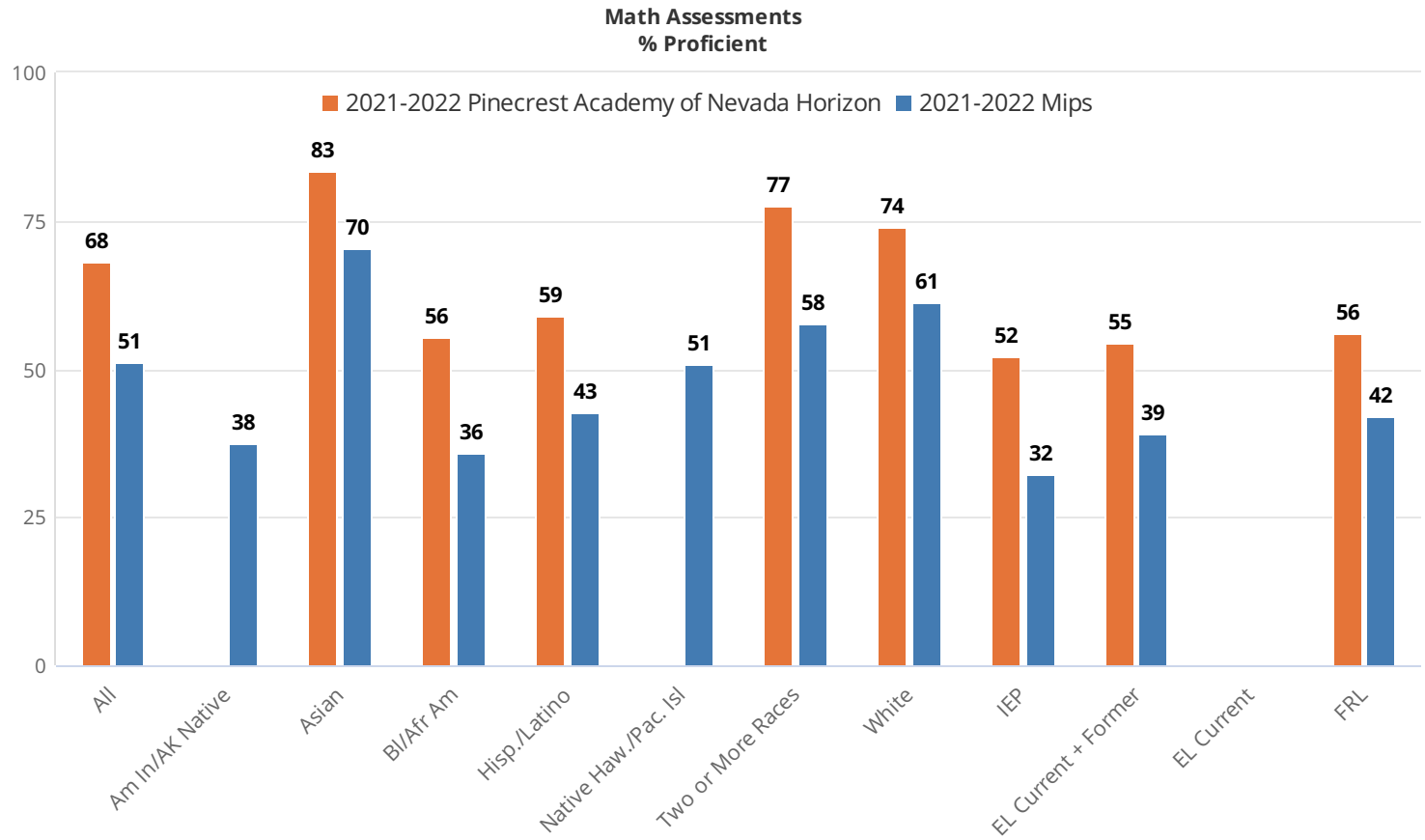
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency Points Earned: 20/20

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	65.5	49.2		

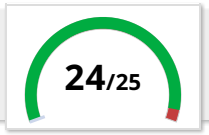
Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	68.0	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	83.3	72.8	70.4			
Black/African American	55.5	30.3	35.7			
Hispanic/Latino	58.8	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	77.4	55.6	57.5			
White/Caucasian	74.0	60.7	61.3			
Special Education	52.0	26.3	32.1			
English Learners Current + Former	54.5	34.9	39			
English Learners Current	-	25.5				
Economically Disadvantaged	56.1	35.6	42			



Pinecrest Academy of Nevada Horizon

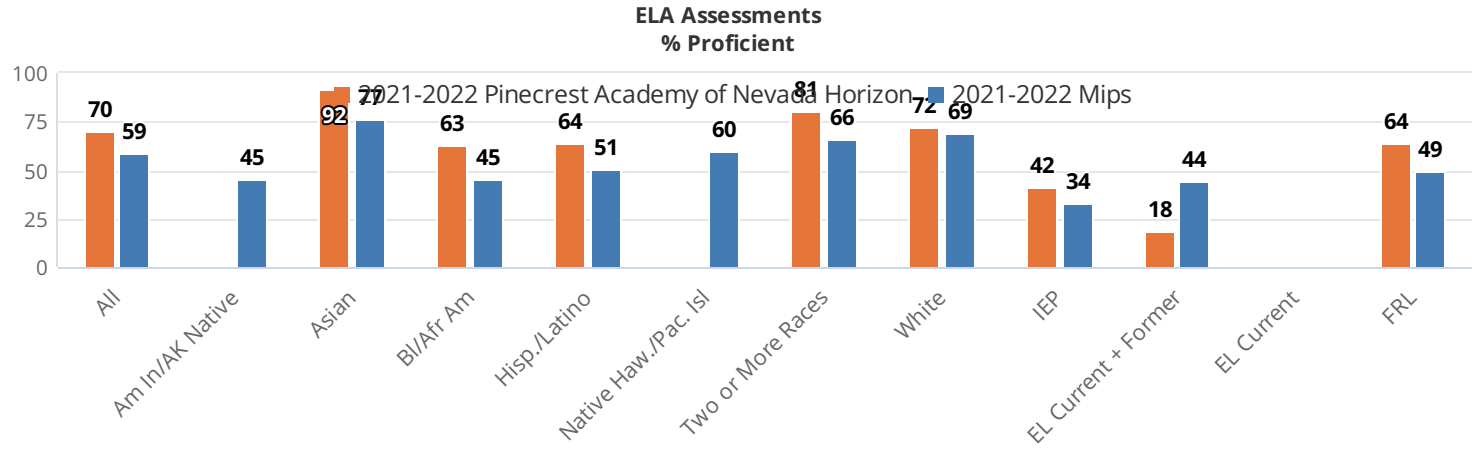
School Year 2021-2022 Nevada School Rating



Academic Achievement

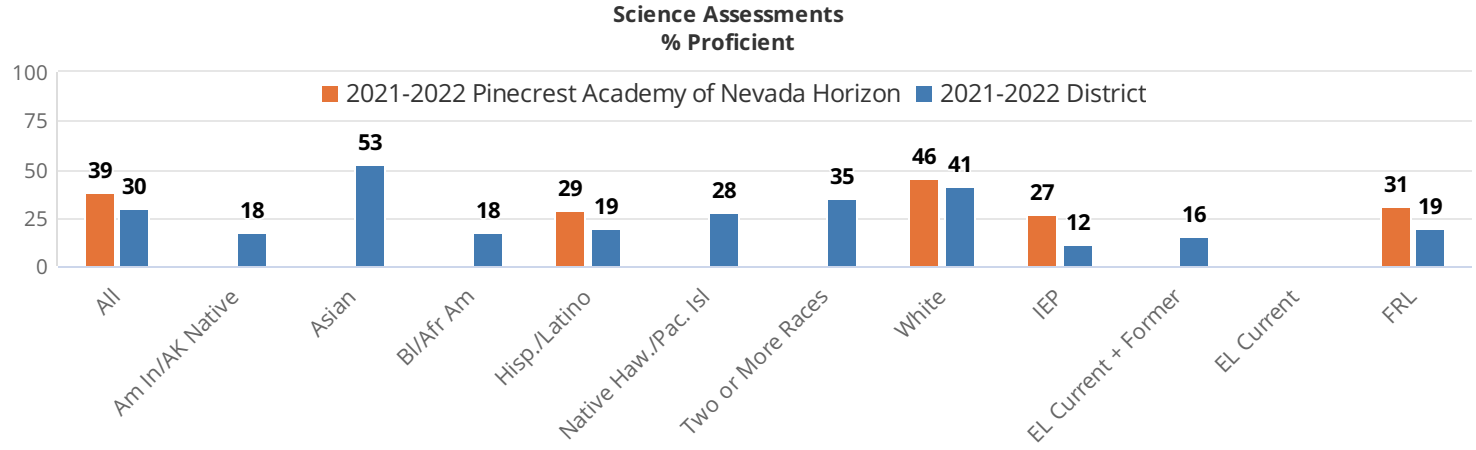
ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	70.1	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	91.6	74.9	76.7			
Black/African American	62.9	39.8	45.4			
Hispanic/Latino	63.7	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	80.6	61.5	66.2			
White/Caucasian	72.3	65.5	69			
Special Education	41.6	25.5	33.5			
English Learners Current + Former	18.1	37.4	44.4			
English Learners Current	-	24.4				
Economically Disadvantaged	64.4	42.8	49.4			



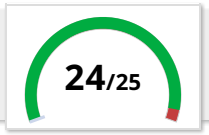
Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	38.6	30.4		
American Indian/Alaska Native	-	17.6		
Asian	-	52.9		
Black/African American	-	17.6		
Hispanic/Latino	29.0	19.2		
Pacific Islander	-	28.3		
Two or More Races	-	34.9		
White/Caucasian	45.6	40.8		
Special Education	26.6	11.6		
English Learners Current + Former	-	15.8		
English Learners Current	-	<5		
Economically Disadvantaged	30.7	19.4		



Pinecrest Academy of Nevada Horizon

School Year 2021-2022 Nevada School Rating

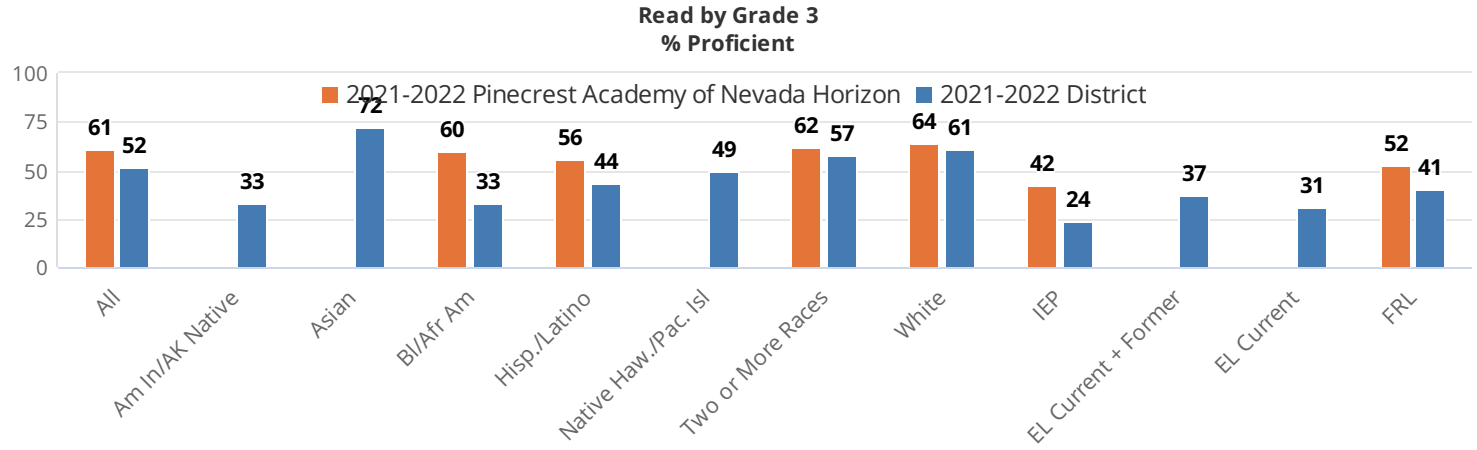


Academic Achievement

Read by Grade 3 Proficient

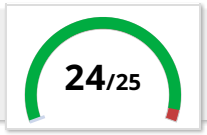
Read by Grade 3 Points Earned: 4/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	61.3	51.8		
American Indian/Alaska Native	-	33.3		
Asian	-	71.7		
Black/African American	60.0	33.0		
Hispanic/Latino	56.0	43.5		
Pacific Islander	-	49.2		
Two or More Races	61.5	57.4		
White/Caucasian	64.1	60.8		
Special Education	42.3	23.7		
English Learners Current + Former	-	37.1		
English Learners Current	-	30.7		
Economically Disadvantaged	52.1	40.5		



Pinecrest Academy of Nevada Horizon

School Year 2021-2022 Nevada School Rating



Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

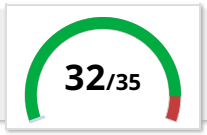
Participation Penalty: **Yellow indicates 95% participation requirement not met.**

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=95%	>=95%		

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada Horizon

School Year 2021-2022 Nevada School Rating



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 10/10 **ELA MGP Points Earned: 7/10**

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	66.0	52.0	55.0	53.0				
American Indian/Alaska Native	-	54.0	-	60.5				
Asian	-	60.0	-	59.0				
Black/African American	66.0	49.0	29.5	53.0				
Hispanic/Latino	71.0	49.0	61.0	51.0				
Pacific Islander	-	57.0	-	57.0				
Two or More Races	56.0	54.5	65.0	53.0				
White/Caucasian	65.0	55.0	54.0	55.0				
Special Education	42.0	46.0	41.0	43.0				
English Learners Current + Former	-	47.0	-	49.0				
English Learners Current	-	44.0	-	44.0				
Economically Disadvantaged	57.5	49.0	53.0	49.0				

AGP Growth Data

Math AGP Points Earned: 7.5/7.5 **ELA AGP Points Earned: 7.5/7.5**

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	71.0	53.1	69.4	61.2				
American Indian/Alaska Native	-	45.7	-	66.6				
Asian	-	68.8	-	73.9				
Black/African American	60.0	41.8	28.5	55.8				
Hispanic/Latino	68.8	45.0	70.4	55.4				
Pacific Islander	-	50.4	-	61.9				
Two or More Races	75.0	59.6	75.0	62.7				
White/Caucasian	74.7	59.6	73.8	65.1				
Special Education	40.0	35.9	45.0	41.3				
English Learners Current + Former	-	41.2	-	52.0				
English Learners Current	-	32.5	-	43.1				
Economically Disadvantaged	60.9	43.7	61.5	53.5				

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

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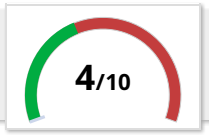
Pinecrest Academy of Nevada Horizon

School Year 2021-2022 Nevada School Rating

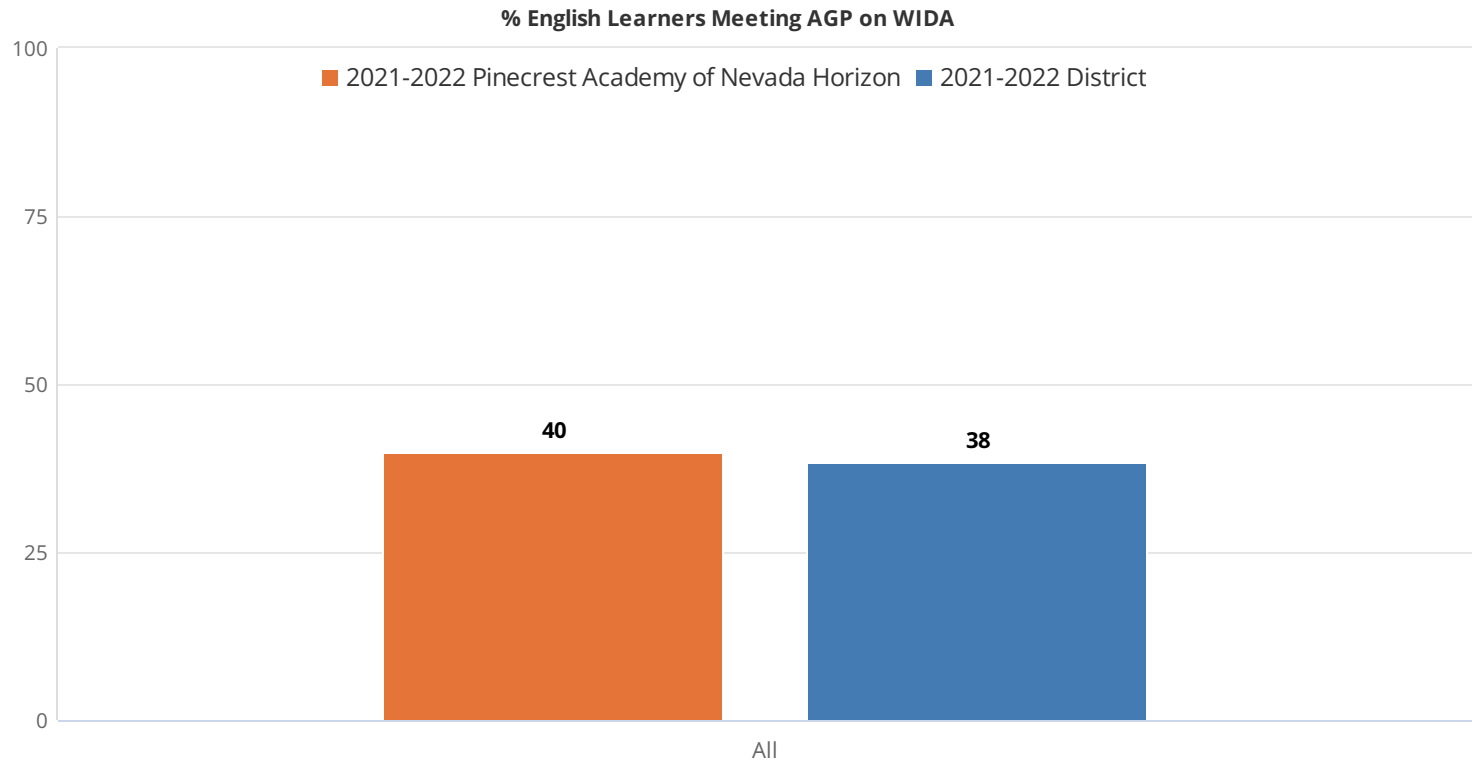


English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 4/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	10	40.0	38.4			



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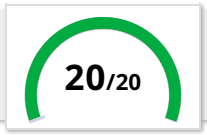
Pinecrest Academy of Nevada Horizon

School Year 2021-2022 Nevada School Rating



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 10/10 **ELA AGP Points Earned: 10/10**

Groups	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	61.1	40.9	71.1	52.2				
American Indian/Alaska Native	-	40.7	-	57.6				
Asian	-	50.6	-	63.3				
Black/African American	54.5	36.1	-	49.4				
Hispanic/Latino	67.7	36.3	80.0	49.2				
Pacific Islander	-	43.2	-	54.6				
Two or More Races	-	44.5	-	55.0				
White/Caucasian	57.6	47.9	71.4	55.2				
Special Education	10.0	27.6	40.0	35.9				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	27.6	-	41.7				
Economically Disadvantaged	47.0	35.5	70.8	47.6				

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Pinecrest Academy of Nevada Horizon

School Year 2021-2022 Nevada School Rating

Student Engagement

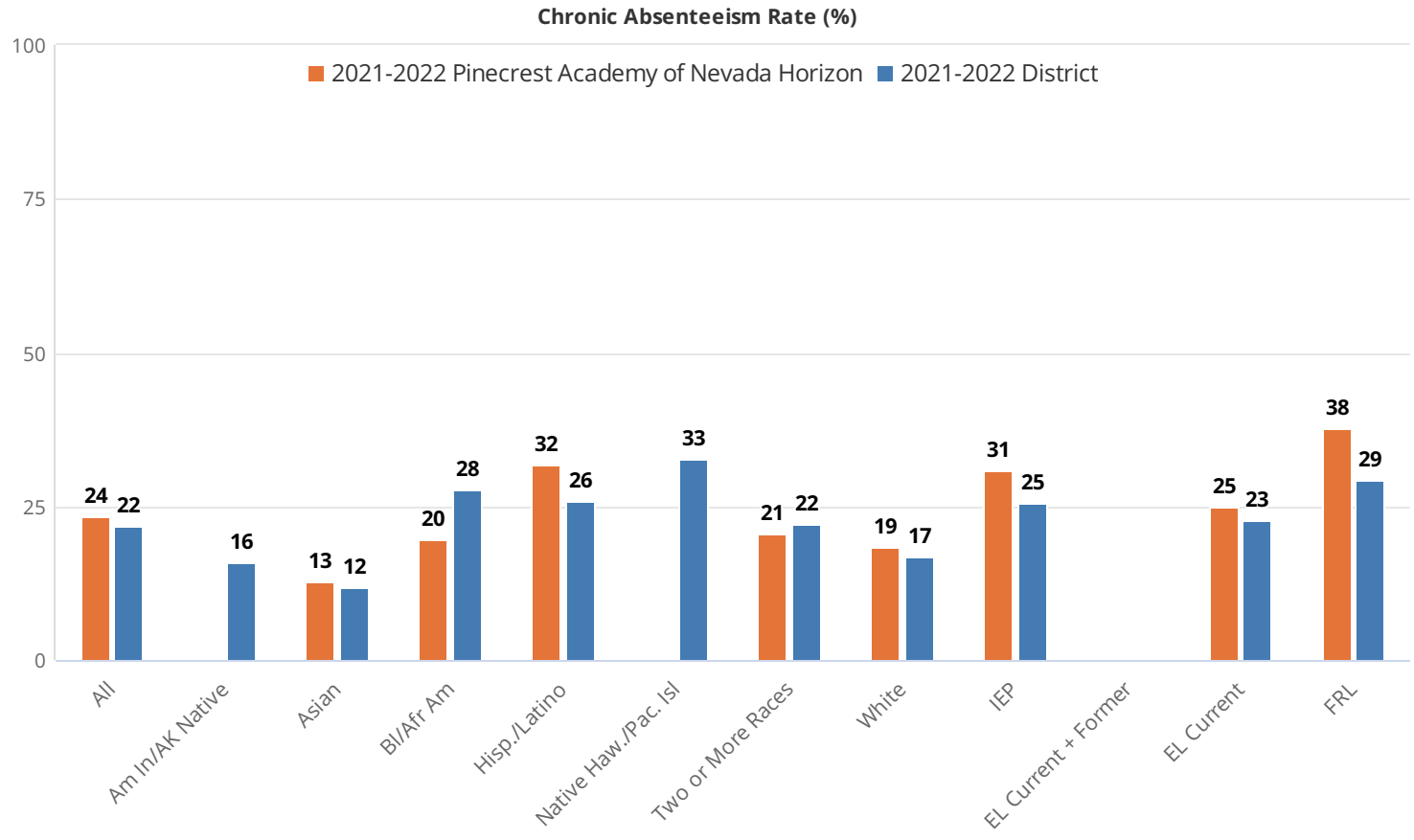
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 0.5/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	23.5	21.7		
American Indian/Alaska Native	-	15.8		
Asian	12.9	11.9		
Black/African American	19.6	27.6		
Hispanic/Latino	31.9	25.8		
Pacific Islander	-	32.8		
Two or More Races	20.7	22.2		
White/Caucasian	18.5	16.9		
Special Education	30.7	25.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	25.0	22.6		
Economically Disadvantaged	37.7	29.3		

Reducing Chronic Absenteeism by 10% Points Earned: NA



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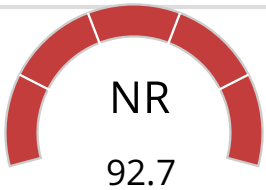
Pinecrest Academy of Nevada Inspirada

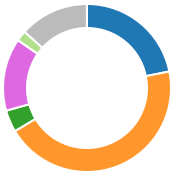
School Year 2021-2022 Nevada School Rating

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



92.7
Total Index Score

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



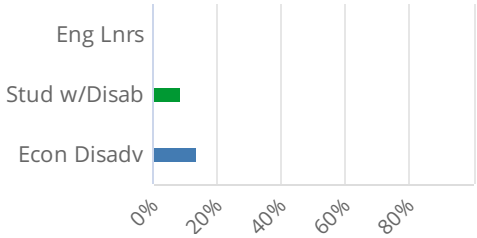
Student Race/Ethnicity

44.5%	White
4.2%	Bl/Afr Am
21.8%	Hisp/Latino
14.0%	Asian
0.0%	Am Ind/AK Nat
2.0%	Pac Isl
13.3%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	94.4 ★★★★★
2019-2020	94.4 ★★★★★

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

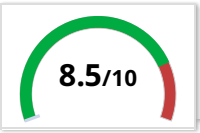
2021-2022 School Performance

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	82.3	49.2
Math Proficiency	84.8	49.2
ELA Proficiency	85.0	55.4
Science Proficiency	64.5	30.4
Read-by-Grade-3 Proficiency	83.8	51.8

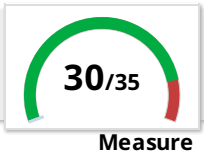
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	38.4



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	7.1	21.7
Climate Survey Participation	90.0	N/A



Growth Indicator

Measure	School Median	District Median
Math MGP	56.0	52.0
ELA MGP	59.0	53.0
	School Rate	**District Rate**
Met Math AGP Target	73.0	53.1
Met ELA AGP Target	74.7	61.2

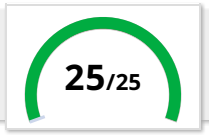
Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	62.9	40.9
Prior Non-Proficient Met ELA AGP Target	56.5	52.2

Climate Survey Participation is not a point-earning measure.

Pinecrest Academy of Nevada Inspirada

School Year 2021-2022 Nevada School Rating



Academic Achievement

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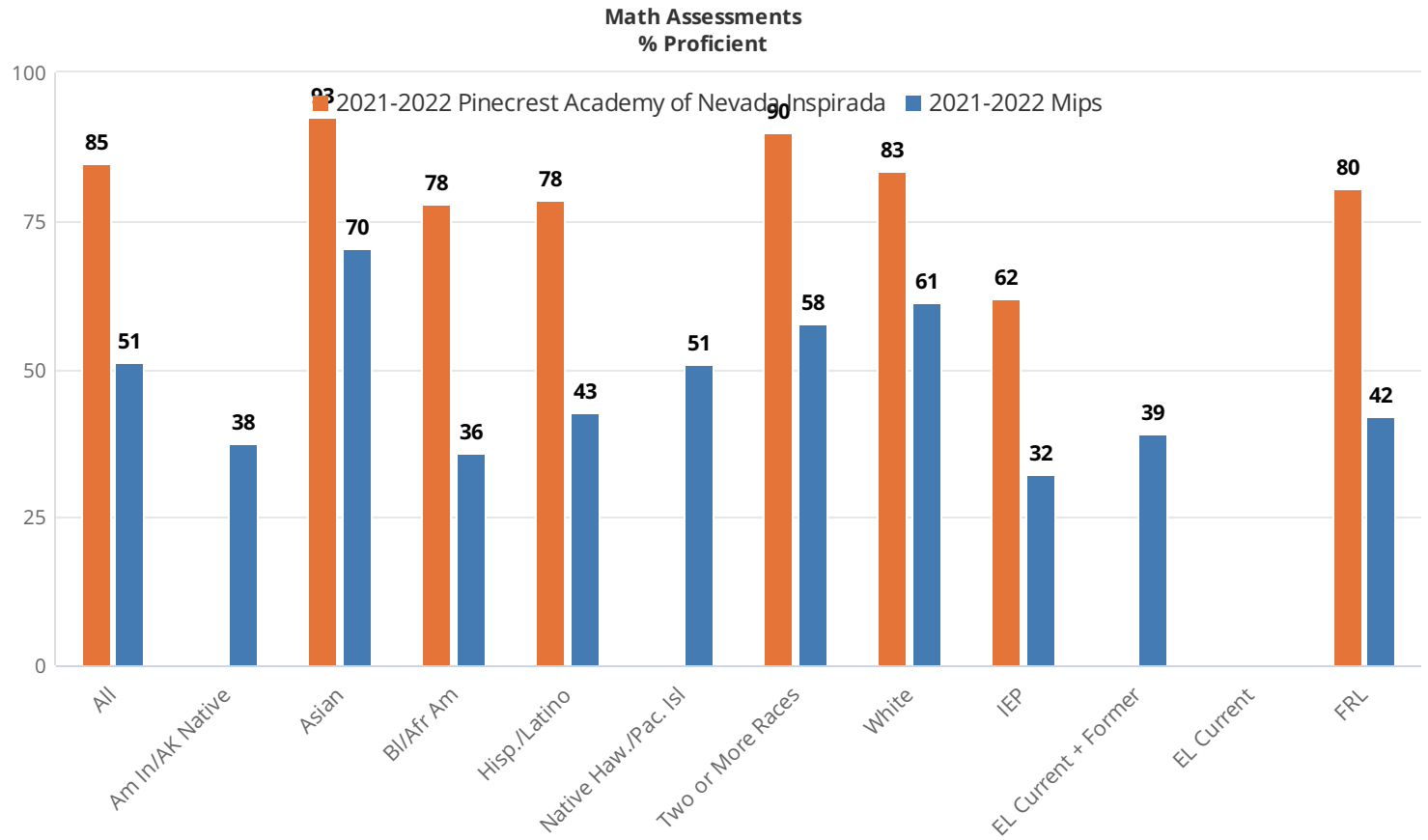
Pooled Proficiency Points Earned: 20/20

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	82.3	49.2		

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			



Pinecrest Academy of Nevada Inspirada

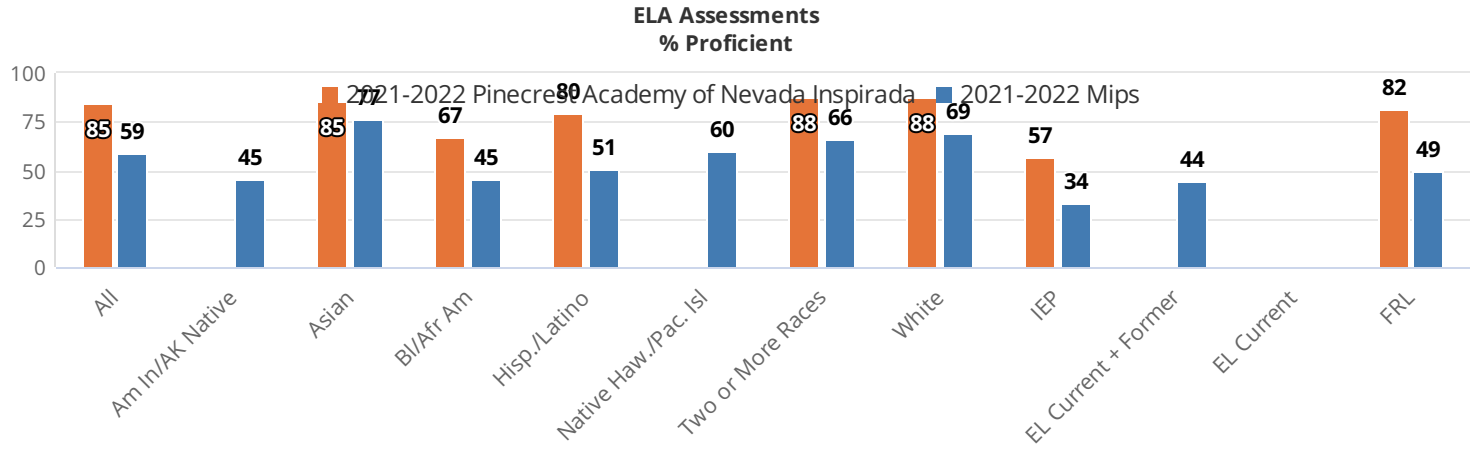
School Year 2021-2022 Nevada School Rating

25/25

Academic Achievement

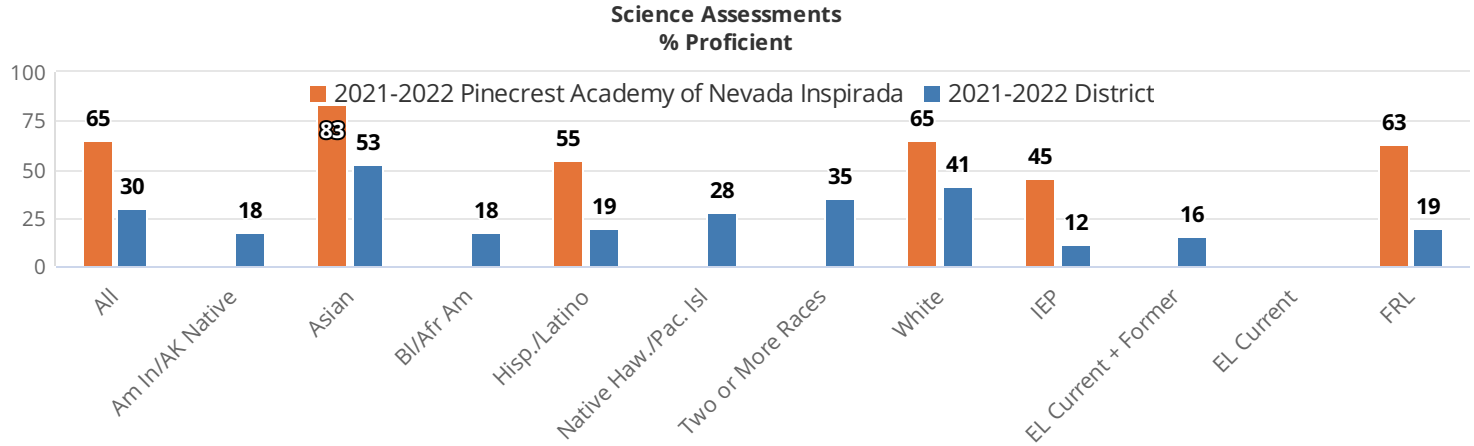
ELA Proficient

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			



Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	64.5	30.4		
American Indian/Alaska Native	-	17.6		
Asian	83.3	52.9		
Black/African American	-	17.6		
Hispanic/Latino	55.1	19.2		
Pacific Islander	-	28.3		
Two or More Races	-	34.9		
White/Caucasian	64.5	40.8		
Special Education	45.4	11.6		
English Learners Current + Former	-	15.8		
English Learners Current	-	<5		
Economically Disadvantaged	63.1	19.4		



Pinecrest Academy of Nevada Inspirada

School Year 2021-2022 Nevada School Rating

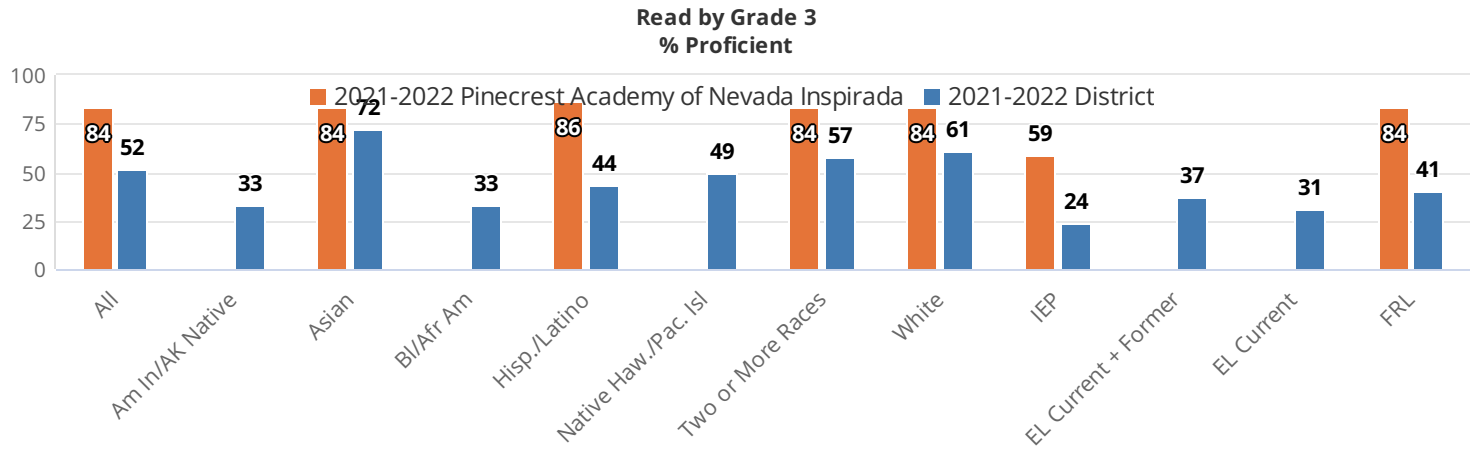
25/25

Academic Achievement

Read by Grade 3 Proficient

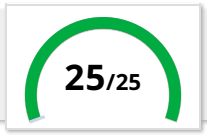
Read by Grade 3 Points Earned: 5/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	83.8	51.8		
American Indian/Alaska Native	-	33.3		
Asian	84.0	71.7		
Black/African American	-	33.0		
Hispanic/Latino	86.4	43.5		
Pacific Islander	-	49.2		
Two or More Races	84.0	57.4		
White/Caucasian	83.6	60.8		
Special Education	58.8	23.7		
English Learners Current + Former	-	37.1		
English Learners Current	-	30.7		
Economically Disadvantaged	84.0	40.5		



Pinecrest Academy of Nevada Inspirada

School Year 2021-2022 Nevada School Rating



Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

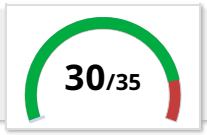
Participation Penalty: **Yellow indicates 95% participation requirement not met.**

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	>=95%	>=95%		
Black/African American	-	-		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=95%	>=95%		

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada Inspirada

School Year 2021-2022 Nevada School Rating



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 7/10 **ELA MGP Points Earned: 8/10**

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	56.0	52.0	59.0	53.0				
American Indian/Alaska Native	-	54.0	-	60.5				
Asian	66.0	60.0	68.5	59.0				
Black/African American	54.0	49.0	63.5	53.0				
Hispanic/Latino	65.0	49.0	70.5	51.0				
Pacific Islander	-	57.0	-	57.0				
Two or More Races	40.5	54.5	52.0	53.0				
White/Caucasian	54.0	55.0	52.0	55.0				
Special Education	56.5	46.0	62.0	43.0				
English Learners Current + Former	-	47.0	-	49.0				
English Learners Current	-	44.0	-	44.0				
Economically Disadvantaged	56.0	49.0	49.0	49.0				

AGP Growth Data

Math AGP Points Earned: 7.5/7.5 **ELA AGP Points Earned: 7.5/7.5**

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	73.0	53.1	74.7	61.2				
American Indian/Alaska Native	-	45.7	-	66.6				
Asian	83.3	68.8	83.3	73.9				
Black/African American	75.0	41.8	66.6	55.8				
Hispanic/Latino	80.8	45.0	75.0	55.4				
Pacific Islander	-	50.4	-	61.9				
Two or More Races	68.7	59.6	81.2	62.7				
White/Caucasian	67.5	59.6	70.8	65.1				
Special Education	58.3	35.9	62.5	41.3				
English Learners Current + Former	-	41.2	-	52.0				
English Learners Current	-	32.5	-	43.1				
Economically Disadvantaged	75.0	43.7	62.5	53.5				

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

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Pinecrest Academy of Nevada Inspirada

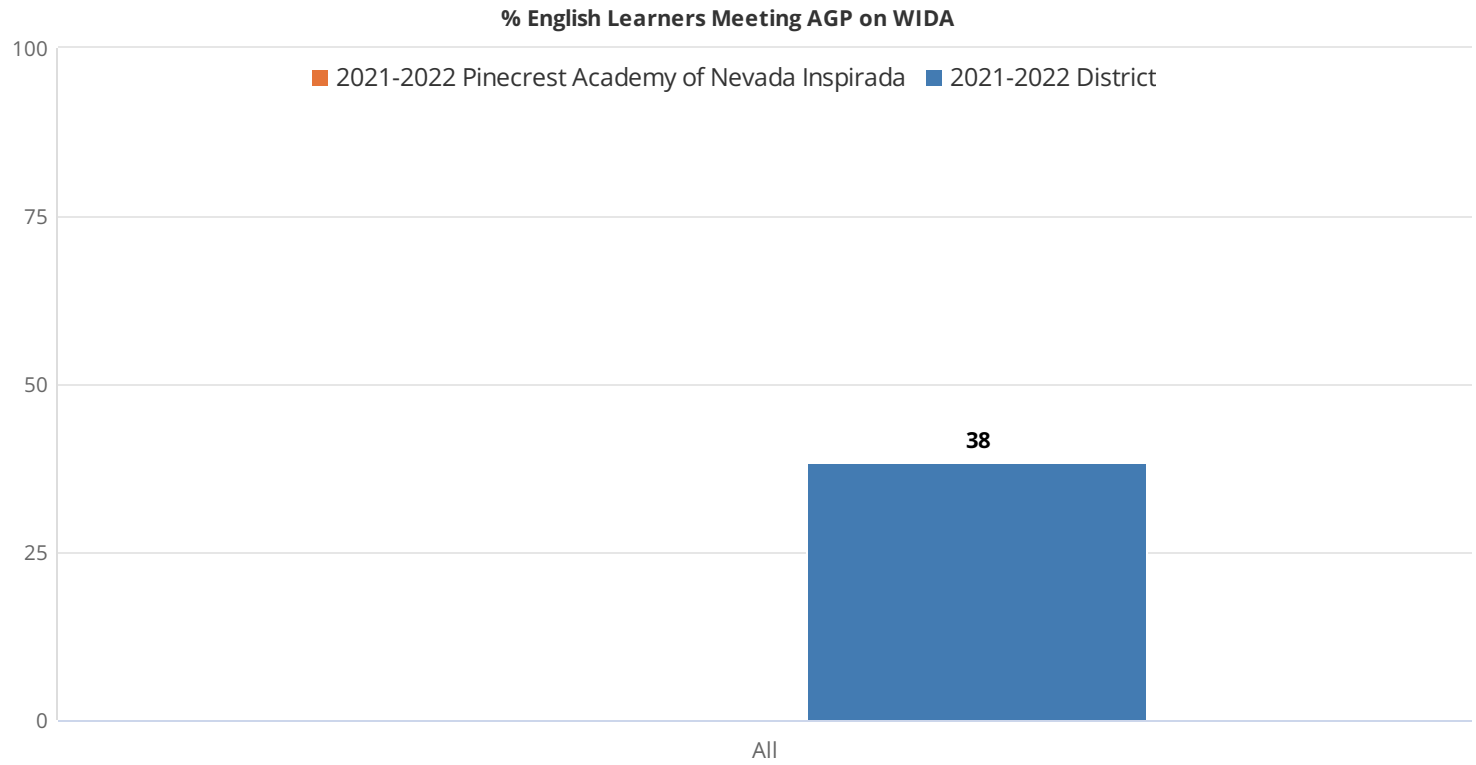
School Year 2021-2022 Nevada School Rating

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	-	-	38.4			



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

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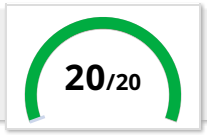
Pinecrest Academy of Nevada Inspirada

School Year 2021-2022 Nevada School Rating



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 10/10 **ELA AGP Points Earned: 10/10**

Groups	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	62.9	40.9	56.5	52.2				
American Indian/Alaska Native	-	40.7	-	57.6				
Asian	-	50.6	-	63.3				
Black/African American	-	36.1	-	49.4				
Hispanic/Latino	76.4	36.3	61.5	49.2				
Pacific Islander	-	43.2	-	54.6				
Two or More Races	-	44.5	-	55.0				
White/Caucasian	56.5	47.9	50.0	55.2				
Special Education	46.1	27.6	40.0	35.9				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	27.6	-	41.7				
Economically Disadvantaged	-	35.5	-	47.6				

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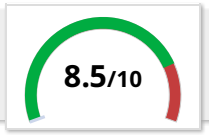
Pinecrest Academy of Nevada Inspirada

School Year 2021-2022 Nevada School Rating



Student Engagement

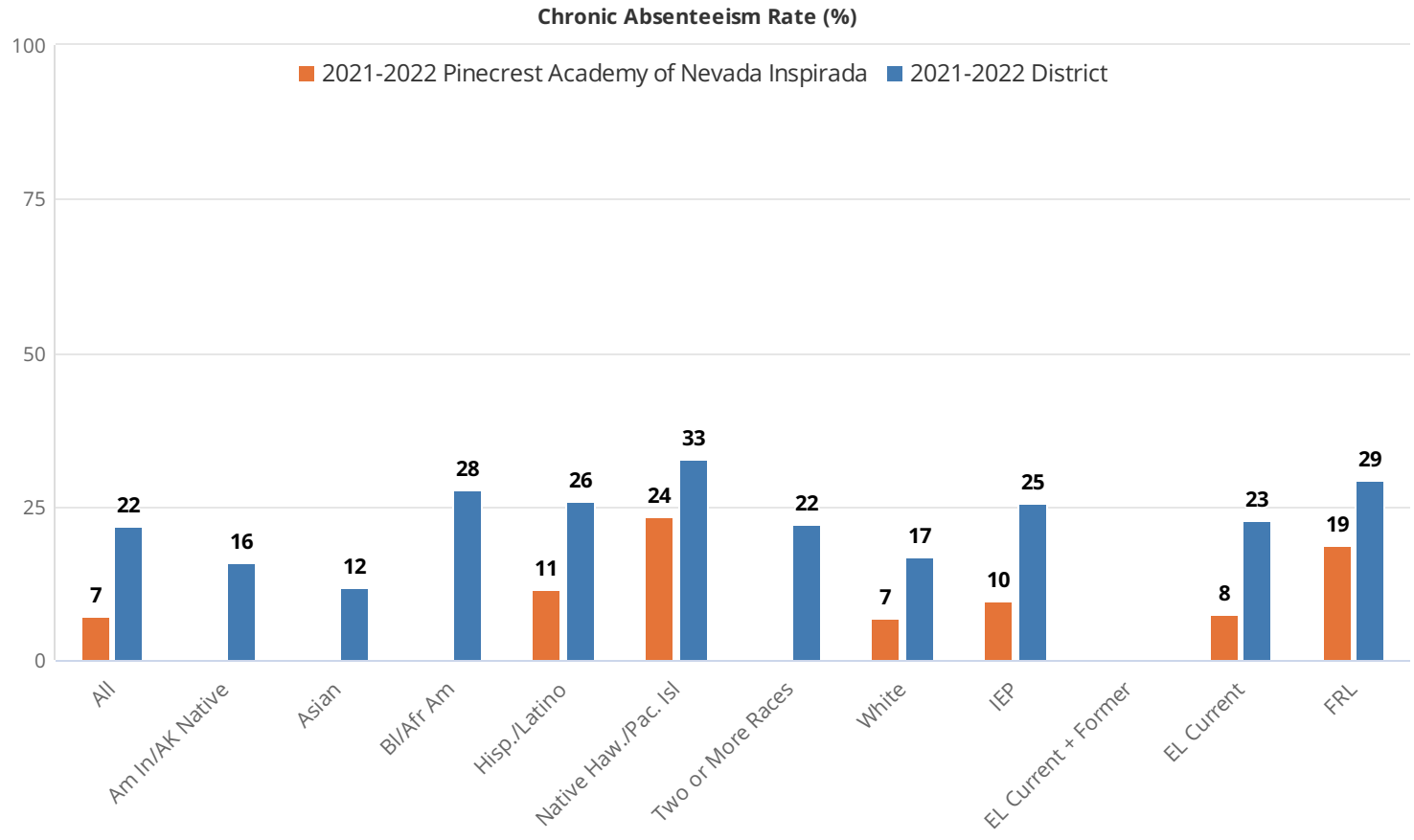
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 8.5/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	7.1	21.7		
American Indian/Alaska Native	-	15.8		
Asian	<5	11.9		
Black/African American	<5	27.6		
Hispanic/Latino	11.4	25.8		
Pacific Islander	23.5	32.8		
Two or More Races	<5	22.2		
White/Caucasian	7.0	16.9		
Special Education	9.8	25.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	7.6	22.6		
Economically Disadvantaged	18.7	29.3		

Reducing Chronic Absenteeism by 10% Points Earned: NA



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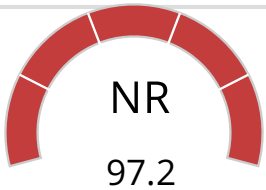
Pinecrest Academy of Nevada Inspirada

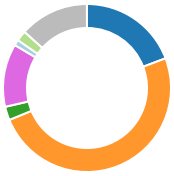
School Year 2021-2022 Nevada School Rating

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



97.2
Total Index Score

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



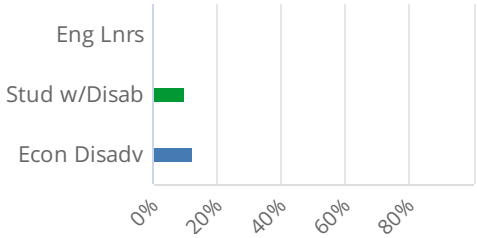
Student Race/Ethnicity

49.4%	White
2.6%	Bl/Afr Am
19.2%	Hisp/Latino
12.1%	Asian
1.1%	Am Ind/AK Nat
2.0%	Pac Isl
13.3%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	100.0 ★★★★★
2019-2020	100.0 ★★★★★

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

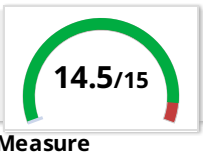
2021-2022 School Performance

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	79.2	46.6
Math Proficiency	76.2	36.5
ELA Proficiency	84.4	57.3
Science Proficiency	72.8	44.9

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	21.6



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	5.3	18.5
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	94.3	91.1
Climate Survey Participation	>95	N/A

Student Growth Indicator

Measure	School Median	District Median
Math MGP	71.0	56.0
ELA MGP	60.0	55.0
	School Rate	**District Rate**
Met Math AGP Target	74.3	40.8
Met ELA AGP Target	82.7	60.4

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	46.7	23.5
Prior Non-Proficient Met ELA AGP Target	52.3	38.0

Climate Survey Participation is not a point-earning measure.

Pinecrest Academy of Nevada Inspirada

School Year 2021-2022 Nevada School Rating

Academic Achievement

25/25

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

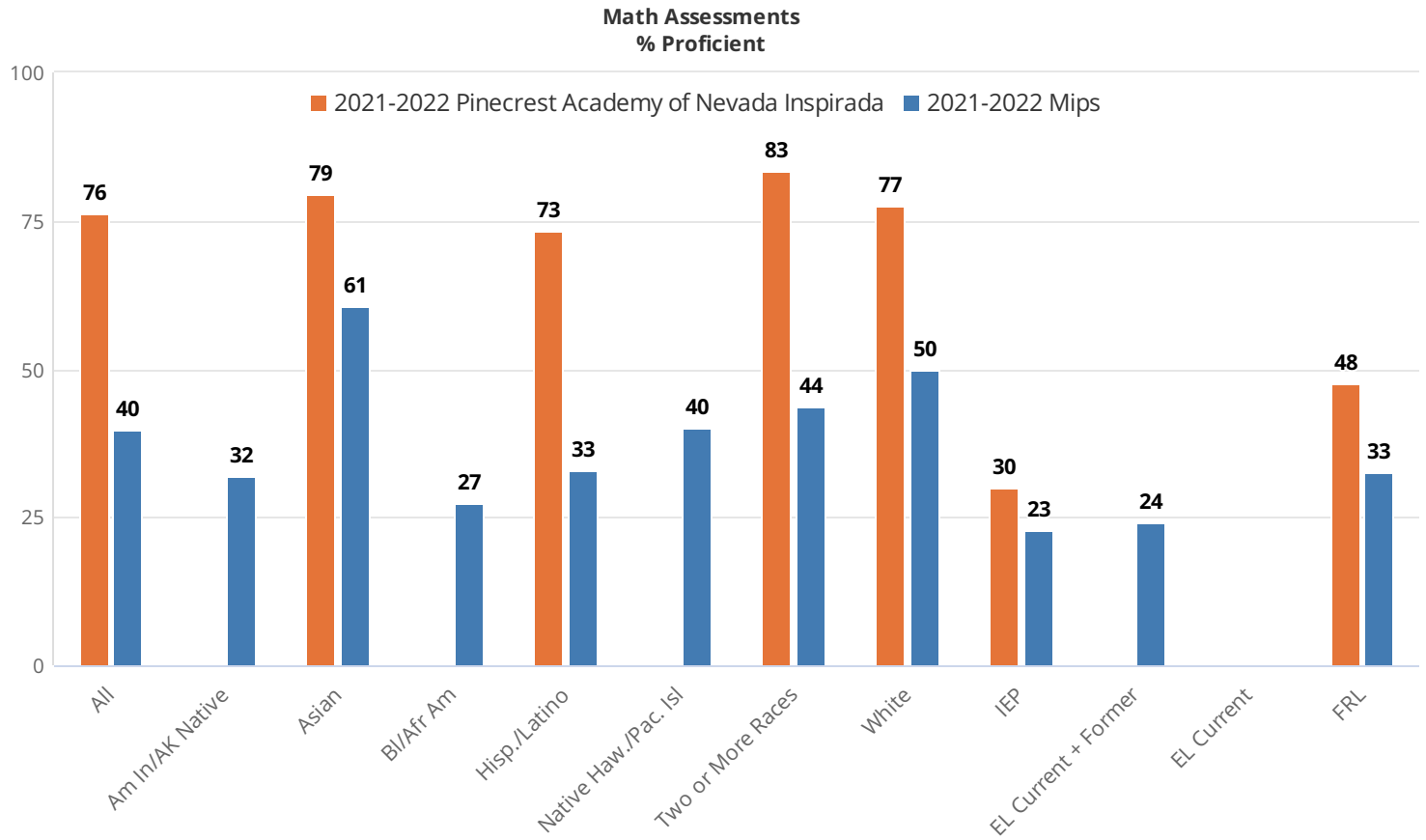
Pooled Proficiency

Pooled Proficiency Points Earned: 25/25

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	79.2	46.6		

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			



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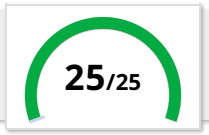
Pinecrest Academy of Nevada Inspirada

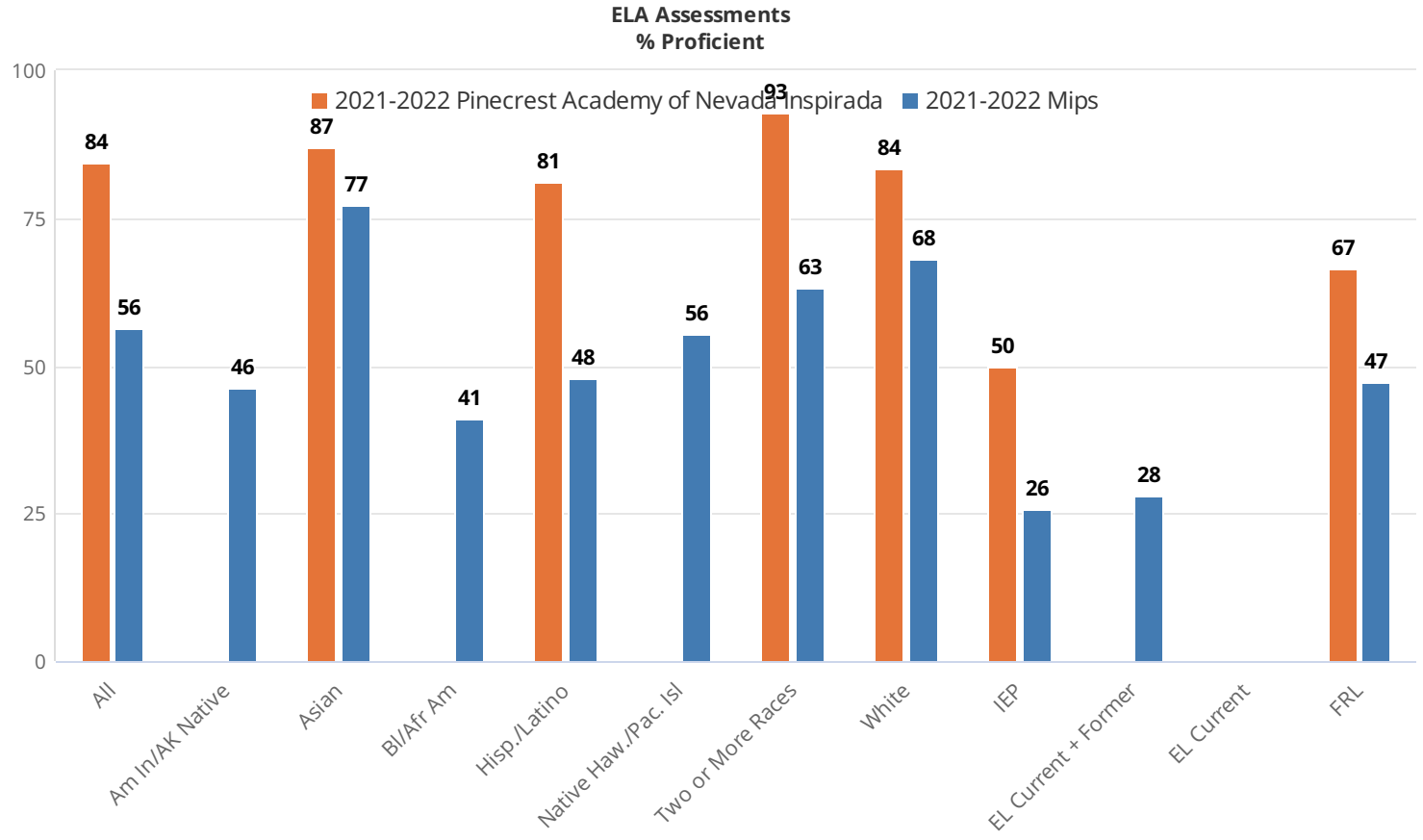
School Year 2021-2022 Nevada School Rating



Academic Achievement

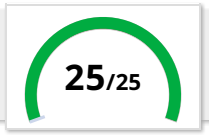
ELA Proficient

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			



Pinecrest Academy of Nevada Inspirada

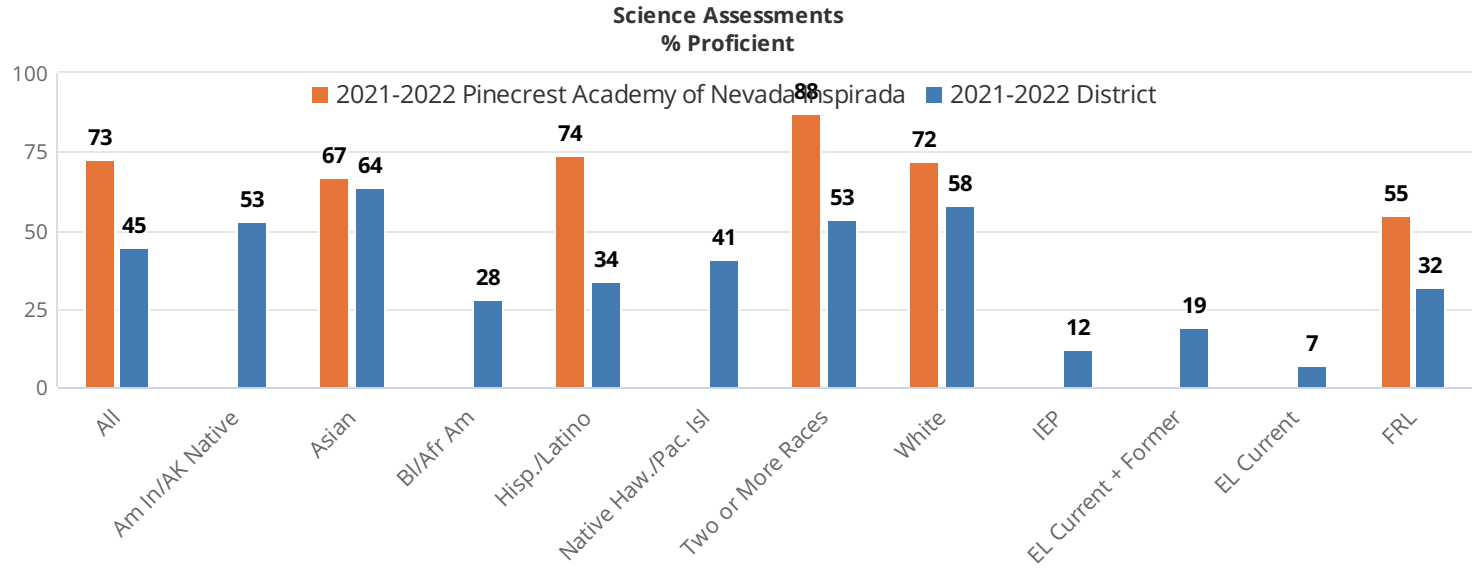
School Year 2021-2022 Nevada School Rating



Academic Achievement

Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	72.8	44.9		
American Indian/Alaska Native	-	52.6		
Asian	66.6	63.9		
Black/African American	-	28.3		
Hispanic/Latino	73.6	33.7		
Pacific Islander	-	40.5		
Two or More Races	87.5	53.3		
White/Caucasian	72.2	57.8		
Special Education	-	12.0		
English Learners Current + Former	-	19.4		
English Learners Current	-	6.9		
Economically Disadvantaged	54.5	31.9		



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

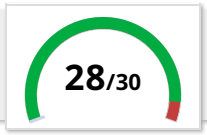
Participation Penalty:

Yellow indicates 95% participation requirement not met.

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	>=95%	>=95%		
Black/African American	-	-		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=95%	>=95%		

Pinecrest Academy of Nevada Inspirada

School Year 2021-2022 Nevada School Rating



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 10/10 **ELA MGP Points Earned: 8/10**

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	71.0	56.0	60.0	55.0				
American Indian/Alaska Native	-	53.5	-	55.5				
Asian	79.0	61.0	62.0	61.0				
Black/African American	-	52.0	-	54.0				
Hispanic/Latino	69.0	54.0	56.5	54.0				
Pacific Islander	-	53.5	-	55.0				
Two or More Races	77.5	57.0	53.5	55.0				
White/Caucasian	71.5	57.0	63.0	56.0				
Special Education	41.0	44.0	61.0	43.0				
English Learners Current + Former	-	54.0	-	54.0				
English Learners Current	-	50.0	-	51.0				
Economically Disadvantaged	60.0	54.0	65.5	55.0				

AGP Growth Data

Math AGP Points Earned: 5/5 **ELA AGP Points Earned: 5/5**

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	74.3	40.8	82.7	60.4				
American Indian/Alaska Native	-	37.5	-	64.2				
Asian	78.9	63.7	84.2	77.2				
Black/African American	-	24.7	-	49.7				
Hispanic/Latino	73.3	31.4	82.2	52.7				
Pacific Islander	-	36.8	-	59.5				
Two or More Races	77.5	43.8	90.0	65.6				
White/Caucasian	75.6	50.7	81.8	67.2				
Special Education	31.0	12.9	62.0	26.3				
English Learners Current + Former	-	25.2	-	45.5				
English Learners Current	-	12.6	-	28.2				
Economically Disadvantaged	55.0	29.9	70.0	51.8				

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada Inspirada

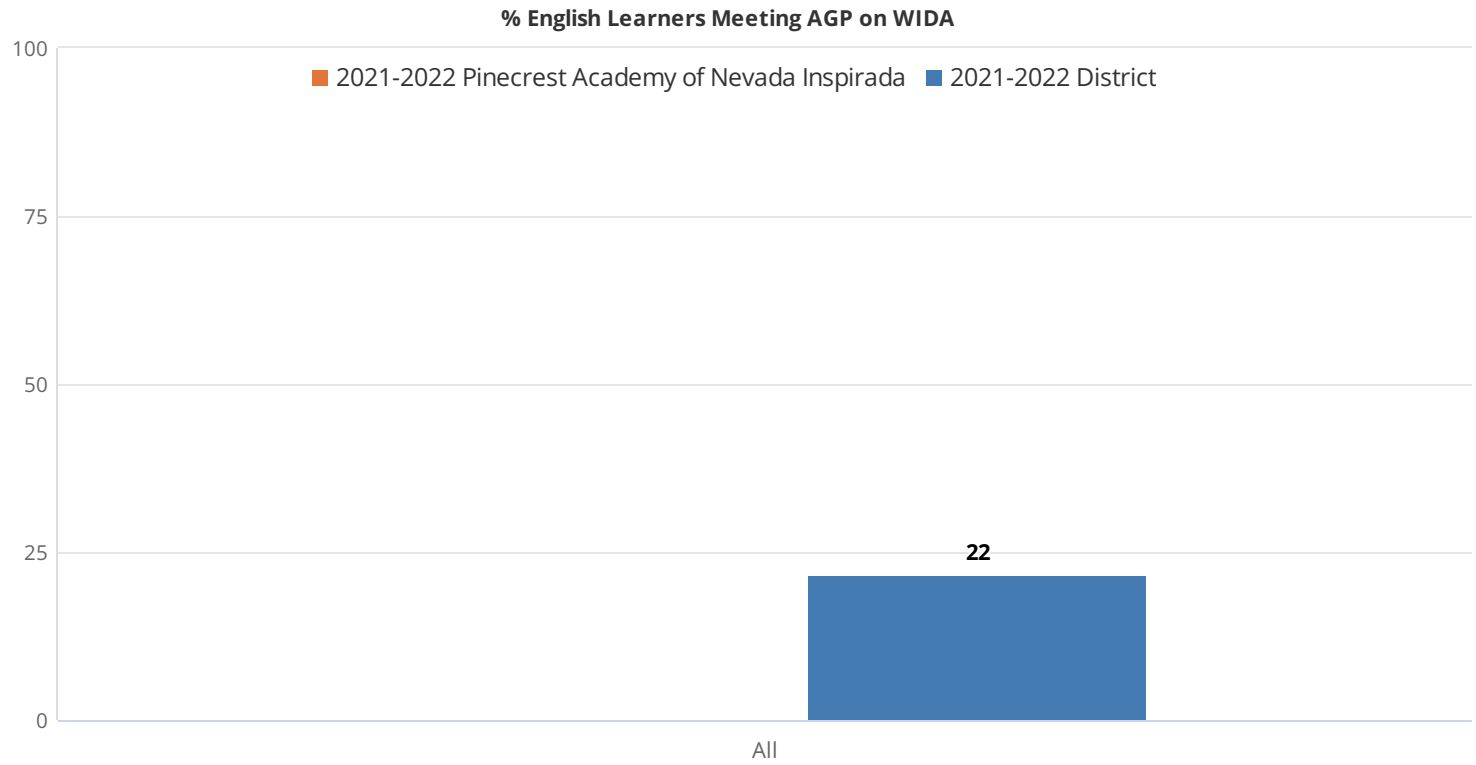
School Year 2021-2022 Nevada School Rating

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	-	-	21.6			



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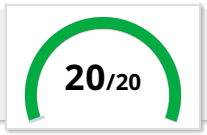
Pinecrest Academy of Nevada Inspirada

School Year 2021-2022 Nevada School Rating



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 10/10 **ELA AGP Points Earned: 10/10**

Groups	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	46.7	23.5	52.3	38.0				
American Indian/Alaska Native	-	25.0	-	52.0				
Asian	45.4	38.5	-	51.3				
Black/African American	-	16.6	-	33.6				
Hispanic/Latino	50.0	20.3	64.7	35.8				
Pacific Islander	-	24.8	-	44.5				
Two or More Races	-	24.1	-	42.9				
White/Caucasian	50.0	28.8	45.1	40.2				
Special Education	18.1	7.8	44.4	19.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	11.3	-	24.4				
Economically Disadvantaged	31.8	19.7	37.5	35.0				

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Pinecrest Academy of Nevada Inspirada

School Year 2021-2022 Nevada School Rating

Student Engagement

14.5/15

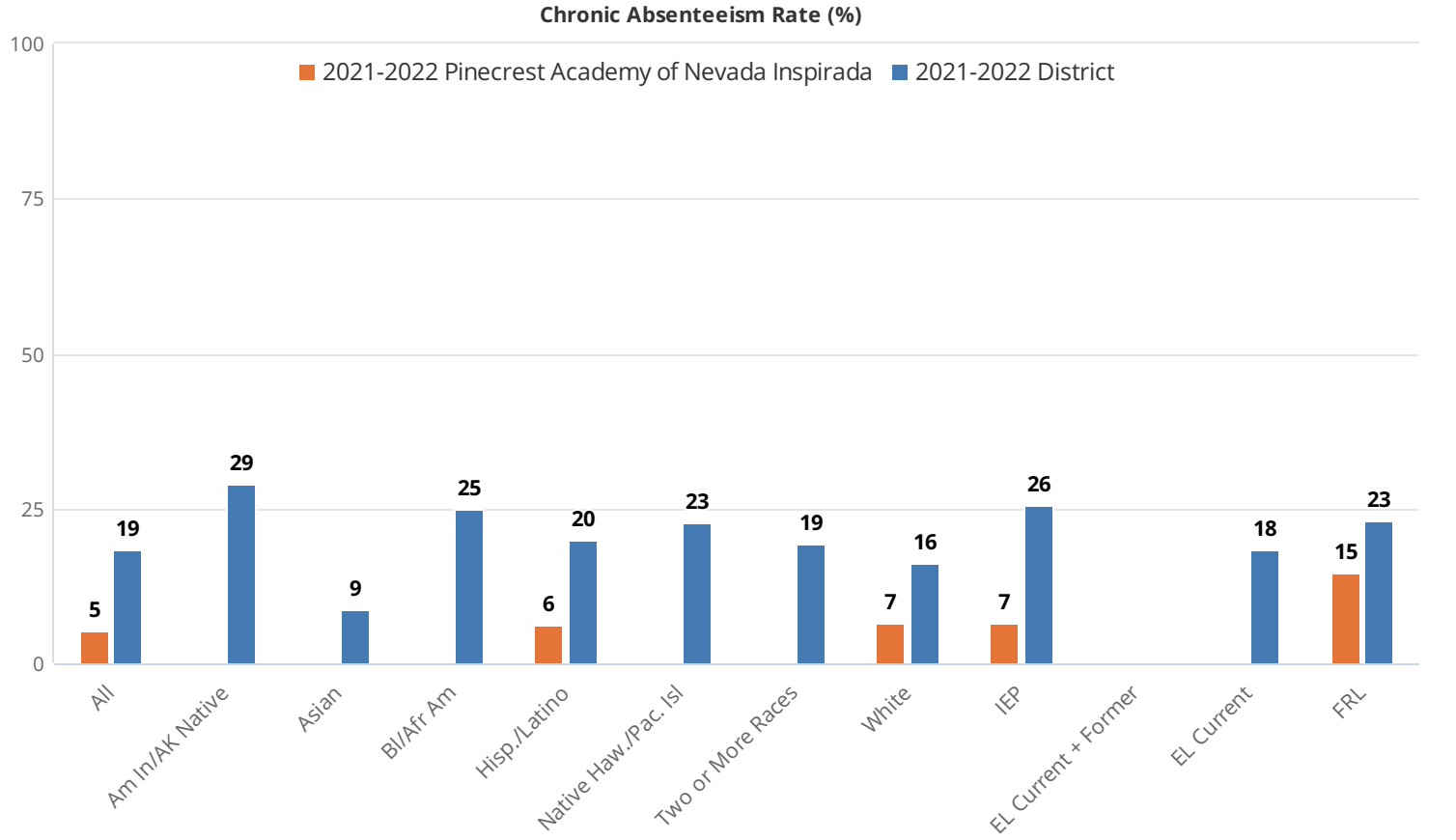
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 9.5/10

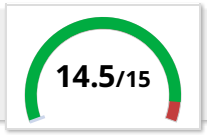
Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	5.3	18.5		
American Indian/Alaska Native	-	28.9		
Asian	<5	8.7		
Black/African American	-	24.9		
Hispanic/Latino	6.2	19.9		
Pacific Islander	-	22.7		
Two or More Races	<5	19.4		
White/Caucasian	6.6	16.1		
Special Education	6.6	25.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	18.3		
Economically Disadvantaged	14.5	23.1		

Reducing Chronic Absenteeism by 10% bonus points: NA



Pinecrest Academy of Nevada Inspirada

School Year 2021-2022 Nevada School Rating



Student Engagement

Academic Learning Plans

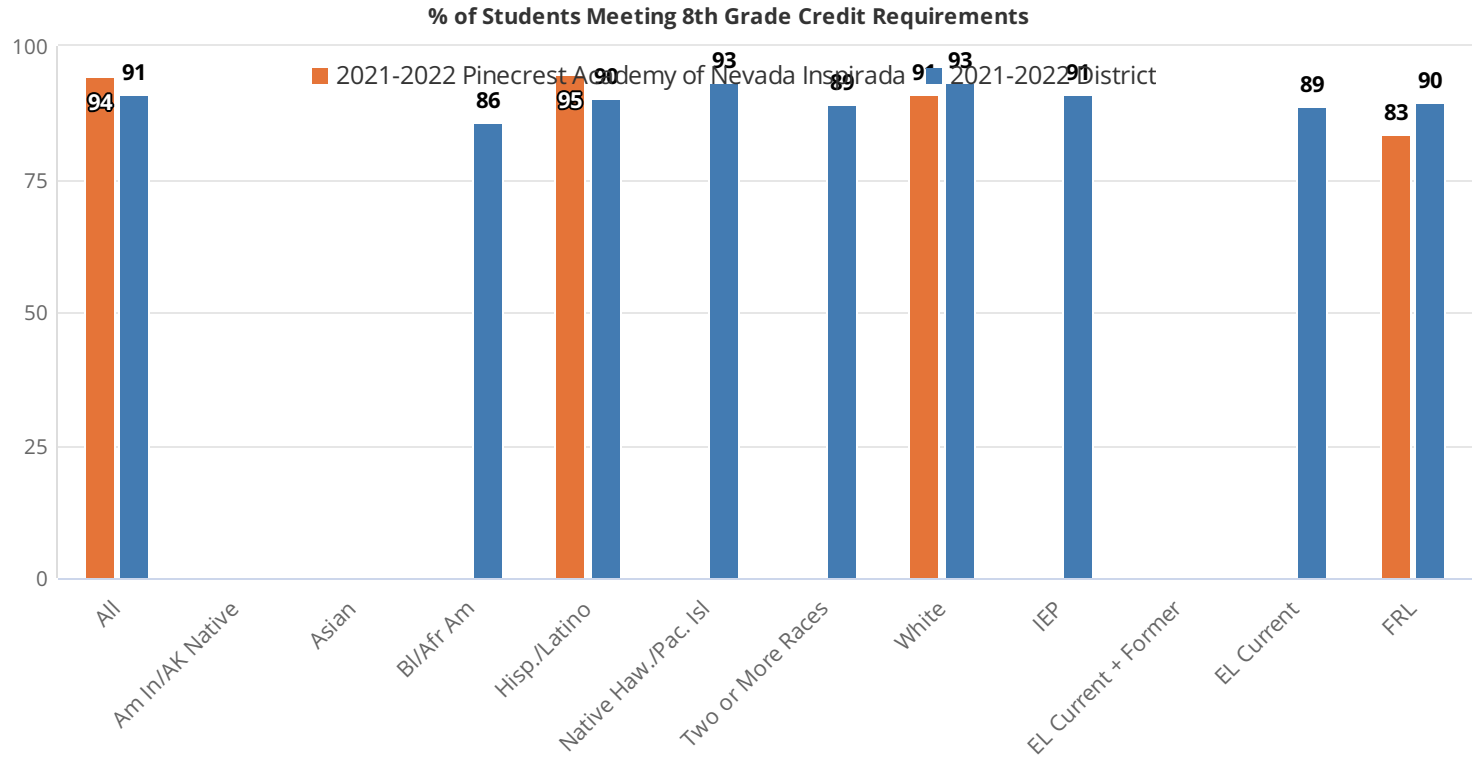
Academic Learning Plans Points Earned 2/2

Groups	2022 % Academic Learning Plans	2022 % District	2021 % Academic Learning Plans	2021 % District
All Students	>95	>95		
American Indian/Alaska Native	-	>95		
Asian	>95	>95		
Black/African American	-	>95		
Hispanic/Latino	>95	>95		
Pacific Islander	-	>95		
Two or More Races	>95	>95		
White/Caucasian	>95	>95		
Special Education	>95	>95		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	>95		
Economically Disadvantaged	>95	>95		

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2022 % Credit Requirements Met	2022 % District	2021 % Credit Requirements Met	2021 % District
All Students	94.3	91.1		
American Indian/Alaska Native	-	>95		
Asian	>95	>95		
Black/African American	-	85.9		
Hispanic/Latino	94.7	90.3		
Pacific Islander	-	93.3		
Two or More Races	>95	89.2		
White/Caucasian	90.9	93.3		
Special Education	-	91.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	88.7		
Economically Disadvantaged	83.3	89.5		



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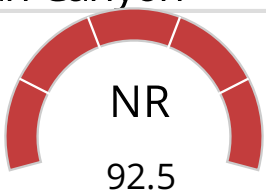
Pinecrest Academy of Nevada Sloan Canyon

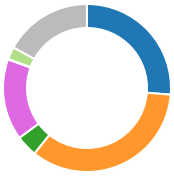
School Year 2021-2022 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-10
District: State Public Charter School Authority
School Address: 675 E. Dale Ave. Henderson, NV 89044



92.5
Total Index Score

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



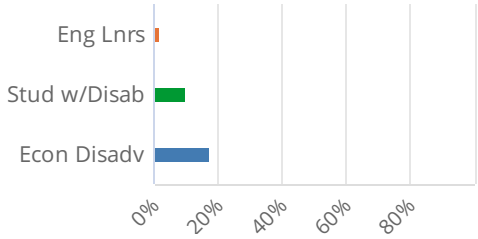
Student Race/Ethnicity

34.4%	White
4.1%	Bl/Afr Am
26.2%	Hisp/Latino
15.6%	Asian
0.1%	Am Ind/AK Nat
2.4%	Pac Isl
16.9%	Two or More

School Performance History

School Year	Index Score/ Star Rating	
2020-2021	N/A	N/A
2019-2020	N/A	N/A

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

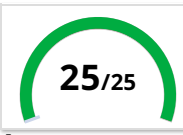
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

2021-2022 School Performance

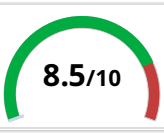


Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	71.3	49.2
Math Proficiency	77.2	49.2
ELA Proficiency	78.0	55.4
Science Proficiency	34.1	30.4
Read-by-Grade-3 Proficiency	73.3	51.8

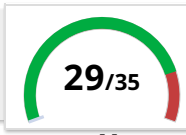
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	80.0	38.4



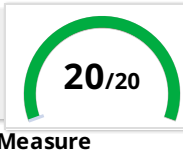
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	7.2	21.7
Climate Survey Participation	92.0	N/A



Growth Indicator

Measure	School Median	District Median
Math MGP	55.0	52.0
ELA MGP	56.0	53.0
	School Rate	**District Rate**
Met Math AGP Target	70.0	53.1
Met ELA AGP Target	70.5	61.2



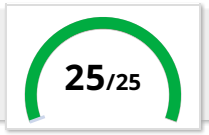
Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	42.6	40.9
Prior Non-Proficient Met ELA AGP Target	59.6	52.2

Climate Survey Participation is not a point-earning measure.

Pinecrest Academy of Nevada Sloan Canyon

School Year 2021-2022 Nevada School Rating



Academic Achievement

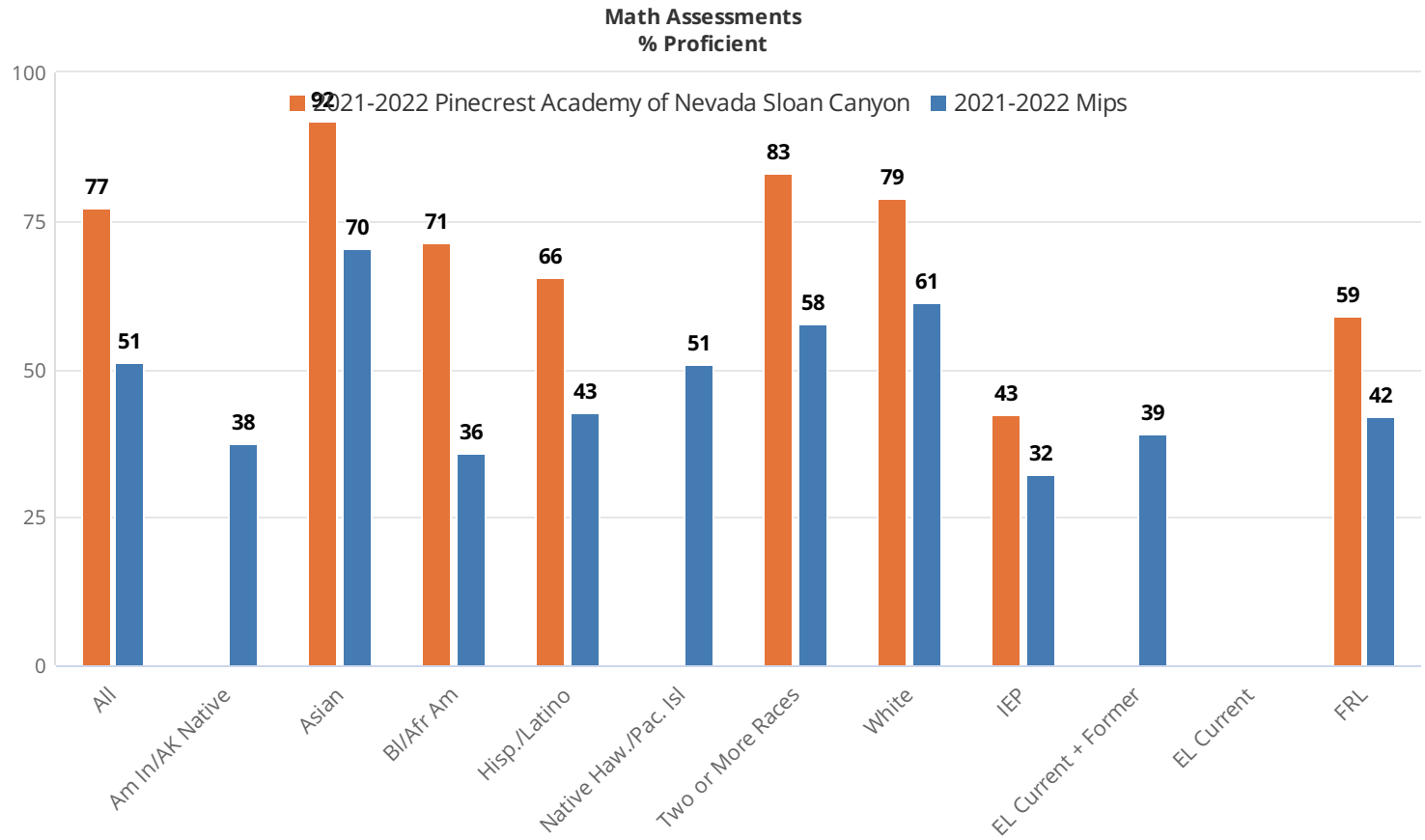
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency Points Earned: 20/20

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	71.3	49.2		

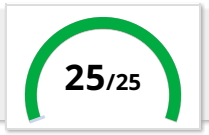
Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	77.2	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	91.8	72.8	70.4			
Black/African American	71.4	30.3	35.7			
Hispanic/Latino	65.5	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	83.0	55.6	57.5			
White/Caucasian	78.9	60.7	61.3			
Special Education	42.5	26.3	32.1			
English Learners Current + Former	-	34.9	39			
English Learners Current	-	25.5				
Economically Disadvantaged	59.0	35.6	42			



Pinecrest Academy of Nevada Sloan Canyon

School Year 2021-2022 Nevada School Rating

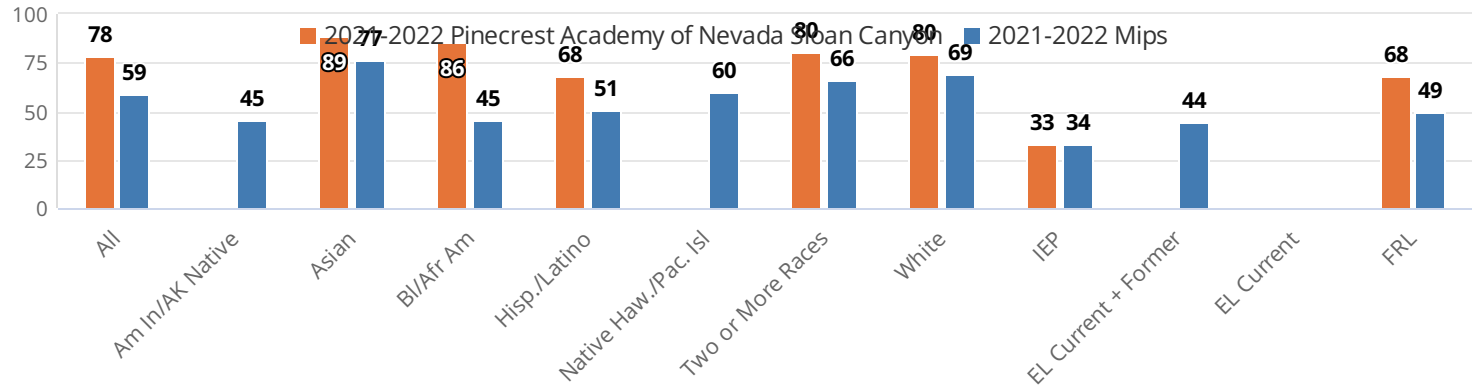


Academic Achievement

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	78.0	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	88.5	74.9	76.7			
Black/African American	85.7	39.8	45.4			
Hispanic/Latino	68.1	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	80.0	61.5	66.2			
White/Caucasian	79.8	65.5	69			
Special Education	32.5	25.5	33.5			
English Learners Current + Former	-	37.4	44.4			
English Learners Current	-	24.4				
Economically Disadvantaged	68.1	42.8	49.4			

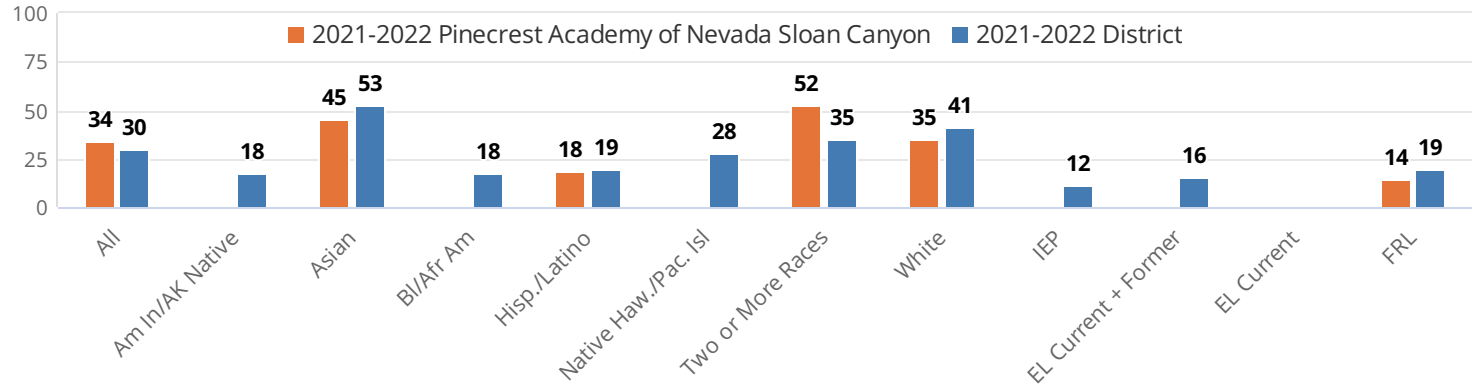
ELA Assessments
% Proficient



Science Proficient

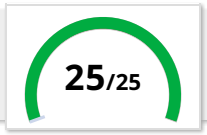
Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	34.1	30.4		
American Indian/Alaska Native	-	17.6		
Asian	45.0	52.9		
Black/African American	-	17.6		
Hispanic/Latino	18.4	19.2		
Pacific Islander	-	28.3		
Two or More Races	52.3	34.9		
White/Caucasian	34.7	40.8		
Special Education	<5	11.6		
English Learners Current + Former	-	15.8		
English Learners Current	-	<5		
Economically Disadvantaged	14.2	19.4		

Science Assessments
% Proficient



Pinecrest Academy of Nevada Sloan Canyon

School Year 2021-2022 Nevada School Rating

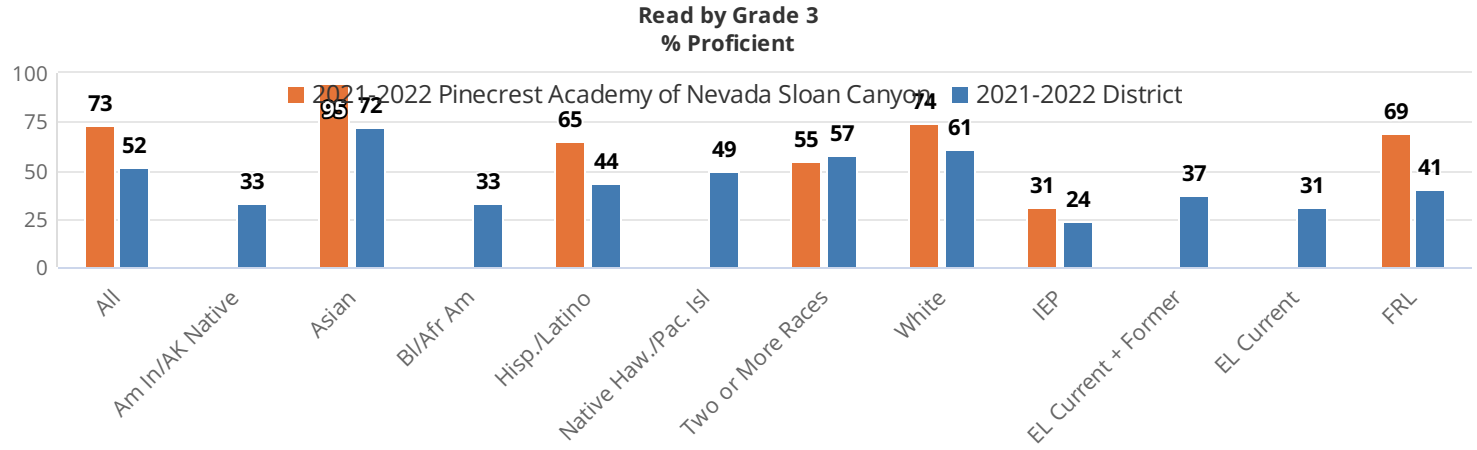


Academic Achievement

Read by Grade 3 Proficient

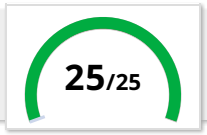
Read by Grade 3 Points Earned: 5/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	73.3	51.8		
American Indian/Alaska Native	-	33.3		
Asian	95.0	71.7		
Black/African American	-	33.0		
Hispanic/Latino	64.8	43.5		
Pacific Islander	-	49.2		
Two or More Races	54.5	57.4		
White/Caucasian	74.2	60.8		
Special Education	30.7	23.7		
English Learners Current + Former	-	37.1		
English Learners Current	-	30.7		
Economically Disadvantaged	68.7	40.5		



Pinecrest Academy of Nevada Sloan Canyon

School Year 2021-2022 Nevada School Rating



Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

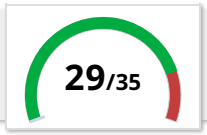
Participation Penalty: **Yellow indicates 95% participation requirement not met.**

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	>=95%	>=95%		
Black/African American	-	-		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=95%	>=95%		

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada Sloan Canyon

School Year 2021-2022 Nevada School Rating



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 7/10 **ELA MGP Points Earned: 7/10**

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	55.0	52.0	56.0	53.0				
American Indian/Alaska Native	-	54.0	-	60.5				
Asian	64.0	60.0	62.0	59.0				
Black/African American	-	49.0	-	53.0				
Hispanic/Latino	57.0	49.0	55.0	51.0				
Pacific Islander	-	57.0	-	57.0				
Two or More Races	59.5	54.5	44.5	53.0				
White/Caucasian	50.5	55.0	64.0	55.0				
Special Education	59.5	46.0	32.0	43.0				
English Learners Current + Former	-	47.0	-	49.0				
English Learners Current	-	44.0	-	44.0				
Economically Disadvantaged	54.5	49.0	42.5	49.0				

AGP Growth Data

Math AGP Points Earned: 7.5/7.5 **ELA AGP Points Earned: 7.5/7.5**

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	70.0	53.1	70.5	61.2				
American Indian/Alaska Native	-	45.7	-	66.6				
Asian	80.4	68.8	78.0	73.9				
Black/African American	-	41.8	-	55.8				
Hispanic/Latino	66.6	45.0	64.0	55.4				
Pacific Islander	-	50.4	-	61.9				
Two or More Races	76.1	59.6	69.0	62.7				
White/Caucasian	65.3	59.6	74.6	65.1				
Special Education	53.8	35.9	28.0	41.3				
English Learners Current + Former	-	41.2	-	52.0				
English Learners Current	-	32.5	-	43.1				
Economically Disadvantaged	58.3	43.7	58.3	53.5				

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

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Pinecrest Academy of Nevada Sloan Canyon

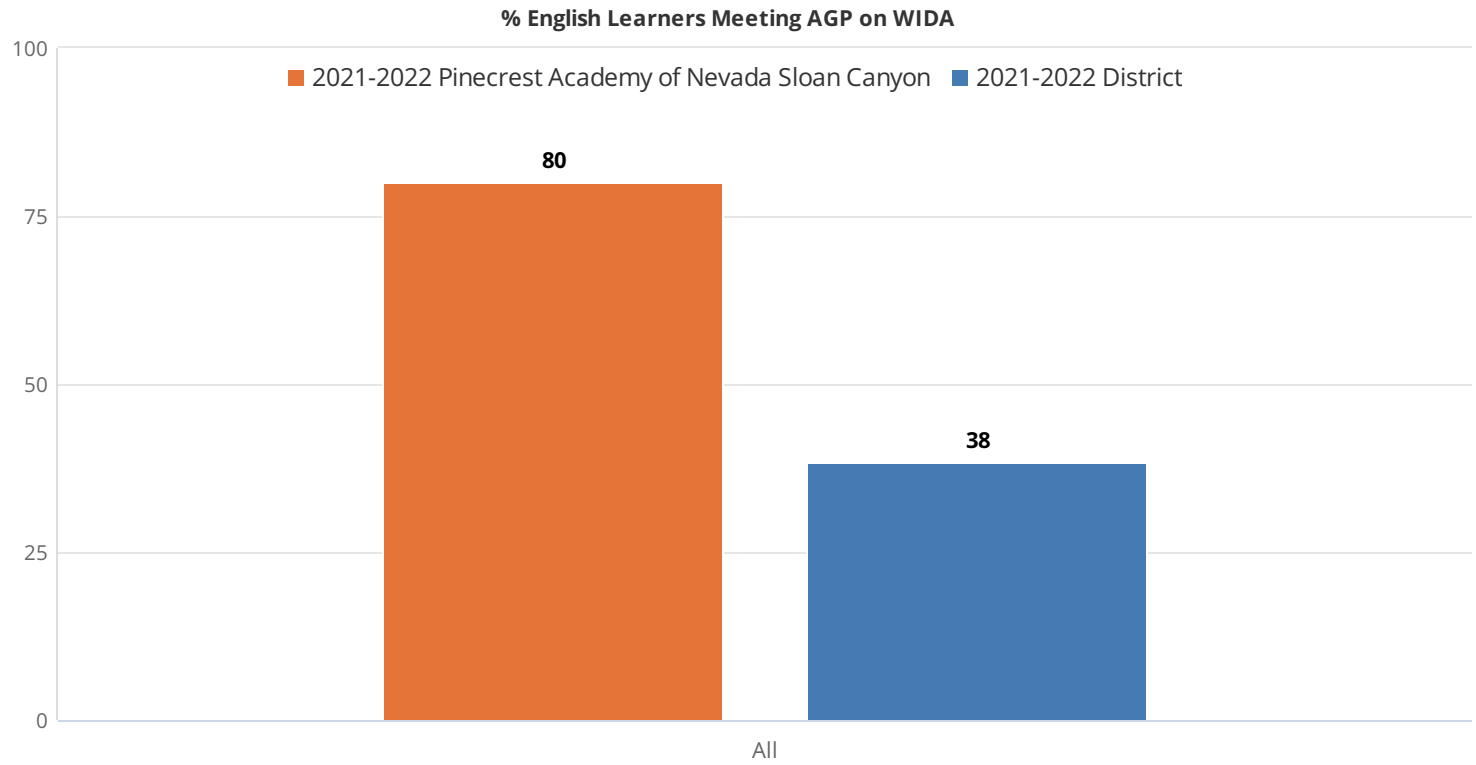
School Year 2021-2022 Nevada School Rating

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	10	80.0	38.4			



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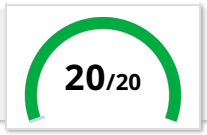
Pinecrest Academy of Nevada Sloan Canyon

School Year 2021-2022 Nevada School Rating



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 10/10 **ELA AGP Points Earned: 10/10**

Groups	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	42.6	40.9	59.6	52.2				
American Indian/Alaska Native	-	40.7	-	57.6				
Asian	-	50.6	-	63.3				
Black/African American	-	36.1	-	49.4				
Hispanic/Latino	40.6	36.3	56.5	49.2				
Pacific Islander	-	43.2	-	54.6				
Two or More Races	-	44.5	-	55.0				
White/Caucasian	33.3	47.9	44.4	55.2				
Special Education	33.3	27.6	13.3	35.9				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	27.6	-	41.7				
Economically Disadvantaged	45.8	35.5	57.8	47.6				

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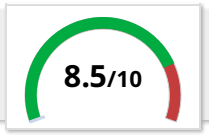
Pinecrest Academy of Nevada Sloan Canyon

School Year 2021-2022 Nevada School Rating



Student Engagement

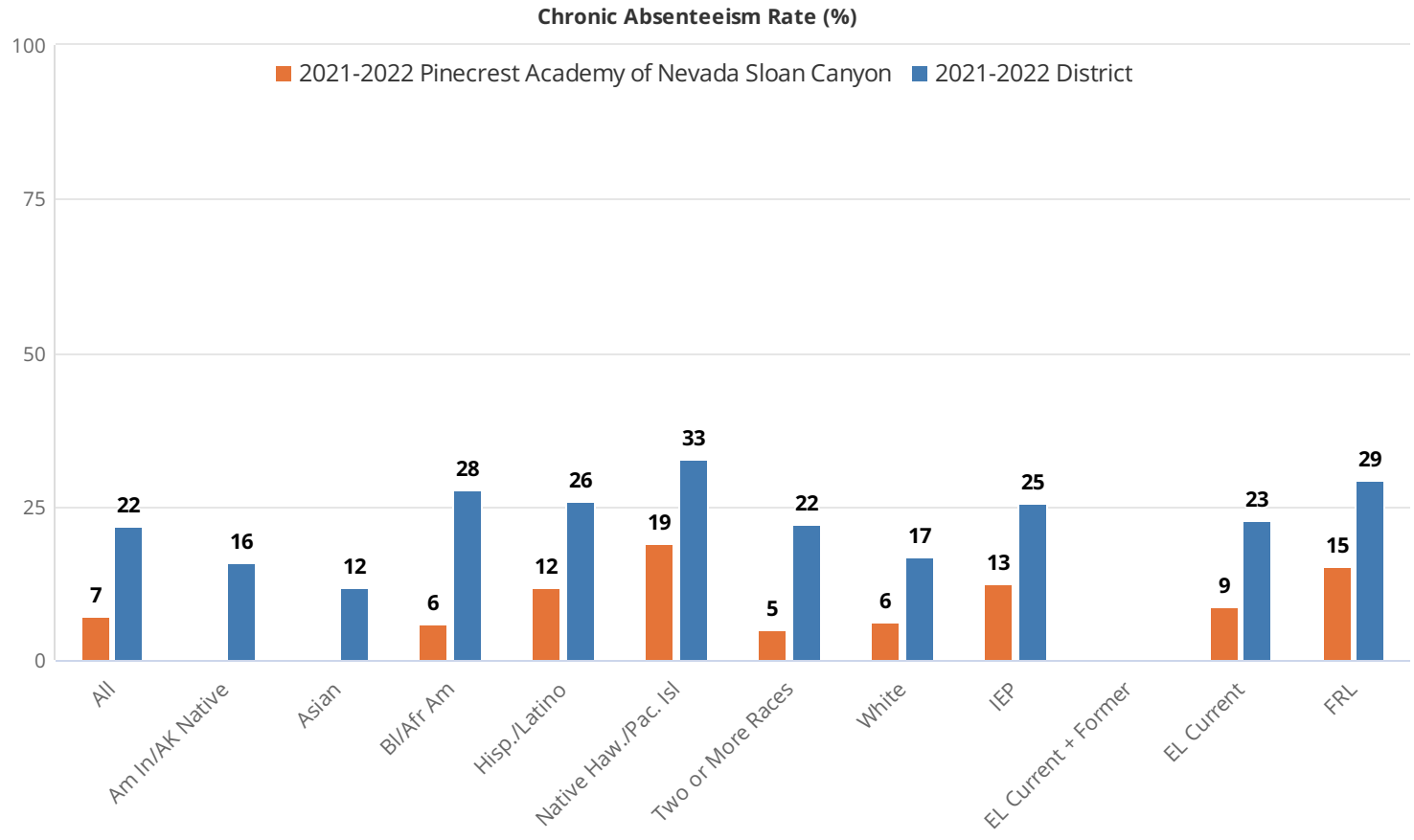
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 8.5/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	7.2	21.7		
American Indian/Alaska Native	-	15.8		
Asian	<5	11.9		
Black/African American	6.0	27.6		
Hispanic/Latino	11.8	25.8		
Pacific Islander	19.0	32.8		
Two or More Races	5.1	22.2		
White/Caucasian	6.2	16.9		
Special Education	12.6	25.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	8.6	22.6		
Economically Disadvantaged	15.3	29.3		

Reducing Chronic Absenteeism by 10% Points Earned: NA



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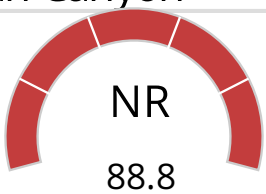
Pinecrest Academy of Nevada Sloan Canyon

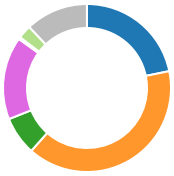
School Year 2021-2022 Nevada School Rating

School Level: High School
Grade Levels: KG-10
District: State Public Charter School Authority
School Address: 675 E. Dale Ave. Henderson, NV 89044



88.8
Total Index Score

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



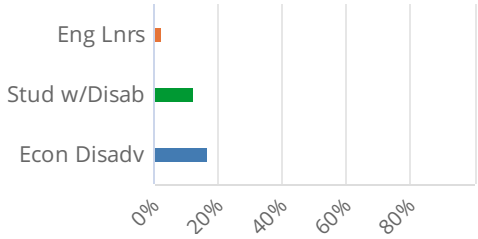
Student Race/Ethnicity

39.6%	White
7.4%	Bl/Afr Am
21.7%	Hisp/Latino
15.9%	Asian
0.4%	Am Ind/AK Nat
2.6%	Pac Isl
12.0%	Two or More

School Performance History

School Year	Index Score/ Star Rating	
2020-2021	N/A	N/A
2019-2020	N/A	N/A

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

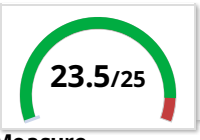
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

2021-2022 School Performance

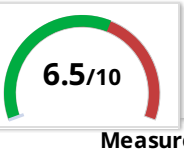


Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	58.0	25.2
ELA Proficiency	82.4	54.3
Science Proficiency	40.8	31.6

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	40.0	14.1



Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	92.6	93.0
Chronic Absenteeism	14.7	17.9
Climate Survey Participation	82.0	N/A

Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	N/A	86.8
5-Year	N/A	87.0

College and Career Readiness Indicator

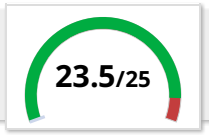
Measure	School Rate	District Rate
Post-Secondary Preparation Participation	N/A	71.5
Post-Secondary Preparation Completion	N/A	48.4
Advanced or CCR Diploma	N/A	47.6

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2020-2021.

Pinecrest Academy of Nevada Sloan Canyon

School Year 2021-2022 Nevada School Rating



Academic Achievement

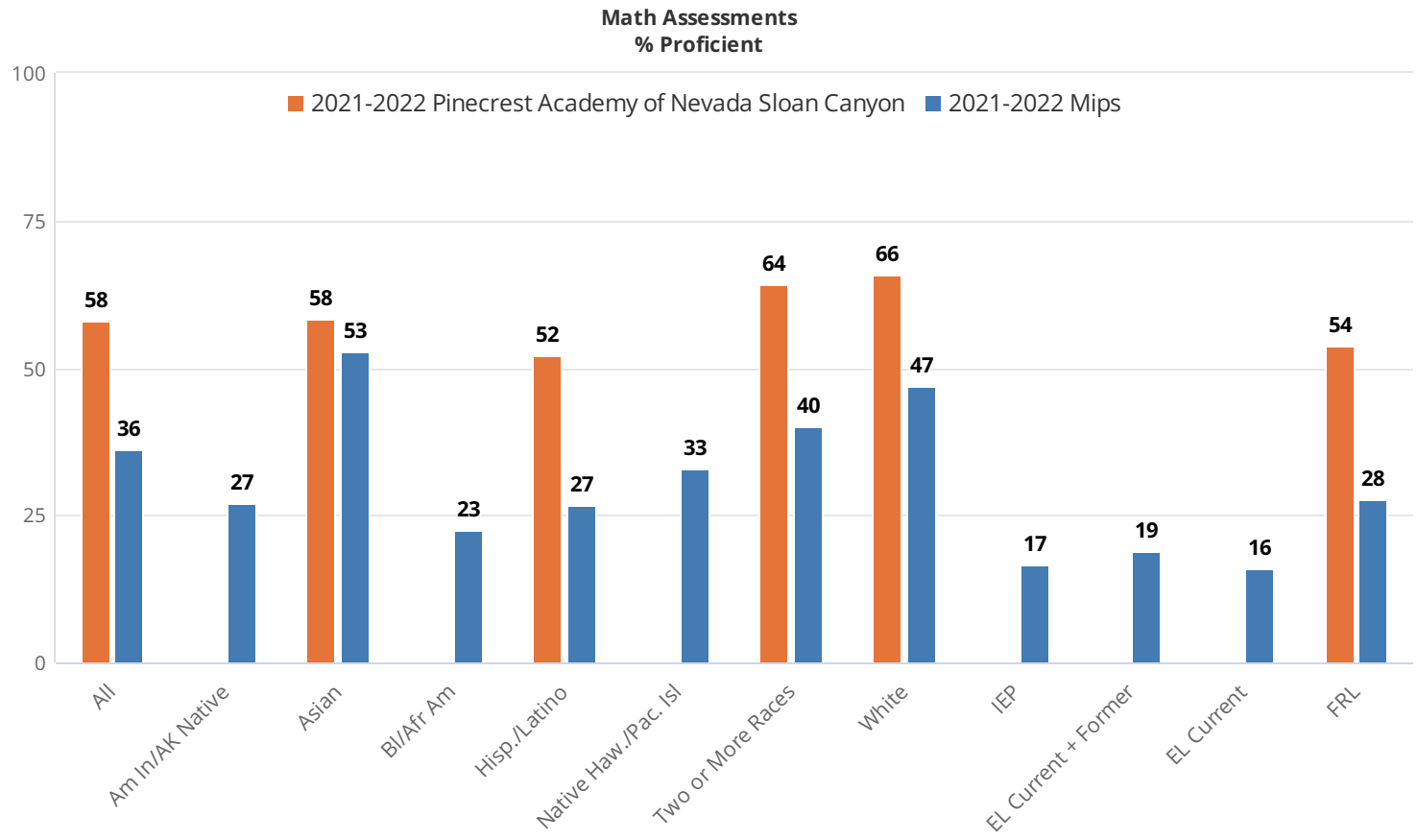
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year ill be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 10/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	58.0	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	58.3	55.1	52.76			
Black/African American	-	10.2	22.5			
Hispanic/Latino	52.0	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	64.2	31.9	40.11			
White/Caucasian	65.7	33.8	47.04			
Special Education	<5	6.6	16.76			
English Learners Current + Former	-	<5	18.8			
English Learners Current	-	<5	16.04			
Economically Disadvantaged	53.8	14.6	27.8			



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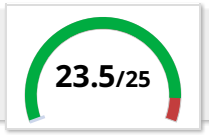
Pinecrest Academy of Nevada Sloan Canyon

School Year 2021-2022 Nevada School Rating

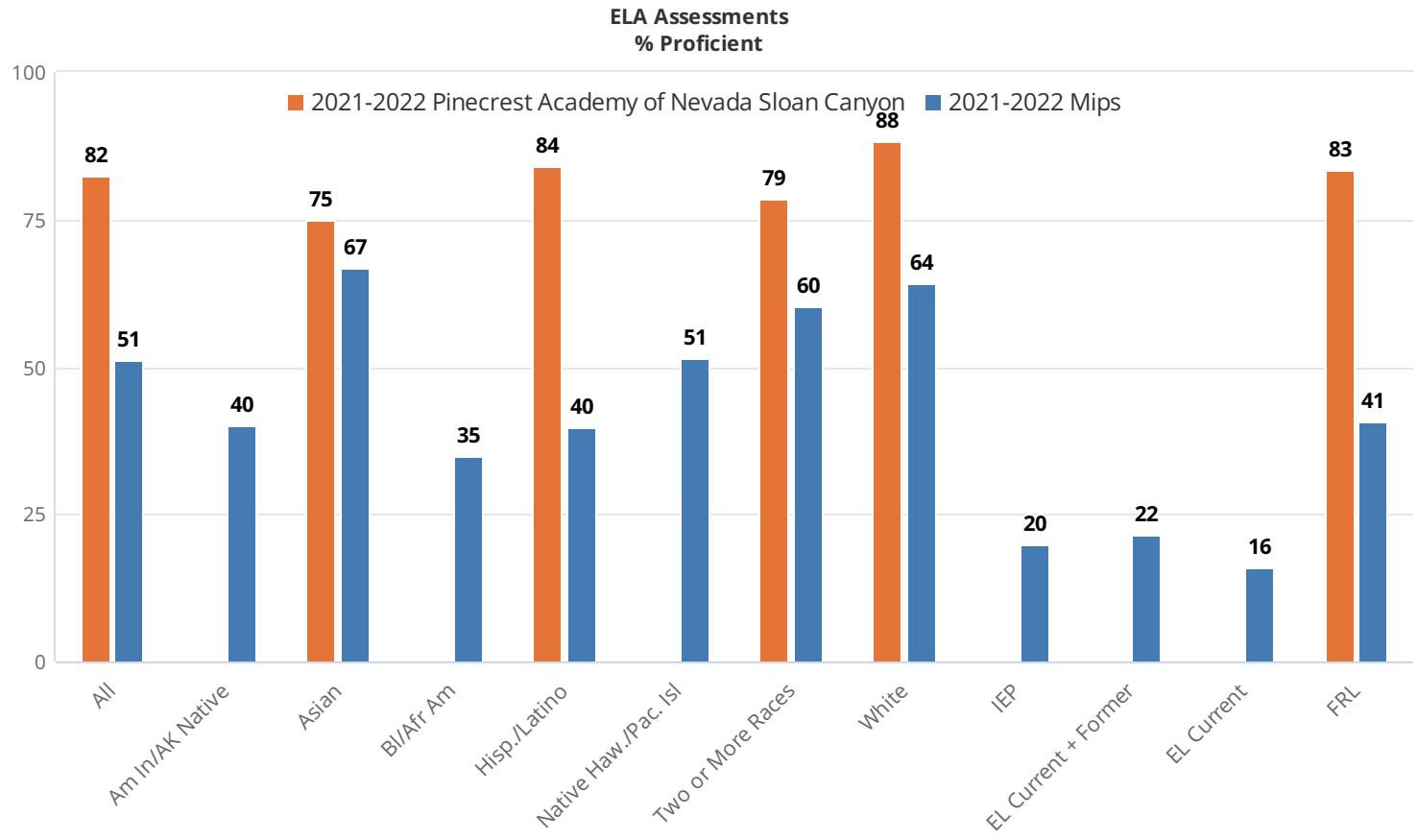


Academic Achievement

ELA Proficient

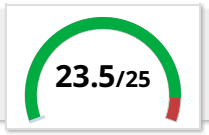
ELA Proficient Points Earned: 10/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	82.4	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	75.0	78.7	66.85			
Black/African American	-	40.6	34.82			
Hispanic/Latino	84.0	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	78.5	60.5	60.16			
White/Caucasian	88.2	65.7	64.14			
Special Education	-	16.5	19.92			
English Learners Current + Former	-	12.5	21.64			
English Learners Current	-	9.2	15.98			
Economically Disadvantaged	83.3	43.4	40.77			



Pinecrest Academy of Nevada Sloan Canyon

School Year 2021-2022 Nevada School Rating

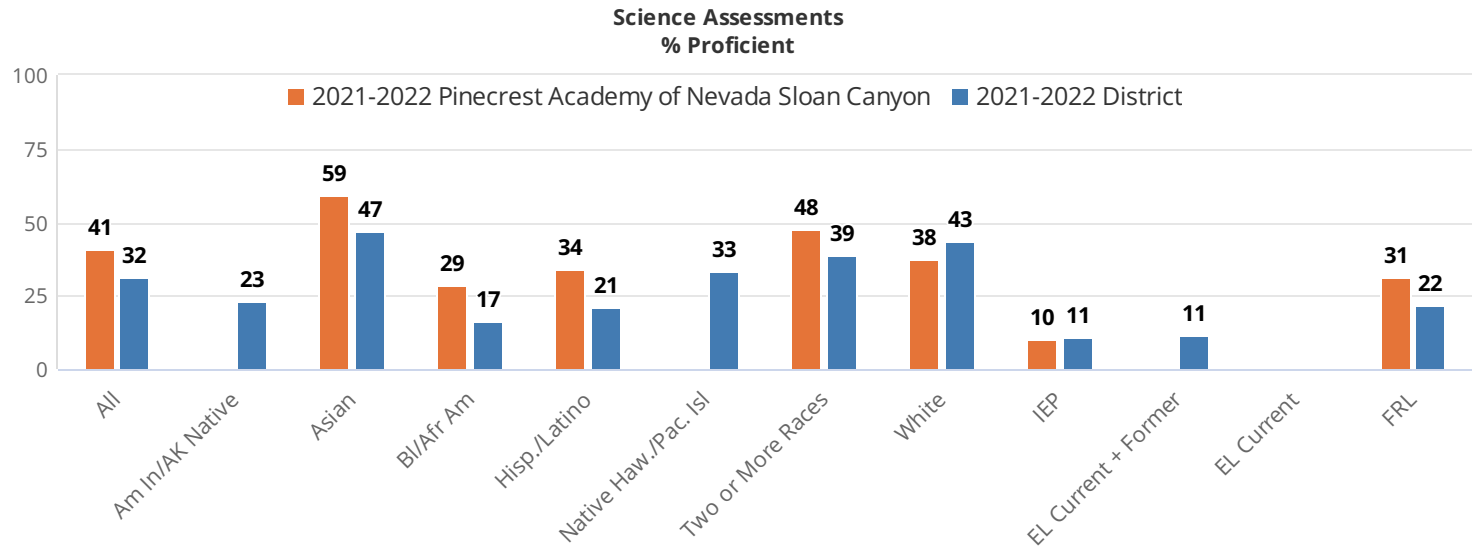


Academic Achievement

Science Proficient

Science Proficient Points Earned: 3.5/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	40.8	31.6		
American Indian/Alaska Native	-	23.0		
Asian	59.0	46.9		
Black/African American	28.5	16.5		
Hispanic/Latino	34.3	21.0		
Pacific Islander	-	33.3		
Two or More Races	47.6	39.1		
White/Caucasian	37.5	43.2		
Special Education	10.0	10.8		
English Learners Current + Former	-	11.4		
English Learners Current	-	<5		
Economically Disadvantaged	31.0	22.1		



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty:

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	-	-		
Black/African American	-	-		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	-	-		
White/Caucasian	>=95%	>=95%		
Special Education	-	-		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	-	-		

Yellow indicates 95% participation requirement not met.

Pinecrest Academy of Nevada Sloan Canyon

School Year 2021-2022 Nevada School Rating

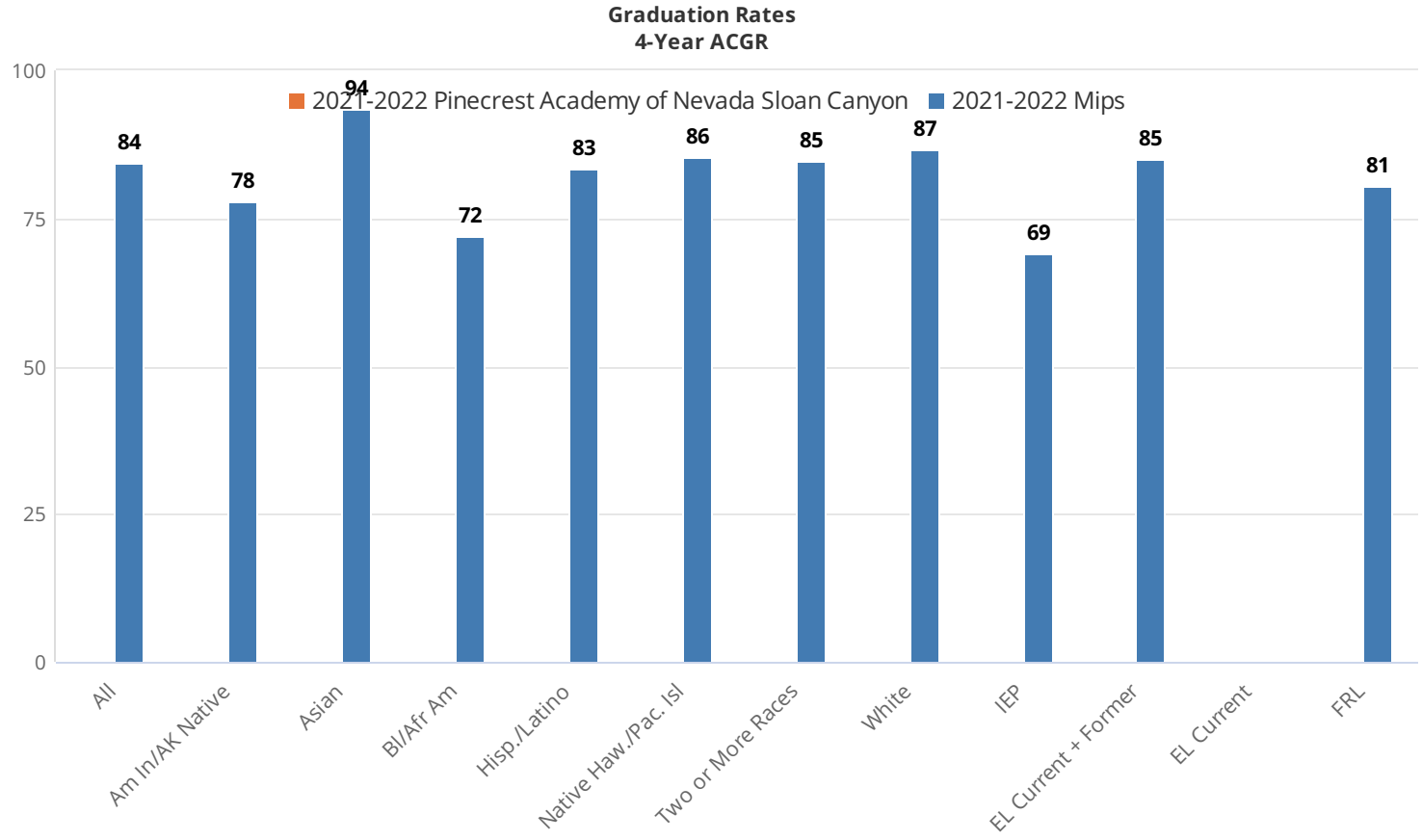
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student whoever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: NA/25

Groups	2021 % 4-Year ACGR	2021 % District	2021 % 4-Year ACGR MIP	2020 % 4-Year ACGR	2020 % District	2020 % 4-Year ACGR MIP
All Students	N/A	86.8	84.3			
American Indian/Alaska Native	N/A	93.7	77.9			
Asian	N/A	95.0	93.5			
Black/African American	N/A	79.7	71.9			
Hispanic/Latino	N/A	83.2	83.3			
Pacific Islander	N/A	86.1	85.5			
Two or More Races	N/A	87.8	84.7			
White/Caucasian	N/A	90.5	86.8			
Special Education	N/A	74.4	69.1			
English Learners Current + Former	N/A	N/A	85.1			
English Learners Current	N/A	73.3				
Economically Disadvantaged	N/A	81.2	80.6			



Pinecrest Academy of Nevada Sloan Canyon

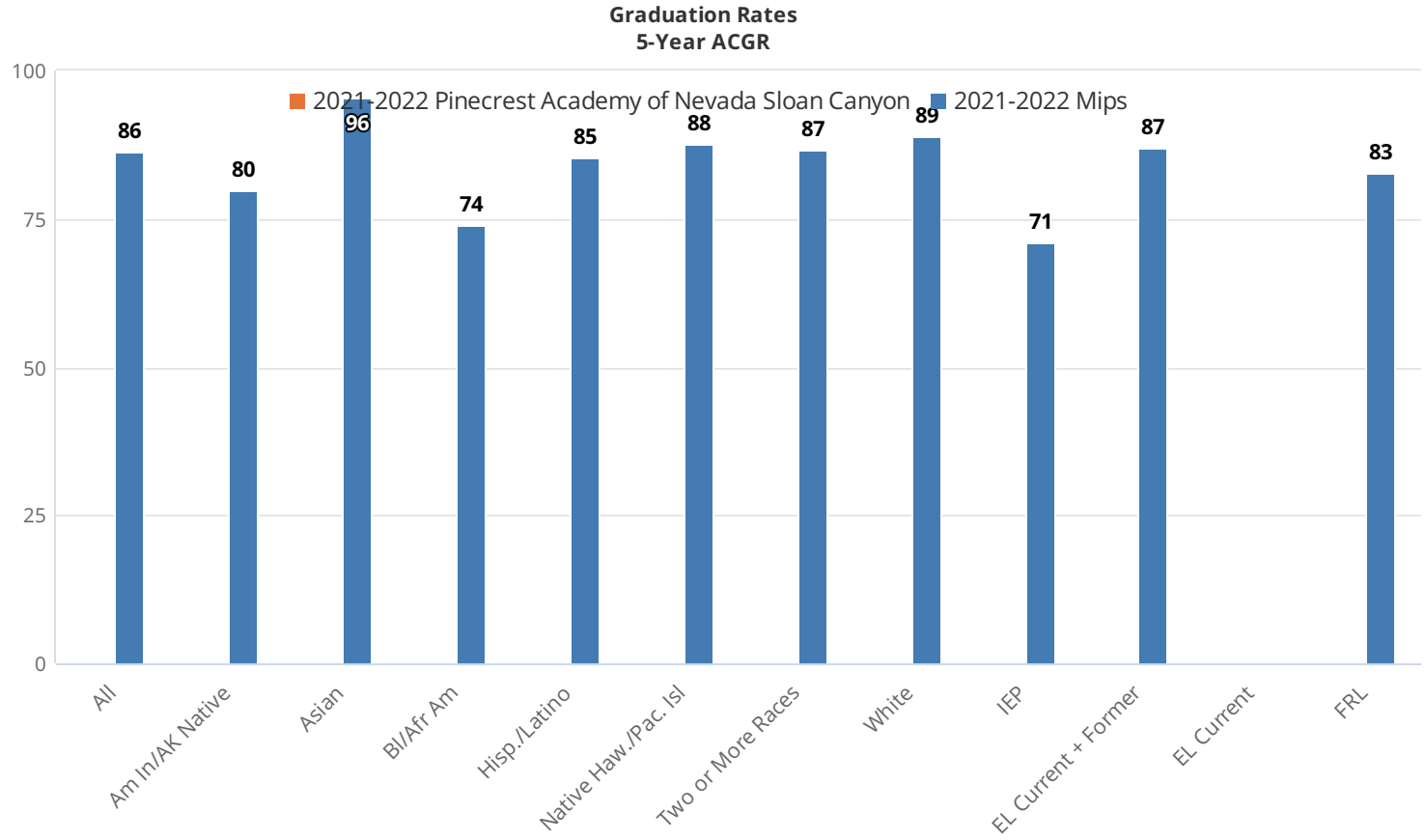
School Year 2021-2022 Nevada School Rating

Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: NA/5

Groups	2021 % 5-Year ACGR	2021 % District	2021 % 5-Year ACGR MIP	2020 % 5-Year ACGR	2020 % District	2020 % 5-Year ACGR MIP
All Students	N/A	87.0	86.3			
American Indian/Alaska Native	N/A	75.0	79.9			
Asian	N/A	94.5	95.5			
Black/African American	N/A	82.5	73.9			
Hispanic/Latino	N/A	82.9	85.3			
Pacific Islander	N/A	93.3	87.5			
Two or More Races	N/A	92.4	86.7			
White/Caucasian	N/A	89.1	88.8			
Special Education	N/A	76.9	71.1			
English Learners Current + Former	N/A	N/A	87.1			
English Learners Current	N/A	81.4				
Economically Disadvantaged	N/A	81.3	82.6			



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada Sloan Canyon

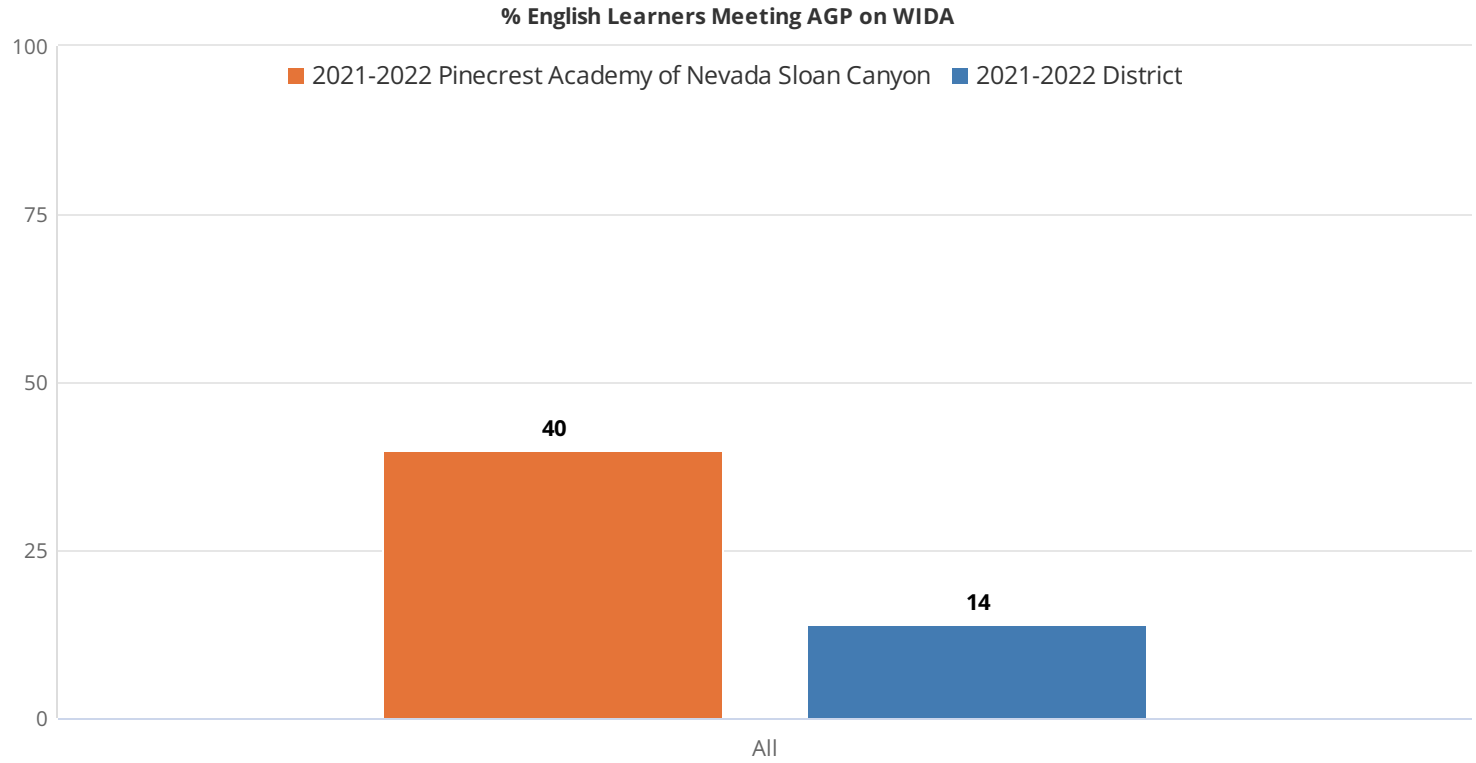
School Year 2021-2022 Nevada School Rating

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	10	40.0	14.1			



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

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Pinecrest Academy of Nevada Sloan Canyon

School Year 2021-2022 Nevada School Rating

College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: NA/10

Groups	2022 % Participation	2022 % Participation District	2021 % Participation	2021 % Participation District
All Students	N/A	71.5		
American Indian/Alaska Native	N/A	64.7		
Asian	N/A	81.9		
Black/African American	N/A	57.9		
Hispanic/Latino	N/A	69.5		
Pacific Islander	N/A	77.1		
Two or More Races	N/A	73.9		
White/Caucasian	N/A	75.5		
Special Education	N/A	53.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	N/A	60.5		
Economically Disadvantaged	N/A	68.6		

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: NA/10

Groups	2022 % Completion	2022 % Completion District	2021 % Completion	2021 % Completion District
All Students	N/A	48.4		
American Indian/Alaska Native	N/A	58.8		
Asian	N/A	55.5		
Black/African American	N/A	33.9		
Hispanic/Latino	N/A	41.4		
Pacific Islander	N/A	42.8		
Two or More Races	N/A	58.2		
White/Caucasian	N/A	56.2		
Special Education	N/A	27.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	N/A	24.8		
Economically Disadvantaged	N/A	39.6		

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Pinecrest Academy of Nevada Sloan Canyon

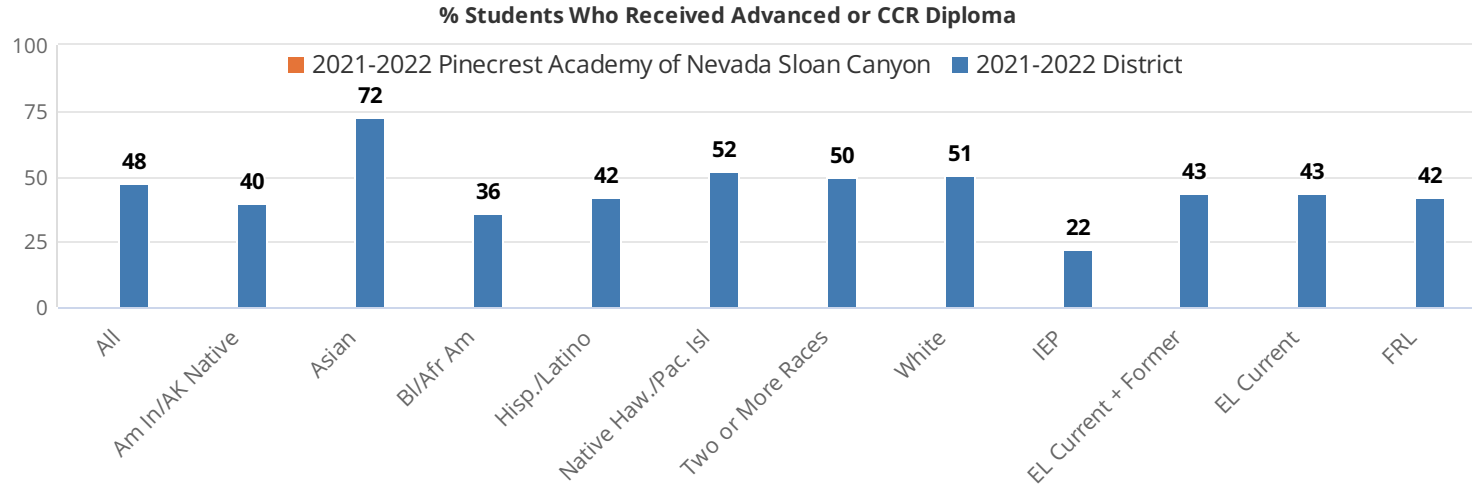
School Year 2021-2022 Nevada School Rating

College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: NA/5

Groups	2022 % Advanced or CCR Diploma	2022 % Advanced or CCR Diploma District	2021 % Advanced or CCR Diploma	2021 % Advanced or CCR Diploma District
All Students	N/A	47.6		
American Indian/Alaska Native	N/A	40.0		
Asian	N/A	72.3		
Black/African American	N/A	35.8		
Hispanic/Latino	N/A	41.8		
Pacific Islander	N/A	51.6		
Two or More Races	N/A	50.0		
White/Caucasian	N/A	50.5		
Special Education	N/A	21.8		
English Learners Current + Former	N/A	43.3		
English Learners Current	N/A	43.3		
Economically Disadvantaged	N/A	41.9		



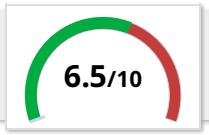
Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black/African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White/Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

Pinecrest Academy of Nevada Sloan Canyon

School Year 2021-2022 Nevada School Rating



Student Engagement

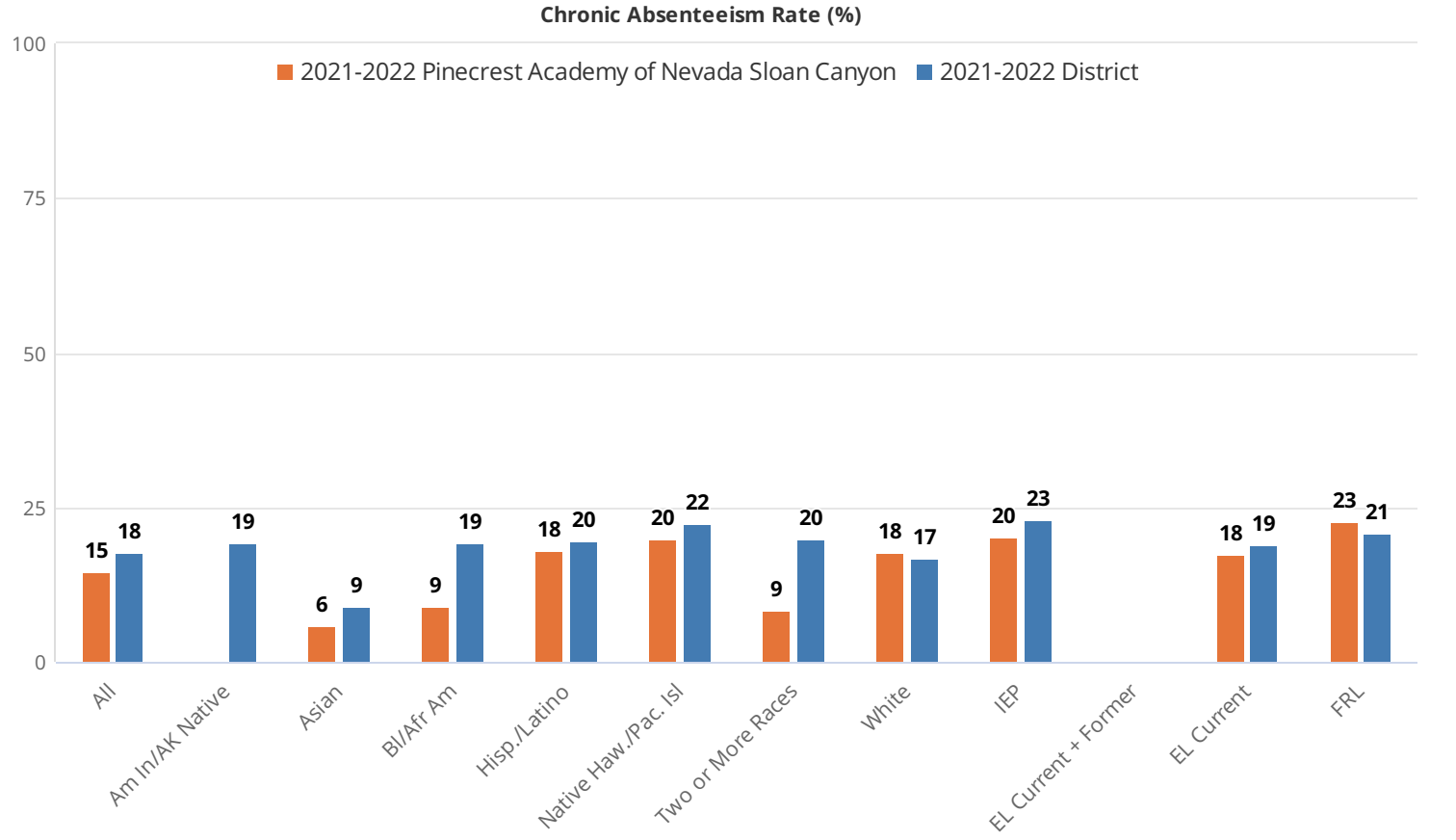
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 2.5/5

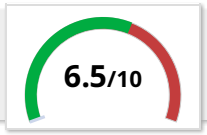
Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	14.7	17.9		
American Indian/Alaska Native	-	19.2		
Asian	6.0	9.0		
Black/African American	9.0	19.3		
Hispanic/Latino	18.0	19.5		
Pacific Islander	20.0	22.4		
Two or More Races	8.5	19.9		
White/Caucasian	17.9	16.8		
Special Education	20.3	23.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	17.6	19.0		
Economically Disadvantaged	22.6	21.0		

Reducing Chronic Absenteeism by 10% bonus points: NA



Pinecrest Academy of Nevada Sloan Canyon

School Year 2021-2022 Nevada School Rating

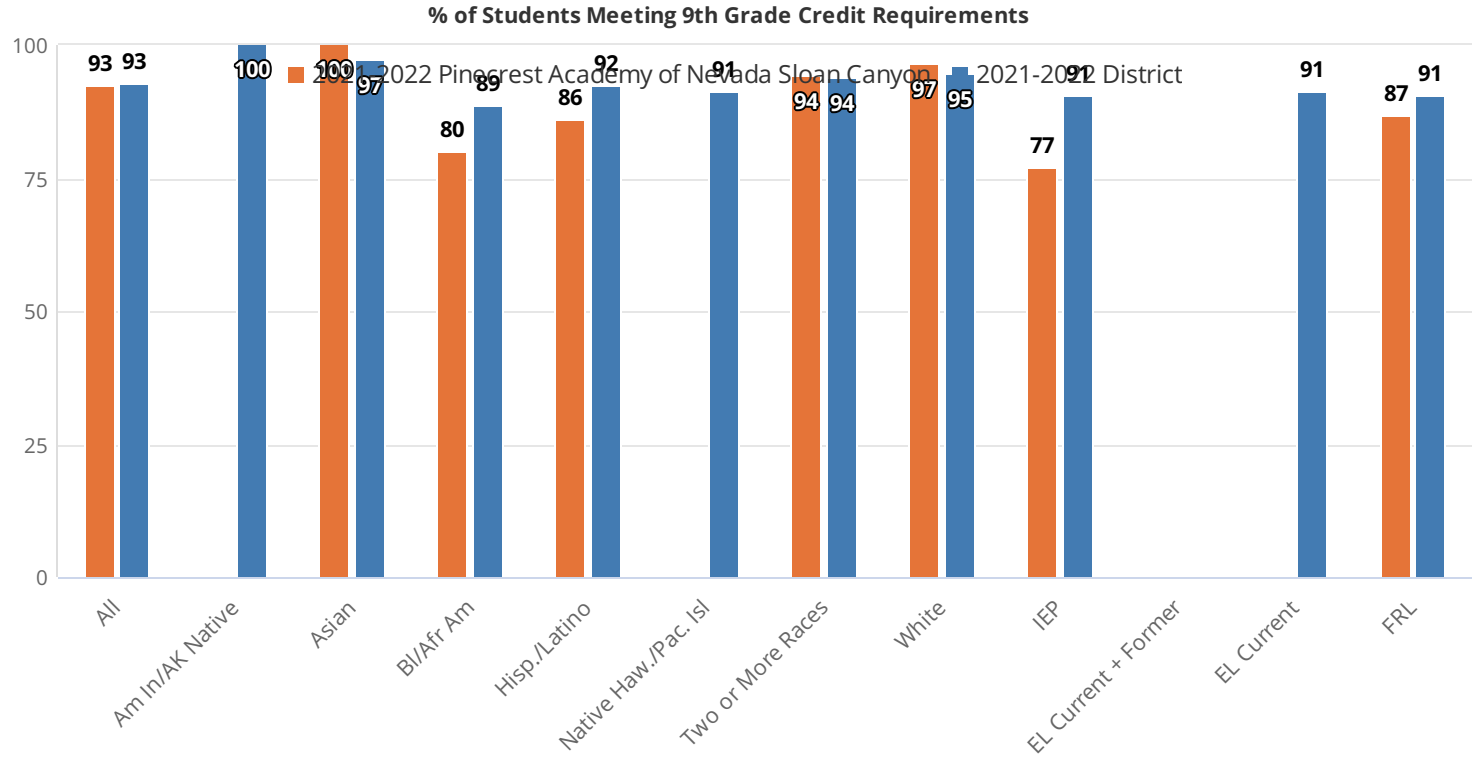


Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 4/5

Groups	2022 % 9th Grade Credit Sufficiency	2022 % 9th Grade Credit Sufficiency District	2021 % 9th Grade Credit Sufficiency	2021 % 9th Grade Credit Sufficiency District
All Students	92.6	93.0		
American Indian/Alaska Native	-	100.0		
Asian	100.0	97.2		
Black/African American	80.0	88.7		
Hispanic/Latino	86.0	92.4		
Pacific Islander	-	91.4		
Two or More Races	94.4	93.8		
White/Caucasian	96.8	94.7		
Special Education	77.2	90.6		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	91.2		
Economically Disadvantaged	86.9	90.5		



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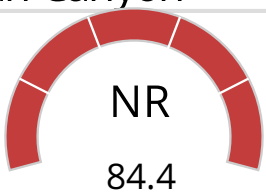
Pinecrest Academy of Nevada Sloan Canyon

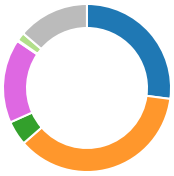
School Year 2021-2022 Nevada School Rating

School Level: Middle School
Grade Levels: KG-10
District: State Public Charter School Authority
School Address: 675 E. Dale Ave. Henderson, NV 89044



84.4
Total Index Score

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



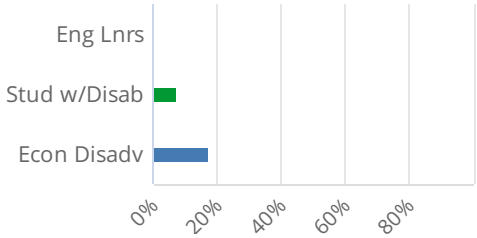
Student Race/Ethnicity

36.4%	White
4.7%	Bl/Afr Am
27.0%	Hisp/Latino
16.1%	Asian
0.2%	Am Ind/AK Nat
1.6%	Pac Isl
13.7%	Two or More

School Performance History

School Year	Index Score/ Star Rating	
2020-2021	N/A	N/A
2019-2020	N/A	N/A

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

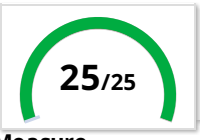
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

2021-2022 School Performance

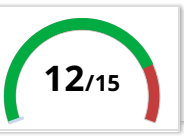


Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	59.6	46.6
Math Proficiency	49.5	36.5
ELA Proficiency	71.5	57.3
Science Proficiency	54.1	44.9

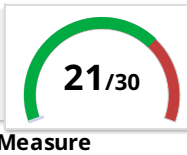
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	21.6



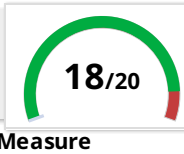
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	10.3	18.5
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	93.4	91.1
Climate Survey Participation	81.0	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	46.0	56.0
ELA MGP	55.0	55.0
	School Rate	**District Rate**
Met Math AGP Target	44.6	40.8
Met ELA AGP Target	68.7	60.4



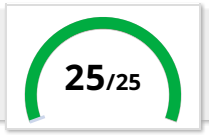
Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	20.7	23.5
Prior Non-Proficient Met ELA AGP Target	41.6	38.0

Climate Survey Participation is not a point-earning measure.

Pinecrest Academy of Nevada Sloan Canyon

School Year 2021-2022 Nevada School Rating



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

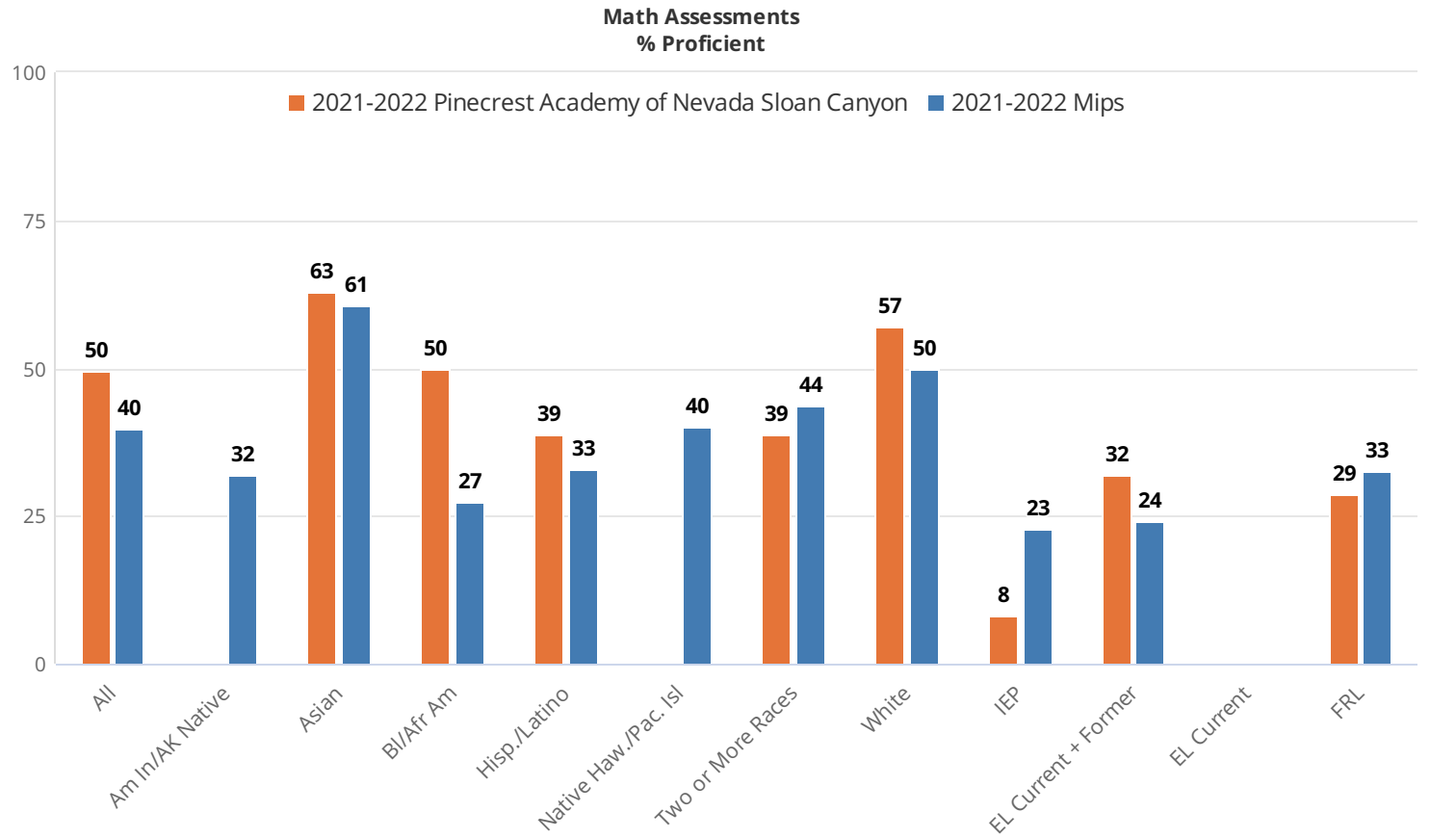
Pooled Proficiency

Pooled Proficiency Points Earned: 25/25

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	59.6	46.6		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	49.5	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	62.8	62.7	60.6			
Black/African American	50.0	18.2	27.3			
Hispanic/Latino	38.8	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	38.7	41.8	43.6			
White/Caucasian	57.0	48.1	49.8			
Special Education	8.3	9.7	22.7			
English Learners Current + Former	32.0	20.1	24.2			
English Learners Current	-	7.6				
Economically Disadvantaged	28.7	23.9	32.7			



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Pinecrest Academy of Nevada Sloan Canyon

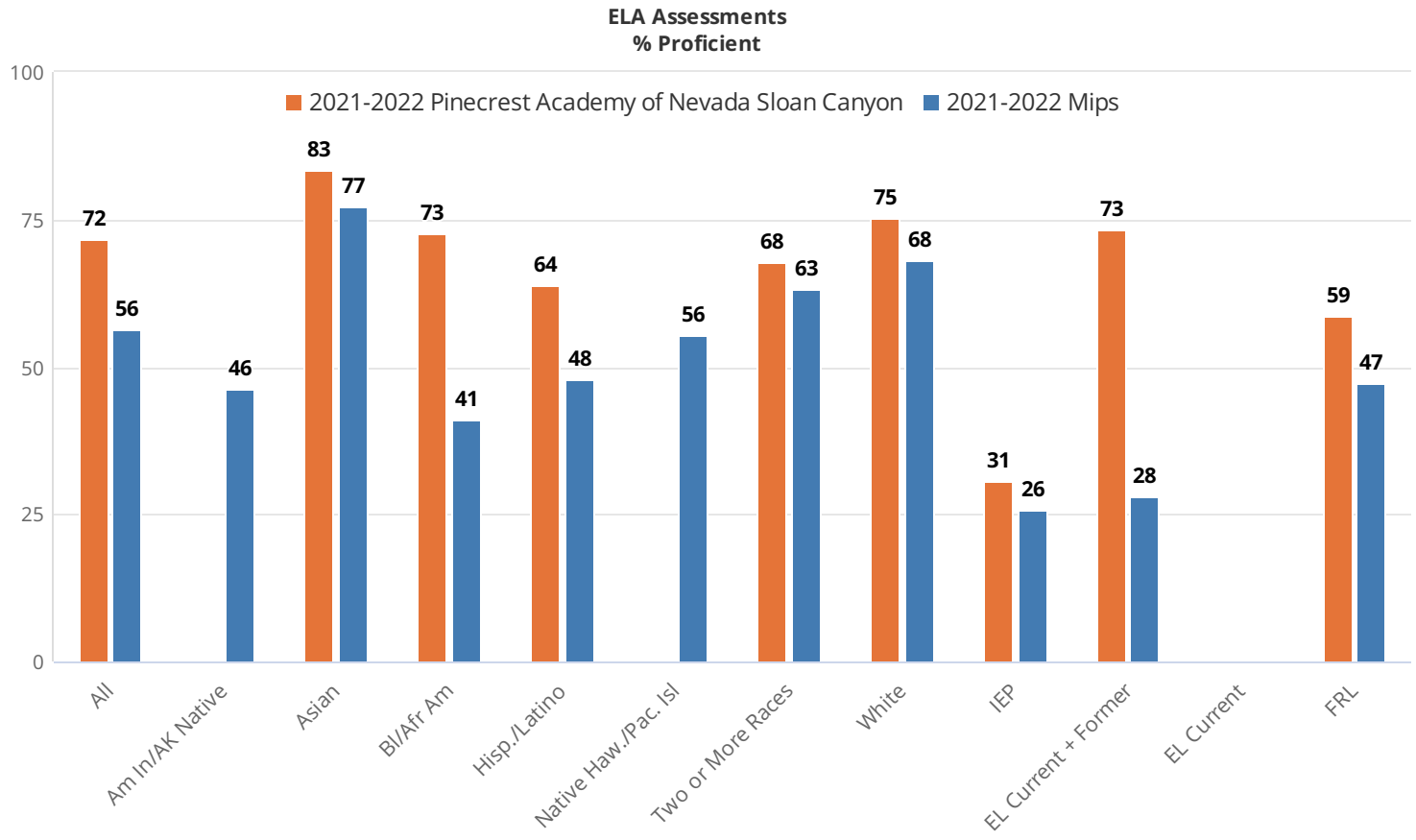
School Year 2021-2022 Nevada School Rating

25/25

Academic Achievement

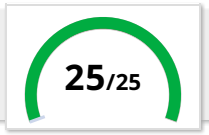
ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	71.5	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	83.3	79.0	77.1			
Black/African American	72.7	41.1	40.9			
Hispanic/Latino	63.7	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	67.7	64.6	63.2			
White/Caucasian	75.2	67.2	68			
Special Education	30.5	18.0	25.8			
English Learners Current + Former	73.2	38.8	28.1			
English Learners Current	-	16.7				
Economically Disadvantaged	58.6	45.9	47.1			



Pinecrest Academy of Nevada Sloan Canyon

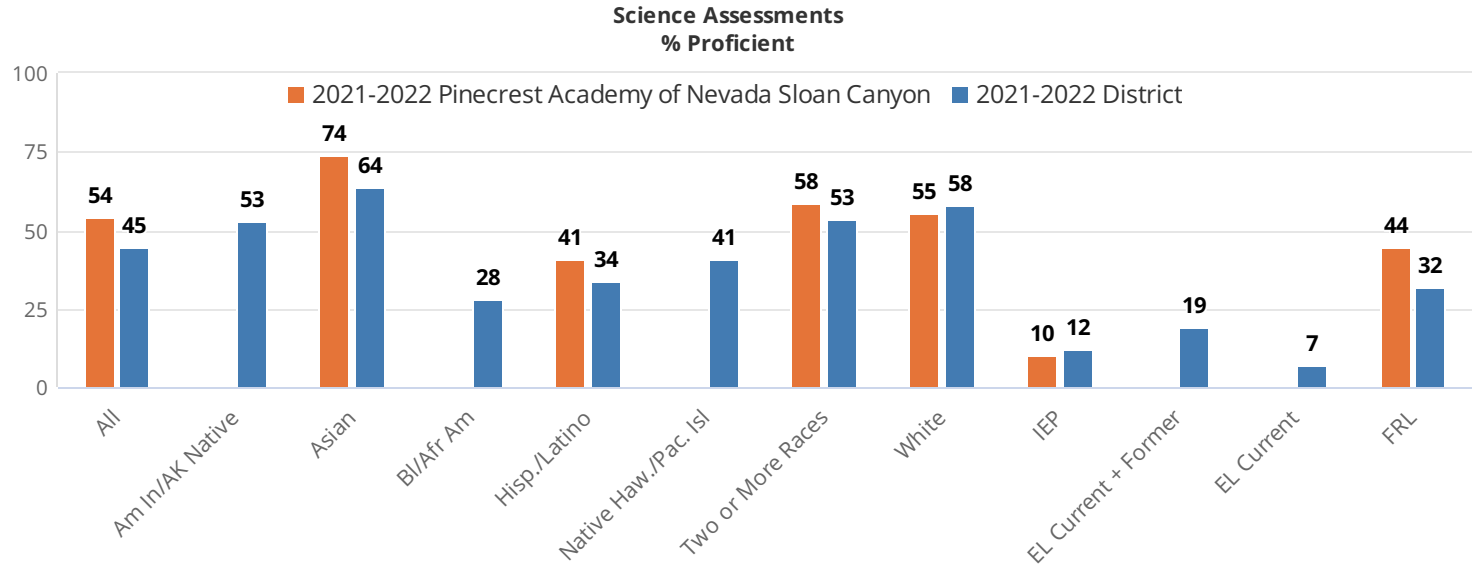
School Year 2021-2022 Nevada School Rating



Academic Achievement

Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	54.1	44.9		
American Indian/Alaska Native	-	52.6		
Asian	73.9	63.9		
Black/African American	-	28.3		
Hispanic/Latino	41.0	33.7		
Pacific Islander	-	40.5		
Two or More Races	58.3	53.3		
White/Caucasian	55.1	57.8		
Special Education	10.0	12.0		
English Learners Current + Former	-	19.4		
English Learners Current	-	6.9		
Economically Disadvantaged	44.4	31.9		



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

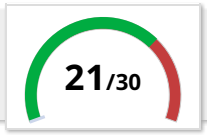
Participation Penalty:

Yellow indicates 95% participation requirement not met.

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	>=95%	>=95%		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=95%	>=95%		

Pinecrest Academy of Nevada Sloan Canyon

School Year 2021-2022 Nevada School Rating



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 4/10 **ELA MGP Points Earned: 7/10**

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	46.0	56.0	55.0	55.0				
American Indian/Alaska Native	-	53.5	-	55.5				
Asian	54.0	61.0	59.0	61.0				
Black/African American	54.5	52.0	48.5	54.0				
Hispanic/Latino	42.5	54.0	46.0	54.0				
Pacific Islander	-	53.5	-	55.0				
Two or More Races	48.0	57.0	60.0	55.0				
White/Caucasian	44.0	57.0	59.0	56.0				
Special Education	33.0	44.0	43.0	43.0				
English Learners Current + Former	57.0	54.0	40.5	54.0				
English Learners Current	-	50.0	-	51.0				
Economically Disadvantaged	46.0	54.0	46.0	55.0				

AGP Growth Data

Math AGP Points Earned: 5/5 **ELA AGP Points Earned: 5/5**

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	44.6	40.8	68.7	60.4				
American Indian/Alaska Native	-	37.5	-	64.2				
Asian	60.5	63.7	75.0	77.2				
Black/African American	35.0	24.7	80.0	49.7				
Hispanic/Latino	31.6	31.4	59.5	52.7				
Pacific Islander	-	36.8	-	59.5				
Two or More Races	35.5	43.8	67.7	65.6				
White/Caucasian	52.9	50.7	73.2	67.2				
Special Education	<5	12.9	37.1	26.3				
English Learners Current + Former	22.7	25.2	50.0	45.5				
English Learners Current	-	12.6	-	28.2				
Economically Disadvantaged	28.7	29.9	58.7	51.8				

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada Sloan Canyon

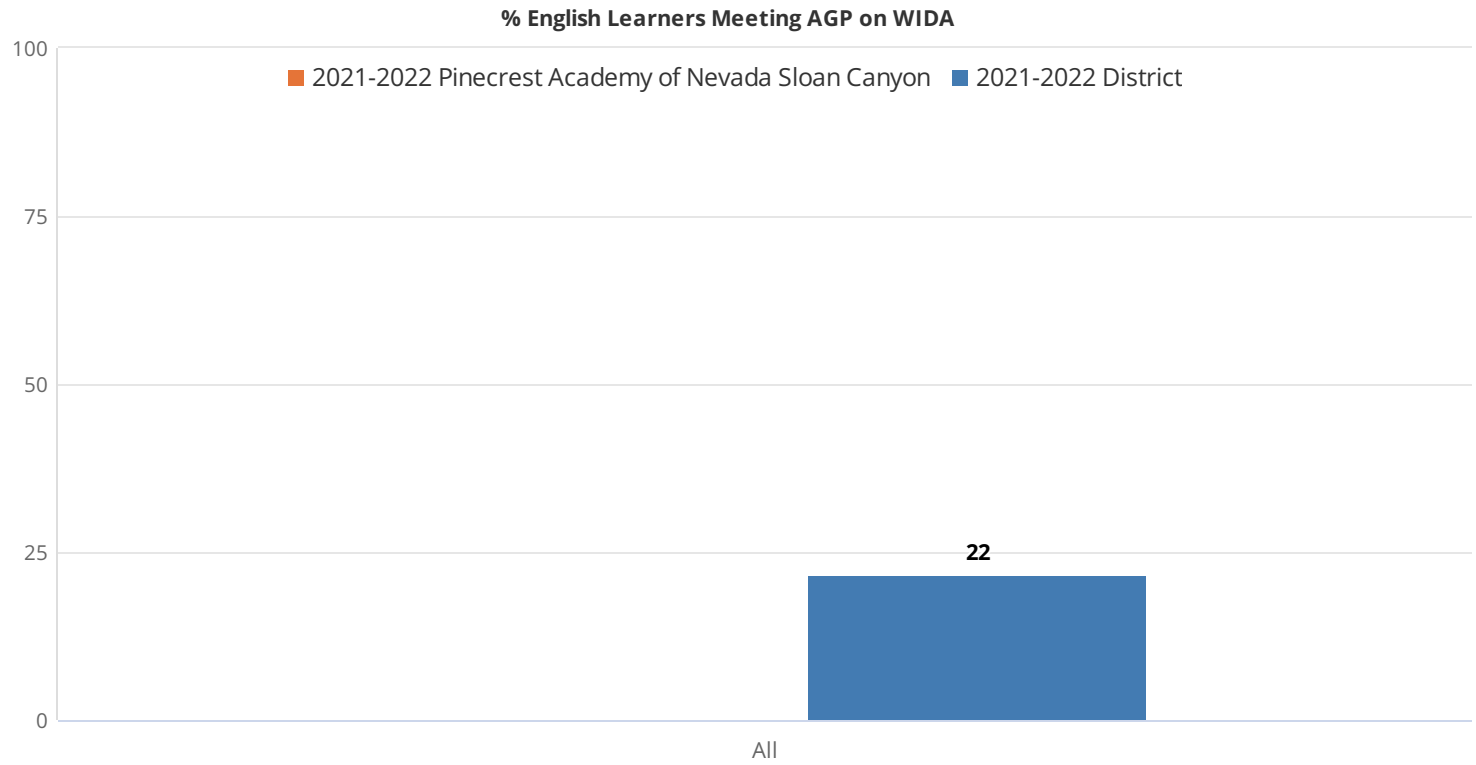
School Year 2021-2022 Nevada School Rating

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	-	-	21.6			



For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

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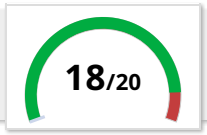
Pinecrest Academy of Nevada Sloan Canyon

School Year 2021-2022 Nevada School Rating



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

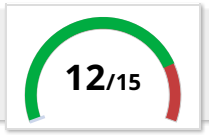
Math AGP Points Earned: 8/10 **ELA AGP Points Earned: 10/10**

Groups	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	20.7	23.5	41.6	38.0				
American Indian/Alaska Native	-	25.0	-	52.0				
Asian	32.1	38.5	31.2	51.3				
Black/African American	23.0	16.6	-	33.6				
Hispanic/Latino	16.4	20.3	42.1	35.8				
Pacific Islander	-	24.8	-	44.5				
Two or More Races	16.2	24.1	38.0	42.9				
White/Caucasian	23.8	28.8	47.5	40.2				
Special Education	<5	7.8	22.7	19.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	11.3	-	24.4				
Economically Disadvantaged	17.2	19.7	42.4	35.0				

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada Sloan Canyon

School Year 2021-2022 Nevada School Rating



Student Engagement

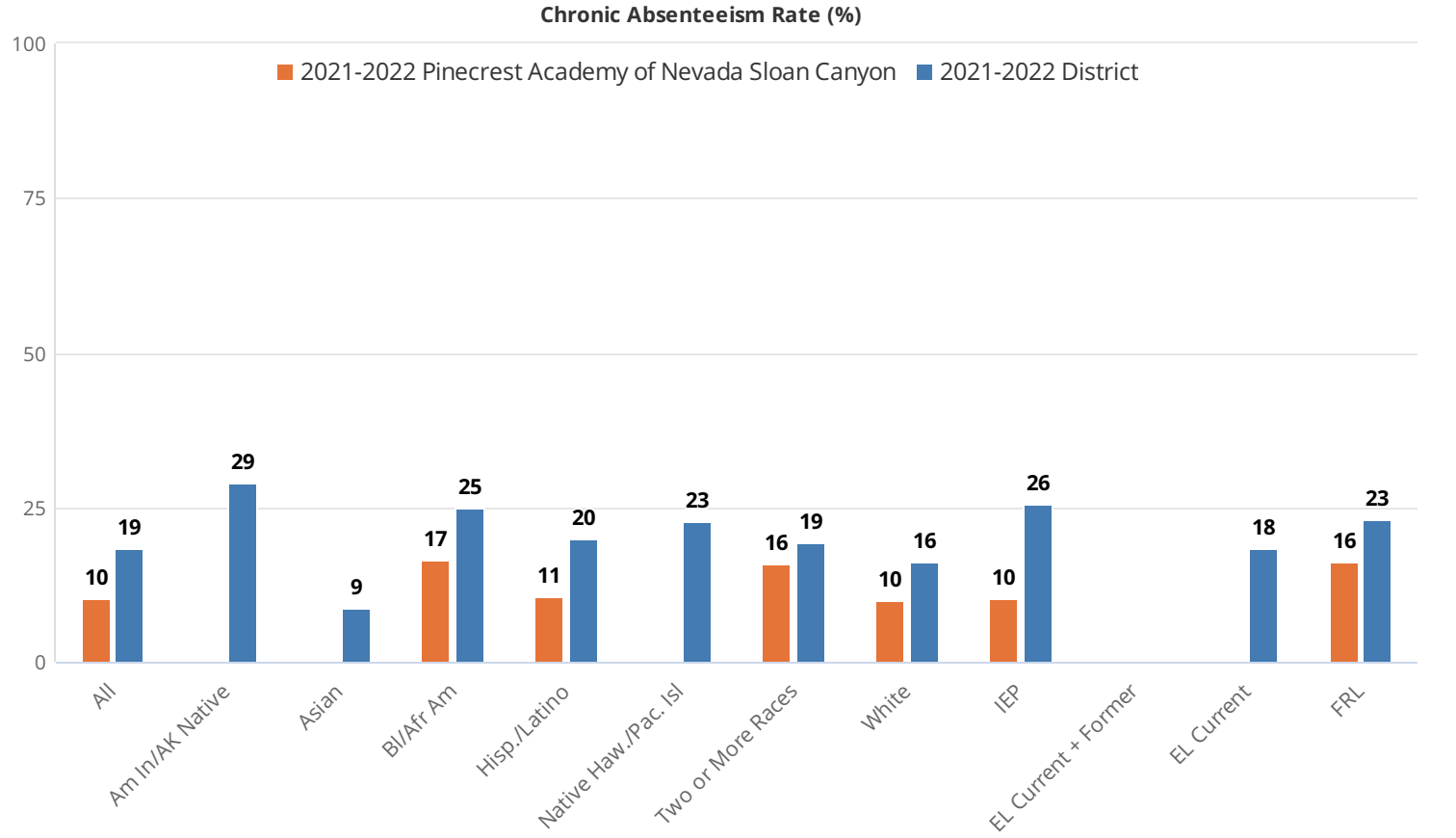
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 7/10

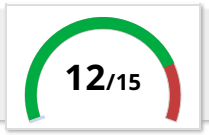
Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	10.3	18.5		
American Indian/Alaska Native	-	28.9		
Asian	<5	8.7		
Black/African American	16.6	24.9		
Hispanic/Latino	10.6	19.9		
Pacific Islander	-	22.7		
Two or More Races	15.8	19.4		
White/Caucasian	10.1	16.1		
Special Education	10.2	25.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	18.3		
Economically Disadvantaged	16.3	23.1		

Reducing Chronic Absenteeism by 10% bonus points: NA



Pinecrest Academy of Nevada Sloan Canyon

School Year 2021-2022 Nevada School Rating



Student Engagement

Academic Learning Plans

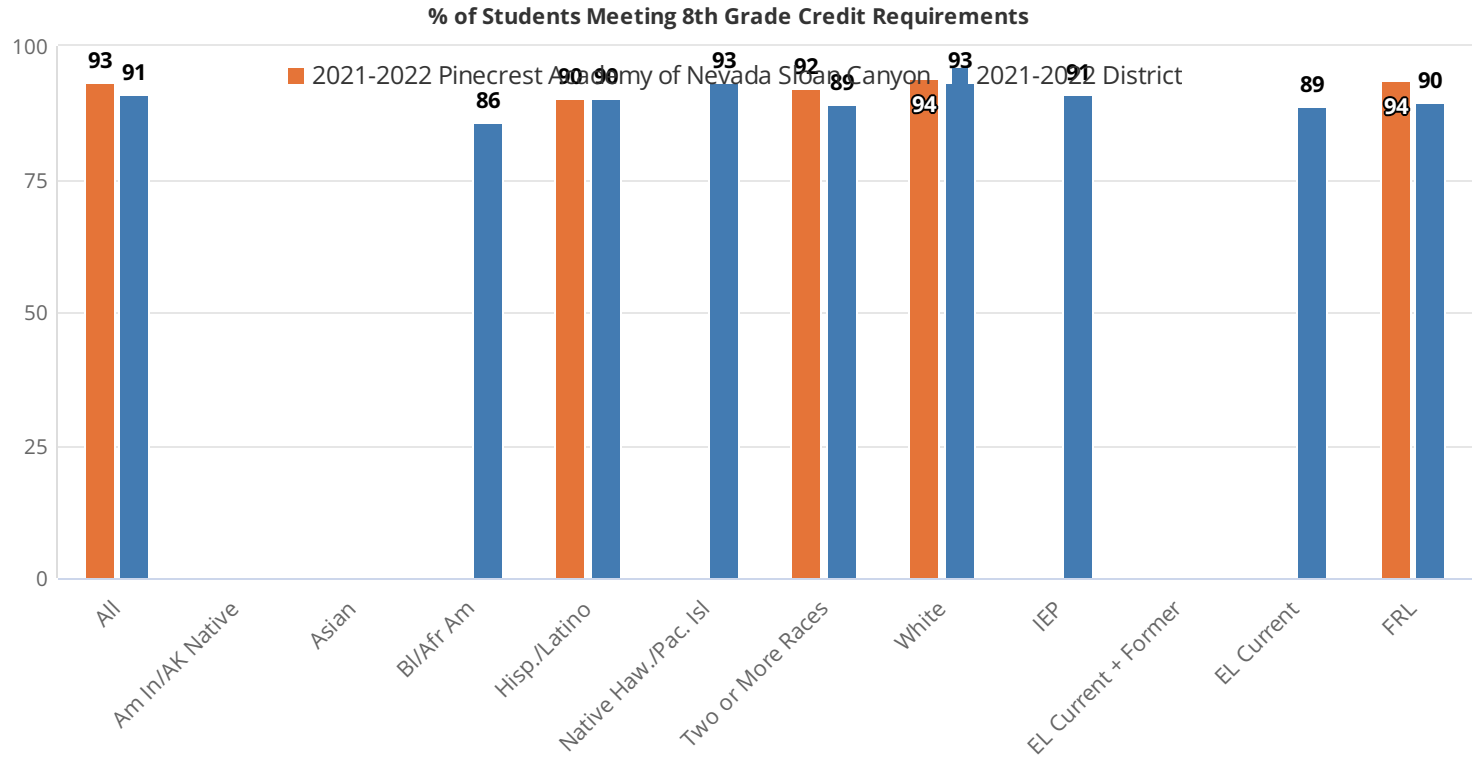
Academic Learning Plans Points Earned 2/2

Groups	2022 % Academic Learning Plans	2022 % District	2021 % Academic Learning Plans	2021 % District
All Students	>95	>95		
American Indian/Alaska Native	-	>95		
Asian	>95	>95		
Black/African American	>95	>95		
Hispanic/Latino	>95	>95		
Pacific Islander	-	>95		
Two or More Races	>95	>95		
White/Caucasian	>95	>95		
Special Education	>95	>95		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	>95		
Economically Disadvantaged	>95	>95		

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2022 % Credit Requirements Met	2022 % District	2021 % Credit Requirements Met	2021 % District
All Students	93.4	91.1		
American Indian/Alaska Native	-	>95		
Asian	>95	>95		
Black/African American	-	85.9		
Hispanic/Latino	90.2	90.3		
Pacific Islander	-	93.3		
Two or More Races	92.0	89.2		
White/Caucasian	94.1	93.3		
Special Education	>95	91.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	88.7		
Economically Disadvantaged	93.5	89.5		



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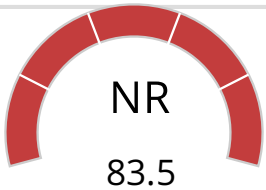
Pinecrest Academy of Nevada St Rose

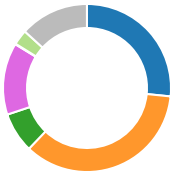
School Year 2021-2022 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 1385 E. Cactus Ave. Las Vegas, NV 89183



83.5
Total Index Score

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



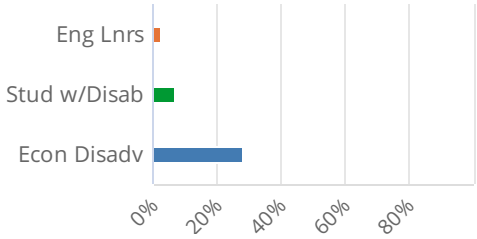
Student Race/Ethnicity

35.4%	White
7.7%	Bl/Afr Am
26.5%	Hisp/Latino
13.8%	Asian
0.1%	Am Ind/AK Nat
2.9%	Pac Isl
13.2%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	80.0 ★★★★
2019-2020	80.0 ★★★★

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

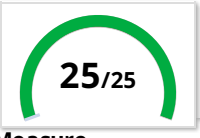
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

How are star ratings determined based on total index score?

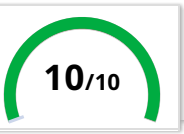
In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

2021-2022 School Performance



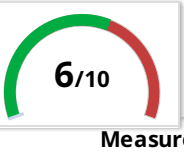
Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	65.7	49.2
Math Proficiency	71.8	49.2
ELA Proficiency	67.9	55.4
Science Proficiency	42.9	30.4
Read-by-Grade-3 Proficiency	65.3	51.8



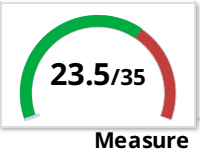
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	60.0	38.4



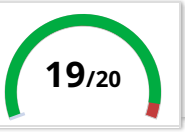
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	12.6	21.7
Climate Survey Participation	92.0	N/A



Growth Indicator

Measure	School Median	District Median
Math MGP	53.0	52.0
ELA MGP	45.0	53.0
	School Rate	**District Rate**
Met Math AGP Target	66.9	53.1
Met ELA AGP Target	58.8	61.2



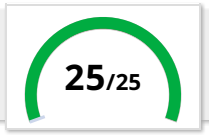
Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	47.0	40.9
Prior Non-Proficient Met ELA AGP Target	50.0	52.2

Climate Survey Participation is not a point-earning measure.

Pinecrest Academy of Nevada St Rose

School Year 2021-2022 Nevada School Rating



Academic Achievement

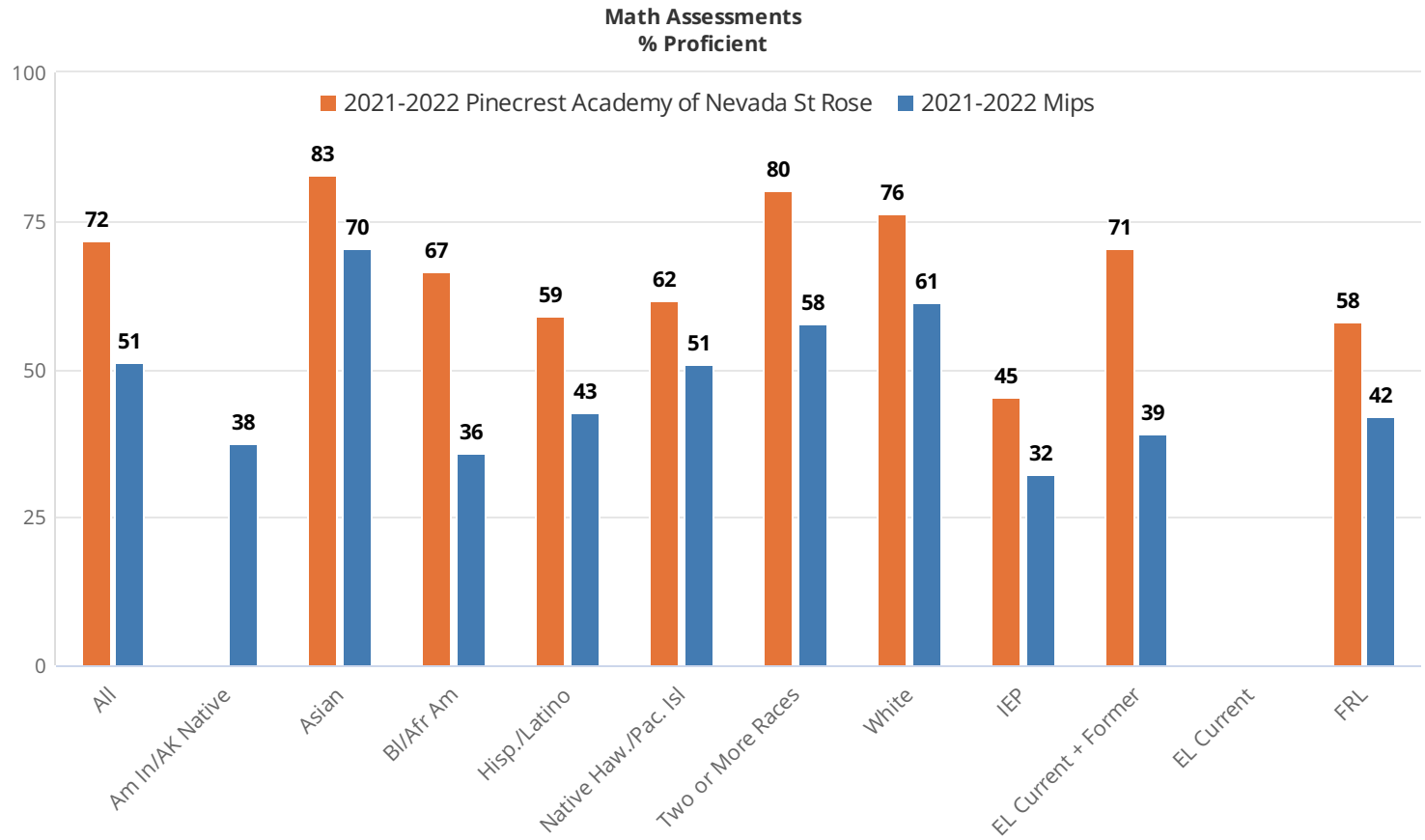
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency Points Earned: 20/20

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	65.7	49.2		

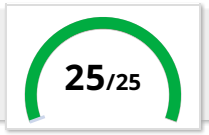
Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	71.8	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	82.6	72.8	70.4			
Black/African American	66.6	30.3	35.7			
Hispanic/Latino	58.8	37.9	42.7			
Pacific Islander	61.5	47.2	50.9			
Two or More Races	80.0	55.6	57.5			
White/Caucasian	76.2	60.7	61.3			
Special Education	45.4	26.3	32.1			
English Learners Current + Former	70.5	34.9	39			
English Learners Current	-	25.5				
Economically Disadvantaged	57.9	35.6	42			



Pinecrest Academy of Nevada St Rose

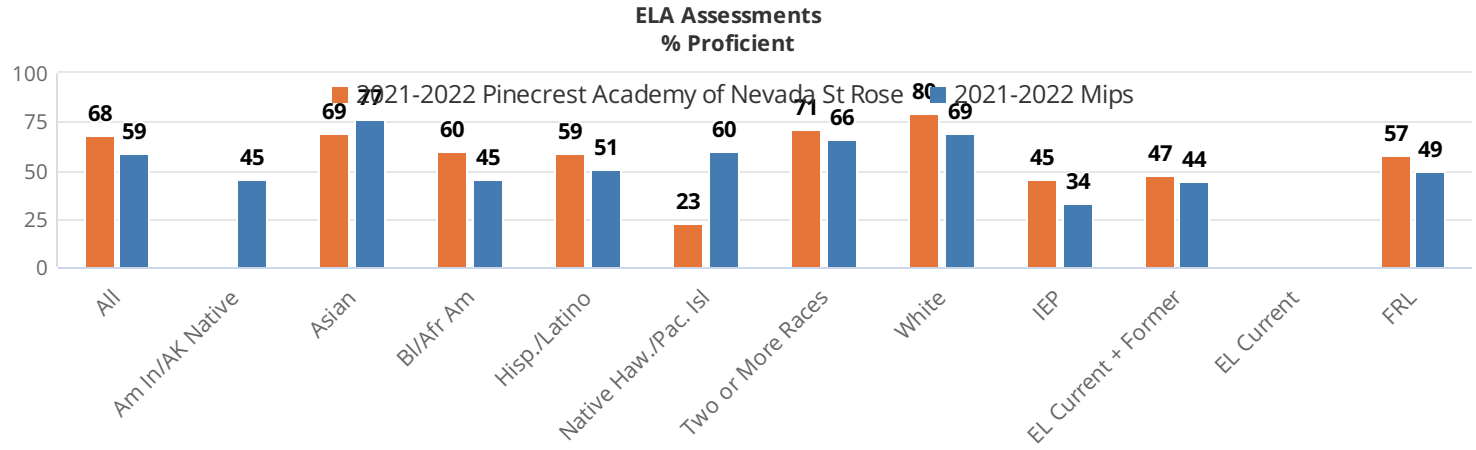
School Year 2021-2022 Nevada School Rating



Academic Achievement

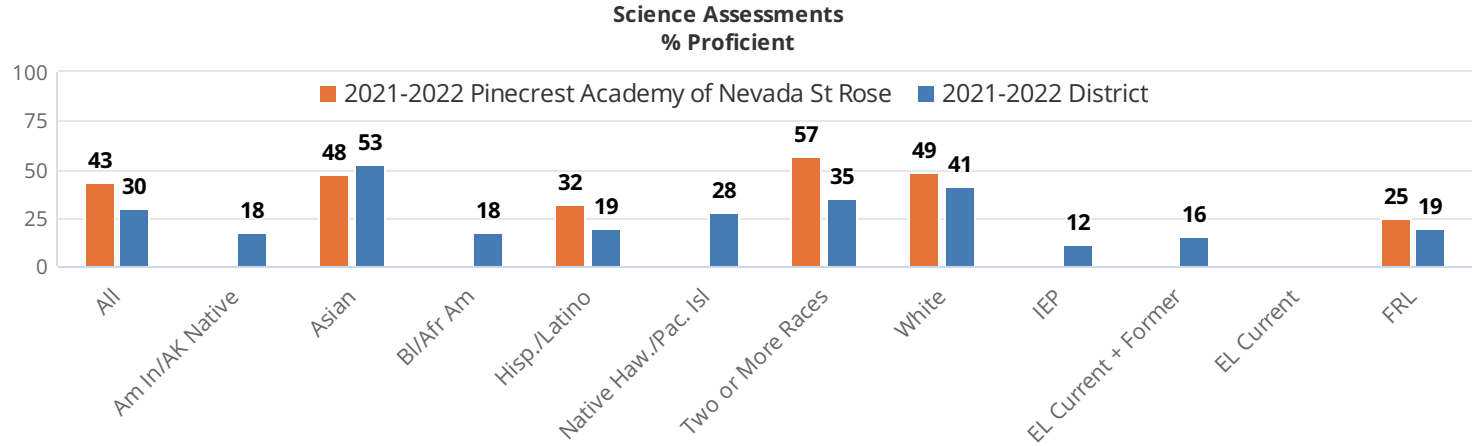
ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	67.9	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	69.2	74.9	76.7			
Black/African American	60.0	39.8	45.4			
Hispanic/Latino	58.8	45.1	50.8			
Pacific Islander	23.0	53.7	60			
Two or More Races	71.4	61.5	66.2			
White/Caucasian	79.6	65.5	69			
Special Education	45.4	25.5	33.5			
English Learners Current + Former	47.0	37.4	44.4			
English Learners Current	-	24.4				
Economically Disadvantaged	57.3	42.8	49.4			



Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	42.9	30.4		
American Indian/Alaska Native	-	17.6		
Asian	47.8	52.9		
Black/African American	-	17.6		
Hispanic/Latino	32.0	19.2		
Pacific Islander	-	28.3		
Two or More Races	57.1	34.9		
White/Caucasian	48.9	40.8		
Special Education	-	11.6		
English Learners Current + Former	-	15.8		
English Learners Current	-	<5		
Economically Disadvantaged	25.0	19.4		



Pinecrest Academy of Nevada St Rose

School Year 2021-2022 Nevada School Rating

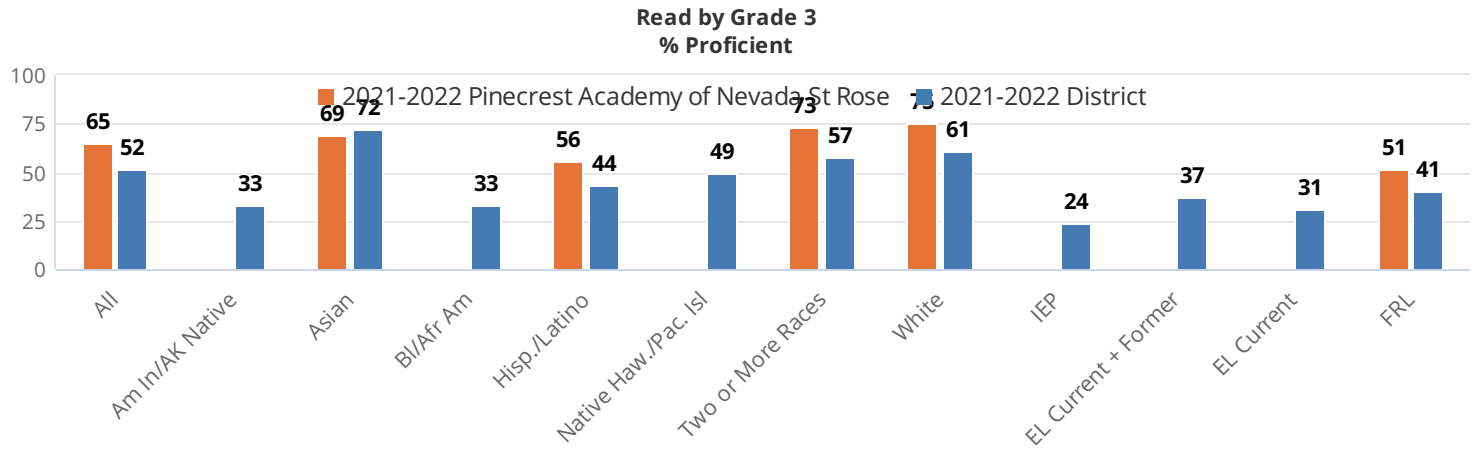
25/25

Academic Achievement

Read by Grade 3 Proficient

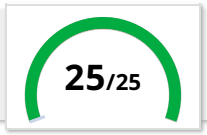
Read by Grade 3 Points Earned: 5/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	65.3	51.8		
American Indian/Alaska Native	-	33.3		
Asian	68.7	71.7		
Black/African American	-	33.0		
Hispanic/Latino	55.5	43.5		
Pacific Islander	-	49.2		
Two or More Races	72.7	57.4		
White/Caucasian	75.0	60.8		
Special Education	-	23.7		
English Learners Current + Former	-	37.1		
English Learners Current	-	30.7		
Economically Disadvantaged	51.3	40.5		



Pinecrest Academy of Nevada St Rose

School Year 2021-2022 Nevada School Rating



Academic Achievement

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

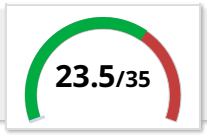
Participation Penalty: **Yellow indicates 95% participation requirement not met.**

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	>=95%	>=95%		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=95%	>=95%		

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada St Rose

School Year 2021-2022 Nevada School Rating



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 6/10 **ELA MGP Points Earned: 4/10**

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	53.0	52.0	45.0	53.0				
American Indian/Alaska Native	-	54.0	-	60.5				
Asian	54.0	60.0	48.0	59.0				
Black/African American	60.0	49.0	53.0	53.0				
Hispanic/Latino	55.0	49.0	40.0	51.0				
Pacific Islander	-	57.0	-	57.0				
Two or More Races	60.0	54.5	60.0	53.0				
White/Caucasian	52.0	55.0	41.0	55.0				
Special Education	47.0	46.0	39.0	43.0				
English Learners Current + Former	33.0	47.0	44.5	49.0				
English Learners Current	-	44.0	-	44.0				
Economically Disadvantaged	58.0	49.0	44.0	49.0				

AGP Growth Data

Math AGP Points Earned: 7.5/7.5 **ELA AGP Points Earned: 6/7.5**

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	66.9	53.1	58.8	61.2				
American Indian/Alaska Native	-	45.7	-	66.6				
Asian	72.7	68.8	63.6	73.9				
Black/African American	76.4	41.8	70.5	55.8				
Hispanic/Latino	60.7	45.0	51.7	55.4				
Pacific Islander	-	50.4	-	61.9				
Two or More Races	78.2	59.6	69.5	62.7				
White/Caucasian	66.6	59.6	58.3	65.1				
Special Education	47.0	35.9	41.1	41.3				
English Learners Current + Former	33.3	41.2	58.3	52.0				
English Learners Current	-	32.5	-	43.1				
Economically Disadvantaged	62.5	43.7	58.3	53.5				

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

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Pinecrest Academy of Nevada St Rose

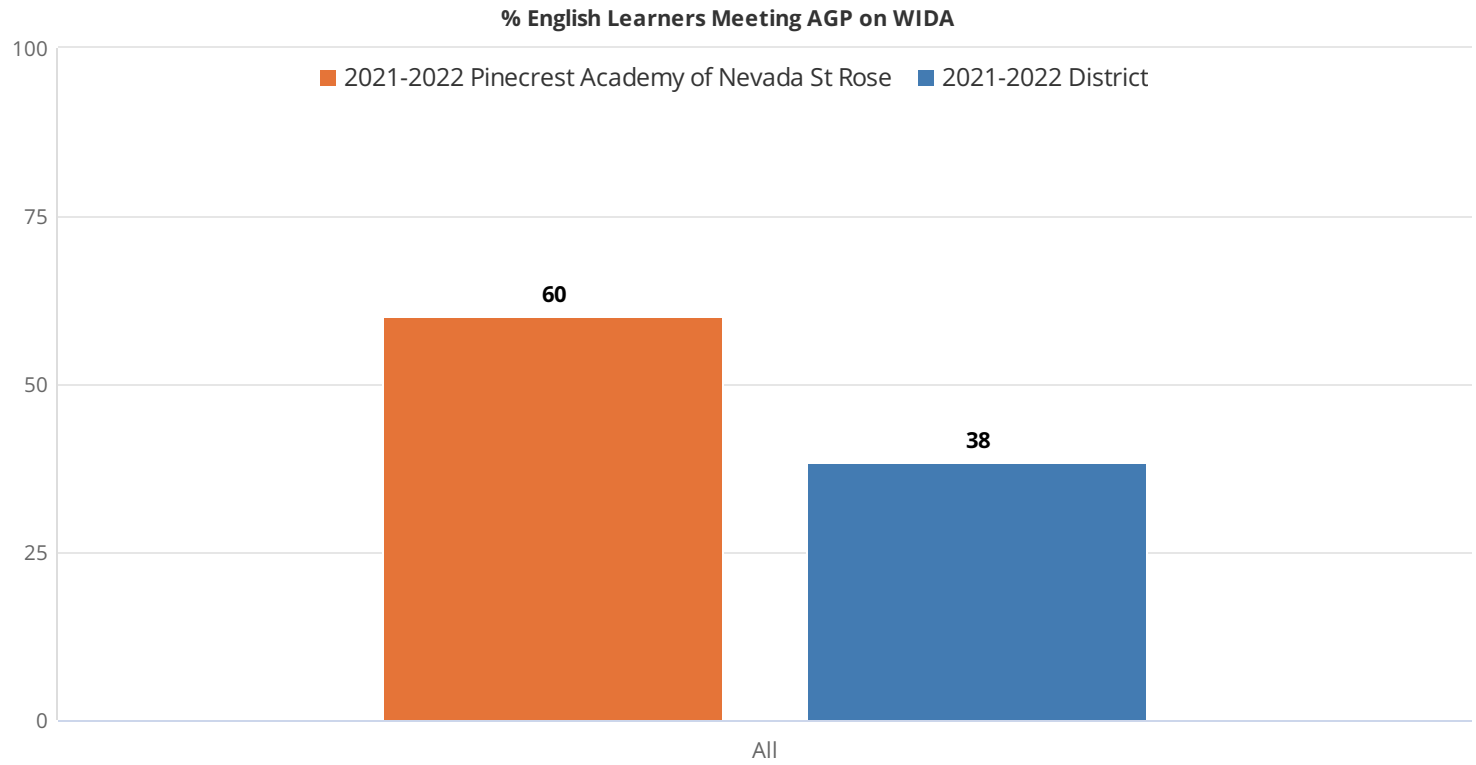
School Year 2021-2022 Nevada School Rating

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	10	60.0	38.4			



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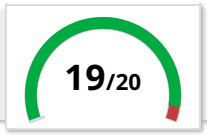
Pinecrest Academy of Nevada St Rose

School Year 2021-2022 Nevada School Rating



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 10/10 **ELA AGP Points Earned: 9/10**

Groups	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	47.0	40.9	50.0	52.2				
American Indian/Alaska Native	-	40.7	-	57.6				
Asian	45.4	50.6	63.6	63.3				
Black/African American	-	36.1	-	49.4				
Hispanic/Latino	43.3	36.3	43.7	49.2				
Pacific Islander	-	43.2	-	54.6				
Two or More Races	-	44.5	-	55.0				
White/Caucasian	42.8	47.9	-	55.2				
Special Education	38.4	27.6	20.0	35.9				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	27.6	-	41.7				
Economically Disadvantaged	56.5	35.5	70.5	47.6				

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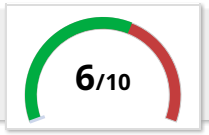
Pinecrest Academy of Nevada St Rose

School Year 2021-2022 Nevada School Rating



Student Engagement

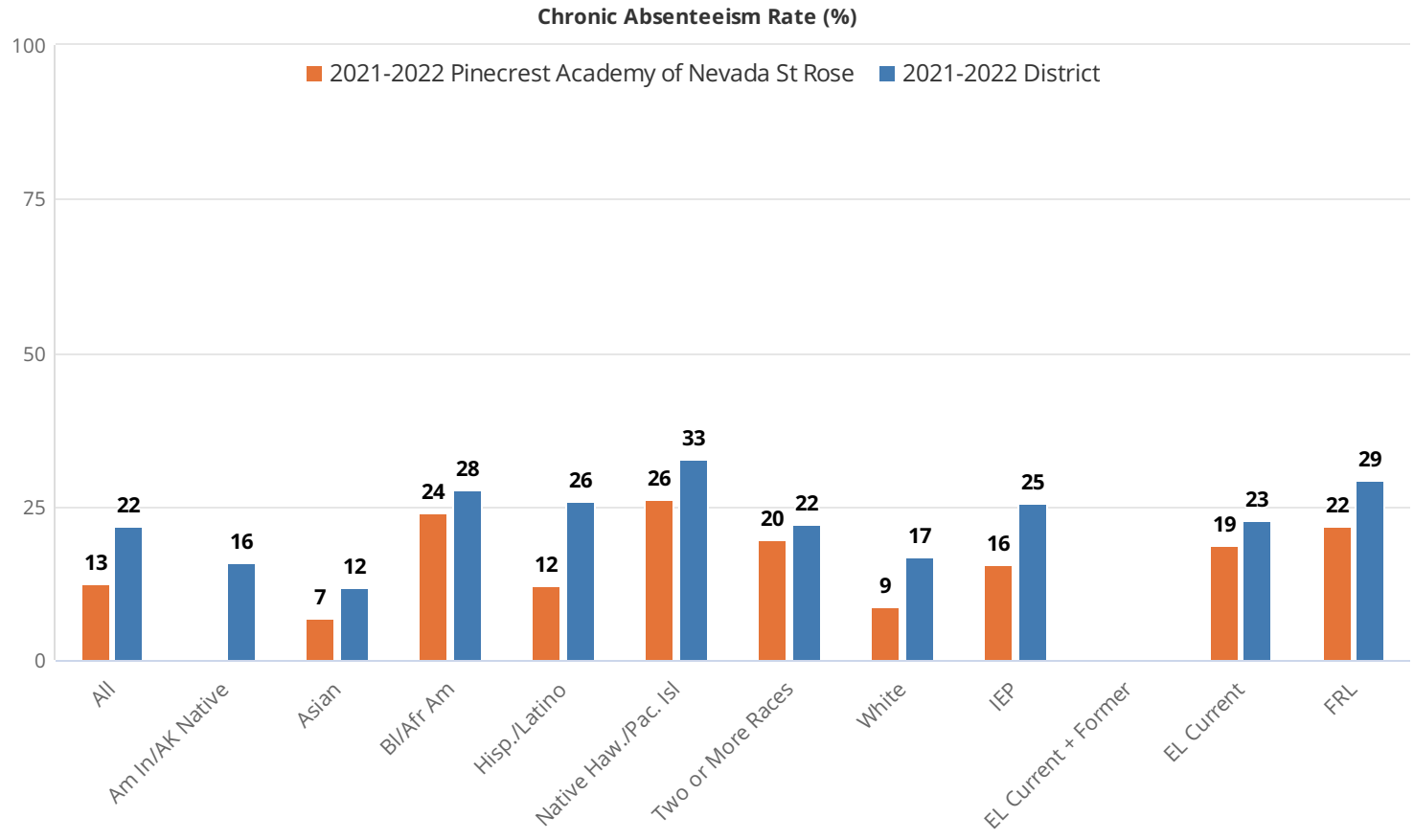
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 6/10

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	12.6	21.7		
American Indian/Alaska Native	-	15.8		
Asian	6.8	11.9		
Black/African American	24.0	27.6		
Hispanic/Latino	12.3	25.8		
Pacific Islander	26.3	32.8		
Two or More Races	19.7	22.2		
White/Caucasian	8.8	16.9		
Special Education	15.7	25.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	18.7	22.6		
Economically Disadvantaged	21.9	29.3		

Reducing Chronic Absenteeism by 10% Points Earned: NA



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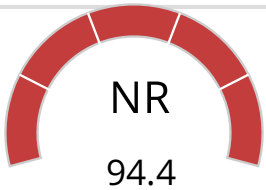
Pinecrest Academy of Nevada St Rose

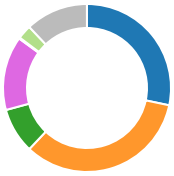
School Year 2021-2022 Nevada School Rating

School Level: Middle School
Grade Levels: KG-08
District: State Public Charter School Authority
School Address: 1385 E. Cactus Ave. Las Vegas, NV 89183



94.4
Total Index Score

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



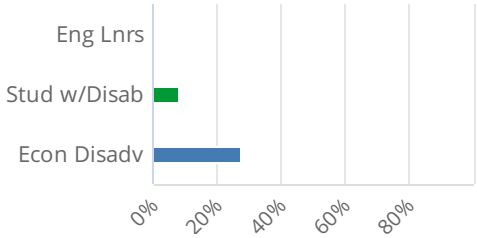
Student Race/Ethnicity

33.6%	White
8.7%	Bl/Afr Am
28.2%	Hisp/Latino
14.2%	Asian
0.2%	Am Ind/AK Nat
2.7%	Pac Isl
12.0%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	96.6 ★★★★★
2019-2020	96.6 ★★★★★

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

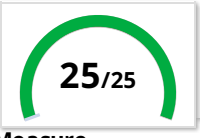
How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

2021-2022 School Performance

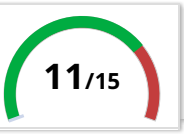


Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	64.8	46.6
Math Proficiency	52.7	36.5
ELA Proficiency	77.1	57.3
Science Proficiency	63.7	44.9

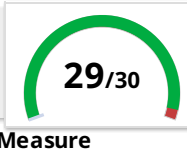
English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	21.6



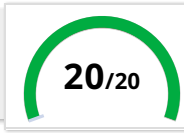
Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	12.8	18.5
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	94.1	91.1
Climate Survey Participation	94.0	N/A



Student Growth Indicator

Measure	School Median	District Median
Math MGP	61.5	56.0
ELA MGP	68.0	55.0
	School Rate	**District Rate**
Met Math AGP Target	51.5	40.8
Met ELA AGP Target	76.3	60.4



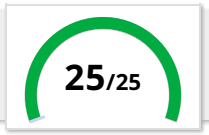
Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	29.8	23.5
Prior Non-Proficient Met ELA AGP Target	50.0	38.0

Climate Survey Participation is not a point-earning measure.

Pinecrest Academy of Nevada St Rose

School Year 2021-2022 Nevada School Rating



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

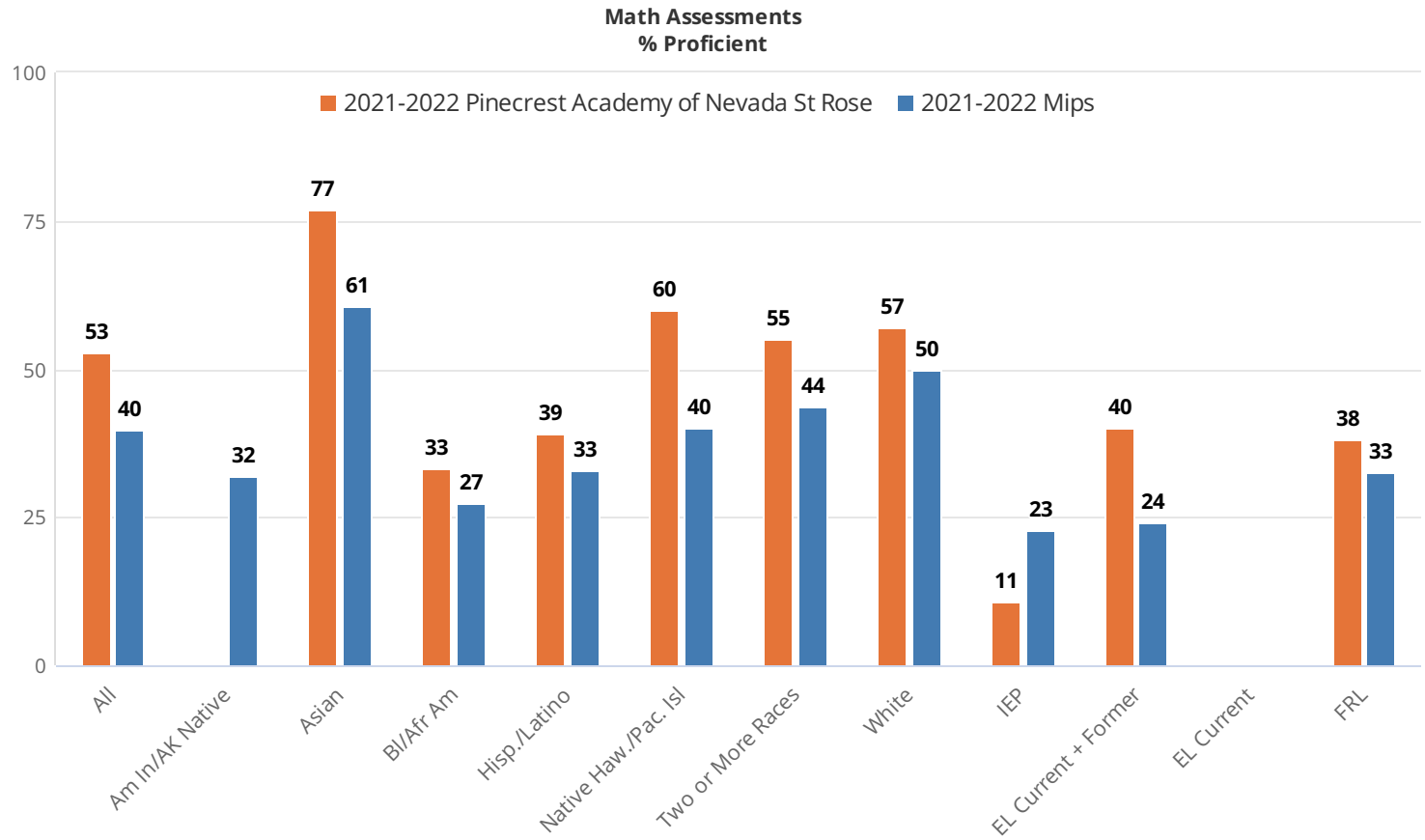
Pooled Proficiency

Pooled Proficiency Points Earned: 25/25

	2022 %	2022 % District	2021 %	2021 % District
Pooled Proficiency	64.8	46.6		

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	52.7	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	76.9	62.7	60.6			
Black/African American	33.3	18.2	27.3			
Hispanic/Latino	39.1	26.4	32.8			
Pacific Islander	60.0	28.3	40.1			
Two or More Races	55.0	41.8	43.6			
White/Caucasian	57.0	48.1	49.8			
Special Education	10.7	9.7	22.7			
English Learners Current + Former	40.0	20.1	24.2			
English Learners Current	-	7.6				
Economically Disadvantaged	38.0	23.9	32.7			



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Pinecrest Academy of Nevada St Rose

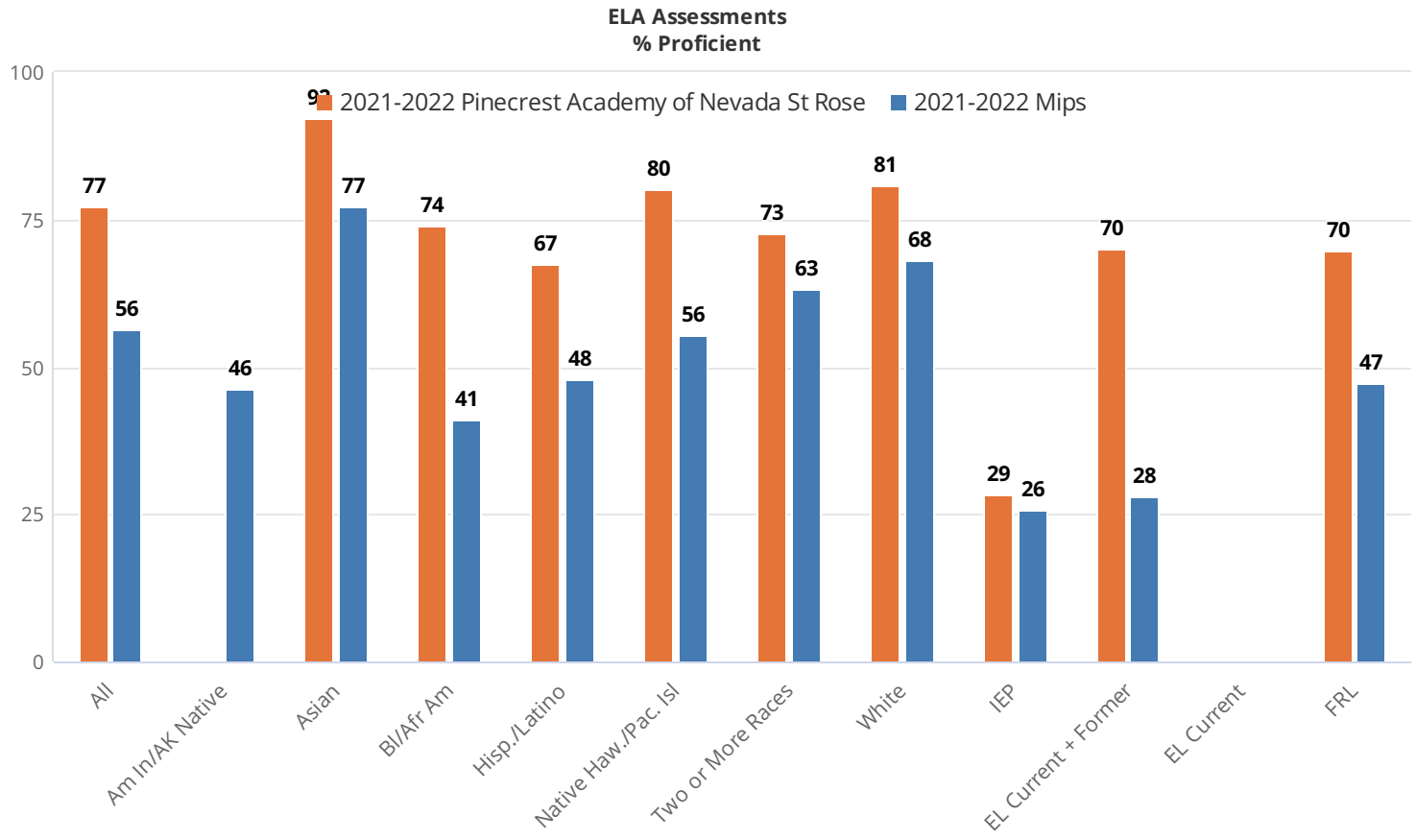
School Year 2021-2022 Nevada School Rating

25/25

Academic Achievement

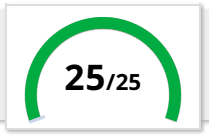
ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	77.1	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	92.3	79.0	77.1			
Black/African American	74.0	41.1	40.9			
Hispanic/Latino	67.3	48.2	47.9			
Pacific Islander	80.0	53.3	55.5			
Two or More Races	72.5	64.6	63.2			
White/Caucasian	80.7	67.2	68			
Special Education	28.5	18.0	25.8			
English Learners Current + Former	70.0	38.8	28.1			
English Learners Current	-	16.7				
Economically Disadvantaged	69.8	45.9	47.1			



Pinecrest Academy of Nevada St Rose

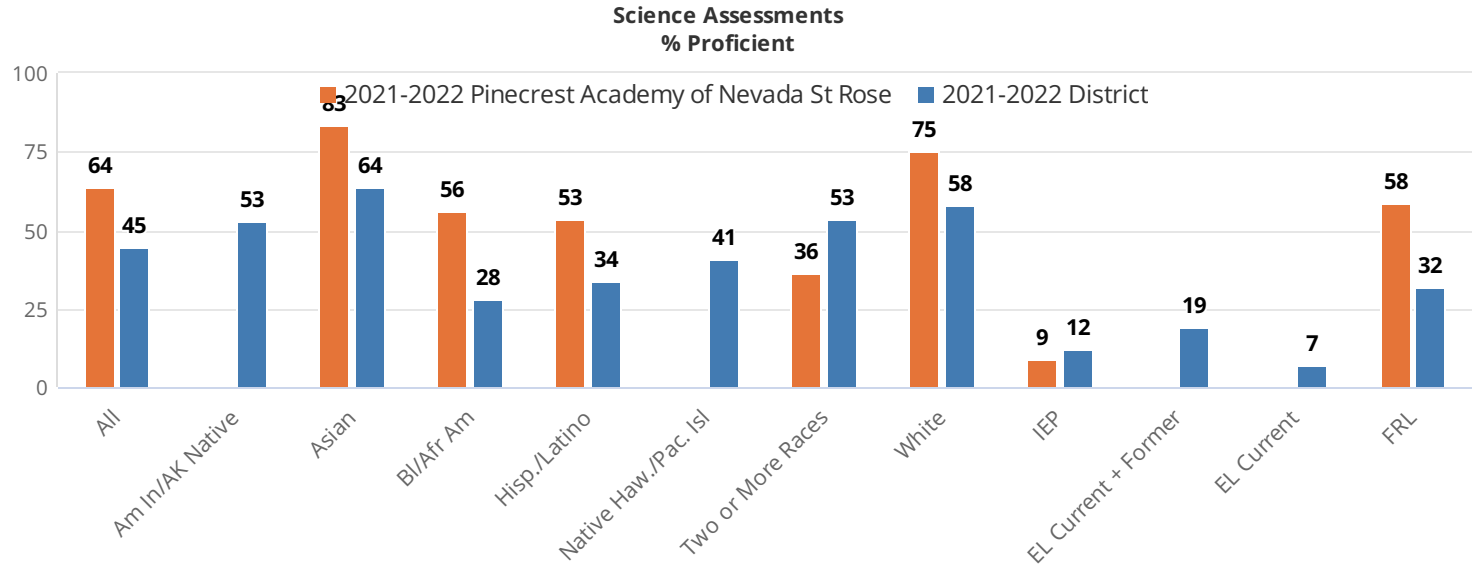
School Year 2021-2022 Nevada School Rating



Academic Achievement

Science Proficient

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	63.7	44.9		
American Indian/Alaska Native	-	52.6		
Asian	83.3	63.9		
Black/African American	56.2	28.3		
Hispanic/Latino	53.3	33.7		
Pacific Islander	-	40.5		
Two or More Races	36.3	53.3		
White/Caucasian	75.0	57.8		
Special Education	9.0	12.0		
English Learners Current + Former	-	19.4		
English Learners Current	-	6.9		
Economically Disadvantaged	58.3	31.9		



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

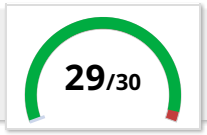
Participation Penalty:

Yellow indicates 95% participation requirement not met.

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	-	-		
Asian	>=95%	>=95%		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	-	-		
Two or More Races	>=95%	>=95%		
White/Caucasian	>=95%	>=95%		
Special Education	>=95%	>=95%		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=95%	>=95%		

Pinecrest Academy of Nevada St Rose

School Year 2021-2022 Nevada School Rating



Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the state assessment in three years. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 9/10 **ELA MGP Points Earned: 10/10**

Groups	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP	2021 Math MGP	2021 District Math MGP	2021 ELA MGP	2021 District ELA MGP
All Students	61.5	56.0	68.0	55.0				
American Indian/Alaska Native	-	53.5	-	55.5				
Asian	66.0	61.0	75.0	61.0				
Black/African American	63.0	52.0	74.0	54.0				
Hispanic/Latino	55.0	54.0	62.0	54.0				
Pacific Islander	-	53.5	-	55.0				
Two or More Races	53.0	57.0	66.5	55.0				
White/Caucasian	58.0	57.0	62.0	56.0				
Special Education	35.0	44.0	42.5	43.0				
English Learners Current + Former	64.0	54.0	65.0	54.0				
English Learners Current	-	50.0	-	51.0				
Economically Disadvantaged	57.5	54.0	69.0	55.0				

AGP Growth Data

Math AGP Points Earned: 5/5 **ELA AGP Points Earned: 5/5**

Groups	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP	2021 Math AGP	2021 District Math AGP	2021 ELA AGP	2021 District ELA AGP
All Students	51.5	40.8	76.3	60.4				
American Indian/Alaska Native	-	37.5	-	64.2				
Asian	76.4	63.7	90.1	77.2				
Black/African American	32.0	24.7	80.0	49.7				
Hispanic/Latino	35.5	31.4	63.7	52.7				
Pacific Islander	-	36.8	-	59.5				
Two or More Races	51.3	43.8	68.4	65.6				
White/Caucasian	57.8	50.7	81.5	67.2				
Special Education	16.0	12.9	30.7	26.3				
English Learners Current + Former	31.5	25.2	73.6	45.5				
English Learners Current	-	12.6	-	28.2				
Economically Disadvantaged	38.0	29.9	68.6	51.8				

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada St Rose

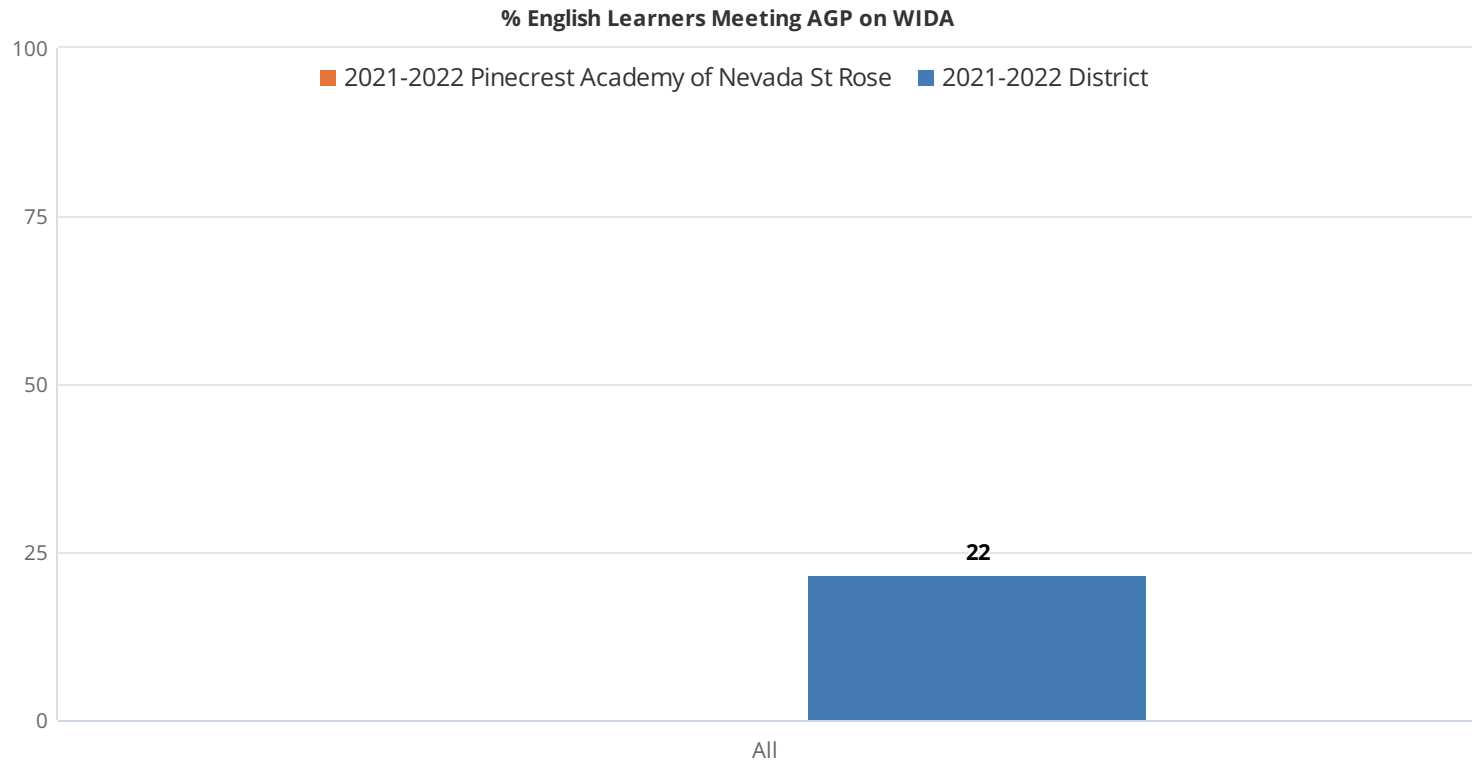
School Year 2021-2022 Nevada School Rating

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	-	-	21.6			

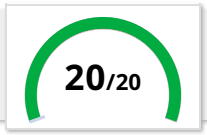


For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada St Rose

School Year 2021-2022 Nevada School Rating



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 10/10 **ELA AGP Points Earned: 10/10**

Groups	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA	2021 % Meeting AGP Math	2021 % District Math	2021 % Meeting AGP ELA	2021 % District ELA
All Students	29.8	23.5	50.0	38.0				
American Indian/Alaska Native	-	25.0	-	52.0				
Asian	52.9	38.5	-	51.3				
Black/African American	27.7	16.6	58.3	33.6				
Hispanic/Latino	25.3	20.3	51.1	35.8				
Pacific Islander	-	24.8	-	44.5				
Two or More Races	29.4	24.1	35.7	42.9				
White/Caucasian	29.5	28.8	34.7	40.2				
Special Education	<5	7.8	18.1	19.6				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	11.3	-	24.4				
Economically Disadvantaged	20.0	19.7	47.5	35.0				

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Pinecrest Academy of Nevada St Rose

School Year 2021-2022 Nevada School Rating

11/15 Student Engagement

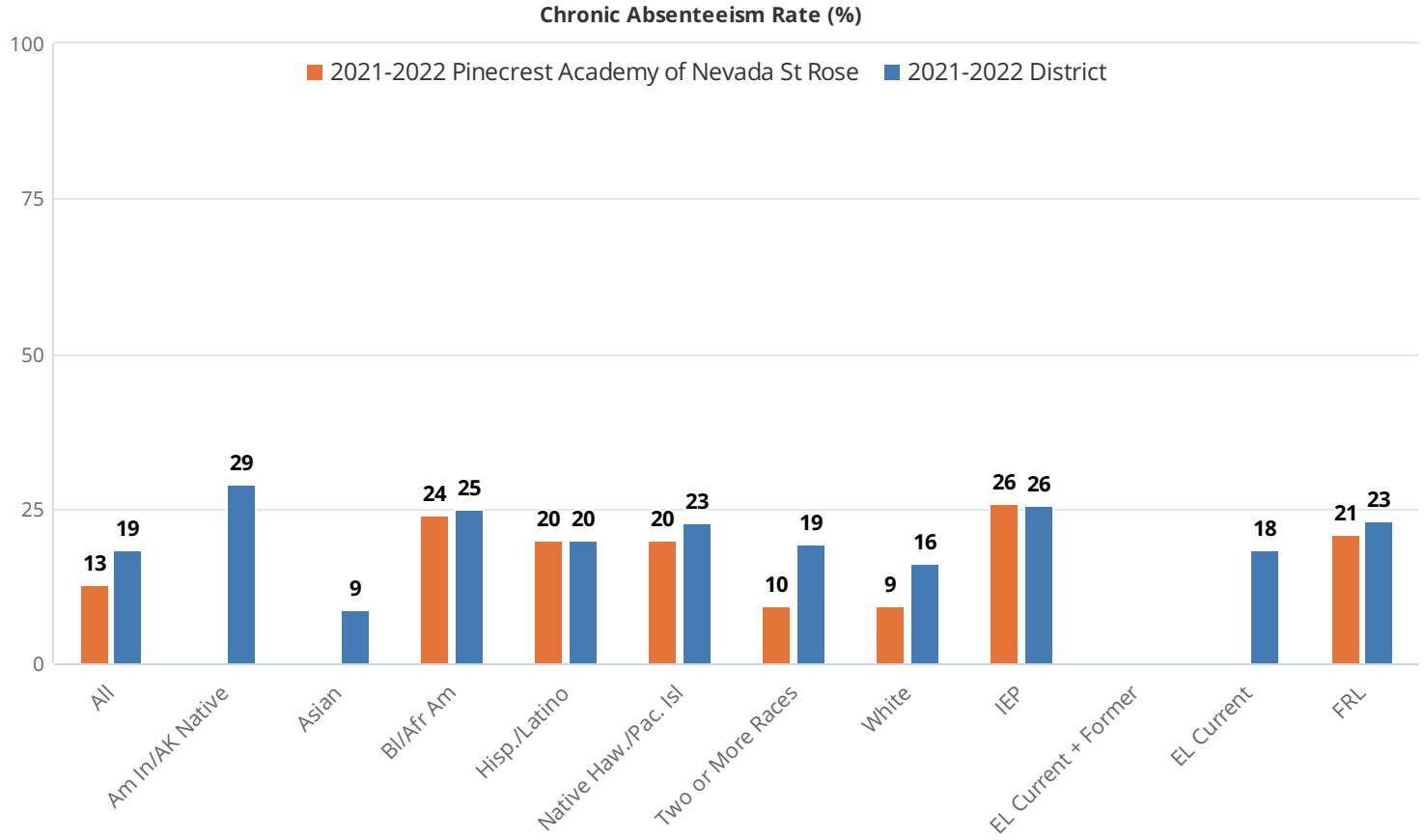
Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 6/10

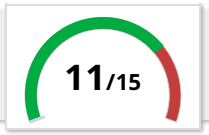
Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	12.8	18.5		
American Indian/Alaska Native	-	28.9		
Asian	<5	8.7		
Black/African American	24.1	24.9		
Hispanic/Latino	20.0	19.9		
Pacific Islander	20.0	22.7		
Two or More Races	9.5	19.4		
White/Caucasian	9.2	16.1		
Special Education	25.9	25.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	18.3		
Economically Disadvantaged	21.0	23.1		

Reducing Chronic Absenteeism by 10% bonus points: NA



Pinecrest Academy of Nevada St Rose

School Year 2021-2022 Nevada School Rating



Student Engagement

Academic Learning Plans

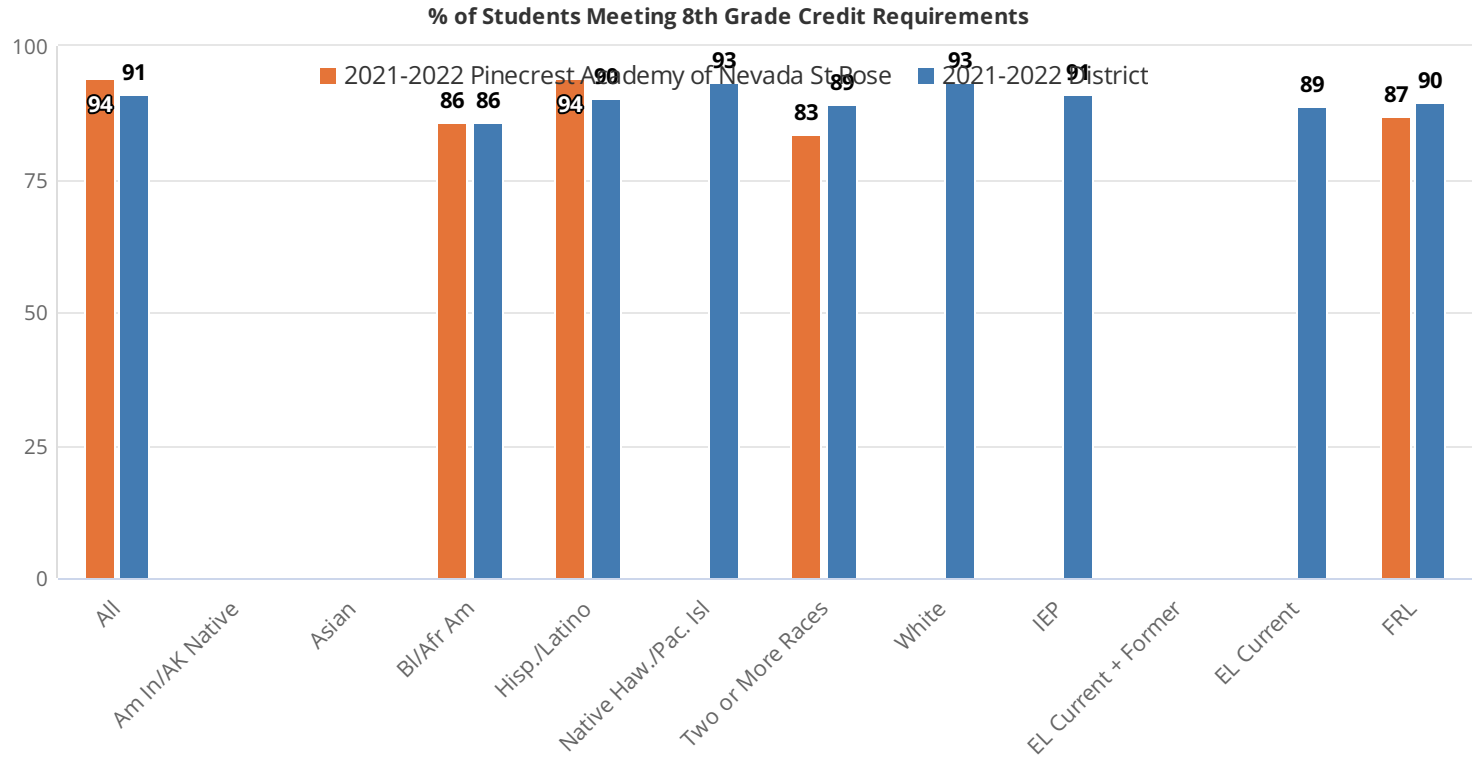
Academic Learning Plans Points Earned 2/2

Groups	2022 % Academic Learning Plans	2022 % District	2021 % Academic Learning Plans	2021 % District
All Students	>95	>95		
American Indian/Alaska Native	-	>95		
Asian	>95	>95		
Black/African American	>95	>95		
Hispanic/Latino	>95	>95		
Pacific Islander	>95	>95		
Two or More Races	>95	>95		
White/Caucasian	>95	>95		
Special Education	>95	>95		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	>95		
Economically Disadvantaged	>95	>95		

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2022 % Credit Requirements Met	2022 % District	2021 % Credit Requirements Met	2021 % District
All Students	94.1	91.1		
American Indian/Alaska Native	-	>95		
Asian	>95	>95		
Black/African American	85.7	85.9		
Hispanic/Latino	94.1	90.3		
Pacific Islander	-	93.3		
Two or More Races	83.3	89.2		
White/Caucasian	>95	93.3		
Special Education	>95	91.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	88.7		
Economically Disadvantaged	86.8	89.5		



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Appendix B

Nevada State Public Charter School Authority

2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada Cadence ES

Address: 225 Grand Cadence Dr, Henderson, NV, 89015
Website: https://www.pinecrestcadence.org/
Oct. 1 2019 Enrollment: 804
2019-20 Grades Served: K-5
2019-20 NSPF Rating: N/A
Comparison District: Clark
2019-20 Comparison School: Sewell ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

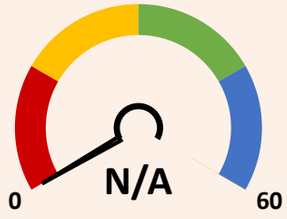
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

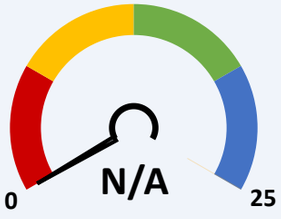
SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.

Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥30 and <40	80.4	▼	✗
IEP	≥10 and <15	12.5	▲	✗
EL	<5	20.2	▼	✗

Nevada State Public Charter School Authority

2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada Cadence HS

Address: 225 Grand Cadence Dr, Henderson, NV, 89015
Website: https://www.pinecrestcadence.org/
Oct. 1 2019 Enrollment: 363
2019-20 Grades Served: 9-12
2019-20 NSPF Rating: N/A
Comparison District: Clark
2019-20 Comparison School: Basic HS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

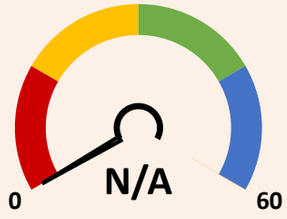
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

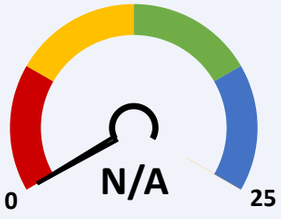
SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.

Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 9-12 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥20 and <30	67.2	▼	✗
IEP	≥5 and <10	10.4	▼	✗
EL	<5	13.3	▼	✗

Nevada State Public Charter School Authority

2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada Cadence MS

Address: 225 Grand Cadence Dr, Henderson, NV, 89015
Website: https://www.pinecrestcadence.org/
Oct. 1 2019 Enrollment: 647
2019-20 Grades Served: 6-8
2019-20 NSPF Rating: N/A
Comparison District: Clark
2019-20 Comparison School: Brown JHS MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

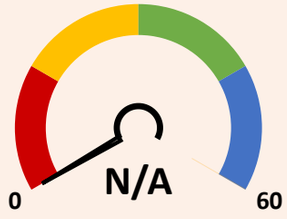
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

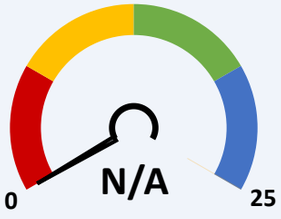
SCHOOL PROGRESS INDICATOR (NO POINTS)

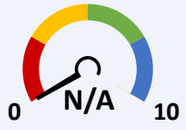
Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

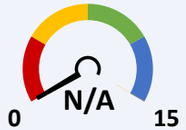
GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).





NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

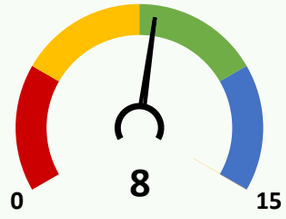


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥20 and <30	74.8	▼	✗
IEP	≥10 and <15	11.7	▲	✗
EL	<5	13.7	▼	✗

Nevada State Public Charter School Authority

2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada Horizon ES

Address: 1360 S Boulder Hwy, Henderson, NV, 89015
Website: https://www.pinecresthorizon.org/
Oct. 1 2019 Enrollment: 771
2019-20 Grades Served: K-5
2019-20 NSPF Rating: N/A
Comparison District: Clark
2019-20 Comparison School: Morrow ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

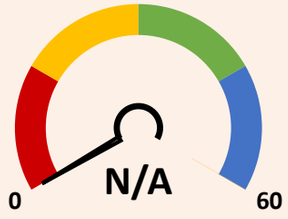
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

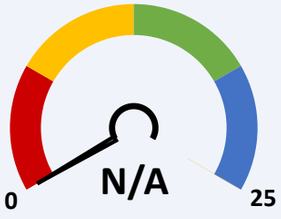
SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



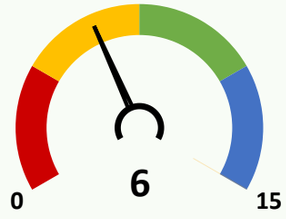
NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥30 and <40	80.4	▼	✗
	IEP	≥10 and <15	12.5	▼	✗
	EL	<5	20.2	▼	✗

Nevada State Public Charter School Authority

2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada Inspirada ES

Address: 2840 Via Contessa, Henderson, NV, 89044
Website: https://www.pinecrestinspirada.org/
Oct. 1 2019 Enrollment: 849
2019-20 Grades Served: K-5
2019-20 NSPF Rating: N/A
Comparison District: Clark
2019-20 Comparison School: Ellis ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

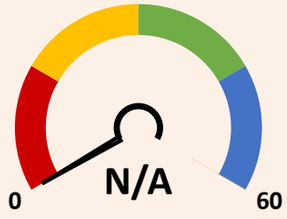
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

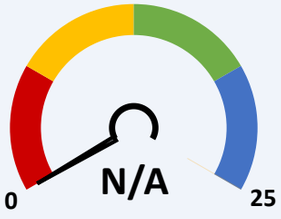
SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



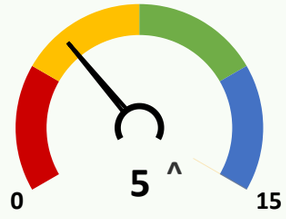
NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



^Bonus Indicator Points: 1

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥10 and <20	80.4	▼	✗
IEP	≥5 and <10	12.5	▼	✗
EL	<5	20.2	▼	✓

Nevada State Public Charter School Authority

2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada Inspirada MS

Address: 2840 Via Contessa, Henderson, NV, 89044
Website: https://www.pinecrestinspirada.org/
Oct. 1 2019 Enrollment: 344
2019-20 Grades Served: 6-8
2019-20 NSPF Rating: N/A
Comparison District: Clark
2019-20 Comparison School: Webb MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

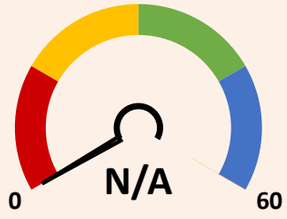
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

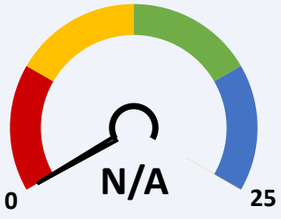
SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



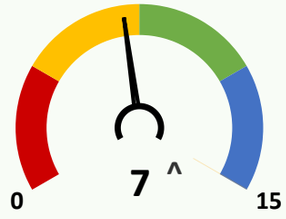
NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



^Bonus Indicator Points: 1

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥5 and <10	74.8	▼	✗
IEP	≥5 and <10	11.7	▼	✗
EL	<5	13.7	▼	✓

Nevada State Public Charter School Authority

2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada Sloan Canyon ES

Address: 675 E Dale Ave, Henderson, NV, 89044
Website: https://www.pinecrestsloancanyon.com/
Oct. 1 2019 Enrollment: 813
2019-20 Grades Served: K-5
2019-20 NSPF Rating: N/A
Comparison District: Clark
2019-20 Comparison School: Ellis ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

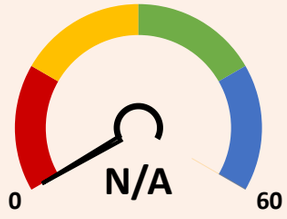
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

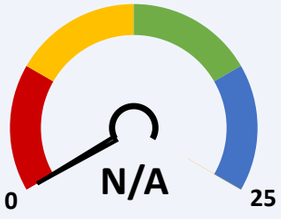
SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



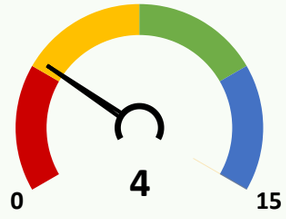
NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥10 and <20	80.4	▼	✗
	IEP	≥5 and <10	12.5	▼	✗
	EL	<5	20.2	▼	✗

Nevada State Public Charter School Authority

2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada Sloan Canyon HS

Address: 655 E Dale Ave, Henderson, NV, 89044
Website: https://www.pinecrestsloancanyon.com/
Oct. 1 2019 Enrollment: 114
2019-20 Grades Served: 9
2019-20 NSPF Rating: N/A
Comparison District: Clark
2019-20 Comparison School: Liberty HS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

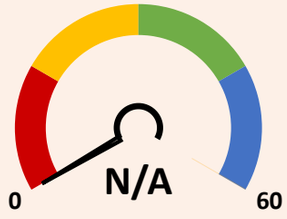
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

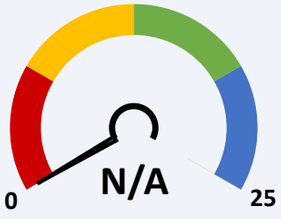
SCHOOL PROGRESS INDICATOR (NO POINTS)

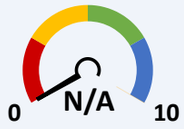
Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

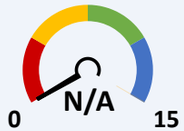
GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).





NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)



NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.

Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 9-12 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥10 and <20	67.2	▼	✗
IEP	≥10 and <15	10.4	▲	✗
EL	<5	13.3	▼	✗

Nevada State Public Charter School Authority

2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada Sloan Canyon MS

Address: 655 E Dale Ave, Henderson, NV, 89044
Website: https://www.pinecrestsloancanyon.com/
Oct. 1 2019 Enrollment: 309
2019-20 Grades Served: 6-8
2019-20 NSPF Rating: N/A
Comparison District: Clark
2019-20 Comparison School: Webb MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

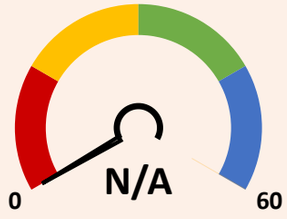
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

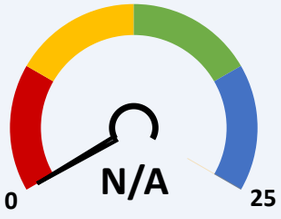
SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



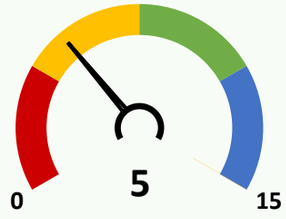
NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥10 and <20	74.8	▼	✗
IEP	≥5 and <10	11.7	▼	✗
EL	<5	13.7	▼	✗

Nevada State Public Charter School Authority

2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada St Rose ES

Address: 1385 E Cactus Ave, Las Vegas, NV, 89183
Website: https://www.pinecreststrose.org/
Oct. 1 2019 Enrollment: 638
2019-20 Grades Served: K-5
2019-20 NSPF Rating: N/A
Comparison District: Clark
2019-20 Comparison School: Barber ES

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

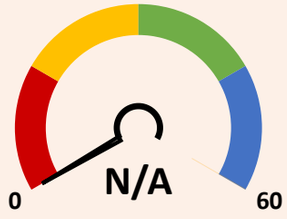
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

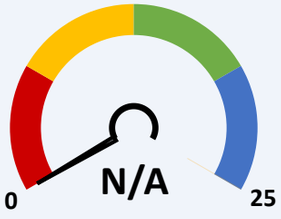
SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



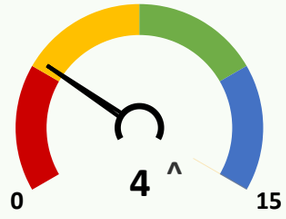
NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



^Bonus Indicator Points: 1

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥20 and <30	80.4	▼	✓
IEP	≥5 and <10	12.5	▼	✗
EL	<5	20.2	▼	✗

Nevada State Public Charter School Authority

2019-20 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada St Rose MS

Address: 1385 E Cactus Ave, Las Vegas, NV, 89183
Website: https://www.pinecreststrose.org/
Oct. 1 2019 Enrollment: 342
2019-20 Grades Served: 6-8
2019-20 NSPF Rating: N/A
Comparison District: Clark
2019-20 Comparison School: Silvestri MS, Webb MS

2019-20

N/A

An Academic Performance Framework rating cannot be calculated. A 2019-20 NSPF star rating is unavailable, which is required for this rating.

2018-19

N/A

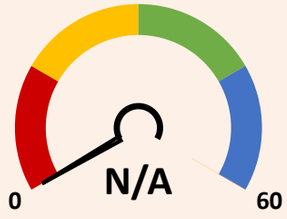
The 2018-19 Framework was not released publicly.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2019-20 NSPF index scores are unavailable.

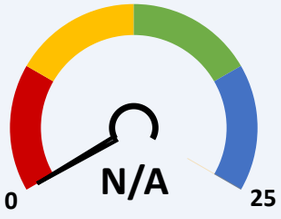
SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

This indicator cannot be calculated, as 2019-20 assessment results are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



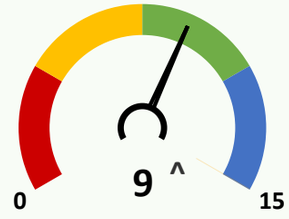
NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



^Bonus Indicator Points: 1

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥20 and <30	74.8	▼	✓
IEP	≥10 and <15	11.7	▲	✗
EL	<5	13.7	▼	✗

Nevada State Public Charter School Authority

2020-21 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada Cadence ES

Address: 225 Grand Cadence Dr, Henderson, NV, 89015
Website: https://www.pinecrestcadence.org/
Oct. 1 2020 Enrollment: 806
2020-21 Grades Served: K-5
2020-21 NSPF Rating: N/A
Comparison District: Clark
2020-21 Comparison School: Sewell ES

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

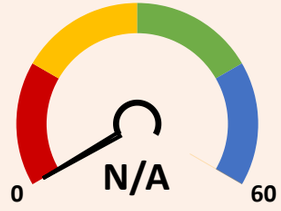
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

SCHOOL PROGRESS INDICATOR (NO POINTS)

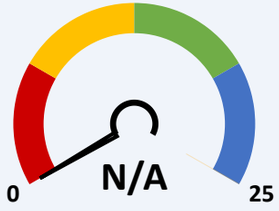
Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

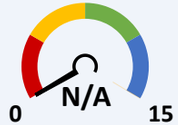
2019-20	2020-21	
N/A	49.1	Lacks 2 years of Math data
N/A	37.6	Lacks 2 years of ELA data

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)



NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.

Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥30 and <40	89.5	▼	✗
IEP	≥10 and <15	12.5	–	✗
EL	<5	18.6	▼	✗

Nevada State Public Charter School Authority

2020-21 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada Cadence HS

Address: 225 Grand Cadence Dr, Henderson, NV, 89015
Website: https://www.pinecrestcadence.org/
Oct. 1 2020 Enrollment: 461
2020-21 Grades Served: 9-12
2020-21 NSPF Rating: N/A
Comparison District: Clark
2020-21 Comparison School: Basic HS

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

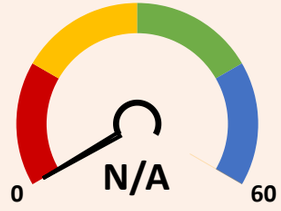
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

SCHOOL PROGRESS INDICATOR (NO POINTS)

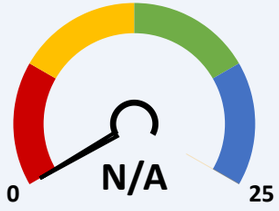
Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

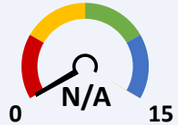
2019-20	2020-21	
50	60.9	Math Non-Proficiency Increased
21.7	36.1	ELA Non-Proficiency Increased

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)



NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.

Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT 9-12 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥20 and <30	80.6	▼	✗
IEP	≥10 and <15	10.5	▼	✗
EL	<5	12.9	▼	✗

Nevada State Public Charter School Authority

2020-21 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada Cadence MS

Address: 225 Grand Cadence Dr, Henderson, NV, 89015
Website: https://www.pinecrestcadence.org/
Oct. 1 2020 Enrollment: 674
2020-21 Grades Served: 6-8
2020-21 NSPF Rating: N/A
Comparison District: Clark
2020-21 Comparison School: Brown JHS

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

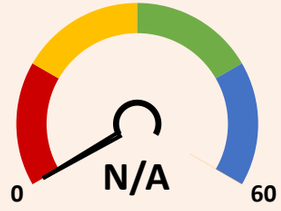
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

SCHOOL PROGRESS INDICATOR (NO POINTS)

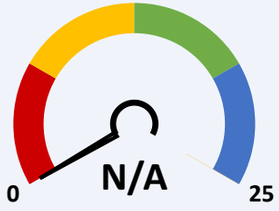
Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

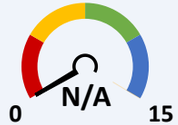
2019-20	2020-21	
N/A	60.8	Lacks 2 years of Math data
N/A	43.5	Lacks 2 years of ELA data

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)



NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.

Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥20 and <30	89.2	▼	✗
IEP	≥10 and <15	11.8	▲	✗
EL	<5	13	▼	✗

Nevada State Public Charter School Authority

2020-21 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada Horizon ES

Address: 1360 S Boulder Hwy, Henderson, NV, 89015
Website: https://www.pinecresthorizon.org/
Oct. 1 2020 Enrollment: 816
2020-21 Grades Served: K-5
2020-21 NSPF Rating: N/A
Comparison District: Clark
2020-21 Comparison School: Morrow ES

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

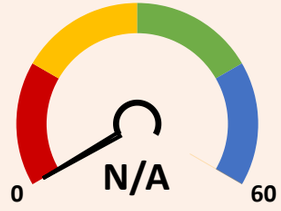
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

SCHOOL PROGRESS INDICATOR (NO POINTS)

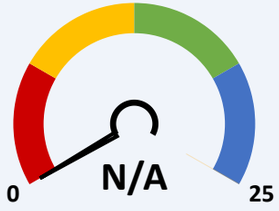
Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

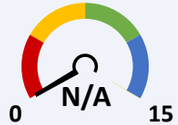
2019-20	2020-21	
N/A	44.3	Lacks 2 years of Math data
N/A	32.9	Lacks 2 years of ELA data

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

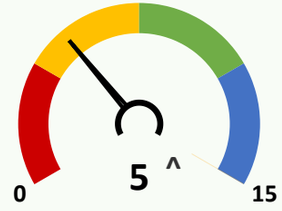


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



^Bonus Indicator Points: 1

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥30 and <40	89.5	▼	✗
IEP	≥5 and <10	12.5	▼	✗
EL	<5	18.6	▼	✓

Nevada State Public Charter School Authority

2020-21 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada Inspirada ES

Address: 2840 Via Contessa, Henderson, NV, 89044
Website: https://www.pinecrestinspirada.org/
Oct. 1 2020 Enrollment: 854
2020-21 Grades Served: K-5
2020-21 NSPF Rating: N/A
Comparison District: Clark
2020-21 Comparison School: Ellis ES

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

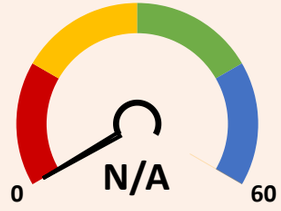
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

SCHOOL PROGRESS INDICATOR (NO POINTS)

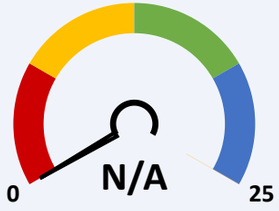
Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

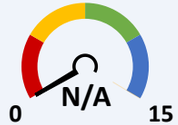
2019-20	2020-21	
N/A	25	Lacks 2 years of Math data
N/A	19.2	Lacks 2 years of ELA data

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

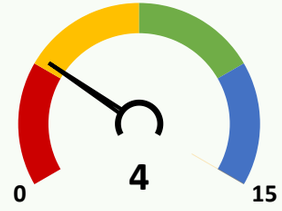


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥10 and <20	89.5	▼	✗
IEP	≥5 and <10	12.5	▼	✗
EL	<5	18.6	▼	✗

Nevada State Public Charter School Authority

2020-21 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada Inspirada MS

Address: 2840 Via Contessa, Henderson, NV, 89044
Website: https://www.pinecrestinspirada.org/
Oct. 1 2020 Enrollment: 370
2020-21 Grades Served: 6-8
2020-21 NSPF Rating: N/A
Comparison District: Clark
2020-21 Comparison School: Webb MS

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

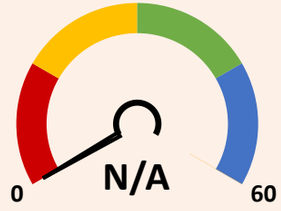
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

SCHOOL PROGRESS INDICATOR (NO POINTS)

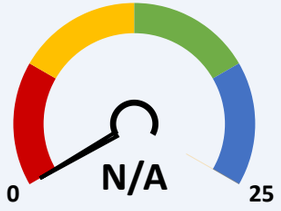
Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

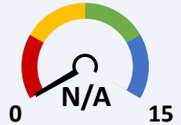
2019-20	2020-21	
N/A	30.2	Lacks 2 years of Math data
N/A	15.2	Lacks 2 years of ELA data

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)



NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.

^Bonus Indicator Points: 1

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥10 and <20	89.2	▼	✓
IEP	≥5 and <10	11.8	▼	✗
EL	<5	13	▼	✗

Nevada State Public Charter School Authority

2020-21 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada Sloan Canyon ES

Address: 675 E Dale Ave, Henderson, NV, 89044
Website: https://www.pinecrestsloancanyon.com/
Oct. 1 2020 Enrollment: 796
2020-21 Grades Served: K-5
2020-21 NSPF Rating: N/A
Comparison District: Clark
2020-21 Comparison School: Ellis ES

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

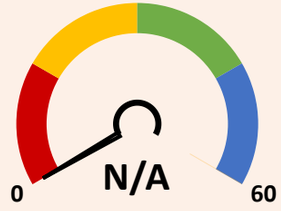
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

SCHOOL PROGRESS INDICATOR (NO POINTS)

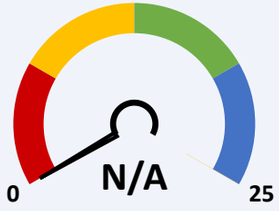
Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

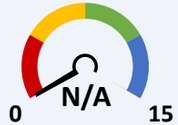
2019-20	2020-21	
N/A	30.4	Lacks 2 years of Math data
N/A	22.2	Lacks 2 years of ELA data

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

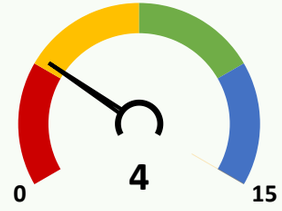


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥10 and <20	89.5	▼	✗
IEP	≥5 and <10	12.5	▼	✗
EL	<5	18.6	▼	✗

Nevada State Public Charter School Authority

2020-21 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada Sloan Canyon HS

Address: 655 E Dale Ave, Henderson, NV, 89044
Website: https://www.pinecrestsloancanyon.com/
Oct. 1 2020 Enrollment: 279
2020-21 Grades Served: 9-10
2020-21 NSPF Rating: N/A
Comparison District: Clark
2020-21 Comparison School: Liberty HS

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

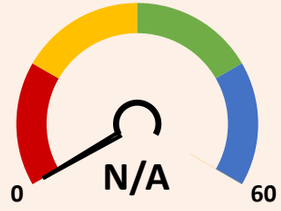
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

SCHOOL PROGRESS INDICATOR (NO POINTS)

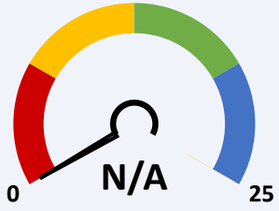
Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

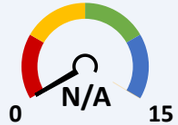
2019-20	2020-21	
N/A	N/A	Lacks 2 years of Math data
N/A	N/A	Lacks 2 years of ELA data

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)



NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.

Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT 9-12 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥10 and <20	80.6	▼	✗
IEP	≥10 and <15	10.5	▲	✗
EL	<5	12.9	▼	✗

Nevada State Public Charter School Authority

2020-21 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada Sloan Canyon MS

Address: 655 E Dale Ave, Henderson, NV, 89044
Website: https://www.pinecrestsloancanyon.com/
Oct. 1 2020 Enrollment: 398
2020-21 Grades Served: 6-8
2020-21 NSPF Rating: N/A
Comparison District: Clark
2020-21 Comparison School: Webb MS

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

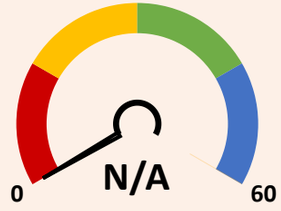
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

SCHOOL PROGRESS INDICATOR (NO POINTS)

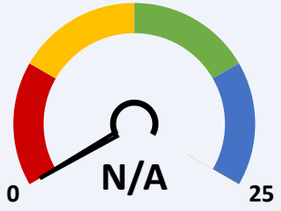
Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

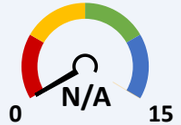
2019-20	2020-21	
N/A	57.2	Lacks 2 years of Math data
N/A	31.8	Lacks 2 years of ELA data

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

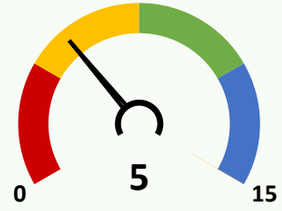


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥10 and <20	89.2	▼	✗
IEP	≥5 and <10	11.8	▼	✗
EL	<5	13	▼	✗

Nevada State Public Charter School Authority

2020-21 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada St Rose ES

Address: 1385 E Cactus Ave, Las Vegas, NV, 89183
Website: https://www.pinecreststrose.org/
Oct. 1 2020 Enrollment: 638
2020-21 Grades Served: K-5
2020-21 NSPF Rating: N/A
Comparison District: Clark
2020-21 Comparison School: Barber ES

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

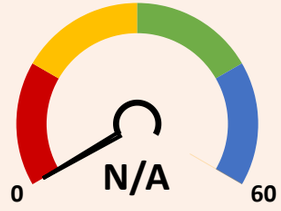
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

SCHOOL PROGRESS INDICATOR (NO POINTS)

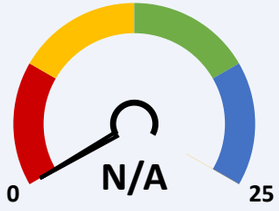
Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

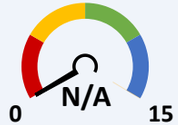
2019-20	2020-21	
N/A	37.9	Lacks 2 years of Math data
N/A	30.8	Lacks 2 years of ELA data

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

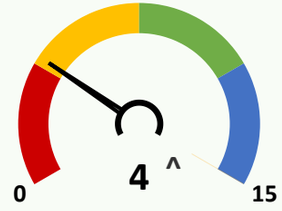


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



^Bonus Indicator Points: 1

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥20 and <30	89.5	▼	✗
IEP	≥5 and <10	12.5	▲	✗
EL	<5	18.6	▼	✓

Nevada State Public Charter School Authority

2020-21 School Year: Academic Performance Framework

In the Academic Performance Framework, schools earn points for performance, which are totaled to a final score and performance level. See the Framework Technical Guide for details.

Pinecrest Academy of Nevada St Rose MS

Address: 1385 E Cactus Ave, Las Vegas, NV, 89183
Website: https://www.pinecreststrose.org/
Oct. 1 2020 Enrollment: 369
2020-21 Grades Served: 6-8
2020-21 NSPF Rating: N/A
Comparison District: Clark
2020-21 Comparison School: Silvestri JHS

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

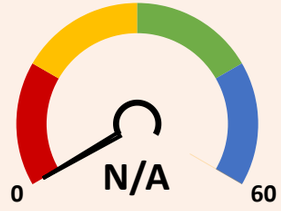
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

SCHOOL PROGRESS INDICATOR (NO POINTS)

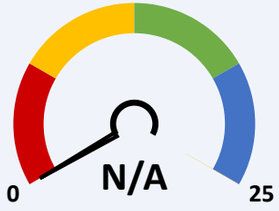
Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

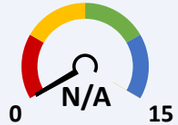
2019-20	2020-21	
N/A	57.9	Lacks 2 years of Math data
N/A	36.2	Lacks 2 years of ELA data

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)



NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.

^Bonus Indicator Points: 1

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

GRP.	CHARTER	DISTRICT	DIFF.	BONUS
FRL	≥20 and <30	89.2	▼	✗
IEP	≥10 and <15	11.8	▲	✗
EL	<5	13	▼	✓

Nevada State Public Charter School Authority

2021-22 School Year: SPCSA Academic Performance Framework

Pinecrest Academy of Nevada Cadence ES

How to Print

- NSHS Northwest HS
- NSHS Southwest HS
- NSHS Summerlin HS
- NSHS Sunrise HS
- NV Connections Acad HS
- NV Prep ES
- NV Prep MS
- NV Rise ES
- Oasis Acad ES
- Oasis Acad HS
- Oasis Acad MS
- (●) PAN Cadence ES
- PAN Cadence HS
- PAN Cadence MS
- PAN Horizon ES
- PAN Inspirada ES
- PAN Inspirada MS
- PAN Sloan Canyon ES
- PAN Sloan Canyon HS
- PAN Sloan Canyon MS
- PAN St Rose ES
- PAN St Rose MS
- Pinecrest North NV ES
- Pinecrest North NV MS
- Quest Northwest ES
- Quest Northwest MS
- Select a school
- Signature Prep ES
- Signature Prep MS
- Silver Sands ES
- Silver Sands MS
- SLAM Acad ES
- SLAM Acad HS
- SLAM Acad MS
- Somerset Aliante ES

SCHOOL INFORMATION
All information is for the 2021-22 school year.

Address: 225 Grand Cadence Dr, Henderson, NV, 89015
Website: https://www.pinecrestcadence.org/
Validation Day Enrollment: 805
Grades Served: K-5
NSPF Rating: N/A
Comparison District: Clark
Comparison School: Sewell ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

82.8
EXCEEDS STANDARD

PRIOR YEAR RATING
N/A
NOT CALCULATED

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

49.8/60

Sixty percent of the school's 2021-22 NSPF score (83) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency decreased from 37.6% (prior year) to 37% (current year).
- Math non-proficiency decreased from 49.1% (prior year) to 37% (current year).

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

25/25

15 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 33.9 between school (83 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 48 between school (83 points) and comparison school (35 points).

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

8/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5 School FRL rate of ≥30 to <40% compared to district GrK-5 FRL rate of >95%.

5/5 School IEP rate of ≥15 to <20% 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%.

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2021-22 School Year: SPCSA Academic Performance Framework

Pinecrest Academy of Nevada Cadence HS

How to Print

- NSHS Northwest HS
- NSHS Southwest HS
- NSHS Summerlin HS
- NSHS Sunrise HS
- NV Connections Acad HS
- NV Prep ES
- NV Prep MS
- NV Rise ES
- Oasis Acad ES
- Oasis Acad HS
- Oasis Acad MS
- PAN Cadence ES
- PAN Cadence HS
- PAN Cadence MS
- PAN Horizon ES
- PAN Inspirada ES
- PAN Inspirada MS
- PAN Sloan Canyon ES
- PAN Sloan Canyon HS
- PAN Sloan Canyon MS
- PAN St Rose ES
- PAN St Rose MS
- Pinecrest North NV ES
- Pinecrest North NV MS
- Quest Northwest ES
- Quest Northwest MS
- Select a school
- Signature Prep ES
- Signature Prep MS
- Silver Sands ES
- Silver Sands MS
- SLAM Acad ES
- SLAM Acad HS
- SLAM Acad MS
- Somerset Aliante ES

SCHOOL INFORMATION

All information is for the 2021-22 school year.

Address: 220 Taylor St, Henderson, NV, 89015
Website: https://www.pinecrestcadence.org/
Validation Day Enrollment: 563
Grades Served: 9-12
NSPF Rating: N/A
Comparison District: Clark
Comparison School: Basic HS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

85.3
EXCEEDS STANDARD

PRIOR YEAR RATING

N/A
NOT CALCULATED

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of SPCSA school score in Nevada school ratings (NSPF).

52.3/60

Sixty percent of the school's 2021-22 NSPF score (87.2) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency increased from 36.1% (prior year) to 38.4% (current year).
- Math non-proficiency decreased from 60.9% (prior year) to 55.6% (current year).

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)

9/10

NSPF score difference of 24.4 between school (87.2 points) and comparison district (62.8 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 34.2 between school (87.2 points) and comparison school (53 points).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

8/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5

School FRL rate of ≥20 to <30% compared to district Gr9-12 FRL rate of >95%.

5/5

School IEP rate of ≥10 to <15% compared to district Gr9-12 IEP rate of 10.3%.

2/5

School EL rate of <5% compared to district Gr9-12 EL rate of 13.2%.

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2021-22 School Year: SPCSA Academic Performance Framework

- NSHS Northwest HS
- NSHS Southwest HS
- NSHS Summerlin HS
- NSHS Sunrise HS
- NV Connections Acad HS
- NV Prep ES
- NV Prep MS
- NV Rise ES
- Oasis Acad ES
- Oasis Acad HS
- Oasis Acad MS
- PAN Cadence ES
- PAN Cadence HS
- (●) PAN Cadence MS
- PAN Horizon ES
- PAN Inspirada ES
- PAN Inspirada MS
- PAN Sloan Canyon ES
- PAN Sloan Canyon HS
- PAN Sloan Canyon MS
- PAN St Rose ES
- PAN St Rose MS
- Pinecrest North NV ES
- Pinecrest North NV MS
- Quest Northwest ES
- Quest Northwest MS
- Select a school
- Signature Prep ES
- Signature Prep MS
- Silver Sands ES
- Silver Sands MS
- SLAM Acad ES
- SLAM Acad HS
- SLAM Acad MS
- Somerset Aliante ES

Pinecrest Academy of Nevada Cadence MS

How to Print

SCHOOL INFORMATION
All information is for the 2021-22 school year.

Address: 220 Taylor St, Henderson, NV, 89015
Website: https://www.pinecrestcadence.org/
Validation Day Enrollment: 710
Grades Served: 6-8
NSPF Rating: N/A
Comparison District: Clark
Comparison School: Brown JHS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

77.6
MEETS STANDARD

PRIOR YEAR RATING
N/A
NOT CALCULATED

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

42.6/60

Sixty percent of the school's 2021-22 NSPF score (71) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency increased from 43.5% (prior year) to 45% (current year).
- Math non-proficiency decreased from 60.8% (prior year) to 50.7% (current year).

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

25/25

15 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 26.3 between school (71 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 28.5 between school (71 points) and comparison school (42.5 points).

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

10/15

Indicator bonus points for: EL.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5 School FRL rate of ≥30 to <40% compared to district Gr6-8 FRL rate of >95%.

5/5 School IEP rate of ≥10 to <15% 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%.

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2021-22 School Year: SPCSA Academic Performance Framework

- NSHS Northwest HS
- NSHS Southwest HS
- NSHS Summerlin HS
- NSHS Sunrise HS
- NV Connections Acad HS
- NV Prep ES
- NV Prep MS
- NV Rise ES
- Oasis Acad ES
- Oasis Acad HS
- Oasis Acad MS
- PAN Cadence ES
- PAN Cadence HS
- PAN Cadence MS
- (●) PAN Horizon ES
- PAN Inspirada ES
- PAN Inspirada MS
- PAN Sloan Canyon ES
- PAN Sloan Canyon HS
- PAN Sloan Canyon MS
- PAN St Rose ES
- PAN St Rose MS
- Pinecrest North NV ES
- Pinecrest North NV MS
- Quest Northwest ES
- Quest Northwest MS
- Select a school
- Signature Prep ES
- Signature Prep MS
- Silver Sands ES
- Silver Sands MS
- SLAM Acad ES
- SLAM Acad HS
- SLAM Acad MS
- Somerset Aliante ES

Pinecrest Academy of Nevada Horizon ES

How to Print

SCHOOL INFORMATION
All information is for the 2021-22 school year.

Address: 1360 S Boulder Hwy, Henderson, NV, 89015
Website: https://www.pinecresthorizon.org/
Validation Day Enrollment: 871
Grades Served: K-5
NSPF Rating: N/A
Comparison District: Clark
Comparison School: Morrow ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

71.3
MEETS STANDARD

PRIOR YEAR RATING
N/A
NOT CALCULATED

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

48.3/60

Sixty percent of the school's 2021-22 NSPF score (80.5) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency decreased from 32.9% (prior year) to 29.9% (current year).
- Math non-proficiency decreased from 44.3% (prior year) to 32% (current year).

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

15/25

15 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 31.4 between school (80.5 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

3/15

NSPF score difference of 0.5 between school (80.5 points) and comparison school (80 points).

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

8/15

Indicator bonus points for: EL.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5 School FRL rate of ≥30 to <40% compared to district GrK-5 FRL rate of >95%.

4/5 School IEP rate of ≥10 to <15% 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%.

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2021-22 School Year: SPCSA Academic Performance Framework

Pinecrest Academy of Nevada Inspirada ES

How to Print

- NSHS Northwest HS
- NSHS Southwest HS
- NSHS Summerlin HS
- NSHS Sunrise HS
- NV Connections Acad HS
- NV Prep ES
- NV Prep MS
- NV Rise ES
- Oasis Acad ES
- Oasis Acad HS
- Oasis Acad MS
- PAN Cadence ES
- PAN Cadence HS
- PAN Cadence MS
- PAN Horizon ES
- PAN Inspirada ES
- PAN Inspirada MS
- PAN Sloan Canyon ES
- PAN Sloan Canyon HS
- PAN Sloan Canyon MS
- PAN St Rose ES
- PAN St Rose MS
- Pinecrest North NV ES
- Pinecrest North NV MS
- Quest Northwest ES
- Quest Northwest MS
- Select a school
- Signature Prep ES
- Signature Prep MS
- Silver Sands ES
- Silver Sands MS
- SLAM Acad ES
- SLAM Acad HS
- SLAM Acad MS
- Somerset Aliante ES

SCHOOL INFORMATION
All information is for the 2021-22 school year.

Address: 2840 Via Contessa, Henderson, NV, 89044
Website: https://www.pinecrestinspirada.org/
Validation Day Enrollment: 848
Grades Served: K-5
NSPF Rating: N/A
Comparison District: Clark
Comparison School: Ellis ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

85.6
EXCEEDS STANDARD

PRIOR YEAR RATING
N/A
NOT CALCULATED

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

55.6/60

Sixty percent of the school's 2021-22 NSPF score (92.7) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency decreased from 19.2% (prior year) to 15% (current year).
- Math non-proficiency decreased from 25% (prior year) to 15.2% (current year).

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).

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%.

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2021-22 School Year: SPCSA Academic Performance Framework

Pinecrest Academy of Nevada Inspirada MS

How to Print

- NSHS Northwest HS
- NSHS Southwest HS
- NSHS Summerlin HS
- NSHS Sunrise HS
- NV Connections Acad HS
- NV Prep ES
- NV Prep MS
- NV Rise ES
- Oasis Acad ES
- Oasis Acad HS
- Oasis Acad MS
- PAN Cadence ES
- PAN Cadence HS
- PAN Cadence MS
- PAN Horizon ES
- PAN Inspirada ES
- **PAN Inspirada MS**
- PAN Sloan Canyon ES
- PAN Sloan Canyon HS
- PAN Sloan Canyon MS
- PAN St Rose ES
- PAN St Rose MS
- Pinecrest North NV ES
- Pinecrest North NV MS
- Quest Northwest ES
- Quest Northwest MS
- Select a school
- Signature Prep ES
- Signature Prep MS
- Silver Sands ES
- Silver Sands MS
- SLAM Acad ES
- SLAM Acad HS
- SLAM Acad MS
- Somerset Aliante ES

SCHOOL INFORMATION
All information is for the 2021-22 school year.

Address: 2840 Via Contessa, Henderson, NV, 89044
Website: https://www.pinecrestinspirada.org/
Validation Day Enrollment: 338
Grades Served: 6-8
NSPF Rating: N/A
Comparison District: Clark
Comparison School: Webb MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

90.3
EXCEEDS STANDARD

PRIOR YEAR RATING
N/A
NOT CALCULATED

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

58.3/60

Sixty percent of the school's 2021-22 NSPF score (97.2) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency increased from 15.2% (prior year) to 15.6% (current year).
- Math non-proficiency decreased from 30.2% (prior year) to 23.8% (current year).

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).

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%.

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2021-22 School Year: SPCSA Academic Performance Framework

Pinecrest Academy of Nevada Sloan Canyon ES

How to Print

- NSHS Northwest HS
- NSHS Southwest HS
- NSHS Summerlin HS
- NSHS Sunrise HS
- NV Connections Acad HS
- NV Prep ES
- NV Prep MS
- NV Rise ES
- Oasis Acad ES
- Oasis Acad HS
- Oasis Acad MS
- PAN Cadence ES
- PAN Cadence HS
- PAN Cadence MS
- PAN Horizon ES
- PAN Inspirada ES
- PAN Inspirada MS
- PAN Sloan Canyon ES
- PAN Sloan Canyon HS
- PAN Sloan Canyon MS
- PAN St Rose ES
- PAN St Rose MS
- Pinecrest North NV ES
- Pinecrest North NV MS
- Quest Northwest ES
- Quest Northwest MS
- Select a school
- Signature Prep ES
- Signature Prep MS
- Silver Sands ES
- Silver Sands MS
- SLAM Acad ES
- SLAM Acad HS
- SLAM Acad MS
- Somerset Aliante ES

SCHOOL INFORMATION

All information is for the 2021-22 school year.

Address: 675 E Dale Ave, Henderson, NV, 89044
Website: https://www.pinecrestsloancanyon.com/
Validation Day Enrollment: 804
Grades Served: K-5
NSPF Rating: N/A
Comparison District: Clark
Comparison School: Ellis ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

86.5
EXCEEDS STANDARD

PRIOR YEAR RATING

N/A
NOT CALCULATED

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of SPCSA school score in Nevada school ratings (NSPF).

55.5/60

Sixty percent of the school's 2021-22 NSPF score (92.5) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency decreased from 22.2% (prior year) to 22% (current year).
- Math non-proficiency decreased from 30.4% (prior year) to 22.8% (current year).

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 43.4 between school (92.5 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

11/15

NSPF score difference of 16.5 between school (92.5 points) and comparison school (76 points).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

6/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5

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

4/5

School IEP rate of ≥10 to <15% 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%.

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2021-22 School Year: SPCSA Academic Performance Framework

Pinecrest Academy of Nevada Sloan Canyon HS

How to Print

- NSHS Northwest HS
- NSHS Southwest HS
- NSHS Summerlin HS
- NSHS Sunrise HS
- NV Connections Acad HS
- NV Prep ES
- NV Prep MS
- NV Rise ES
- Oasis Acad ES
- Oasis Acad HS
- Oasis Acad MS
- PAN Cadence ES
- PAN Cadence HS
- PAN Cadence MS
- PAN Horizon ES
- PAN Inspirada ES
- PAN Inspirada MS
- PAN Sloan Canyon ES
- (●) PAN Sloan Canyon HS
- PAN Sloan Canyon MS
- PAN St Rose ES
- PAN St Rose MS
- Pinecrest North NV ES
- Pinecrest North NV MS
- Quest Northwest ES
- Quest Northwest MS
- Select a school
- Signature Prep ES
- Signature Prep MS
- Silver Sands ES
- Silver Sands MS
- SLAM Acad ES
- SLAM Acad HS
- SLAM Acad MS
- Somerset Aliante ES

SCHOOL INFORMATION
All information is for the 2021-22 school year.

Address: 655 E Dale Ave, Henderson, NV, 89044
Website: https://www.pinecrestsloancanyon.com/
Validation Day Enrollment: 414
Grades Served: 9-11
NSPF Rating: N/A
Comparison District: Clark
Comparison School: Liberty HS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

N/A
COULD NOT BE RATED

PRIOR YEAR RATING

N/A
NOT CALCULATED

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

N/A

Indicator cannot be calculated. NSPF rating/score requirements not met.

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

N/A

Indicator cannot be calculated. Indicator measures are unavailable.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

N/A

Measure cannot be calculated. The school and/or comparison district NSPF score is unavailable.

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

N/A

Measure cannot be calculated. The school and/or comparison school NSPF score is unavailable.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- Measure cannot be calculated. Two years of ELA data are unavailable.
- Measure cannot be calculated. Two years of Math data are unavailable.

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

8/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5 School FRL rate of ≥10 to <20% compared to district Gr9-12 FRL rate of >95%.

5/5 School IEP rate of ≥10 to <15% compared to district Gr9-12 IEP rate of 10.3%.

2/5 School EL rate of <5% compared to district Gr9-12 EL rate of 13.2%.

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2021-22 School Year: SPCSA Academic Performance Framework

Pinecrest Academy of Nevada Sloan Canyon MS

How to Print

- NSHS Northwest HS
- NSHS Southwest HS
- NSHS Summerlin HS
- NSHS Sunrise HS
- NV Connections Acad HS
- NV Prep ES
- NV Prep MS
- NV Rise ES
- Oasis Acad ES
- Oasis Acad HS
- Oasis Acad MS
- PAN Cadence ES
- PAN Cadence HS
- PAN Cadence MS
- PAN Horizon ES
- PAN Inspirada ES
- PAN Inspirada MS
- PAN Sloan Canyon ES
- PAN Sloan Canyon HS
- PAN Sloan Canyon MS
- PAN St Rose ES
- PAN St Rose MS
- Pinecrest North NV ES
- Pinecrest North NV MS
- Quest Northwest ES
- Quest Northwest MS
- Select a school
- Signature Prep ES
- Signature Prep MS
- Silver Sands ES
- Silver Sands MS
- SLAM Acad ES
- SLAM Acad HS
- SLAM Acad MS
- Somerset Aliante ES

SCHOOL INFORMATION

All information is for the 2021-22 school year.

Address: 655 E Dale Ave, Henderson, NV, 89044
Website: https://www.pinecrestsloancanyon.com/
Validation Day Enrollment: 488
Grades Served: 6-8
NSPF Rating: N/A
Comparison District: Clark
Comparison School: Webb MS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

81.6
EXCEEDS STANDARD

PRIOR YEAR RATING

N/A
NOT CALCULATED

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of SPCSA school score in Nevada school ratings (NSPF).

50.6/60

Sixty percent of the school's 2021-22 NSPF score (84.4) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency decreased from 31.8% (prior year) to 28.5% (current year).
- Math non-proficiency decreased from 57.2% (prior year) to 50.5% (current year).

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 39.7 between school (84.4 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

7/15

NSPF score difference of 7.9 between school (84.4 points) and comparison school (76.5 points).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

6/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5

School FRL rate of ≥10 to <20% compared to district Gr6-8 FRL rate of >95%.

3/5

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%.

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2021-22 School Year: SPCSA Academic Performance Framework

- NSHS Northwest HS
- NSHS Southwest HS
- NSHS Summerlin HS
- NSHS Sunrise HS
- NV Connections Acad HS
- NV Prep ES
- NV Prep MS
- NV Rise ES
- Oasis Acad ES
- Oasis Acad HS
- Oasis Acad MS
- PAN Cadence ES
- PAN Cadence HS
- PAN Cadence MS
- PAN Horizon ES
- PAN Inspirada ES
- PAN Inspirada MS
- PAN Sloan Canyon ES
- PAN Sloan Canyon HS
- PAN Sloan Canyon MS
- PAN St Rose ES
- PAN St Rose MS
- Pinecrest North NV ES
- Pinecrest North NV MS
- Quest Northwest ES
- Quest Northwest MS
- Select a school
- Signature Prep ES
- Signature Prep MS
- Silver Sands ES
- Silver Sands MS
- SLAM Acad ES
- SLAM Acad HS
- SLAM Acad MS
- Somerset Aliante ES

Pinecrest Academy of Nevada St Rose ES

How to Print

SCHOOL INFORMATION
All information is for the 2021-22 school year.

Address: 1385 E Cactus Ave, Las Vegas, NV, 89183
Website: https://www.pinecreststrose.org/
Validation Day Enrollment: 643
Grades Served: K-5
NSPF Rating: N/A
Comparison District: Clark
Comparison School: Barber ES

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

81.1
EXCEEDS STANDARD

PRIOR YEAR RATING
N/A
NOT CALCULATED

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

50.1/60

Sixty percent of the school's 2021-22 NSPF score (83.5) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency increased from 30.8% (prior year) to 32.1% (current year).
- Math non-proficiency decreased from 37.9% (prior year) to 28.2% (current year).

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

25/25

15 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 34.4 between school (83.5 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 38 between school (83.5 points) and comparison school (45.5 points).

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

6/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5 School FRL rate of ≥20 to <30% 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%.

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Nevada State Public Charter School Authority

2021-22 School Year: SPCSA Academic Performance Framework

- NSHS Northwest HS
- NSHS Southwest HS
- NSHS Summerlin HS
- NSHS Sunrise HS
- NV Connections Acad HS
- NV Prep ES
- NV Prep MS
- NV Rise ES
- Oasis Acad ES
- Oasis Acad HS
- Oasis Acad MS
- PAN Cadence ES
- PAN Cadence HS
- PAN Cadence MS
- PAN Horizon ES
- PAN Inspirada ES
- PAN Inspirada MS
- PAN Sloan Canyon ES
- PAN Sloan Canyon HS
- PAN Sloan Canyon MS
- PAN St Rose ES
- (●) PAN St Rose MS
- Pinecrest North NV ES
- Pinecrest North NV MS
- Quest Northwest ES
- Quest Northwest MS
- Select a school
- Signature Prep ES
- Signature Prep MS
- Silver Sands ES
- Silver Sands MS
- SLAM Acad ES
- SLAM Acad HS
- SLAM Acad MS
- Somerset Aliante ES

Pinecrest Academy of Nevada St Rose MS

How to Print

SCHOOL INFORMATION
All information is for the 2021-22 school year.

Address: 1385 E Cactus Ave, Las Vegas, NV, 89183
Website: https://www.pinecreststrose.org/
Validation Day Enrollment: 365
Grades Served: 6-8
NSPF Rating: N/A
Comparison District: Clark
Comparison School: Silvestri JHS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

88.6
EXCEEDS STANDARD

PRIOR YEAR RATING
N/A
NOT CALCULATED

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)
60% of SPCSA school score in Nevada school ratings (NSPF).

56.6/60

Sixty percent of the school's 2021-22 NSPF score (94.4) earned in indicator.

SCHOOL PROGRESS INDICATOR (NO POINTS)
SPCSA school changes in Math/ELA non-proficiency.

- ELA non-proficiency decreased from 36.2% (prior year) to 22.9% (current year).
- Math non-proficiency decreased from 57.9% (prior year) to 47.3% (current year).

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 49.7 between school (94.4 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 64.4 between school (94.4 points) and comparison school (30 points).

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

7/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5

School FRL rate of ≥20 to <30% compared to district Gr6-8 FRL rate of >95%.

3/5

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%.

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the Framework Technical Guide for details.

OVERALL SCORE/RATING TABLE

<20	≥20 and <50	≥50 and <80	≥80
BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD

INDICATOR/MEASURE POINTS EARNED LEGEND

<20%	≥20% to <50%	≥50% to <80%	≥80%
OF PTS EARNED	OF PTS EARNED	OF PTS EARNED	OF PTS EARNED

Appendix C

SITE EVALUATION REPORT

Campus Name:	Pinecrest, Cadence Campus
Grade Levels:	K-12
School Leader:	Jessica Le Neave
Purpose of Site Evaluation:	This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.
Conducted Date:	February 12, 2020
Conducted By:	Selcuk Ozdemir and Danny Peltier

SUMMARY OF SITE EVALUATION

Mission:

Pinecrest Academy of Nevada unites the community to prepare students for college and career.

During our Site Evaluation, the team observed the above mission enacted on the campus as evidenced in classroom activities, and during parent, student, administrative, and staff focus groups.

Site Evaluation team members observed instruction in approximately 20 classrooms.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	Most of the classrooms (12) were rated *Proficient*, and eight were rated *Basic*. Classrooms reflected general respect. Students treated each other with high levels of support and rapport. Teachers in the twelve *Proficient* classrooms generally offered praise for students, particularly when they participated, as well as maximized learning time through school-wide closeout processes.	Distinguished Proficient Basic Unsatisfactory Not Observed
Establishing a Culture for Learning	In 11 of 20 classrooms, there was high culture for learning. In these 11 *Proficient* classrooms there was evidence of students taking pride in their work and initiating improvements while showing a passionate commitment to the subject. In several of the *Proficient* classrooms, students were working in groups of 4-5 and were committed to the subject.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Classroom Procedures	The schoolwide rating is *Proficient* with (12) classrooms showing evidence of routines and procedures that are well established and function smoothly. In these *Proficient* classes, students were highly respectful in their interactions, and the teacher had established behavioral norms that the class understood and followed. Clear standards of conduct have been established, and teachers respond to students in appropriate ways.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Student Behavior	There were some observable instances of student behavior concerns in nine classrooms, leading to a rating of *Basic* for this criterion. These nine classrooms were rated *Basic* because a standard for classroom conduct was either missing or not well-established and consistent. In these *Basic* rated classrooms, responses to student misbehavior were not consistently respectful of individual student needs nor were they consistently subtle. In other classrooms rated *Proficient* (7) and *Distinguished (4),* a more consistent standard of conduct was well established as there were instances of students participating in learning and the instances of misbehavior were fewer. In the *Proficient* classrooms, teachers responded appropriately to misbehavior when students were off-task by verbally reminding students of the topic. They also reiterated the question or comment to ensure students were following along.	Distinguished Proficient Basic Unsatisfactory Not Observed

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	Teachers maintained a balance between verbal and written communication with students. Of the 20 classrooms, 12 observed rated as *Proficient*. Teacher communication with students was clear and accurate both orally and in writing.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Using Questioning and Discussion Techniques	In most classes, observers noted that questions asked were recall or simple yes or no answers. This led to a "Basic" rating for this criterion. In addition, many questions required responses with what appeared to be a limited thought process behind the answer. In eight observed classrooms there was evidence of higher-level questions. Most of these were generally 'How and Why' style questions.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Engaging Students in Learning	In most of the classrooms (12 were rated *Basic* and 8 *Proficient*), students tended to be more disengaged than engaged. In those *Basic* classes, there was limited participation by all students. Responses observed came from the same voices in each classroom.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Using Assessment in Instruction	The SPCSA team did not observe enough instances of this criterion to provide a rating.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**

III. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	Operations, procedures, and practices appeared to be consistently designed and implemented with the school's mission in mind. With the Dual credit program, students have the opportunity to gain college credits while working towards completing their high school education. Cadence also offers these students a CTE Pathway program, which includes electives such as cybersecurity and aviation classes, which gets them motivated and prepared for a future career.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Managing Schoolwide Procedures	Procedures were implemented with a general consistency of implementation of procedures, including students greeting visitors and students standing up to respond to questions.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Maintaining a Safe Environment	There is a clear, consistently implemented check-in, arrival, and safety procedures in place at the campus. Students reported feeling safe, and there was an emphasis on ensuring student's safety in conversations with school leadership and as observed throughout the day.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**

IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
Governing Board[1]	2	30 minutes
Parents/Families	8	30 minutes
Students	11	30 minutes
School Leadership	4	30 minutes
Staff	10	30 minutes

Governing Board:

The Governing Board focus group was conducted virtually prior to the school evaluations on February 2nd from 9:30-10:00 am. The focus group is representative of all Pinecrest campuses and the same report information and has been inserted into the individual school report.

- Board members shared their understanding of the mission- to prepare students for college and career. They added that the critical design elements are through STEM, data, and dual enrollment programs. The decisions are made based upon the drive to uphold the mission. One member of the board said, "We collect and analyze the data throughout the year. We spend a great deal of energy and time looking at test scores and metrics to see how this is going to affect outcomes for the Pinecrest schools."

- When asked about how the board is appraised of school achievement levels, the board reported that Data is given to the board and reviewed at open meetings. One board member went on to explain, "A few meetings ago-every school's performances were up on a screen in the multi-purpose room, and Jessica Barr guided us in looking at state and national standards. In addition, we looked at types of interventions to be considered to boost student achievement. At this presentation, the outcomes were good, but one area of concern was in the ELL population, and we know there is room for improvement. The board will think about resources to support those improvements."

- Board members reported that they meet about every six to eight weeks and said the board is very stable. Some members have termed out, and the newest member has been on board for three years.

- There is an official annual evaluation for each principal of the school, which is conducted by the board. Surveys at each school site help guide these evaluations.

- Parent involvement at board meetings is dependent upon what is on the agenda. Some agenda items do not have as much parent attendance than others, and sports-related items receive the highest attendance.

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

- The board reviews policies and procedures consistently, and as often as needed. For example, if an item on the handbook needs to be updated, the board becomes aware, and they act on this information quickly.

- According to the Board, Pinecrest has grown from one campus to five, and Academica's experience and knowledge are appreciated. Regarding growth and expansion, board members commented that there were a lot of active parents wanting another campus in the Sloan Canyon area, and parents were the main driver of this expansion happening. Growth is based on community needs, parents, and how Academica can support the opening of a new campus. By "need," the board is referring to growing communities. For example, the Inspirada Campus came about because of how the planned housing community is expanding, and there was not currently a charter in this area, and they recognized that the need was there.

- Regarding the thought of a weighted lottery, the board is open to making the school diverse, and we are not opposed to the weighted lottery. One board member commented, "We have not had specific conversations about how our existing schools meet AB 462 and the subpopulations."

- The board said that they have a sub-committee for finance with three members: "We review the enrollment projections, state's funding program for next year, cash flow, and bonds. We have a third party of outside experts who provides information to the board to help us make good decisions. Financial Reports are by campus, and so there is a great deal of information to look over."

- Looking ahead to the next three to five years, the board wants to maintain a robust financial position and offer the best product possible to students regarding achievement. The board made it clear that their priority is to help Nevada improve the statistics because, as a state, the performance numbers are low. The board wants to help students to become productive members of society.

Parents/Families:

- Parents spoke highly of the school and were all very pleased with the education the school is providing to their students. Parents spoke about the variety of reasons they had for choosing to send their students to this school including budget cuts at other schools, the proximity of the campus to their home, the need for more challenging instruction, available services provided to special needs children, communication by staff and school leadership, and the willingness of staff and leadership to work with them in unique circumstances. One parent said, "We relocated from San Diego and our twins had separation anxiety. Pinecrest was the only school that was willing to listen to our needs, and work with us so that our daughters could have an educational setting that catered to them."

- Parents questioned if they felt their children are academically challenged; parents all agreed the school did an excellent job of challenging their children. Parents noted

that since their children can attend the school from Kindergarten through 12th grade, teachers in all grade levels can know their children well and are therefore able to push the students if they are not giving full effort in class. One parent noted that since their child's teacher knew them before he attended her class, the teacher knew what their student was capable of and did not let him slide by without giving his best effort.

- Parents also spoke and said they felt that the school also does not overwhelm students, and the staff finds the right balance between academic challenges and overburdening.

- Regarding communication, parents said the school does a great job of communicating with them about their children when at school. One parent said, "You cannot get away from them when they are trying to schedule the Parent-Teacher Conferences!"

- When asked about volunteering at the school, parents said they enjoyed the opportunity they had to be involved with their children's' school. They also said that volunteering allowed them to meet other parents at the school and get to know the parents of their children's friends.

- A concern brought up during the focus group was the quality of the hot lunch food options at the school. The parents felt the hot lunches could be better, and they wished better food is provided for their children.

- Another concern for some parents was the size of some of the classrooms. Parents said they hoped that some of the classes that had upwards of 30 students could be smaller because they felt that 30 students in one classroom were too many for the teacher to handle.

- Parents also expressed strong opposition when discussing a proposal by the school to move from "split times" to three start times in the future. One parent stated that it would be a deal-breaker. This discussion occurred when the SPCSA staff asked if there was anything, they wished the school could change or improve.

Students:

- When asked about what they liked best about this school, students said they liked the dual credit program, the challenges the school provided academically, the various electives available, and the various sports activities that were open to students.

- When questioned about their least favorite thing about the school, student's answers varied overall. Some students mentioned they would like to see the dress code relaxed for students in the high school grade levels, while another said they struggled with the iReady blended learning. One constant concern among the entire group was bullying and the disrespect shown by some students to one another and even to

teachers. One student commented, "I do not like how the school deals with the bullying problem. School leaders say that they are handling it, but nothing ever seems to happen." Another student added, "Students treat each other with disrespect, and people act like they are better than other people. This happens with teachers too. Some of the students are very disrespectful to the teachers, and there are fights in classrooms."

- When asked if they felt respected in their classes, the students said they generally felt respected. However, there were instances discussed where students said they felt like their teacher talks down to them, and they were afraid of speaking up in class. Students also spoke about how some students are mean to one another during class, and that also caused them not to want to speak up. The middle school grade levels appeared to be where this type of situation was occurring based on the discussion of the group.

- Students spoke very positively about the dual enrollment program and all said they are excited to be earning both high school and college credits at the same time.

- A few of the high school students said they felt like the school could do a better job in preparing them for the "Academic College Board" because they felt underprepared and were nervous about how they would do.

- Overall, the students said they felt safe on the campus and that staff does a good job making the school feel safe. While they mentioned bullying, students said that on any given day, they feel safe at this school and enjoy being there.

<u>Leadership:</u>

- When asked what the leadership team thought the greatest strength of the school was, they responded they were proud that they had built this school from nothing to what it is now in just three years. The leadership team also spoke about the diversity of the school is a great strength as well. They said the teachers are focused on the whole student, both emotionally and academically, and that level of attention has created a positive learning environment for all who attend the school. Other strengths of the school discussed were the CTE program, dual enrollment program, performing arts, and the focus on the social and emotional health of the students.

- The leadership team also spoke positively about the staff. Specifically, at the school staff and how they are integral to building the school into what it is now. One leadership team member said, "We have pulled together 165 people, and they never make excuses, even though this is a new school."

- When asked how the leadership team plans to maintain, and improve, the school's star rating, all members of the focus group said it was something they focus on every day. One focus group member said, "It is something we work on and talk about all of the time. Data days, PLC meetings, and many data analysis are just some of the ways we assess how the school is doing." Another member of the focus group stated the

school looks at student growth data and chronic absenteeism frequently. Chronic absenteeism is a current issue at the school, and the leadership team continues to work on that issue amongst themselves and with all of the school staff. The team also said the addition of a secondary attendance clerk has also helped in addressing chronic absenteeism.

- When asked what the factors were in the school's higher than average chronic absenteeism rate, the group spoke about the makeup of the school and how that makeup contributes to the chronic absenteeism rate for a variety of reasons. These reasons included long vacations outside the country, lack of consistent transportation to get the student to school, and an increase in mental health issues among students. The leadership team indicated that they combat this through a clear attendance policy and following up with parents as much as they can.

- When discussing how the leadership team uses data to inform instruction, they listed iReady, MAP testing and the Power Hour for grades K-4. One focus group member said, "In January, there was a data day and all of the teams got together to breakdown the data and work to identify the Jackpot Standards. We looked at what had been taught and grasped and identified upcoming lessons that may cause issues based on the data we reviewed."

- In discussing the factors that contribute to have led to a collaborative team, the focus group provided examples such as common prep periods for teachers, the professional development opportunities for teachers, and the overall relationships with teachers, administration, and the students. One focus group participant highlighted the behavior support team that assists classroom teachers with pupils who may need additional attention. These type of support systems allow teachers to focus on the class as a whole, while still knowing they have strong support behind them for specific students.

- When asked how the leadership team recruits and retains high quality teachers, the leadership team said they are always reviewing their staff and determining effective ways to bring in quality teachers and keep those teachers form year-to-year. The team also said they try to give their teachers as much support as possible, both personally and professionally, which they see as a major reason they retain around 90 percent of teachers year-over-year.

<u>Staff:</u>

- When asked about their understanding of the school's mission and critical design elements, staff spoke about preparing students for college and careers, bringing the school community together, teaching the curriculum as required by the state, and giving students the best opportunity possible for them to lead healthy successful lives. Staff said they enjoy challenging the students and working with them on their interests, and academics, which hopefully makes school more enjoyable.

- The group was asked how they know when a student is learning and what are the steps taken if they identify a student who needs additional support. Staff members spoke about the different assessments they use, which include MAP and iReady. Staff also said they like putting students into real-life circumstances, which emphasize the importance of each lesson. One staff member spoke about how they are introducing coding to kindergarten students in a way that allows them to understand systems.

- Regarding data, staff said the iReady and MAP tests are essential tools for them to assess the current performance level of each student. They also spoke about data days and Jackpot Standards as other tools that allow them to assess both the students and their instructional methods consistently. For elementary grade levels, the staff spoke highly of Power Hour and how implementing that has allowed them to focus on better-targeted instruction for students. The Power Hour has helped them "hit those standards."

- Staff members also complimented the administration of the school as an important resource for them in developing and implementing the proper lessons in all grade levels. Staff also spoke about how the administration is very supportive of professional development and continuing education.

- Staff also mentioned that there are robust instructional coaching systems in place, which allows for both mentoring and self-reflection in their teaching methods. Additionally, staff said that at the beginning of each school year, the SPED team meets with the general education teachers to identify students with special needs to ensure services are met. The SPED team then continues to follow-up with the general education teachers throughout the year to ensure the progress of those identified students.

- The staff said that the morale at the school is high overall. While there are trying days for any teacher, they appreciated the support they received amongst their colleagues and leadership team. Said one staff member: "We all try to have each other's backs. There are some days when a student may have an altercation with another student. Which then pulls that teacher away from the class as a whole. Other teachers see this and step in to aid which really helps to limit disruption for the rest of the students."

V. OVERALL STRENGTHS OF PROGRAM

A. Pinecrest Academy Network:

1. A system for creating career pathways and retaining talented teachers has been created and implemented within the network. Examples include:

- New teachers receive extra days at the beginning of the school year in order to prepare and learn about the Pinecrest way of educating students.
- One new and talented teacher per year is recognized with the "Rising Star Award". This includes recognition for their outstanding teaching capabilities as a new teacher.
- All staff, including new teachers have access to an instructional coach who will share best practices, model, and co-teach in order to strengthen teaching effectiveness.
- Seasoned, talented, and experienced teachers may be selected to enter the Master Teacher program. This program, now in its third year, requires that the selected group undertake a year of additional teaching methods instruction, journaling, and reflection about teaching. In addition, their teaching is observed by building principals from across the Pinecrest network. Master Teachers who have been successful in completing the requirements of the program are celebrated publicly at a formal sit down, fundraising dinner every May. These teachers are highlighted during the dinner and receive a bonus for each year that they remain within the Pinecrest Network. They are called upon the share their talent and create and provide professional development to others within the network.

2. An emphasis on using data to guide instruction is emphasized within the Pinecrest Network.

- Board members reported that they are appraised of individual school data on a regular basis. They went on to say that as recently as a few weeks ago, each school's performance was put up on a screen in the multi-purpose room and a leader guided the board in looking at achievement levels, state standards, and types of interventions being considered to boost student achievement. The board takes part in reflecting upon the data, both highlights and areas for improvement and will contribute to possible resources to support improvement.

- It was also noted that all Pinecrest schools participate in Data Days. This is a time when students are released from school early, and staff meet. They go over recent data information coming from MAPS, i-ready, and other measures. It is time to look at the data and determine what might help student achievement or what could be different next time.

3. School Leaders meet to collaborate and talk about areas of concern.

- Both Principals and Assistant Principals communicated that they appreciate this time with their peers. One Assistant Principal said that she can get good ideas regarding restorative justice. Even though each school has their own leadership team, leaders meet to learn, communicate, and collaborate.

4. Pinecrest offers a wide variety of elective classes at all campuses and across all grade levels.

- Parent and student focus groups across all campuses shared their appreciation for this aspect of the network, even noting that it was a reason why they choose this school.

B. Pinecrest Cadence Campus

1. The Dual Credit program for high school students to earn college credits has been implemented.

- The appreciation of this program was voiced at the student focus group.
- A dual credit program allows students the opportunity to gain college credits while also focusing on completing high school.
- Students praised the opportunity to get a head start toward the completion of college due to this program.

2. The Pinecrest Cadence Campus offers a wide variety of elective classes across all grade levels.
   - Under the CTE Pathway program, the school has developed an *Intro to Cybersecurity* course for high school students using materials from college and cyber competitions.
   - This is a good example of community partnership (using local Henderson and Las Vegas government, college, and business connections).

3. The Pinecrest Cadence campus places a clear emphasis on using data to guide instruction, and this was observed in classrooms and reinforced throughout the day as the SPCSA evaluation team spoke with stakeholders.

- Staff at the Cadence campus participate in grade-level meetings and Data Days.
- Using a refined process data is reviewed, and additional instructional changes are implemented to best fit the needs of learners based on this data.

VI. 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 unless otherwise noted.

A. Pinecrest Network:

1. As the Pinecrest Network of Charter schools continues to grow and new campuses open, the SPCSA team suggests that the network leaders consider the needs of the existing campuses when opening a new school.

- When more than 50% of the staff leaves a given school site, it is difficult for the remaining staff to maintain a strong sense of community. This can be especially difficult when there is also a new leader that is hired.

- This difficult situation currently exists at both the Horizon and St. Rose campuses. We recommend that the Pinecrest Board and School Leaders take this into account in when opening or expanding schools in the future.

2. Although the Pinecrest Network does not explicitly state that volunteering is mandatory, it was implied during parent focus groups.

- We recommend that the Pinecrest Network to ensure that all messaging both verbal and in writing clearly communicates that volunteering is completely optional as provided for in Nevada regulation.

3. It is important that Pinecrest Network take steps to increase the number of students enrolled in three primary special populations: Free and Reduced Lunch, English Language Learners, and Students with an Individual Education Plan.

- The State Public Charter School Authority is committed to providing equitable access to diverse, innovative and high-quality public schools as reflected in the SPCSA's Academic Performance Framework. The framework will measure how the enrollment of each of these special populations compares with the local school district.

- It is strongly suggested that the network develop systematic methods for increasing enrollment numbers for these populations. SPCSA staff is more than willing to work with Network leadership and the Pinecrest Board to assist in this effort.

B. Cadence Campus

1. **The Cadence campus should continue its efforts to improve chronic absenteeism rates.**

- Continue to communicate the importance of attending school on a regular basis.
- The chronic absenteeism rates for both the elementary school (11.1%) and middle school (12.1%) are higher than the SPCSA averages (8% and 7.9%, respectively).
- Consider targeted communication with parents, specific meetings related to attendance and newsletters or flyers that are distributed regularly.
- The school may also find it valuable to consult with other schools across the state as to effective strategies that can be implemented to mitigate the risk of these rates increasing.

2. **Increase school-wide levels of "Engaging Students in Learning" and "Managing Student Behavior" from *Basic* to *Proficient*.**

- The overall rating of *Basic* in these two categories was due to there being more classrooms in the *Basic* level than in the *Proficient* and *Distinguished* levels.
- It is important to point out that in the area of *Engagement,* seven classrooms were *Proficient* and 4 were *Distinguished.* Through peer coaching and sharing of best practices it is very possible to improve in these two areas and in those 9 classrooms rated *Basic* on this day.
- Of those classrooms rated *Basic,* one or more of the following observations were noted: inconsistent monitoring of student behavior, inconsistent or lack of student participation, lack of timely, specific and relevant feedback to students, and by creating a question/answer/discussion format that has only a few highly motivated students responding to classroom content.
- As staff and members of the leadership at the Cadence campus know, student engagement and classroom management are highly aligned and there are numerous resources regarding these topics from literature, and professional learning modules. Most suggest the following best practices:

    - Make learning relevant and meaningful.
    - Use movement, hand signals, student-led discussions, games, and collaborative learning formats.
    - Provide authentic, specific, and frequent feedback to every student.
    - Allow students both choice in learning activities and an open venue for students to express their opinions and ideas.

3. **Improve "Using Questioning and Discussion Techniques" from *Basic* to *Proficient* or *Distinguished.***

    - Observational data indicates that there were few instances of high level questioning and discussion taking place across the campus during the observational time periods.

- SPCSA staff observed several classrooms where low-level Depth of Knowledge (DOK) questions were asked of students, and instructors asked questions which were either recall or simple yes and no responses rather than higher-level analysis and application.
- Discussion in classrooms makes learning more interactive and engaging and increases both student enjoyment of life-long learning and retention of factual knowledge.
- Student enjoyment of school, engagement in learning tasks, and classroom discussion are very closely tied together.
- Discussion helps students become more attentive respectful listeners, become more connected to a subject, and helps students develop the skills of synthesis and integration. It also affirms students as co-creators of knowledge.

DEFICIENCIES

There were no deficiencies for the Pinecrest Academy -Cadence Campus during this evaluation.

Nevada State Public Charter School Authority

PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE

Name of School: **Pinecrest Cadence Campus**

School Year **2018-2019** Nevada School Performance Framework Rating(s) (NSPF)

Elementary: 4 of 5 stars

Middle School: 5 of 5 stars

High School: NR

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
66.2%	67.2%	65.2%	53.2%
Elementary	Middle	Elementary	Middle

High School Data

Graduation Rate:	Average ACT Composite:
N/A	18.79

SITE EVALUATION REPORT

Campus Name:	Pinecrest, Horizon Campus
Grade Levels:	K-5
School Leader:	Wendy Shirey
Purpose of Site Evaluation:	This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.
Conducted Date:	February 13, 2020
Conducted By:	Karen Gordon and Rebecca Feiden

SUMMARY OF SITE EVALUATION

Mission:

Pinecrest Academy of Nevada unites the community to prepare students for college and career.

The SPCSA team took note of several examples of the mission coming to life throughout the day. An emphasis on the community aspect of the mission was highlighted. The families are highly involved in the day to day operations of the school and were united in efforts to create a strong learning environment for all students at the school. Staff and students displayed a strong commitment to each other and to the mission of preparing students for college and career.

Site Evaluation team members observed instruction in approximately 13 classrooms, grades Kindergarten through Fifth grade.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	Most classrooms (10) reflected very high levels of warmth and caring making them *Distinguished.* Students were kind and respectful to each other and to their teachers. In the *Distinguished* classrooms, interactions between all members of the classroom were highly respectful with teachers using "please" and "thank you" and immediately addressing student concerns. For example, one child wanted to work alone and not with her partner. The teacher resolved this small conflict in a respectful and quick manner before moving on. In another classroom, students were very invested in learning and supporting each other and gave each other high fives after completing their multiplication speed test.	Distinguished Proficient Basic Unsatisfactory Not Observed
Establishing a Culture for Learning	Classroom environments at this campus were consistently positive. In the 10 classrooms rated *Proficient*, there was a genuine culture for learning. In three classrooms rated *Distinguished*, students assumed some responsibility for the learning culture. For example, a 2nd grade classroom teacher reminded students that they were focusing on the main idea. She then asked students to raise their hand if they remember what it is. Afterwards, she asked the students who didn't know to talk to those with hands in the air (who did know). Another example of a *Distinguished* classroom was in an art class where young students had jobs and were ensuring that the classroom functioned well and were committed to the subject.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Classroom Procedures	Classroom procedures and routines were established and functioned smoothly. There were 10 classrooms rated *Proficient* and three rated *Distinguished.* Of those rated *Distinguished*, one teacher addressed misbehavior directly and thanked students for regrouping. In another *Distinguished* classroom, students had jobs and definite procedures. They were talking while arriving to class about who will manage a classroom job for a student absent that day. This was an example of students assuming considerable responsibility for the smooth functioning classroom.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Student Behavior	Most of the classrooms, (10) were rated *Proficient* and teachers were aware of student behavior and maintained clear standards of conduct. Of the three rated *Distinguished* there was evidence of both students	Distinguished Proficient Basic Unsatisfactory

	adhering to expectations and teachers providing subtle responses to student misbehavior and showing sensitivity to individual student needs. In one *Distinguished* classroom, the teacher maintained a calm demeaner with a student who appeared to need high levels of positive feedback and structure. She said to him, "No thank you" when necessary. In another classroom, students begin to misbehave during seat/teamwork time. The teacher asked one of the students to grab his book and paper and work next to the teacher. The other three students continued to delay working on their assignment, and the teacher called a second student over to her, asking the student to bring materials and work next to her. These were quick, calm, and subtle ways of addressing student misbehavior. In another classroom, the teacher had to make a call, and a student called out: "Level 0 [the teacher] is on the phone". This is an example of students participating in monitoring student expectations.	**Not Observed**

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	Teachers communicated clearly and accurately with students in nine classrooms. In one classroom, students were testing and there was no opportunity to observe communication. In the three classrooms rated as *Distinguished,* the purpose of the lessons and expectations were very clear and connected to student background knowledge. For example, in a second-grade classroom, there were two teachers with reading groups with four students in each group. In both groups there were high levels of individual student feedback and formative evaluation taking place. In the other two *Distinguished* classrooms, the teachers made a point of linking new learning to student's backgrounds and the reason for the learning was clear to students.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Using Questioning and Discussion Techniques	In this area, one classroom, with testing taking place, did not have a rating. Another classroom was rated as *Basic* due to no high- level questioning taking place during the observation, even though there appeared to be the opportunity. In this classroom a lower level question was asked, and one student raised their hand, was called upon and answered. In eight classrooms,	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**

	there were some high-level questions asked and higher levels of student participation. There were two classrooms rated *Distinguished*. In one 2nd grade classroom, teachers found supplemental material to go with the Wonders program. This material required students to answer an essential question and supply textual evidence. In another classroom the teacher asked a high-level question and directed students to talk to a partner about the answer. Then she asked students to share what their partner had said with the entire group.	
Engaging Students in Learning	In three classrooms rated *Basic*, there was an inconsistent level of student engagement. In one of these classrooms, the pacing was observed to be a bit slow with lower levels of student engagement while the teacher was talking. In another *Basic* rated classroom, most of the lesson involved a single student responding to a single question. In six classrooms, engagement levels were high with students engaged most of the time, appropriate activities, and suitable structure and pacing of the lessons. There were four *Distinguished* classrooms. In these, best practices such as choral reading, team oriented tasks, well designed centers, turn and talk, and students stating the directions or objective in their own words were observed. In one classroom the teacher had students talking to each other and there were clear protocols. It was clear that this is how the class operates every day.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Using Assessment in Instruction	In one classroom, the students were taking a test on the computer and therefore this criterion was not observed. Two classes were rated *Basic* and teachers did not appear to be checking for understanding at the time of the observation. Seven classrooms were *Proficient*, and students monitored the quality of their work as the teacher monitored the progress of students. In three *Distinguished* classrooms teachers used an essential question to actively and systematically check in on student understanding. In another classroom, the teacher was checking to see how the writing response was carried out and offered individual feedback fitting to that individual student at the time. In another *Distinguished* classroom, the teachers were monitoring the individual progress of students and providing clear high -quality feedback.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**

III. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	The operations and system wide procedures at Horizon Campus were implemented by and for staff on a routine basis. The school's mission appeared to be at the forefront of the all operations, and the schoolwide continuity lends itself to preparing students for college and career.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Schoolwide Procedures	There were definite levels of school-wide procedures both in classrooms and on the campus. For example, hallway passing periods were safe, and a procedure was in place for this. In addition, there is a check in and out at the front area of the school, lunchroom and recess procedures were well established and implemented.	Distinguished Proficient Basic Unsatisfactory Not Observed
Maintaining a Safe Environment	The Horizon campus safety procedures were executed at high levels. The parent and staff focus groups shared their knowledge of procedures put into place and proactive steps taken to ensure high levels of student and staff safety. One example of this is a new sensor installed which alerts the school if there is a gunshot anywhere within 200 feet of the school. In addition, emergency clip boards and posted procedures are available and strategically placed throughout the school the case of an emergency.	Distinguished Proficient Basic Unsatisfactory Not Observed

IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
Governing Board[1]	2	30 minutes
Parents/Families	7	30 minutes
Students	6	30 minutes
School Leadership	3	30 minutes
Staff	7	30 minutes

<u>Governing Board:</u>

The Governing Board focus group was conducted virtually prior to the school evaluations on February 2nd from 9:30-10:00 am. The focus group is representative of all Pinecrest

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

campuses and the same report information and has been inserted into each individual school report

- Board members shared their understanding of the mission- to prepare students for college and career. They added that the key design elements are through STEM, data, and dual enrollment programs. The decisions are made based upon the drive to uphold the mission. One member of the board said, "We collect and analyze the data throughout the year. We spend a great deal of energy and time looking at test scores and metrics to see how this is going to affect outcomes for the Pinecrest schools."

- When asked about how the board is appraised of school achievement levels the board reported that Data is given to the board and reviewed at open meetings. One board member went on to explain, "A few meetings ago-every school's performance was put up on a screen in the multi-purpose room, and Jessica Barr guided us in looking at state and national standards. In addition, we looked at types of interventions to be considered to boost student achievement. At this presentation the outcomes were good, but one area of concern was in the ELL population and we know there is room for improvement. The board will think about resources to support those improvements."

- Board members reported that they meet about every 6-8 weeks and said the board is very stable. Some members have termed out and the newest member has been on board for 3 years.

- There is an official annual evaluation for each principal of the school which is conducted by the board. Surveys at the school sites help guide these evaluations.

- Parent involvement at board meetings is dependent upon what is on the agenda. Some items are more well attended than others and sports related items are very well attended.

- The board reviews policies and procedures on a consistent basis, and as often as needed. For example, if something needs to be updated in the handbook the board becomes aware, they will act on this information quickly.

- According to the Board, Pinecrest has grown from 1 campus to 5 and Academica's experience and knowledge are appreciated. Regarding growth and expansion, board members commented that there were a lot of active parents wanting another campus in the Sloan Canyon area. Growth is based on community needs, parents, and how Academica might assist with expansion operations. help. Pinecrest is trying to meet the needs of a community. One board member commented, "It's not supposed to be one charter against another but all of us working together. By "need" the board is referring to growing communities, for example, the Inspirada Campus came about because you could see the planned housing community and we could see there was not a charter in this area, and we recognized that the need was there.

- Regarding the thought of a weighted lottery, the board is open to making the school diverse and we are not opposed to the weighted lottery. One board member commented, "We have not had specific conversations about how our existing schools meet AB 462 and the sub pops."

- The board said that they have a sub-committee for finance with three members: "We review the enrollment projections, state's funding program for next year, cash flow, and bonds. We have a third party of outside experts provide information to the board to help us make good decisions. Financial Reports are by campus and so there is a great deal of information to look over."

- Looking ahead to the next three to five years, the board wants to maintain a strong financial position and offer the best product possible to students regarding achievement. The board made it clear that their priority is to help Nevada improve the statistics because, as a state, the performance numbers are low. The board wants to help students to become productive members of society.

Parents/Families:

- Parents choose to send their students to Pinecrest Horizon campus for a variety of reasons. One family said, "Our son went to another school, but he was academically struggling, and his reading skills were horrible. Since we have been here, he loves reading." Another parent commented, "I have three children here and my oldest was having trouble at another school, so we had her tested and discovered she has a very high IQ -just a few points from genius. We decided to come here, and she is doing very well." One parent shared that his child has an IEP and his child's needs were not being met at a different school. After coming to this school his child is excited to read and is having a positive educational experience.

- The families commented that a solid partnership between families and the school is critical and believe this is occurring at this school. One parent put it this way, "We believe in working with the schools and teachers, and we know that this requires teamwork and all adults being on the same page." Another parent commented, "Our role as parents is critical, and we serve to reinforce what our child learns here and I look at it like a team. It is the only way learning topics will stick."

- Parents praised Sunset Academy which is the after- school program. They said that students work on homework in small groups during the first hour and then the enrichment begins. They were all very pleased with the benefits of the program and added that the program is free due to a grant, written by a staff member at the school site.

- Family members commented that their children are very challenged at Horizon Pinecrest. They said students are challenged in class and have difficult homework assignments. Parents are committed to working at home with their child. Parents said that teachers are highly supportive. One parent said, "I have three children attending this school and all three are very different. Yet all of them are challenged and have their educational needs met." Families agreed that students are held to a higher standard here and expected to have the ability to take a test and do well the first time, rather than being allowed to re-test. A father shared that his son is challenged in a social way. He has had to interact with others, and the school's population is a mix of types of people, and my son is learning to do this.

- Many parents commended the early elementary teachers at this campus because their children did not want to read and now look forward to it. A parent commented, "My son isn't necessarily challenged at math, but as far as the reading he is encouraged to take his time and read it back to himself. This has made a big difference in his reading ability.

- The school offers a variety of ways for families to be involved including volunteering during the school day, working on things at home for the school, and signing up on Genius for a specific appointment to contribute. Parents said this involves high levels of trust, caring, and a reciprocal relationship between families and school staff.

- Families think very highly of teachers, staff, and school leaders. One parent commented, "You will see Principal Shirey out in car loop every day and she is approachable, friendly, and a very positive force on this campus. When asked about the favorite part of the school parents said that communication levels are very high, and this is between teachers and school leaders. The smaller class sizes are appreciated, and the campus has a true family feel and sense of community with personable, friendly, and caring people. Families indicated that they would not change anything about the school.

<u>Students:</u>

- Students reported that they are very happy attending school here. Some of their favorite things about school include: friends, teachers, staff, being pushed to do their best, activities, including sports- (volleyball, basketball, flag football, cross county, soccer, baseball, t-ball), and other fun events such as "Friday Night Live". This is a time when musicians come to the school and play music, and parents hang out together while students have age-appropriate activities. Students especially like participating in choir, parades, field trips, field day and the other afterschool program called, TEAMS. One student said, "I have friends from many grade levels at TEAMS."

- Students appreciate the safety of the school and shared many details about this. They said the school has lots of cameras, gates around the school so no one can get in, a sign- in process to gain access to campus, and sturdy windows. Students added that the school practices safety drills, fire, lock downs, earthquake drills, and

chemical attacks. Students were aware of how to get help from the school counselor and how to call Safe Voice if needed.

- When asked if the school is challenging, students mentioned Rooty's Room, a place where you can go if you didn't finish your work, are struggling, or you need to work on an assignment. Students shared that going to school here is challenging. One student said that "4th grade is hard, and I don't always understand everything right away. I admit that I'm afraid sometimes to raise my hand and ask a question if I don't understand because other kids may already understand, and I don't want to be made fun of.

- Students seem to have an accepting and inclusive attitude toward others. One young lady commented, "We have resource for those students who may not be with the rest of the class, and we have GATE. This doesn't mean you are smarter than the rest of the class just that you think differently." Another student said that the school has in house suspension for kids who don't listen or do their work. A young man said, "In six years of attending this school, I had all A's but I'm always challenged. For example, if our class is in art, I am challenged because I'm not necessarily good at art.

- Students shared ideas for improving the school. They would like to see the Principal and Assistant Principal in their classrooms and around campus more often because they want to say hello to them. Students explained that it motivates the students to see these leaders. Students would like swings on the playground and feel that some of the gates and fencing around the school should be fixed.

<u>Leadership:</u>

- School leaders reported that they are proud of the positive climate and culture currently at the school and feel it is extremely healthy. One leader commented, "The community is strong, like one giant family down to partners, parents, staff, and teachers who were hired for their heart."

- A leader shared that it is a given that culture is a number one priority but beyond that the school needs to make sure we are aware of and focusing on "hot spots" Certain grade levels are considered on "red alert" because the cohort of students may have more "below level students". The leader put it this way, "Certain grade levels have higher numbers of students in the non-proficient category and we want to improve this opportunity gap. We focus on the intervention schedule, which takes place during the day, and targets students who are struggling. We have implemented a schedule using some of our specialist teachers to create a seven-day rotation that has created an extra period. We have the specialist teachers (music, PE, computers) help by going to classrooms during the intervention time and also have interns from Nevada State College to add to the team. The idea is that small groups of students needing specific support in a skill or concept are provided this small group instruction. We use the classrooms, hallways, and even the lunchroom to accommodate these important groups and to support students."

- According to school leadership, another important academic aspect the school has prioritized is chronic absenteeism. Leadership indicated that this is closely monitored, and students get a prize every month when they meet attendance goals.

- One challenge the school has undergone during this school year is the high rate of teachers, families, and students transferring to the new Sloan Canyon campus. Leaders reported that in 4th and 5th grade, 60% of the staff is new, and in Kindergarten through 2nd grade, 80% of staff is new. The school has responded positively and has begun to hire new teachers based on word of mouth and recommendation from other teachers at the site. The leadership team indicated that they hire great substitute teachers and have participated in Hiring Fairs as well. One leader said, "We grow our own here." The School Leaders mentioned that the Pinecrest Board is very supportive of this campus. The school does have an instructional coach, but she volunteered to work as a 5th grade teacher this year due to the high number of new teachers within this one grade level.

<u>Staff:</u>

- School staff believe that the rigorous curriculum, opportunities for project-based learning and incorporating technology into classrooms are ways that they are preparing students for college and encouraging them to be life-long learners.

- The staff morale is very strong, and teachers are happy. They attribute the strong morale to a supportive leadership team that is positive but continues to push staff to develop, and a culture in which staff are encouraged to get to know each other and support one another.

- Staff members feel strongly that they are using data regularly to drive instruction. Through the monthly data days, staff members look at student performance to inform what to reteach and how to improve their instructional approach. Teachers also monitor students regularly through formal and informal assessments (exit tickets, monitoring student work, etc.).

- Staff believe that one of the school's strengths is family involvement and community support, citing various ways that the school engages parents such as events, volunteering, weekly newsletters, and PTO meetings that are also recorded and posted online.

- Teachers value their professional development opportunities, particularly the fact that the leadership gives choices and considers staff input in developing or sending staff to professional learning opportunities.

- School staff feel that there is an "open door" approach to communication. In addition to formal communication methods, leadership is always available and approachable. Staff outlined regular structures that are in place to enable communication and

collaboration between special education and general education teachers, including attendance by special education staff at grade level meetings and access to weekly reports on special education students.

Results

V. OVERALL STRENGTHS

A. Pinecrest Academy Network:

1. A system for creating career pathways and retaining talented teachers has been created and implemented within the network. Examples include:

- New teachers receive extra days at the beginning of the school year in order to prepare and learn about the Pinecrest way of educating students.
- One new and talented teacher per year is recognized with the "Rising Star Award". This includes recognition for their outstanding teaching capabilities as a new teacher.
- All staff, including new teachers have access to an instructional coach who will share best practices, model, and co-teach in order to strengthen teaching effectiveness.
- Seasoned, talented, and experienced teachers may be selected to enter the Master Teacher program. This program, now in its third year, requires that the selected group undertake a year of additional teaching methods instruction, journaling, and reflection about teaching. In addition, their teaching is observed by building principals from across the Pinecrest network. Master Teachers who have been successful in completing the requirements of the program are celebrated publicly at a formal sit down, fundraising dinner every May. These teachers are highlighted during the dinner and receive a bonus for each year that they remain within the Pinecrest Network. They are called upon the share their talent and create and provide professional development to others within the network.

2. An emphasis on using data to guide instruction is emphasized within the Pinecrest Network.

- Board members reported that they are appraised of individual school data on a regular basis. They went on to say that as recently as a few weeks ago, each school's performance was put up on a screen in the multi-purpose room and a leader guided the board in looking at achievement levels, state standards, and types of interventions being considered to boost student achievement. The board takes part in reflecting upon the data, both highlights and areas for improvement and will contribute to possible resources to support improvement.

- It was also noted that all Pinecrest schools participate in Data Days. This is a time when students are released from school early, and staff meet. They go over recent data information coming from MAPS, i-ready, and other measures. It is time to look at the data and determine what might help student achievement or what could be different next time.

3. School Leaders meet to collaborate and talk about areas of concern.

- Both Principals and Assistant Principals communicated that they appreciate this time with their peers. One Assistant Principal said that she can get good ideas regarding restorative justice. Even though each school has their own leadership team, leaders meet to learn, communicate, and collaborate.

4. Pinecrest offers a wide variety of elective classes at all campuses and across all grade levels.

- Parent and student focus groups across all campuses shared their appreciation for this aspect of the network, even noting that it was a reason why they choose this school.

B. Pinecrest Horizon Campus

1. A strong and healthy school climate and culture has been well established.

- Each focus group taking place on this campus (Administration, Families, Staff and Students) reported a positive, relaxed, happy, and student focused environment for learning.

- This healthy school climate and culture was observed consistently during classroom observations. It was clear that trusting and caring relationships between students and their teachers exist.

- Students were clearly engaged and comfortable asking questions and working with others in their classrooms.

2. Classroom environments were observed and rated *"Distinguished"* at the Horizon campus.

- The leadership and staff are to be commended for their dedication and work in this area. There were multiple examples of trust, care, and respect recorded.

- One outstanding component of this *Distinguished* rating was found in the way teachers consistently addressed students by their first names and were kind and caring in their interactions.

- Teachers consistently used respectful language such as please and thank you when communicating with students. When teachers found it necessary to correct a student for unwanted behavior, the unwanted action was addressed calmly, patiently, and quickly. Clearly these actions are intentional on the part of the teaching staff and this mind-set is consistent.

- Respect from teachers towards students was observed in the way that the teachers took time to listen to what students had to say, and paid attention to student concerns.

- Teaching staff was also observed following up with students, and maintaining a positive rapport, joking and laughing with students in the classroom. The students were observed encouraging one another and working together to learn. This was observed across all grade levels, including Kindergarten.

3. Instructional levels and methods were found to be Proficient to Distinguished.

- There were many instructional practices implemented to motivate and engage students during instructional time.

- There was evidence of higher order thinking, high levels of student voices and students challenging themselves to learn.

- Engagement strategies included: turn and talk, interactive technology, white boards, small group instruction, and well-planned centers.

4. Many Families were engaged with activities on site.

- Family members were observed to be working on fundraising, providing support to teachers, preparing materials, and greeting students at the drop off loop.

- Family members were eagerly contributing to the positive feeling of the campus with a cheerful greeting or an offer to help where needed.

5. There was evidence of one to one and small learning groups taking place in the hallways, lunchroom, and classrooms.

- There was an emphasis placed on best practices for whole group instruction.

- These best practices included grade level teachers creating enhancements to curriculum, adding an essential question, or requiring students to obtain textual evidence at the second-grade level when the publisher curriculum did not contain these items.

6. The campus is maintained in a safe, clean and welcoming manner.

- The building is highly secure with gates, locks, a buzzed- in access, drills, ample adult supervision, and student awareness of safety procedures.

7. The school leaders, and staff are to be commended for creating an inclusive mindset at this campus. Evidence of this includes:

    - Staff showing respect for all questions and comments using verbal and non-verbal cues to encourage participation and to challenge all learners to think deeply and critically.

    - A growth mindset has been fostered. Students seem to understand that intelligence is not a reflection of fixed abilities but can grow over time. This came to light several times on the day of the evaluation. In one instance, a student was explaining the GATE program during the student focus group. She said, "I take part in the GATE program, and it is not that I am smarter than anyone else here, it is that I think differently, and the GATE program helps me build on my thinking." In another instance, a student was explaining a classroom at the school called, "Rudy's Room" where, as the student put it, "Kids can go into this classroom when they need additional time or support with an assignment, or if they just need some quiet time." (This classroom is the Special Education Resource Classroom.) In a final example, students were explaining "in house suspension" as a time when students work by themselves for a day or two to help them regroup and continue their learning.

VI. 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.

A. Pinecrest Network:

1. As the Pinecrest Network of Charter schools continues to grow and new campuses open, the SPCSA team suggests that the network leaders consider the needs of the existing campuses when opening a new school.

- When more than 50% of the staff leaves a given school site, it is difficult for the remaining staff to maintain a strong sense of community. This can be especially difficult when there is also a new leader that is hired.

- This difficult situation currently exists at both the Horizon and St. Rose campuses. We recommend that the Pinecrest Board and School Leaders take this into account in when opening or expanding schools in the future.

2. **Although the Pinecrest Network does not explicitly state that volunteering is mandatory, it was implied during parent focus groups.**

- We recommend that the Pinecrest Network to ensure that all messaging both verbal and in writing clearly communicates that volunteering is completely optional as provided for in Nevada regulation.

3. **It is important that Pinecrest Network take steps to increase the number of students enrolled in three primary special populations: Free and Reduced Lunch, English Language Learners, and Students with an Individual Education Plan.**

- The State Public Charter School Authority is committed to providing equitable access to diverse, innovative and high-quality public schools as reflected in the SPCSA's Academic Performance Framework. The framework will measure how the enrollment of each of these special populations compares with the local school district.

- It is strongly suggested that the network develop systematic methods for increasing enrollment numbers for these populations. SPCSA staff is more than willing to work with Network leadership and the Pinecrest Board to assist in this effort

B. Horizon Campus

1. **Continue working on moving student engagement from Proficient to Distinguished by encouraging less one to one hand raising, and increased levels of student discourse across the campus.**

    - This is already in place in several classrooms and continued support between teachers and grade levels may be highlighted, celebrated and shared.

2. **Consider implementing ways for students to privately signal that they would like additional clarification or teacher assistance.**

    - Due to some students having high levels of understanding and comprehension and other students struggling to understand there may be great discrepancies of background knowledge, or immediate comprehension of subject matter within some classroom settings. As provided in the student focus group, it is possible that a self-conscience student may not feel comfortable raising his/her hand and asking for support in front of other students.

    - With the highly successful caring staff at this campus, we suggest the staff brainstorm ways to alleviate this reluctance by providing students with a few alternative ways to signal for teacher support/assistance in a more subtle way.

VII. DEFICIENCIES

There were no deficiencies identified during this evaluation.

Nevada State Public Charter School Authority

PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE

Name of School: **Pinecrest Horizon Campus**

School Year **2018-2019** Nevada School Performance Framework Rating(s) (NSPF)

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
73.7%	NA	66.2%	NA
Elementary	Middle	Elementary	Middle

High School Data

Graduation Rate:	Average ACT Composite:
N/A	N/A

SITE EVALUATION REPORT

Campus Name:	Pinecrest, Inspirada Campus
Grade Levels:	K-8
School Leader:	Michael O'Dowd
Purpose of Site Evaluation:	This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.
Conducted Date:	February 11, 2020
Conducted By:	Selcuk Ozdemir and Danny Peltier

SUMMARY OF SITE EVALUATION

Mission:

Pinecrest Academy of Nevada unites the community to prepare students for college and career.

During our Site Evaluation, the team observed the above mission enacted on the campus as evidenced in classroom activities, and during parent, student, administrative, and staff focus groups.

Site Evaluation team members observed instruction in approximately 15 classrooms. Of these a high level of instruction was consistently observed. A summary of ratings for each expectation is listed below.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	Most of the classrooms (10) were rated as *Distinguished* whereas five were rated as *Proficient.* Classrooms reflected general respect and student/teacher interactions were warm and positive. Teachers at this campus have established positive learning environments through transparent systems and respectful interactions. The climate in classrooms was positive both in the delivery of content and in responses to students.	Distinguished Proficient Basic Unsatisfactory Not Observed
Establishing a Culture for Learning	Classrooms were generally warm, well-organized, and welcoming, with several classrooms having strong print-rich environments for elementary grades with a college-centered theme. Of the 15 classrooms observed, 10 were rated *Proficient*. Classrooms were well organized and focused on the subject matter and were reflective of the grade level and age of students (i.e., age-appropriate examples and feedbacks used).	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Classroom Procedures	Observed classrooms had well established routines and procedures which were followed within the classrooms. These included protocols for signing in and out and for leaving the classroom, raising hands, waiting for a turn to talk, and putting away materials and transitioning to the next subject. Of the 15-classrooms observed, 10 classrooms were rated as *Proficient.*	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Student Behavior	Of the 15 classrooms observed, 11 were rated *Proficient*. In general, teachers were aware of student behavior, and there were clear, established standards of conduct in place. Teachers were always respectful of students. In a few cases of off-task student behavior, teachers quickly and respectfully redirected students. Teachers were observed praising the desired outcome of students.	Distinguished Proficient Basic Unsatisfactory Not Observed

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	Most teachers (13 of 15) were clear and accurate in communicating with students. Teachers' communication with students was appropriate and occurred in whole group, small group and individualized settings. Teachers	Distinguished Proficient Basic

	were positive and demonstrated a strong capacity to make content engaging and informative. All questions were appropriate and respectful.	Unsatisfactory Not Observed
Using Questioning and Discussion Techniques	Of the 15 classrooms observed, 11 were rated *Proficient.* Evaluators observed higher-level questions asked of students in most of the classrooms. Additionally, student participation was high within most classrooms. Teachers asked a high-level question and directed students to talk to a partner about the answer in the many classrooms.	Distinguished Proficient Basic Unsatisfactory Not Observed
Engaging Students in Learning	There were 12 classrooms rated *Proficient* in this area. In several classrooms, topics were generally relevant and relatable for students. Students often engaged in the topics, and the lessons were applicable and evident in most observed classrooms. This led to high levels of student engagement. Teachers ensured the equity of student voice and heard from multiple students, not just specific individuals repeatedly, in most classrooms.	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Assessment in Instruction	Of 15 classrooms observed, 10 were *Proficient* and students were aware of the criteria for which their work would be evaluated. Students were generally aware of the criteria and expectations of their academic performance. Teachers often noted the expectations in the context of instructional delivery. In two observed classrooms, teachers reminded students of a project's rubric, which was how the student's work was to be evaluated.	Distinguished Proficient Basic Unsatisfactory Not Observed

III. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	From the morning arrival gathering, to lunch and other schoolwide procedures, there was a clear focus on maximizing student learning and uniting the community to prepare students for college and career. All of this was accomplished with the school's mission in mind.	Distinguished Proficient Basic Unsatisfactory Not Observed

Managing Schoolwide Procedures	In all 15 classrooms observed at the Inspirada Campus, each had clearly defined routines and procedures. There was an insignificant loss of any instructional time. There were transparent classroom and schoolwide procedures, including CHAMPS, and these were evident throughout all grade levels. During schoolwide transitions, there were clear and consistent practices.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Maintaining a Safe Environment	Overall, there are procedures and practices in place to ensure student safety, and students who participated in the focus groups reported feeling safe in their school.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**

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- When asked about how the board is appraised of school achievement levels the board reported that Data is given to the board and reviewed at open meetings. One board member went on to explain, "A few meetings ago-every school's performance was put up on a screen in the multi-purpose room, and Jessica Barr guided us in looking at state and national standards. In addition, we looked at types of interventions to be considered to boost student achievement. At this presentation the outcomes were good, but one area of concern was in the ELL population and we know there is room for improvement. The board will think about resources to support those improvements."

- Board members reported that they meet about every 6-8 weeks and said the board is very stable. Some members have termed out and the newest member has been on board for 3 years.

- There is an official annual evaluation for each principal of the school which is conducted by the board. Surveys at the school sites help guide these evaluations.

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- Parent involvement at board meetings is dependent upon what is on the agenda. Some items are more well attended than others and sports related items are very well attended.
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- According to the Board, Pinecrest has grown from 1 campus to 5 and Academica's experience and knowledge are appreciated. Regarding growth and expansion, board members commented that there were a lot of active parents wanting another campus in the Sloan Canyon area and parents were the main driver to this happening. Growth is based on community needs, parents, and how can Academica might help with the opening of a new campus. Pinecrest is trying to meet the needs of a community and its not supposed to be one charter against another but all of us working together. By "need" the board is referring to growing communities, for example, the Inspirada Campus came about because you could see the planned housing community and we could see there was not a charter in this area, and we recognized that the need was there.

- Regarding the thought of a weighted lottery, the board is open to making the school diverse and we are not opposed to the weighted lottery. One board member commented, "We have not had specific conversations about how our existing schools meet AB 462 and the sub pops."

- The board said that they have a sub-committee for finance with three members: "We review the enrollment projections, state's funding program for next year, cash flow, and bonds. We have a third party of outside experts provide information to the board to help us make good decisions. Financial Reports are by campus and so there is a great deal of information to look over."

- Looking ahead to the next three to five years, the board wants to maintain a strong financial position and offer the best product possible to students regarding achievement. The board made it clear that their priority is to help Nevada improve the statistics because, as a state, the performance numbers are low. The board wants to help students to become productive members of society.

Parents/Families

- When asked about what the parents like best about the school, parents responded they like the small size of the school. Said one parent, "This is our first year at the school and the size and community is something is great." Another parent mentioned their son always has something to say about what he had learned that day. Other parents mentioned differentiated learning groups, STEM, arts and, music were all reasons they liked the charter school.

- Parents responded that they feel very welcome at their children's school and complimented the open-door policy of staff and administration.
- Parents also appreciated the various forms of communication the school uses to keep them informed about event of the school. Parents noted that they receive information across various platforms including: Facebook, newsletters, and the printed materials that are sent home with their children.

- When asked if they felt their children were challenged in school, parent overwhelmingly said yes. One parent said, "Absolutely! Compared to other schools Pinecrest is way more challenging than other schools and that is great."

- In discussing if the school set clear behavior expectations for their students, parents said the school was very clear about what would be expected from students. Parents indicated that staff at the school did a great job building relationships with both students and families and that those relationships were key to their children's success in the classroom. One parent said, "The school has implemented the Habits of Success, and those habits are more than a philosophy; they are a way of life."

- Parents gave a variety of reasons for how, and why, they chose to attend the school. Some of those reasons were relationships with, and great respect fo, the school's principal Mr. O'Dowd, proximity to their house, word-of-mouth referrals, and dissatisfaction with other school options.

- While parents mentioned the volunteering requests by the school, no parents felt as if they were required to volunteer. Parents said volunteering allowed them the opportunity to be more engaged with the school and said it built a sense of community between both staff and other parents.

Students

- Students spoke very highly of their experience at the school. Some of their favorite aspects of the school were electives, Power Hour, interactive learning, hands-on STEM projects, teachers, and the student body as a whole.

- When asked about what their least favorite part of school was, students had very little to say. Students offered ideas for improvement, but no student was outright dissatisfied with their experience at the school. Some of the ideas for improvement students offered were: starting electives in 3rd or 4th grade, longer lunch period, and loosening the requirements regarding the jacket policy at the school. Each student in the focus group had a strong opinion on the jacket policy. Students mentioned that the policy regarding non Pinecrest-affiliated jackets in the classroom was difficult to adhere to because if a student s cold and did not have the proper jacket, there was nothing that could be done. Another student said, "The jackets are really expensive to wear."

- Students spoke positively about their relationships with their teachers. Students all felt they could speak with teachers about any topic including academic and personal issues. Students said they trusted their teachers and knew they were here to help them. One student said, "If I get a bad grade, I will go straight to my teacher because I know they can help me figure out why I got a bad grade and they will help me fix it for the next time."

- Students also spoke highly of their relationships among each other. Students said there was very little evidence of bullying at the school, and overall, they felt respected by their classmates, both inside and outside of class. Students said their classmates help one another and are there for each other if someone needs help.

Leadership

- The school leadership team believes in a collaborative, team-based school site. Leadership reported, "We work together as the administrative team, teachers, and parents. We believe we are only one component of our children's education."

- School leadership reported that the full-time instructional coach provides support to the teachers. Also, there is always a substitute teacher in the building in case teachers need to observe another classroom or work with the instructional coach. This provides the necessary flexibility to do so.

- School leadership reported that they meet every day at 7:15 AM as a team. They also have monthly management meetings. Additionally, leadership has support as a part of the Pinecrest network. Between campuses, leadership teams support each other in instructional, legal and financial aspects. Academica also advises on those topics.

- In talking specifically about improving and maintaining student achievement, the leadership team commented they are using iReady diagnostic, which is aligned with SBAC. School leadership shared that proper interventions are critical, and lesson plans purposefully designed to address how they meet with those needs. Teachers also use iReady to create lessons and engage the students. iReady provides instructional guidance to ensure that students are where they need to be academically.

- Staff is required to look at and understand the data during monthly data day meeting. Data is used to communicate with parents, particularly in parent-teacher conferences, and every grade level has a spreadsheet with a column for data. School leadership reported every month, half of one day is spent assisting teachers with analyzing student data and diving into individual-level details. The implementation of a power hour, according to school leadership, has helped accelerate student academic progress.

- The leadership team believes in delegating responsibilities and listening to teachers through surveys, PLCs, and one-on-one meetings. It is important for leadership that teachers feel appreciated, which in terms fosters collaboration across the school site. As for communication, school leaders reported that the use of newsletters, email and meetings is an effective way of communication. The leadership team also commented that they are in classrooms daily to support teachers, and they have an open- door policy. A mid-year teacher survey is also a useful tool for the team to hear and receive feedback.

- In talking specifically about professional development, the leadership team believes in high-quality professional development and works to make sure that it is valid and responsive to the needs of the teachers. School leadership reported every Thursday, teachers are trained on iReady data. Ongoing training occurs throughout the school year on timely topics to reinforce instructional practices and student support.

- Leaders shared that staff recruitment has not been an issue and that much of their recruitment has come through their networks and open positions advertised through Academica.

<u>Staff:</u>

- Staff said the school's mission was to prepare students for both college and career success using a rigorous curriculum. Staff complimented the recent adoption of Project Lead-the-Way which caters to children who are interested in Engineering. Staff also spoke highly about the variety of electives the school offered which keep students engaged because the students have so much fun taking part in them.

- When asked about solicitation of staff feedback by administration, staff said that the administration does a great job in allowing them to provide open and honest feedback. Staff complimented the recent decision to do a biannual survey that allowed them to provide comment regarding all aspects of the school. They also said that administration does a good job taking the feedback into account when implementing change at the school.

- Overall, staff said they have been given ample opportunity to take part in professional development. Staff said that administration allows them to have the freedom to develop different academic plans and take those to the administration. Staff also spoke about the different opportunities they have within the school for coaching and development mentioning Weekly Thoughtful Thursday meetings and the great mentoring between department chairs and their teams.

- Staff also like being able to call upon "building-substitutes" which allow them to leave their class and observe other classrooms to see different methods which they can take back to their class and implement.

- When discussing what is used to determine which student interventions should be implemented, staff said they rely on iReady and MAP testing to help guide where, and how, to deploy these interventions. Staff spoke about Power Hour and how that has been instrumental in allowing them to implement more targeted instruction. Staff said they ensure these interventions are effective by monitoring fluency, sight words, MAP results and iReady during data days, all of which allow them to carefully comb through detailed data to gauge effectiveness and help plan future interventions. Staff also spoke about the "Jackpot Standards" and how its implementation was another reason they felt their targeted instruction kept getting better each year.

- Staff spoke about the progressive discipline policy and how that helps them set the expectations of behavior for students at the school. They also spoke about the importance of building strong relationships with students which allows for trust and accountability with children in their classes.

- Staff spoke highly of the Special Education staff, singling out the middle school as an outstanding example of a resource that helps them in their responsibilities to students with special needs.

- Staff complimented the leadership of the administration and noted Mr. O'Dowd is a visionary and one of the main reasons they love teaching at this school. They said the leadership of the school both for them and the students is a key reason why staff retention is so high year-over-year.

Results

V. OVERALL STRENGTHS OF PROGRAM

A. Pinecrest Network:

1. A system for creating career pathways and retaining talented teachers has been created and implemented within the network. Examples include:

- New teachers receive extra days at the beginning of the school year in order to prepare and learn about the Pinecrest way of educating students.
- One new and talented teacher per year is recognized with the "Rising Star Award". This includes recognition for their outstanding teaching capabilities as a new teacher.
- All staff, including new teachers have access to an instructional coach who will share best practices, model, and co-teach in order to strengthen teaching effectiveness.
- Seasoned, talented, and experienced teachers may be selected to enter the Master Teacher program. This program, now in its third year, requires that the selected group undertake a year of additional teaching methods instruction, journaling, and reflection about teaching. In addition, their teaching is observed by building principals from across the Pinecrest network. Master Teachers who have been successful in completing the requirements of the program are celebrated publicly at a formal sit down, fundraising dinner every May. These teachers are highlighted during the dinner and receive a bonus for each year that they remain within the Pinecrest Network. They are called upon the share their talent and create and provide professional development to others within the network.

2. An emphasis on using data to guide instruction is emphasized within the Pinecrest Network.

- Board members reported that they are appraised of individual school data on a regular basis. They went on to say that as recently as a few weeks ago, each school's performance was put up on a screen in the multi-purpose room and a leader guided the board in looking at achievement levels, state standards, and types of interventions being considered to boost student achievement. The board takes part in reflecting upon the data, both highlights and areas for improvement and will contribute to possible resources to support improvement.

- It was also noted that all Pinecrest schools participate in Data Days. This is a time when students are released from school early, and staff meet. They go over recent data information coming from MAPS, i-ready, and other measures. It is time to look at the data and determine what might help student achievement or what could be different next time.

3. **School Leaders meet to collaborate and talk about areas of concern.**

- Both Principals and Assistant Principals communicated that they appreciate this time with their peers. One Assistant Principal said that she can get good ideas regarding restorative justice. Even though each school has their own leadership team, leaders meet to learn, communicate, and collaborate.

4. **Pinecrest offers a wide variety of elective classes at all campuses and across all grade levels.**

- Parent and student focus groups across all campuses shared their appreciation for this aspect of the network, even noting that it was a reason why they choose this school.

B. Pinecrest Inspirada Campus

1. **School leaders at Inspirada campus focus on data and data driven instruction, and this detailed approach has led to strong results at the school.**

- Data driven instruction was a topic of discussion in the staff and administrative focus groups.
- The Inspirada campus has both Data Days and grade level meetings where data is analyzed and monitored.
- The Leadership Team and teaching staff maintain information about individual student MAP results and work together to adjust instruction to achieve high levels of academic achievement.

2. **Student engagement levels in all observed classrooms was over 90%.**

- Students were observed during instructional class time to have high degrees of attention, interest, and were excited to learn at the school.
- There were several examples of small group discussions, focused individual work, and students interacting with each other for the purpose of helping each other learn.

3. **There were several Distinguished teachers observed at this campus.**

- In the areas of student engagement and creating a classroom with high levels of respect and rapport, teachers at this school were thoughtful, and maintained warm and welcoming classrooms.
- There was evidence of students taking risks to learn and clearly knowing that they belong as a member of the classroom.

VI. 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. **As the Pinecrest Network of Charter schools continues to grow and new campuses open, the SPCSA team suggests that the network leaders consider the needs of the existing campuses when opening a new school.**

- When more than 50% of the staff leaves a given school site, it is difficult for the remaining staff to maintain a strong sense of community. This can be especially difficult when there is also a new leader that is hired.

- This difficult situation currently exists at both the Horizon and St. Rose campuses. We recommend that the Pinecrest Board and School Leaders take this into account in when opening or expanding schools in the future.

2. **Although the Pinecrest Network does not explicitly state that volunteering is mandatory, it was implied during parent focus groups.**

- We recommend that the Pinecrest Network to ensure that all messaging both verbal and in writing clearly communicates that volunteering is completely optional as provided for in Nevada regulation.

3. **It is important that Pinecrest Network take steps to increase the number of students enrolled in three primary special populations: Free and Reduced Lunch, English Language Learners, and Students with an Individual Education Plan.**

- The State Public Charter School Authority is committed to providing equitable access to diverse, innovative and high-quality public schools as reflected in the SPCSA's Academic Performance Framework. The framework will measure how the enrollment of each of these special populations compares with the local school district.

- It is strongly suggested that the network develop systematic methods for increasing enrollment numbers for these populations. SPCSA staff is more than willing to work with Network leadership and the Pinecrest Board to assist in this effort.

B. Inspirada Campus

1. **It is suggested that Inspirada campus monitor and place an emphasis on improving the diversity of students going forward so that it can earn a high rating on these measures.**

- This goal will be measured on a yearly basis beginning in 2021 as outlined in the SPCSA academic performance framework, which is posted on the SPCSA website.
- Inspirada Campus's current year enrollment data show 1% enrollment for English Language Learner and less than 10% IEP and Free and Reduced Lunch eligible students.
- As indicated in SPCSA strategic plan document all charters are encouraged to increase the diversity of students they serve.

2. **Continue to focus on discussion and questioning techniques which allow students to fully express their thoughts, ideas, and opinions about subject and learning content.**

- While teachers did a strong job calling individuals instead of relying on choral responses, they seemed reluctant to turn over the discussion to students and tended to lead the conversation.
- We encourage teachers to craft questions, related to the instructional delivery and mastery of objective, as a part of lesson planning process so that teachers may be intentional in their questioning of students to informally assess understanding.

VII. DEFICIENCIES

There were no deficiencies identified for the Pinecrest Academy -Inspirada Campus during the evaluation.

Nevada State Public Charter School Authority

PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE

Name of School: **Pinecrest Academy Inspirada Campus**

School Year **2018-2019** Nevada School Performance Framework Rating(s) (NSPF)

Elementary: 5 of 5 stars

Middle School: 5 of 5 stars

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
Elementary	Middle	Elementary	Middle
86.2%	88.5%	80.7%	78.7%

High School Data

Graduation Rate:	Average ACT Composite:
N/A	N/A

SITE EVALUATION REPORT

Campus Name:	Pinecrest at Sloan Canyon
Grade Levels:	K-9
School Leader:	Lisa Satory
Purpose of Evaluation:	This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.
Conducted Date:	February 11, 2020
Conducted By:	Karen Gordon, Mike Dang

SUMMARY OF SITE EVALUATION

Mission:

Pinecrest Academy of Nevada unites the community to prepare students for college and career.

The SPCSA Team took note of several examples of the school's mission and vision coming to life throughout the day. For example, it became clear through focus group discussions that the Sloan Canyon campus works collaboratively with families, teachers, administrators, students, and community members to provide positive, rigorous classroom learning experiences. The staff and leadership work collaboratively to develop each student to their full potential with an eye toward the continued expansion at the high school level. The plan is to meet students' future needs in terms of both college and career. The school maintains academic rigor K-9 and will add Dual Credit and AP college classes to the high school selection. In addition, the class offerings at the middle school level currently encourage all students to explore their career interests through a variety of offerings, including modules in Veterinary Medicine, Dental Hygiene, Bio Medical Engineering, Forensic Science, Design and Marketing, Environment and Ecology and Emergency Medical Technician. Students are expected to explore these careers through classes by researching the salaries and educational paths for these potential careers.

On Tuesday, February 11th, the SPCSA team members observed 11 regular education classes and 4 elective classes while at the school site.

I. CLASSROOM ENVIRONMENT

Classroom Environment		School-wide Rating
Creating an Environment of Respect and Rapport	Of the 15 classes observed this day, one was rated as *Basic,* 12 were rated as *Proficient*, and two were rated as *Distinguished.* The Proficient classrooms were respectful of students, in a warm caring atmosphere. One teacher was rated *Basic* and was somewhat negative, and repeatedly asked students to "stop talking, or for there to be "no talking". The *Distinguished* classrooms were observed to be highly respectful and included teachers using student's names, laughing with students about a read aloud book and allowing students time to talk to their peers about the lesson objective. In one *Distinguished* classroom, students were practicing math and receiving one-on-one help as needed. In another *Distinguished* class, the teacher allowed students to choose to come to the carpet for the read aloud or stay at the table, saying, "Table 1 if you'd like to come to the floor as we read our book, you may."	Distinguished Proficient Basic Unsatisfactory Not Observed
Establishing a Culture for Learning	In 10 classrooms the culture was rated *Distinguished* and the students were observed to be proud of their work, highly involved in the learning, and passionate about the subject. One example of this was a teacher saying, "Has everyone checked in and is everyone's brain ready?" In the other five classrooms, each was rated *Proficient* as there was a genuine culture for learning with high levels of commitment to learning by both the teacher and students.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Classroom Procedures	All 15 classrooms had well established routines and procedures. Transitions both in and out of the classrooms functioned smoothly.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Student Behavior	Nine classrooms were rated *Proficient* with clear standards for behavior and appropriate responses to misbehavior. Six classrooms were rated *Distinguished*. It was noted that in several instances the teacher's correction to student misbehavior was subtle and sensitive to the needs of the student. For example, the teacher noticed a student talking to another student, and used his name and repeated the question to pull his attention and focus back into the group. In another example, the teacher said, to an off-task student, "Will	Distinguished Proficient Basic Unsatisfactory Not Observed

	you help me to remember the order?" These are examples of kind and thoughtful ways of re-directing students' attention to the classroom learning taking place.	

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	In 12 classrooms, the communication between teachers and students was clear and accurate and the purpose for the learning and explanation of content was appropriate. In the three classrooms rated *Distinguished*, students contributed to the learning by explaining content to their peers. For example, in one middle school class, students presented high level learning information to their peers and then created a rap song to solidify the learning. In another classroom, students formed teams and solved math problems (four at a time) on the board in front of the class and work was checked by peers. In both of these *Distinguished* classrooms it was the students contributing to the learning by explaining the content to their peers.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Using Questioning and Discussion Techniques	In nine classrooms, rated *Proficient,* teacher questions were open-ended and required some of the students in the class to participate in listening and responding. In the other six *Distinguished* classrooms, most students participated in the question/answer process as a method for involving all students was established. One of these methods observed was a turn and talk to your partner. In addition, questions in the *Distinguished* classrooms were higher level, and open ended.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Engaging Students in Learning	There were seven classrooms rated *Proficient* in this area. These classrooms exhibited appropriate activities, materials, and suitable structure and lesson pacing. Students were highly engaged throughout the lessons. In the eight classrooms rated *Distinguished,* students were very highly engaged. For example, students worked independently and in small groups to complete learning tasks or were engaged in groups of three or four having instruction right at their level with very high levels of support along the way. In this format, teachers were highly successful in clearing up misconceptions of learning. In addition, students in these small instructional groups received positive feedback and reassurance of new learning. These types of lessons	**Distinguished** **Proficient!** **Basic** **Unsatisfactory** **Not Observed**

	were designed in a way that allowed for students to reflect on the learning. In many cases students made material contributions to the lesson in the form of sharing with a partner, presenting information, checking their own work against that of a peer, and sharing their reasons for their thinking. In the distinguished classrooms, there was close to 100% student engagement throughout the lesson or activity.	
Using Assessment in Instruction	Of 15 classrooms observed, 14 were rated as Proficient and students were aware of the criteria for which their work would be evaluated. In these classrooms, teachers monitored the progress of groups of students. In one classroom, rated Basic, the teacher monitored the class but did not consistently check for understanding. For the ratings to move to the *Distinguished* category, we would need to see that students contribute to the development of the criteria by which their work will be evaluated.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**

III. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	In both the classrooms and other locations within the school including the hallways and lunchroom, mission driven procedures were clearly in place. The procedures have been designed and consistently implemented to prepare students for college and careers.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Managing Schoolwide Procedures	Schoolwide routines such as students transitioning between classes, arriving to school and entering the building in a safe manner, excusing oneself to use the bathroom during class by writing a name on a clipboard, gathering supplies, and moving into small group or independent work functioned smoothly. There was general continuity across the campus.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**
Maintaining a Safe Environment	Safety indicators exist across the campus and ensure student and staff safety. There is a check in and out process at the front office, safe procedures in the parking lot, a routine for students to transition in hallways and to and from lunch in a safe manner. In addition, school staff conducts safety checks such as fire drills, and code red, blue in a routinely and in a calm manner.	**Distinguished** **Proficient** **Basic** **Unsatisfactory** **Not Observed**

IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
Governing Board[1]	2	30
Parents/Families	11	45
Students	12	45
School Leadership	4	45
Staff	8	45

Governing Board: The Governing Board focus group was conducted virtually prior to the school evaluations on February 2nd from 9:30-10:00 am. The focus group is representative of all Pinecrest campuses and the same report information and has been inserted into each individual school report

- Board members shared their understanding of the mission- to prepare students for college and career. They added that the key design elements are through STEM, data, and dual enrollment programs. The decisions are made based upon the drive to uphold the mission. One member of the board said, "We collect and analyze the data throughout the year. We spend a great deal of energy and time looking at test scores and metrics to see how this is going to affect outcomes for the Pinecrest schools."

- When asked about how the board is appraised of school achievement levels the board reported that Data is given to the board and reviewed at open meetings. One board member went on to explain, "A few meetings ago-every school's performance was put up on a screen in the multi-purpose room, and Jessica Barr guided us in looking at state and national standards. In addition, we looked at types of interventions to be considered to boost student achievement. At this presentation the outcomes were good, but one area of concern was in the ELL population and we know there is room for improvement. The board will think about resources to support those improvements."

- Board members reported that they meet about every 6-8 weeks and said the board is very stable. Some members have termed out and the newest member has been on board for 3 years.

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

- There is an official annual evaluation for each principal of the school which is conducted by the board. Surveys at the school sites help guide these evaluations.

- Parent involvement at board meetings is dependent upon what is on the agenda. Some items are more well attended than others and sports related items are very well attended.

- The board reviews policies and procedures on a consistent basis, and as often as needed. For example, if something needs to be updated in the handbook the board becomes aware, they will act on this information quickly.

- According to the Board, Pinecrest has grown from 1 campus to 5 and Academica's experience and knowledge are appreciated. Regarding growth and expansion, board members commented that there were a lot of active parents wanting another campus in the Sloan Canyon area and parents were the main driver to this happening. Growth is based on community needs, parents, and how Academic can support the opening of a new school. By "need" the board is referring to growing communities, for example, the Inspirada Campus came about because you could see the planned housing community and we could see there was not a charter in this area, and we recognized that the need was there.

- Regarding the thought of a weighted lottery, the board is open to making the school diverse and we are not opposed to the weighted lottery. One board member commented, "We have not had specific conversations about how our existing schools meet AB 462 and the sub pops."

- The board said that they have a sub-committee for finance with three members: "We review the enrollment projections, state's funding program for next year, cash flow, and bonds. We have a third party of outside experts provide information to the board to help us make good decisions. Financial Reports are by campus and so there is a great deal of information to look over."

- Looking ahead to the next three to five years, the board wants to maintain a strong financial position and offer the best product possible to students regarding achievement. The board made it clear that their priority is to help Nevada improve the statistics because, as a state, the performance numbers are low. The board wants to help students to become productive members of society.

Parents/Families:

- Parents shared that they have a variety of reasons for choosing this school. Some felt that the school offered an accelerated program that was tailored to their students needs while others thought their child/children would be happier due to the

responsiveness of teachers. Some parents heard that there was an open- door communication policy to school leaders and teachers that was important.

- Families reported that many of the teaches at the school are amazing. In general, family members said the staff always puts the needs of students first. For example, one parent commented, "The teacher managed to knock down barriers to my child's learning." Another parent said that, "I see my son become challenged, get frustrated, and then understand – he gets so excited when this happens."

- Overall, families said that there are very strong relationships between their child and his/her teacher. They added that there are many ways for their child to get involved at the school. They said there is student council, charity programs that allow students to give back to their community, sports, music, and clubs.

- The families said that the social emotional opportunities on campus are also appreciated. For example, there is a "Buddy Bench" where students are encouraged to sit should they feel lonely. Others are encouraged to notice this other child and respond in a way that would be helpful. Another example shared by parents is the involvement this year in giving back to the community in the form of gathering supplies for the Veterans Village.

- There was a unified concern among parents regarding the systematic approach the school uses to challenge students. They shared that they want the school to establish ways to meet the needs of students in need of remediation but also to provide for students that require accelerated or advanced learning. Parents shared that if a 3rd grader already has a complete understanding of this content; they would like the student to learn about the 4th grade math.

- One parent said that the GATE program, although appreciated, does not challenge their child in Math and ELA content. This parent went on to say that the GATE program is project based, but not actually pushing the for mastery of standards at higher grades. Another parent shared that if a child is off the scale in MAP, he may get bored and it is difficult for classroom teachers to differentiate learning to this level for all students in the class.

- Parents are aware of a Power Hour -which is a time within the school day when students receive instruction specifically for their level. The group expressed disappointment that this is not taking place at this time and want to see the Power Hour put into place.

- Parents remarked that they are very happy with this campus and the administration, teachers, regardless of any challenges to differentiated instruction. Parents stated that the communication among parents and administration is outstanding, and the school is very safe. They appreciate that the staff is very responsive to issues and take care of them right away. For example, a teacher was found to be negative and a substitute teacher was inappropriately talking politics. Both were removed from the school in a professional manner. One parent said her child needed a 504 plan and the staff was amazing and responded to the needs without delay.

- Families suggested the following improvements: increased rigor and challenges provided for students above above-grade level, lessening the homework load, improving iReady visuals, improving the car loop at arrival and dismissal, improving parking availability and increasing the number of computers at the school.

Students:

- Students appreciated the positive attitude that is prevalent at the school and considered school to be a lot of fun. One student stated: "The school has lots of activities, many of which are hands-on. The teachers make learning really fun."

- Students were asked if they were challenged. One student commented, "We take a few tests at the beginning, middle and end of the year. We get better at taking the tests as the [school year] tests get harder." Another student said, "I like how the teachers teach to your challenges. They help each student understand how they can improve in certain areas that would normally be difficult. A third student added, "The teachers help you and they notice if you finish early and will give you extra work to help you grow with the extra challenges."

- When asked about safety, students expressed that they feel comfortable and that the school provides a safe learning environment. One student said, "I feel really safe. This is a good area. The school is enclosed and it's in a good area. People are monitoring the school and has a bunch of precautions in place and we practice them regularly." Another commented, "I feel safe because there's always going to be someone there."

- When students were asked about their understanding of their own academic progress one student said, "Both students and parents can monitor academic progress. Another student said, "I monitor it and my parents do, too; we get updates and they always make sure I keep my grades up." A student added, "My mom and dad look on Infinite campus; mom will talk with the teachers about what I need to improve on. I monitor my grades constantly; I care about that. Teachers contact my mom for anything else."

- Students were asked if they had any suggestions to improve the school in any way. The following suggestions were made:

  Students would like to have the opportunity to engage in additional parent-teacher conferences. They said that they would like to have these offered more than a few times per year.

  Students suggested that requests to families for donations should be more strategically planned. For instance, older student's parents have been notified of requests for donation for a 1- acre garden, but there are other needs that seem more important such as making sure there are enough computers in classrooms.

  Students are appreciative of the many electives offered at the school; however, they believe that a Home Economics class would help them learn cooking, sewing, and budgeting skills that are practical and would help them in the near future.

School Leadership:

- School leaders shared that they feel the culture of the school is outstanding. There is a family feel atmosphere at the school and the staff has come together very quickly. Leaders also said that they are very impressed with the way teachers are using data, conducting data chats, and offering tutoring to students. They said that staff will come talk to them with any frustrations, ideas, or concerns and teachers are willing to adjust and be flexible with their grade level teams. This reflective approach is appreciated.

- The leadership team shared that they are proud of the well-rounded education offered at their school. One leader said, "We hold students to high expectations in and out of the classroom and we give them opportunities to succeed in other ways. These include athletics, middle school cross country, volleyball, robotics and STEAM. We also involve students in giving back to the community. Students collected blankets and can foods to support homeless youth. During kindness week, teachers have taken hold of lessons and helped students understand how acts of kindness, play a part in real-life experiences."

- Leadership is impressed with how grade level teams are already sharing best practices, even though there has been no directive to do so. For example, 3rd grade teachers are looking to 4th grade to introduce some 4th grade standards. In addition, teachers are encouraging students to justify and explain the reason for answers or thinking.

- The leadership team is working on ways to keep the many initiatives all cohesive. One administrator put it this way, "We think about how we will apply the initiative to something else. For example, we have looked at CTE strands of study and know we will expand our high school. We want to build down and prepare for that. We are at 1250 and will go up to 2400 students." One administrator said that "What is special

about this campus is that it is teacher driven." Teachers are asking the students what they need. For example, the transition between 5th to 6th grade (middle school) can be challenging for students. There is a 5th grade boot camp being designed to help support this transition.

- School leaders look for ways to send teachers to professional learning. More than half of campus teachers have taken Project Lead the Way classes and 99% of teachers plan to return to this campus next year. One leader commented, "We support teachers by having a teacher coach, department meetings, and modeling lessons across the campus."

- The administrative staff shared that the Pinecrest Network has a system for establishing a group of master teachers. School principals nominate teachers that they believe are talented, capable, and committed to take part in a master teacher program. The program runs for one school year and involves, attending learning sessions, reflection, trying out new ideas within the classroom, and finally an evaluation by other building administrators. A celebration is held at the end of the time, to celebrate and congratulate those making it through and a salary bonus is offered once the status is achieved.

- The leadership at this campus remarked that staff feels very comfortable coming to the administrative team with concerns. An example of this happened earlier this year at the middle school level. Teachers said that the traditional block for grades 6-9 was not working well, and the pacing was not working. Administrators listened and held a staff vote and came up with solutions. The master schedule at the middle school and 9th grade level was changed and resulted in higher satisfaction among teachers. Overall, this was viewed by the administration as a big win because teachers were concerned about the schedule and student learning, and the change has helped student learning as well as empowered teachers to speak up and offer solutions. Administration also noted that the duty schedule has changed, with an extra 20 minutes prep time now provided to each teacher. In the upper elementary grades, teachers were having a hard time with math occurring immediately prior to lunch. This was ultimately changed.

- Administrators conduct weekly observations and weekly walk-throughs and have an open-door policy to address any teacher concerns. Administrators added that they support teachers in establishing SMART goals and providing positive feedback during observations and walk-throughs.

- When the leadership team was asked about how they receive support, they said that they support each other on a day-to-day basis. One leader put it this way, "There has never been a time when I've felt uncomfortable needing support, and I'll ask for feedback and help. Another person said, "We support each other." Leaders were also appreciative of the system supports available and said they work with other campus leaders at the St Rose and Inspirada campuses.

School Staff:

- School staff stated that they feel empowered and are enthused to be at the school. Several staff members pointed out during the focus group that they were handpicked to work at the school. Staff voiced support of the school's culture oriented approach which helps them succeed as well as the strong curriculum that has been implemented.

- Teachers stated that it was important to teach their students how to advocate and speak for themselves. One staff member said, "We don't spoon feed them." Another teacher added that, "We don't stay at the surface level."

- Staff spoke of ways the school promotes students to become life-long learners, starting with hiring those teachers who are life-long learners and who model this value. They also teach students to understand that mistakes mean that learning is taking place.

- Staff listed various factors employed by school leadership which most affect morale. One of the first influencers is the culture in the school, one of support for teachers which flows through to students. Staff and teachers feel confident that if they ever have a question, they never hesitate to ask—and that translates to a culture where students feel they can ask.

- Teachers were asked about ways of monitoring student learning. A teacher said, "iReady informs us precisely what kids don't understand; it shows us the area they're faltering in. It pinpoints exactly what individual students need to know to progress. We conduct an iReady baseline test at the start of the year. At winter we conduct a diagnostic tracker. On Data Day we talk about gaps we're seeing and ways to address them. We later show kids the data and kids can respond. A student might say, "I'm not at 5th grade I'm at a 6th grade level," and they can see what the data is showing, and it helps them track their growth." Another teacher shared her thoughts about monitoring student learning through formative/feedback. The teacher said it is important to make sure that students are not waiting to ask for assistance when they are confused about a learning objective. One teacher said, "Monitor their work, walk around, circulate the room. Get to know your students and learn to identify which have struggles."

V. OVERALL STRENGTHS OF PROGRAM

A. Pinecrest Network:

1. A system for creating career pathways and retaining talented teachers has been created and implemented within the network. Examples include:

- New teachers receive extra days at the beginning of the school year in order to prepare and learn about the Pinecrest way of educating students.
- One new and talented teacher per year is recognized with the "Rising Star Award". This includes recognition for their outstanding teaching capabilities as a new teacher.
- All staff, including new teachers have access to an instructional coach who will share best practices, model, and co-teach in order to strengthen teaching effectiveness.
- Seasoned, talented, and experienced teachers may be selected to enter the Master Teacher program. This program, now in its third year, requires that the selected group undertake a year of additional teaching methods instruction, journaling, and reflection about teaching. In addition, their teaching is observed by building principals from across the Pinecrest network. Master Teachers who have been successful in completing the requirements of the program are celebrated publicly at a formal sit down, fundraising dinner every May. These teachers are highlighted during the dinner and receive a bonus for each year that they remain within the Pinecrest Network. They are called upon the share their talent and create and provide professional development to others within the network.

2. An emphasis on using data to guide instruction is emphasized at within the Pinecrest Network.

- Board members reported that they are appraised of individual school data on a regular basis. They went on to say that as recently as a few weeks ago, each school's performance was put up on a screen in the multi-purpose room and a leader guided the board in looking at achievement levels, state standards, and types of interventions being considered to boost student achievement. The board takes part in reflecting upon the data, both highlights and areas for improvement and will contribute to possible resources to support improvement.
- It was also noted that all Pinecrest schools participate in Data Days. This is a time when students are released from school early, and staff meet. They go over recent data information coming from MAPS, i-ready, and other measures. It is time to look at the data and determine what might help student achievement or what could be different next time.

3. School Leaders meet to collaborate and talk about areas of concern.

    - Both Principals and Assistant Principals communicated that they appreciate this time with their peers. One Assistant Principal said that she can get good ideas regarding restorative justice. Even though each school has their own leadership team, leaders can meet to learn, communicate, and collaborate.

4. Pinecrest offers a wide variety of elective classes at all campuses and across all grade levels.

    - Parent and student focus groups across all campuses shared their appreciation for this aspect of the network, even noting that it was a reason why they choose this school.

B. Pinecrest Sloan Canyon

1. The administrative staff is highly responsive to suggestions and ideas for improving the learning at the campus.

    - The middle school campus did not feel the traditional short timed grade periods were working for them or students. Teachers approached members of the leadership team about this concern, and even though the master schedule was already created and underway for the 19-20 school year, the administrators listened to the reasons, and responded to staff concerns.
    - An anonymous questionnaire was provided and completed. Members of the leadership team responded by having a new block schedule put into place during the same school year.
    - This has created higher levels of trust between teachers and leaders as well as a better learning format for the middle school students.

2. Administrators, staff, students, families, and community members share a united desire to create additional high-quality experiences and choices for students.

- Examples of these additional high quality experiences include aviation classes, fundraising for Las Vegas Homeless Youth, Student Council, Robotics Competitions and a variety of sports.
- Even though the school has been operational for six months, there are strong relationships and a shared enthusiasm for several projects involving all stakeholders.

3. Student engagement at the school is well above average.

- Engagement levels in all observed classrooms was between 90-100%.
- There were multiple examples of small group instruction, focused individual work, blended learning, and students communicating with each other for the purpose of contributing to the learning of other students.

- The team observed specialized classes including Choir, STEAM, and specific modules. These modules were purchased, based on student interest in topics: Veterinary Medicine, Dental Hygiene, Bio Medical Engineering, Forensic Science, Design and Marketing, Environment and Ecology, and Emergency Medical Technician.
- Students were required to explore the career in depth including the researching of salaries and needed education.

VI. 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.

A. Pinecrest Network:

1. **As the Pinecrest Network of Charter schools continues to grow and new campuses open, the SPCSA team suggests that the network leaders consider the needs of the existing campuses when opening a new school**.

- When more than 50% of the staff leaves a given school site, it is difficult for the remaining staff to maintain a strong sense of community. This can be especially difficult when there is also a new leader that is hired.

- This difficult situation currently exists at both the Horizon and St. Rose campuses. We recommend that the Pinecrest Board and School Leaders take this into account in when opening or expanding schools in the future.

2. **Although the Pinecrest Network does not explicitly state that volunteering is mandatory, it was implied during parent focus groups**.

- We recommend that the Pinecrest Network to ensure that all messaging both verbal and in writing clearly communicates that volunteering is completely optional as provided for in Nevada regulation.

3. **It is important that Pinecrest Network take steps to increase the number of students enrolled in three primary special populations: Free and Reduced Lunch, English Language Learners, and Students with an Individual Education Plan.**

- The State Public Charter School Authority is committed to providing equitable access to diverse, innovative and high-quality public schools as reflected in the SPCSA's Academic Performance Framework. The framework will measure how the enrollment of each of these special populations compares with the local school district.

- It is strongly suggested that the network develop systematic methods for increasing enrollment numbers for these populations. SPCSA staff is more than willing to work with Network leadership and the Pinecrest Board to assist in this effort.

B. Sloan Canyon

1. **SPCSA staff would encourage the school leadership staff to better define and communicate the system the school uses to address the needs for those families whose students are achieving at well-above grade level in English Language Arts and Math.**

- Although there appeared to be differentiation and strong teaching practices at the school, the perception from some of the stakeholders is that a definite and systematic way of accomplishing this in not completely clear. It is not clear if an accelerated system is missing or if is the messaging via communication.
- Some family members are highly concerned about those students achieving at levels well above their grade level. They feel this should be addressed and explained to all families at the school site.
- It is not clear if a system is lacking or if it is simply the messaging and communication. But either way, there is some confusion.
- We suggest the school provide guidance and clarification.

2. **Consider how the messaging surrounding requests for families to donate to various events taking place at the school might be perceived.**

- Consider the possibility of requesting donations and results of fund raising in a streamlined and staggered fashion.
- This is suggested to alleviate the possibility of families and students having confusion over requests for donations and their potential outcomes for current students.

VI. DEFICIENCIES

There were no deficiencies identified for campus during the evaluation.

Nevada State Public Charter School Authority

PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE

Name of School: Pinecrest Sloan Canyon Campus

School Year 2018-2019 Nevada School Performance Framework Rating(s) (NSPF)

Elementary: N/A

Middle School: N/A

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
Elementary	Middle	Elementary	Middle

High School Data

Graduation Rate:	Average ACT Composite:
N/A	N/A

SITE EVALUATION REPORT

Campus Name:	Pinecrest, St. Rose Campus
Grade Levels:	K-8
School Leader:	Jon Haskel
Purpose of Site Evaluation:	This evaluation is focused on academic performance and organizational effectiveness components of the school. It includes classroom observations, focus group results, and detailed data analysis of student achievement.
Conducted Date:	February 12, 2020
Conducted By:	Karen Gordon and Mike Dang

SUMMARY OF SITE EVALUATION

Mission:

Pinecrest Academy of Nevada unites the community to prepare students for college and career.

During our Site Evaluation, the team observed the above mission enacted on the campus in several ways. During classroom observations, it was clear that the curriculum was aligned to the Nevada Academic Content Standards, which will guide students to be prepared to attend college and to be ready to engage in a variety of careers. In addition, stakeholders from the student, parent, staff, administration, and board focus groups shared their perspectives on a number of items at the St. Rose campus, which served to underline the importance of and commitment to the mission statement.

Site Evaluation team members observed instruction in approximately 16 classrooms.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	Of the 16 classrooms observed, nine were rated *Proficient* with warm and caring classrooms, while six were rated *Distinguished* and one was *Unsatisfactory*. The distinguished classrooms were characterized by teachers reflecting genuine warmth toward their students and students taking part in this respectful atmosphere. The classroom rated *Unsatisfactory* was rated this way because the teacher displayed frustration and anger at a student, stating, "I wish you'd learn to raise your hand."	Distinguished Proficient Basic Unsatisfactory Not Observed
Establishing a Culture for Learning	There were nine classrooms rated *Proficient* with commitment to the subject and high expectations for students. The other five classrooms were rated *Distinguished* and students were seen taking pride in their work and displaying a passion for learning. Two other classrooms were rated *Basic* with a more minimal culture for learning.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Classroom Procedures	In four *Distinguished* classrooms, routines and procedures were seamless, and students made sure the classroom functioned well. Another 10 classrooms were rated *Proficient* with well-established routines and little loss of instructional time. Two classrooms were *Basic* and classroom routines functioned unevenly on this day.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Student Behavior	In 15 classrooms, the teachers were well- aware of student behavior and maintained clear standards of conduct. One classroom was *Basic* and student misbehavior was not addressed in a respectful or consistent manner.	Distinguished Proficient Basic Unsatisfactory Not Observed

I. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	There were six classrooms rated *Proficient* with evidence of clear and understandable directions and teaching. In 10 classrooms the purpose for the lesson was not clear and required additional explanation to avoid confusion of instructional purpose. This led to a Basic rating for those classrooms and for the school as a whole.	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Questioning and Discussion Techniques	In three classrooms, students were observed to be assuming the responsibility for asking and discussing high level questions. In six classrooms, the teacher used some questioning and discussion techniques that reflected	Distinguished Proficient Basic

	participation by students. In seven classrooms there was limited evidence of high-level questioning and no discussion was observed to be taking place.	Unsatisfactory Not Observed
Engaging Students in Learning	The level of engagement varied greatly between classrooms. In six cases, students were highly engaged and were contributing to the learning activities. In seven other classes, students appeared to be intellectually engaged with the materials and structure of the lesson. In another three classes the engagement was much lower, and the pacing, and reason for the lesson, as well as the quality of planning appeared lacking.	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Assessment in Instruction	Most classrooms (11) were in the *Basic* category with students occasionally accessing the quality of their own work and some teacher monitoring. In at least three classrooms, the teacher never left the front of the classroom to observe the learning task assigned. In five classrooms, rated *Proficient*, students knew and were aware of the expectations of their work and the teachers monitored groups of students and or individual students.	Distinguished Proficient Basic Unsatisfactory Not Observed

II. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	The operations and systems at the school were implemented routinely with the school's mission in mind. Procedures were in place and followed at the campus.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Schoolwide Procedures	Schoolwide systems and procedures functioned smoothly including a check in and out procedure, safely walking in the hallways during passing periods, obtaining learning supplies, and leaving classrooms to use the restroom.	Distinguished Proficient Basic Unsatisfactory Not Observed
Maintaining a Safe Environment	Safe procedures were in place such as safety checks, limiting access to the campus, and maintaining appropriate student conduct within the school. Safe Voice posters were not observed and need to be placed on walls throughout the school.	Distinguished Proficient Basic Unsatisfactory Not Observed

III. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
Governing Board[1]	2	30 minutes
Parents/Families	6	30 minutes
Students	9	30 minutes
School Leadership	3	30 minutes
Staff	10	30 minutes

Governing Board:

The Governing Board focus group was conducted virtually prior to the school evaluations on February 2nd from 9:30-10:00 am. The focus group is representative of all Pinecrest campuses and the same report information and has been inserted into each individual school report

- Board members shared their understanding of the mission- to prepare students for college and career. They added that the key design elements are through STEM, data, and dual enrollment programs. The decisions are made based upon the drive to uphold the mission. One member of the board said, "We collect and analyze the data throughout the year. We spend a great deal of energy and time looking at test scores and metrics to see how this is going to affect outcomes for the Pinecrest schools."

- When asked about how the board is appraised of school achievement levels the board reported that Data is given to the board and reviewed at open meetings. One board member went on to explain, "A few meetings ago-every school's performance was put up on a screen in the multi-purpose room, and Jessica Barr guided us in looking at state and national standards. In addition, we looked at types of interventions to be considered to boost student achievement. At this presentation the outcomes were good, but one area of concern was in the ELL population and we know there is room for improvement. The board will think about resources to support those improvements."

- Board members reported that they meet about every 6-8 weeks and said the board is very stable. Some members have termed out and the newest member has been on board for 3 years.

- There is an official annual evaluation for each principal of the school which is conducted by the board. Surveys at the school sites help guide these evaluations.

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

- Parent involvement at board meetings is dependent upon what is on the agenda. One board member stated, “Some items are more well attended than others and sports related items are very well attended.”

- The board reviews policies and procedures on a consistent basis, and as often as needed. For example, if something needs to be updated in the handbook the board becomes aware, they will act on this information quickly.

- According to the Board, Pinecrest has grown from 1 campus to 5 and Academica’s experience and knowledge are appreciated. Regarding growth and expansion, board members commented that there were a lot of active parents wanting another campus in the Sloan Canyon area and parents were the main driver to this happening. Growth is based on community needs, parents, and how can Academica might support the opening of a new campus. By “need” the board is referring to growing communities. For example, the Inspirada Campus came about because a person could see the planned housing community and we could see there was not a charter in this area, and we recognized that the need was there.

- Regarding the thought of a weighted lottery, the board is open to making the school diverse and we are not opposed to the weighted lottery. One board member commented, “We have not had specific conversations about how our existing schools meet AB 462 and the sub pops.”

- The board said that they have a sub-committee for finance with three members: “We review the enrollment projections, state’s funding program for next year, cash flow, and bonds. We have a third party of outside experts provide information to the board to help us make good decisions. Financial Reports are by campus and so there is a great deal of information to look over.”

- Looking ahead to the next three to five years, the board wants to maintain a strong financial position and offer the best product possible to students regarding achievement. The board made it clear that their priority is to help Nevada improve the statistics because, as a state, the performance numbers are low. The board wants to help students to become productive members of society.

Parents/Families:

- Parents shared many reasons for coming to this school. One parent said, "I picked this charter school because my kids were reading at age 3; and I heard that there is differentiated learning here. I didn't want my child going to kinder and learning his ABCs there. We were worried about class sizes of 32 and up and we knew that Pinecrest put hard caps on classroom." Another parent shared that, "My child spent his first 5 years at a private school, he speaks 3 languages, and I wanted him to do pre-K, and I liked it so much that we stayed."

- Parents appreciate the challenges the school provides for students and that they teach math in small groups. Although "Power Hour" is appreciated parents would like to see it improved upon. Parents reported that they see a need for student academic intervention in areas of math and ELA, but the current system does not seem to be in place throughout the school in a consistent manner.

- Families said that communication is great. There are many methods that the school uses to inform stakeholders about what is happening at the school, including: class dojo, e-mail, Panther Periodical, Twitter, Facebook, and text messages. Parents indicated that the school is committed to making sure that parents always know what is occurring on campus.

- A parent commented that the atmosphere in the middle school is much different than in the elementary. Communication between teachers and students is not as open in the middle school. The parent went on to say: "Middle Schoolers need to know they can talk to their teachers and learn. They shouldn't be told not to ask questions."

- Another parent recommended the school think about implementing a coping class for students. Other parents liked this idea and believe a coping class might complement the current and challenging curriculum.

Students:

- Students in the elementary school level said they like the fact that they can get the help they need, and teachers really respond when you are not learning. Students stated that many teachers are engaged and notice when you need help, offering one-on-one time. Another student shared that during the first two years they were at the St. Rose campus, there were few challenges. The new programs like GATE does provide unique challenges them because it pushes them "to a higher level of thinking." Additionally, students recognized that they could advance to higher grade levels in math, and that they could accelerate in ELA and do more work.

- Regarding emotional safety and physical safety, students said you can go and talk to someone about fears you may be feeling. They reported having fire drills as well as lock down practice.

- Students had several recommendations for improving the school. Students believe that the school should find better quality substitute teachers. In addition, several middle school students said the school should improve communication and relationships between teachers at the middle school level and students. There have recently been some events which were upsetting to several students. Students explained that there was some misuse of bathrooms both during class time and passing period. As a result, the policies around using the restroom changed. One middle school student said, "There are times when we're allowed to use [the restroom] during passing periods but when we get to the restroom, we are told that we can't go during that time and there is a teacher posted at the door not allowing access. Students found this frustrating because there were a few students who misused the restrooms, yet all students were having the access denied. Another student suggested that a better way to handle the situation would be to have more adults monitoring hallways, (as they are crowded) and bathrooms. Finally, several students suggested said they would like to see more time allowed during passing period because the halls are crowded and it' so hard to get from some classes to others.

  *__Response to Description*__
  In response to the description of bathroom access in middle school, Pinecrest Administration would like to clarify what we believe is a misunderstanding. Students are allowed to use the restroom at any time. There is no time where students with a need for the restroom are denied access.

  Due to crowding and excessive tardiness after lunch, students were instructed to report directly to their fourth period classrooms when the lunch bell rang instead of stopping at the restrooms. The reason for this was not to punish behavior, but to proactively remedy both a crowding and tardiness problem. Students were reminded that they have full access to restrooms during their lunch period, and that the bell signals that it is time to report to class. If students needed to use the restroom after the lunch bell rang, they were to report to their fourth period teacher and then ask to use the restroom. This was to alleviate large groups of middle school students trying to use the restroom all at once right after the lunch bell rang.

  Students are encouraged to use the bathroom during passing periods so as to not interfere with instructional time, however, students that ask to use the restroom during class are permitted to go.

  Administration is not aware of any teachers posted by the restroom doors as an assigned duty post. When we began encouraging students to report directly to class after lunch instead of stopping at the bathroom, a teacher assistant did stand near the bathroom and remind students that they should be going directly to class.

- Students at the middle school level expressed concern over the relationships that exist between some middle school teachers and their students. They said that some teachers have not allowed them to ask questions during class and have expressed frustration when students don't understand some subject matter.

Leadership:

- When asked about challenges, school leaders maintained that the school has earned 4 and 5-star ratings despite growth and funding challenges. For example, when the Pinecrest Sloan Canyon Campus (K-9) opened nearby, about one-third of the students and teachers, especially middle school teachers, transferred to this campus. School staff has been working with a large infusion of new students and helping them acquire the Pinecrest culture of disciplined learning while helping existing students keep progressing and achieving as they have. However, this will not happen automatically. Other challenges leadership has experienced in overcoming barriers to student achievement include finding high quality teachers with experience in Nevada, and helping staff and teachers develop in efficacy.

- When asked how the school plans to improve or maintain its high academic achievements the school indicated that teacher retention is always discussed first. Leadership discusses the current state, what is needed, how they can support their teachers, and how they can build and develop them even further. School leaders engage in professional learning community (PLC) activities each week to foster more collaborative learning and to help develop and retain their teachers. The clear preference among the leadership team is to develop, help and retain their teachers rather than recruit. Additionally, the leadership team works to ensure their curriculum is up to date and they train their teachers on their curriculum with rigorous exercises. They practice being very authentic and transparent about where their kids are at, noting that an 'A' above grade level grade. Leadership strives to measure and reflect where their students are in their grade and then to help their students get to where they want to go.

- School leaders seek to provide meaningful electives for their schools, such as the medical detectives. In such classes, students may test and plate antibiotics. This includes a project for students to learn different parts of bodies. Project Lead the

Way is used to help students in STEM learning. This includes students learning about green architecture and building and engineering using the Revit, a building information modelling software for architects, engineers and other professionals.

- The school uses different methods available to them to communicate with staff including meetings, e-mails, texts, PLC meetings, and face-to-face conversations. A weekly newsletter is also provided. Leaders reported that they have done an excellent job managing turnover after teachers left for the new Sloan Canyon campus. In fact, they said 46 of 48 of their teachers have indicated they intend to return in the next school year.

- The school leadership team recruits and retains high-quality personnel in a variety of ways, including local and state teacher fairs, fliers, social media, referrals and word of mouth. School leadership ensures coaching and evaluation systems are executed with fidelity and does so by conducting evaluations and walk-throughs on good teaching, providing regular feedback on how classes are going and providing coaching sessions to teachers. Teachers also engage in reflective practice, modeling lessons for others and watching themselves on video to analyze teaching.

- School leaders use data benchmarking to identify students not meeting growth goals. They'll coach teachers by listening and discussing with teachers what they want to do to improve student growth based on the data they're seeing. For example, teachers may switch students to another teacher or regroup students to help teachers get their best results. Leadership may change daily schedules, provide more data, facilitate discussions, provide tutors, rooms, times, and dates, all to help leaders.

Staff:

- Staff shared that they were pleased with how supportive the administrative team has been. Teachers remarked, "Administrators have been supportive and encouraging. I started as a parent and have 3 kids going to school at this campus. I was always involved with the parent PTO but being on campus made me realize I want to work where my kids go to school, and I realized I wanted to come here."

- Staff commented that they use data to drive instruction. One person said, "We receive iReady data for our K-8 students via three diagnostics per year, and this informs our analysis to drive instruction by including this data. We also use SBAC data to inform our planning and teaching for the following year. We are informed by the data and consider it with what we observe in class. We've used the data to influence us to restructure centers and to create small group teaching scaffolding. We review the data both as a group and individually as teachers."

- Teachers explained that data informs students also as it helps them to plot where

they're at in their own progress. In meetings with students, a teacher can help guide the individual student about what they need to do to make the kind of progress they want, such as how many more points they'll need on an upcoming assessment.

- Staff commented that data is incorporated in reflective practice modeling lessons for teachers, in which teachers watch others teach. This also includes making sure strategies are implemented. Teachers can sign up to do this. Additionally, teachers stated that swivel cams are utilized for even more data. Essentially, reviewing these camera videos allows for less intrusive monitoring of classes, students and teachers.

IV. OVERALL STRENGTHS OF PROGRAM

A. Pinecrest Academy Network:

1. A system for creating career pathways and retaining talented teachers has been created and implemented within the network. Examples include:

- New teachers receive extra days at the beginning of the school year in order to prepare and learn about the Pinecrest way of educating students.
- One new and talented teacher per year is recognized with the "Rising Star Award". This includes recognition for their outstanding teaching capabilities as a new teacher.
- All staff, including new teachers have access to an instructional coach who will share best practices, model, and co-teach in order to strengthen teaching effectiveness.
- Seasoned, talented, and experienced teachers may be selected to enter the Master Teacher program. This program, now in its third year, requires that the selected group undertake a year of additional teaching methods instruction, journaling, and reflection about teaching. In addition, their teaching is observed by building principals from across the Pinecrest network. Master Teachers who have been successful in completing the requirements of the program are celebrated publicly at a formal sit down, fundraising dinner every May. These teachers are highlighted during the dinner and receive a bonus for each year that they remain within the Pinecrest Network. They are called upon the share their talent and create and provide professional development to others within the network.

2. An emphasis on using data to guide instruction is emphasized within the Pinecrest Network.

- Board members reported that they are appraised of individual school data on a regular basis. They went on to say that as recently as a few weeks ago, each school's performance was put up on a screen in the multi-purpose room and a leader guided the board in looking at achievement levels, state standards, and types of interventions being considered to boost student achievement. The board takes part in reflecting upon the data, both highlights and areas for improvement and will contribute to possible resources to support improvement.

- It was also noted that all Pinecrest schools participate in Data Days. This is a time when students are released from school early, and staff meet. They go over recent data information coming from MAPS, i-ready, and other measures. It is time to look at the data and determine what might help student achievement or what could be different next time.

3. **School Leaders meet to collaborate and talk about areas of concern.**

- Both Principals and Assistant Principals communicated that they appreciate this time with their peers. One Assistant Principal said that she can get good ideas regarding restorative justice. Even though each school has their own leadership team, leaders meet to learn, communicate, and collaborate.

4. **Pinecrest offers a wide variety of elective classes at all campuses and across all grade levels.**

- Parent and student focus groups across all campuses shared their appreciation for this aspect of the network, even noting that it was a reason why they choose this school.

B. Pinecrest St. Rose

1. **There were some exemplary classrooms at the school within the area of 'Engagement".**

Even though the overall rating was "Proficient" it is important to note that six of sixteen classrooms were rated "Distinguished". In one kindergarten classroom, the teacher had designed centers which were engaging, meaningful, and perfectly met the needs of her students. In a 4th grade Power Hour the teacher was moving around the classroom, and the pacing appeared to fit the needs of this group of learners. When there was confusion, the teacher addressed each misconception with individual students. There were some instances of "Turn and Talk" "No Hands Up", and students using white boards to try to solve math problems and receive immediate feedback on their progress toward mastering the skill. This is considered a school-wide strength because, these best practices and skillful teaching methods may be built upon and strengthened among teachers at the campus so that the school's overall level of Student Engagement can improve quickly.

2. **Although the leadership team is new this school year, students, teachers, and parents expressed that they feel the campus is moving in a positive direction.**

There were several instances of relationship building observed and noted during focus groups. There was evidence that leaders were flexible and available to all stakeholders according to parents and staff. In addition, the staff reported that they had high hopes to keep learning, teaching, and working with each other to continue to create an outstanding educational atmosphere for students. Most teachers expressed that they plan to return to this campus for the 20-21 school year.

V. 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.

A. Pinecrest Network:

1. **As the Pinecrest Network of Charter schools continues to grow and new campuses open, the SPCSA team suggests that the network leaders consider the needs of the existing campuses when opening a new school.**

- When more than 50% of the staff leaves a given school site, it is difficult for the remaining staff to maintain a strong sense of community. This can be especially difficult when there is also a new leader that is hired.

- This difficult situation currently exists at both the Horizon and St. Rose campuses. We recommend that the Pinecrest Board and School Leaders take this into account in when opening or expanding schools in the future.

2. **Although the Pinecrest Network does not explicitly state that volunteering is mandatory, it was implied during parent focus groups.**

- We recommend that the Pinecrest Network to ensure that all messaging both verbal and in writing clearly communicates that volunteering is completely optional as provided for in Nevada regulation.

3. **It is important that Pinecrest Network take steps to increase the number of students enrolled in three primary special populations: Free and Reduced Lunch, English Language Learners, and Students with an Individual Education Plan.**

- The State Public Charter School Authority is committed to providing equitable access to diverse, innovative and high-quality public schools as reflected in the SPCSA's Academic Performance Framework. The framework will measure how the enrollment of each of these special populations compares with the local school district.

- It is strongly suggested that the network develop systematic methods for increasing enrollment numbers for these populations. SPCSA staff is more than willing to work with Network leadership and the Pinecrest Board to assist in this effort.

B. Pinecrest St. Rose

1. **SPCSA recommends the school leaders and staff consider options to address the concern around overcrowded hallways during passing periods in the Middle School.**

    - The overcrowding was reported during the student focus group and observed during passing periods.

    - Provide an improved way for students to transition between classes in a more orderly fashion.

    - One option, which we realize you may have already considered, is to create a schedule with staggered passing periods.

2. **Improve perceptions of trust and problem solving with students in middle school.**

    - Middle School students expressed concern over some of the relationships between middle school teachers and students. The group said that they were frustrated about the availability of middle school bathrooms during passing periods and the inability to ask questions during some middle school classes.

    - What we feel is important in this case, is to change the perception of the middle school students so that they trust that asking questions is always welcomed in all classes at the school and that leaders and teachers will find a way to provide access to bathrooms, regardless of incidents of some students misusing the facilities.

    - We recommend school leaders and staff continue their work with restorative justice practices and consider including middle school students in problem solving school related issues. Achievement levels and chronic absenteeism improve when all students feel a sense of belonging, trust and encouragement. It is through asking questions and taking risks that learning is optimized.

3. **We encourage this school to post Safe Voice posters at several locations within the campus which are visible to all students and provide this option to students at the St. Rose campus.**

    - School leaders are influential figures in supporting and sustaining safe schools and communities for their students.

    - Safe Voice offers students a comprehensive, reliable and professional way to report tips anonymously 24/7/365. No report goes unanswered as trained professionals in the Department of Public Safety and select school staff are prepared to respond appropriately.

VII. DEFICIENCIES

There were no deficiencies for during this evaluation.

Nevada State Public Charter School Authority

PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE

Name of School: **Pinecrest St. Rose Campus**

School Year **2018-2019** Nevada School Performance Framework Rating(s) (NSPF)

School Rating in 2018-2019

Elementary: 4 of 5 Stars
Middle: 5 of 5 Stars

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
76.9	80.0%	76.9%	71.9%
Elementary	Middle	Elementary	Middle

High School Data

Graduation Rate:	Average ACT Composite:
N/A	N/A

Appendix D

Nevada State Public Charter School Authority

Site Evaluation Report

Pinecrest Academy of Nevada Cadence

Evaluation Date: 9/22/2020

Report Date: 10/23/2020

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

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Introduction and School Background 3

Academic Performance 4

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Organizational Performance 16

Site Evaluation Findings 18

Appendices

A: Nevada State Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 9-22-20. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1st, 3rd, and 5th year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA operational framework.

This evaluation has been designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

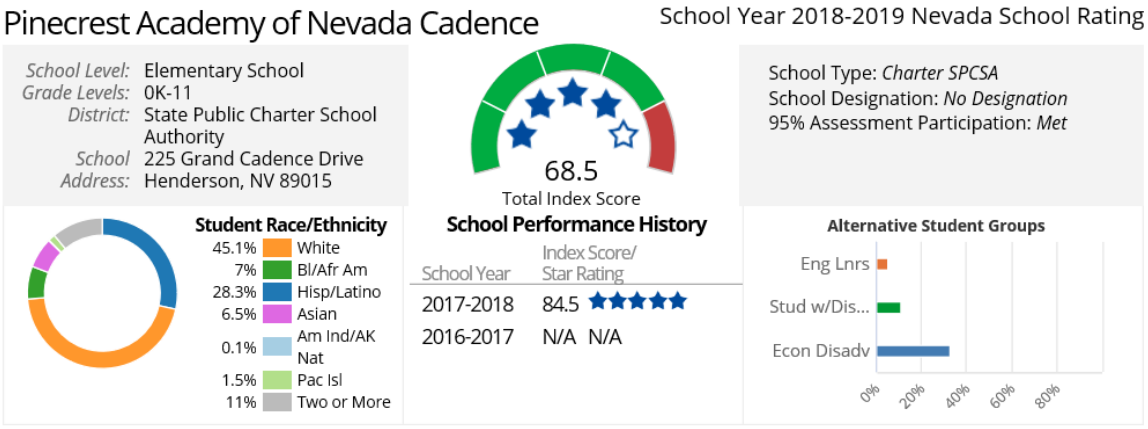
Pinecrest Academy of Nevada Cadence is located in Henderson, NV. in a facility at 225 Grand Cadence Drive. The school serves 1,814 students (as of the most recent Validation Day) in Kindergarten – 12th grade. The mission of Pinecrest Academy of Nevada Cadence is: "Pinecrest Academy of Nevada unites the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

ACADEMIC PERFORMANCE

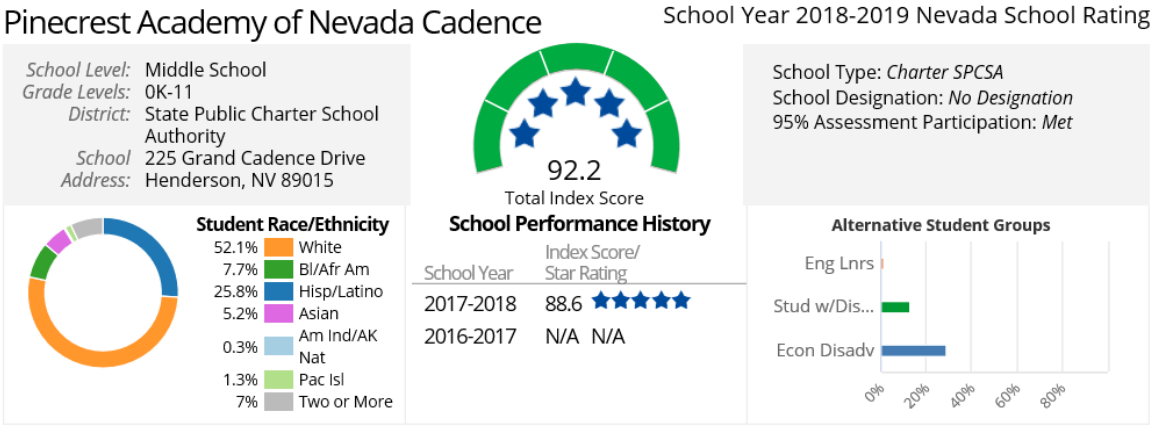
Pinecrest Academy of Nevada Cadence
Math and ELA Results
Nevada School Performance Framework
2019

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

Elementary



Middle



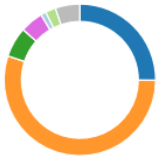
High

Pinecrest Academy of Nevada Cadence

School Year 2018-2019 Nevada School Rating

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

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



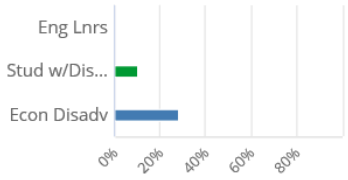
Student Race/Ethnicity

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

School Performance History

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

Alternative Student Groups



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

Elementary School Proficiency Rates

Math Proficient

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

ELA Proficient

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

Middle School Proficiency Rates

Math Proficient

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

ELA Proficient

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

High School Proficiency and Graduation Rates

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

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

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

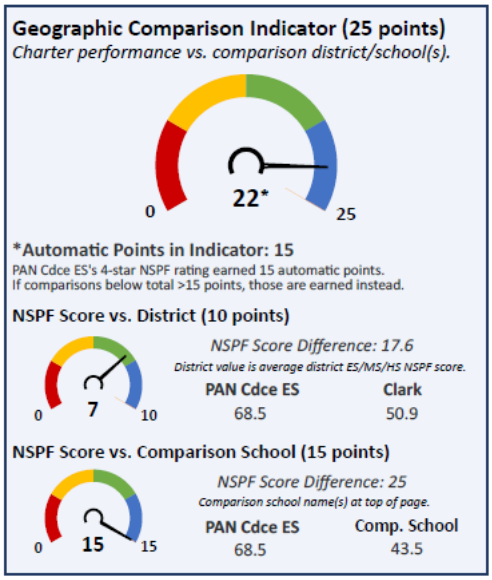
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	60.6	53.8	48.54	N/A	44.5	45.83
American Indian/Alaska Native	-	-	36.76	N/A	36.3	33.43
Asian	-	71	65.11	N/A	68.4	63.27
Black/African American	-	32.7	31.39	N/A	21.6	27.78
Hispanic/Latino	61.1	47.2	36.5	N/A	39.5	33.15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

Graduation Rates Indicator

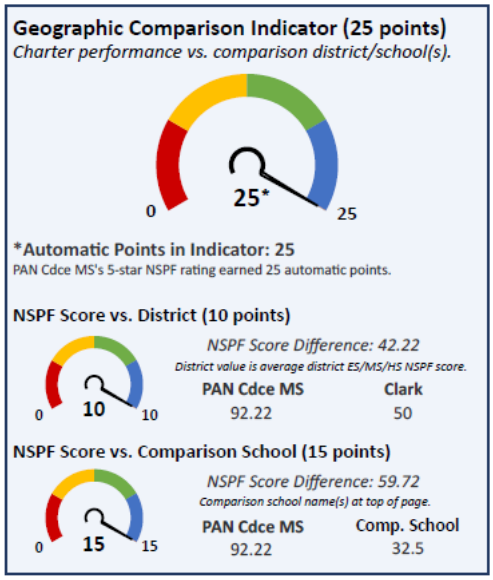
Measure	School Rate	District Rate
4-Year	N/A	70.0
5-Year	N/A	69.0

SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary School

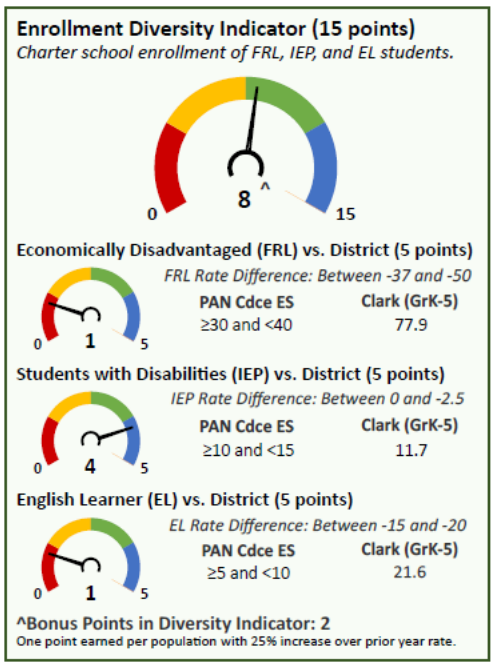


Middle School

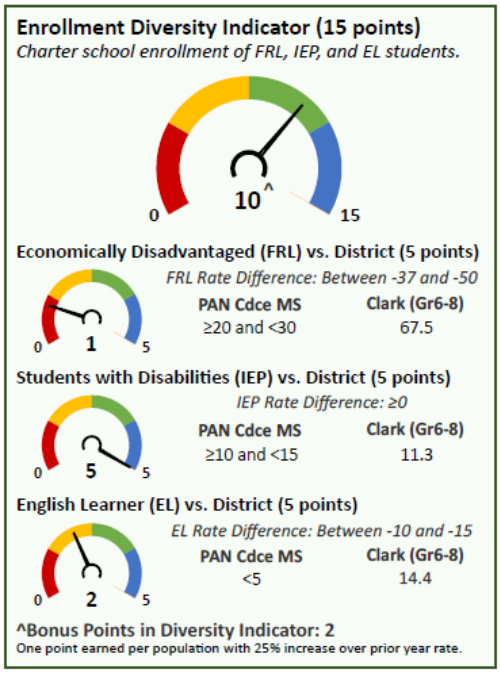


SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School



Middle School



*No data for Pinecrest Academy of Nevada Cadence High School

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

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

CLASSROOM OBSERVATION TOTALS

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

I. CLASSROOM ENVIRONMENT					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Areas 1 & 2 **Creating an Environment of Respect and Rapport**	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 1	**Total: 5**	**Total:**	**Total:**	**Total:**
Establishing a Culture for Learning	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 1	**Total: 5**	**Total:**	**Total:**	**Total:**

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 Managing Classroom Procedures	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total:	Total: 6	Total:	Total:	Total:
Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 2	Total: 4	Total:	Total:	Total:

II. CLASSROOM INSTRUCTION					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real- life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total:	Total: 4	Total:	Total:	Total: 2
Area 6	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
A Using Questioning and Discussion Techniques	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total:	Total: 6	Total:	Total:	Total:
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total:	Total: 6	Total:	Total:	Total:

II. CLASSROOM INSTRUCTION (continued)					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 7 **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: 1	**Total: 5**	**Total:**	**Total:**	**Total:**
B	Students make contributions to the representation of content.	There are appropriate activities and materials and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content or lack of lesson structure/ pacing.	This criterion was not observed or rated.
	Total: 1	**Total: 5**	**Total:**	**Total:**	**Total:**
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 8 **Using Formative Assessment in Instruction**	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total:	**Total: 6**	**Total:**	**Total:**	**Total:**

The purpose of this portion of the report is to provide a numerical value to the total number of best practices seen during the classroom observational portion as a whole. This number is indicated at the end of each best practice descriptor/line.

Evidence of adapted materials/assessments: Area 5

- ☒ Lessons are designed to encourage student curiosity and learning beyond classroom time: 2
- ☒ The explanation of the content is imaginative: 3

Evidence of questioning and discussion techniques: Area 6

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

Evidence of engaging students in learning Area 7

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

Evidence of Formative Assessment During Instruction: Area 8

- ☐ Teachers provide the students feedback about their learning referring to examples taking anecdotal notes:
- ☐ Students incorporate the feedback by revising their work:
- ☐ Students receive frequent and meaningful feedback regarding their work:
- ☒ A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 2

Other:

ORGANIZATIONAL PERFORMANCE

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

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

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

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

SITE EVALUATION FINDINGS

STRENGTHS

A Summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Evidence are found within the body of the report and summarized here.

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

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

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

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

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

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

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

CHALLENGES

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

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

RECOMMENDATIONS

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

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

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

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

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

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

DEFICIENCIES

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

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
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

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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

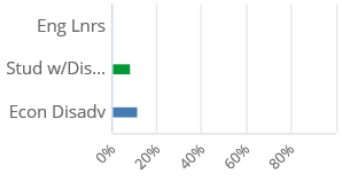
94.4
Total Index Score

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

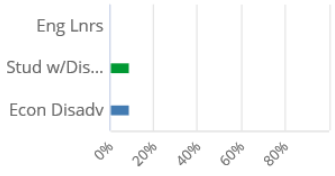
100
Total Index Score

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

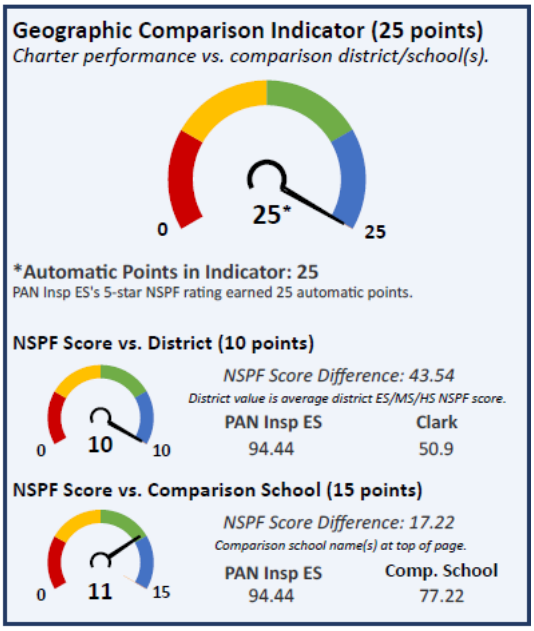
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	78.7	42.6	36.5	61	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	96.2	66.2	58.6	73.6	64.1	56.4
Black/African American	80	24.1	23.5	27.2	17.7	19.5
Hispanic/Latino	68.5	31.8	29.3	48.6	26.1	25.5
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

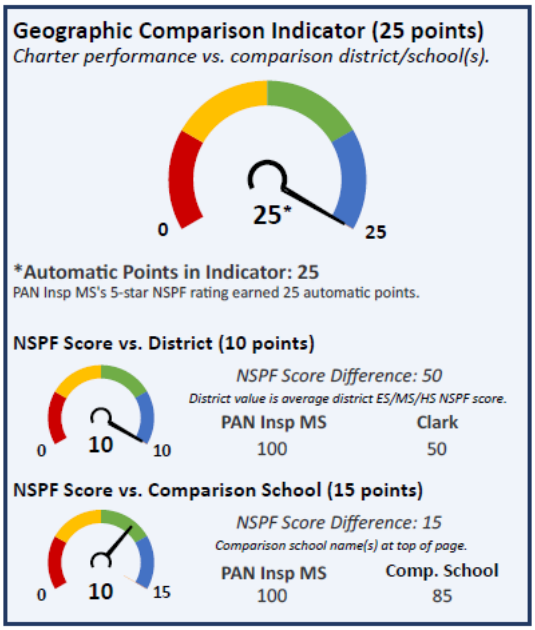
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	88.5	59.6	54.1	88.1	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	92.5	78.4	75.9	94.7	77.3	74.6
Black/African American	86.5	40.1	37.8	100	38.4	34.5
Hispanic/Latino	80.2	50.2	45.1	83.7	46.3	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

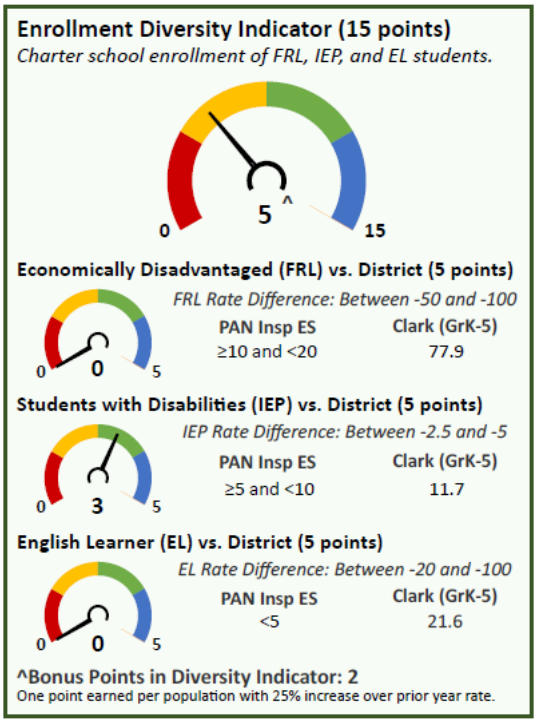


Middle School

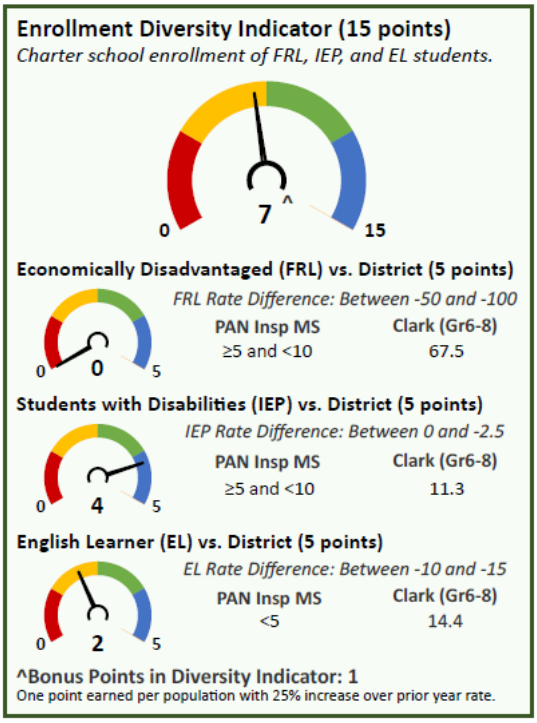


SPCSA Academic Performance Framework
Diversity Comparison Results

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.

Nevada State Public Charter School Authority

Site Evaluation Report

Pinecrest Academy of Nevada Horizon

Evaluation Date: 9/24/2020

Report Date: 10/23/2020

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
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Las Vegas, NV 89119

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INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 9/24/2020 at Pinecrest Academy of Nevada Horizon. 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

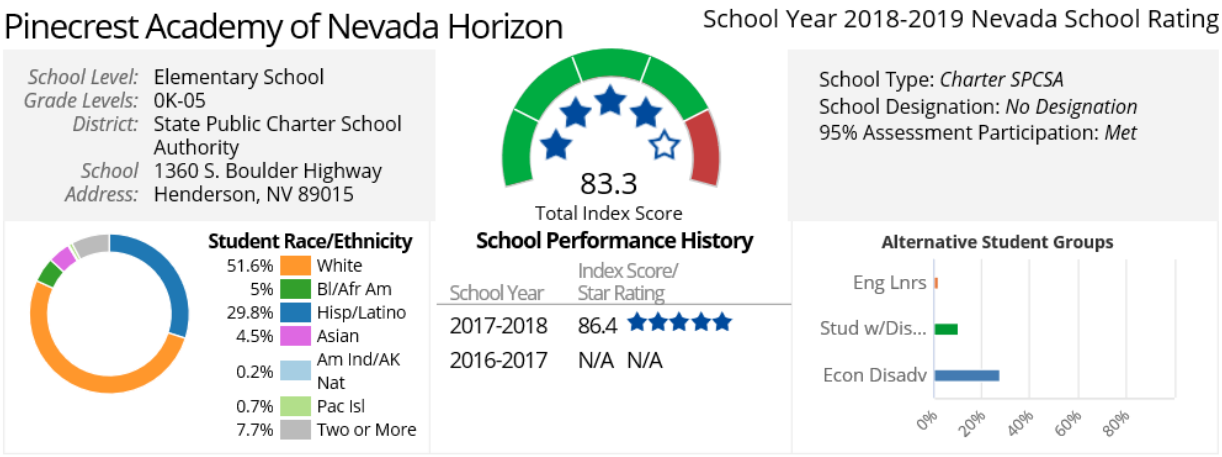
Pinecrest Academy of Nevada Horizon is located in Henderson, Nevada in a facility at 1360 S. Boulder Highway. The school serves 771 students (as of the most recent Validation Day) in grades Kindergarten – 5th grade. The mission of Pinecrest Academy of Nevada Horizon is: "Pinecrest Academy of Nevada Horizon unites the community to prepare students for college and career."

ACADEMIC PERFORMANCE

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

Pinecrest Academy of Nevada Horizon serves 771 students
in grades Kindergarten – 5th grade

Elementary



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

Elementary School

Math Proficient

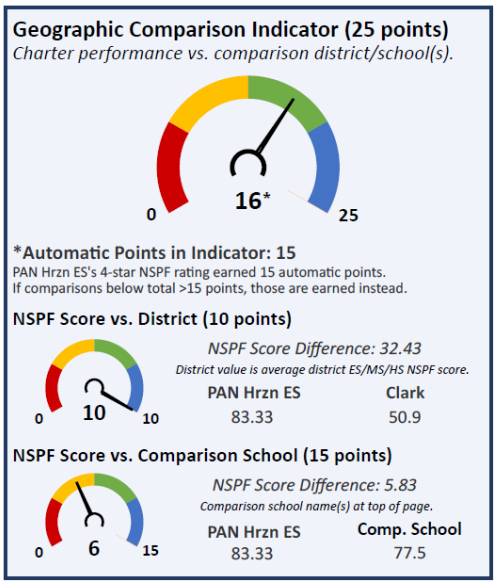
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	66.2	54.5	48.5	63.6	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	69.2	75.5	68.8	70	75.2	67.2
Black/African American	41.6	31.3	32.3	46.6	30.6	28.8
Hispanic/Latino	56.3	44.6	39.6	53.5	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	68	58.2	55.3	57.1	59	52.9
White/Caucasian	72.2	62.2	59.3	70.2	61.1	57.2
Special Education	29.6	27.3	28.6	27.5	29.2	24.8
English Learners Current + Former	81.7	42.2	35.8	72.7	37.4	32.4
English Learners Current	-	32.3		-	25.5	
Economically Disadvantaged	58.7	39.7	39	47.5	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	73.7	60.1	57	71.9	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	92.2	78.5	75.4	70	76.2	74.1
Black/African American	66.5	40.8	42.6	43.3	40.5	39.6
Hispanic/Latino	62.2	51.1	48.2	67.1	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	77.2	63.7	64.4	71.4	67.1	62.6
White/Caucasian	77.9	66.7	67.4	78.5	65	65.7
Special Education	38.2	26.6	30	30	29.3	26.3
English Learners Current + Former	90.9	42.2	41.4	54.5	38.9	38.4
English Learners Current	-	29.3		-	22.8	
Economically Disadvantaged	63.2	45.3	46.8	50	40.4	44

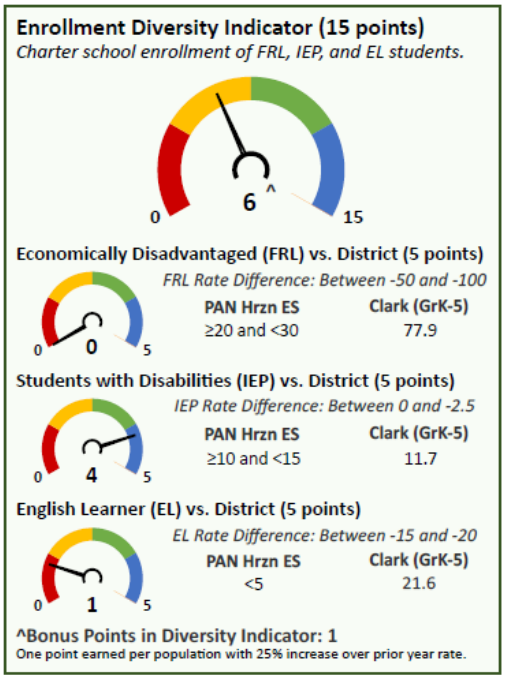
SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary School



SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

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

CLASSROOM OBSERVATION TOTALS

A total of 5 classrooms were observed for approximately 25 minutes each 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** **Establishing a Culture for Learning**	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: 2	**Total: 3**	**Total:**	**Total:**	**Total:**
	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: 1	**Total: 4**	**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: 1	**Total: 4**	**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: 1	**Total: 4**	**Total:**	**Total:**	**Total:**
Area 6 A Using Questioning and Discussion Techniques	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
	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: 4**	**Total: 1**	**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: 3**	**Total:**	**Total:**	**Total: 2**

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: 2	**Total: 3**	**Total:**	**Total:**	**Total:**
  B	Students make contributions to the representation of content.	There are appropriate activities and materials and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content or lack of lesson structure/ pacing.	This criterion was not observed or rated.
	Total: 1	**Total: 4**	**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: 1	**Total: 4**	**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: 3**	**Total: 1**	**Total:**	**Total:**

The purpose of this portion of the report is to provide a numerical value to the total number of best practices seen during the classroom observational portion as a whole. This number is indicated at the end of each best practice descriptor/line.

Evidence of adapted materials/assessments: Area 5

- ☒ Lessons are designed to encourage student curiosity and learning beyond classroom time. 2
- ☒ The explanation of the content is imaginative. 3

Evidence of questioning and discussion techniques: Area 6

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

Evidence of engaging students in learning area: Area 7

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

Evidence of Formative Assessment During Instruction: Area (enter area number here)

- ☐ Teachers provide the students feedback about their learning referring to examples taking anecdotal notes:
- ☐ Students incorporate the feedback by revising their work:
- ☐ Students receive frequent and meaningful feedback regarding their work:
- ☒ A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 2

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 Epicenter	In alignment with the mission statement, Pinecrest Horizon staff and school leaders have worked collaboratively with each other, the community, students, and families to maintain a community school atmosphere. Even during the current pandemic, school staff worked to strengthen the school culture by welcoming Scouts at the front of the school to celebrate local heroes, producing a daily video which is played for students each day and available on the website and reaching out to students in a number of ways and instances.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	The Horizon campus staff and leaders have taken on a "Business as Usual" attitude when distance learning became a mandate, interventions for students continued, routines were kept in place, and academic goals for Special Education students have not been interrupted.

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. There was evidence within the classroom observations of students with special needs receiving separate support to help participation in the regular ed classroom.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	WIDA testing is performed each year and students receive instruction to support their on-going focus to read, write, speak, and listen in English, all while continuing to learn new content within the grade level NVACS as required.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Epicenter	All expected items are uploaded to Epicenter in a timely manner. The school's student handbook is updated regularly and revised as needed.
3b	The school holds management accountable.	School Presentation	All school leaders are evaluated on a yearly basis.
4a	The school protects the rights of all students.	School Presentation Epicenter Classroom Observations	The Horizon school handbook is updated yearly. All Pinecrest campuses have developed restorative justice practices.
5b	The school complies with health and safety requirements.	School Presentation Epicenter Classroom Observations	School staff conducts safety checks on a routine basis and makes improvements as the need demands. The distance learning platform is highly secure and ensures the confidentiality of all students.

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.

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

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

- The Horizon Campus prides itself on the ability to build a strong culture and community at the school. These efforts were put to the test during the current pandemic, especially with the need to be socially distanced from one another. The school staff and leaders are to be commended for the ability to overcome obstacles regardless of the barriers in place. Examples of purposefully continuing to create a strong educational community and culture are as follows:
  - The Principal wrote a personal note to every student at the school.
  - A daily affirmation communicated through announcements which include positive messages of hope.
  - The school has partnered with the Henderson Police Department to arrange to have officers deliver backpacks to the homes of students in need of school supplies.
  - The school has supported the Scouts to celebrate heroes in the community and organize a drive to send letters and gifts of thanks to these individuals.

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.

There are two main challenges at Pinecrest Horizon. The first, has been to stabilize the staff and students at this campus, after several transferred to newly opened Pinecrest campuses. This has been achieved with only 12 new hires for the 20-21 school year. Secondly, Pinecrest Horizon continues to hold instructional staff and students to high expectations of achievement. The quality and procedures for on-line, distance education continues to evolve. Considering the circumstances, it is our finding that the Horizon Campus has continued to uphold the mission statement through distance learning amidst budget cuts.

RECOMMENDATIONS

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

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

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

    (Fisher et al.,2020)

2. The SPCSA recommends that the Horizon campus continue to attract and enroll a diverse student population. In particular, the FRL and Second Language Learners as compared to Clark County have low numbers according to the SPCSA Enrollment Diversity Indicator. The Enrollment Diversity Indicator displays a 6 of a possible 15 points in this area. This breaks down to 0 of 5 possible for FRL, 4 of a possible 5 for IEP, and 0 of a possible 5 for ELL. Intentional dedicated efforts by the Board and staff will be necessary to improve in this area.

3. Continue efforts to focus on MGP (Median Growth Percentile) as measured under the NSPF. This specific measure is an important component and weighted heavily within the NSPF. Because this measures growth of students (not the proficiency), the Horizon campus may have the opportunity to make improvement in its NSPF star rating in this are for both reading and math.

4. Continue to work on strategies to improve chronic absenteeism. The Horizon campus chronic absenteeism rate is 10.4 as compared to the SPCSA average of 8. Chronic school absenteeism has been identified as a precursor to undesirable outcomes in adolescence, including academic failure, school dropout, and juvenile delinquency. Consider creating a task force or working group that focuses on key educational strategies to improve school attendance. This new team might consider developing a comprehensive set of strategies to reduce absenteeism, analyze data, and launch interventions. Some schools have encountered success by tapping community resources, celebrities, mentors, and businesses to encourage students as early as kindergarten to go to school more regularly.

DEFICIENCIES

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

Nevada State Public Charter School Authority

Site Evaluation Report

Pinecrest Academy of Nevada

Sloan Canyon

Evaluation Date: 9/21/2020

Report Date10/23/2020

State Public Charter School Authority
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C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 9/21/2020 at Pinecrest Academy of Nevada Sloan Canyon. 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 Sloan Canyon located in Henderson, Nevada at 675 E. Dale Avenue (Elementary) and 655 E. Dale Avenue (Secondary). The school serves 1,236 (as of the most recent Validation Day) in Kindergarten – 9th grade but has added 10th grade for the 2020 – 2021 school year. The mission of Pinecrest Academy of Nevada Sloan Canyon is: "Pinecrest Academy of Nevada unites the community to prepare students for college and career."

ACADEMIC PERFORMANCE

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

Pinecrest Academy of Nevada Sloan Canyon did not receive NSPF rating or SPCSA Academic Performance rating in 2018-2019 school year.

Pinecrest Academy of Nevada Sloan Canyon served 1,236 students in grades Kindergarten – 9th grade as of October 1, 2019 but has added 10th grade for the 2020 – 2021 school year.

CLASSROOM OBSERVATION TOTALS

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

I. CLASSROOM ENVIRONMENT					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Areas 1 & 2 **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: 3**	**Total:**	**Total:**	**Total:**
Establishing a Culture for Learning	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 1	**Total: 5**	**Total:**	**Total:**	**Total:**
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Areas 3 & 4 **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: 1	**Total: 5**	**Total:**	**Total:**	**Total:**
Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 2	**Total: 4**	**Total:**	**Total:**	**Total:**

II. CLASSROOM INSTRUCTION					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 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: 2	**Total: 4**	**Total:**	**Total:**	**Total:**
Area 6 A Using Questioning and Discussion Techniques	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
	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: 1**
	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: 5**	**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:	**Total: 5**	**Total:**	**Total:**	**Total: 1**
  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: 2	**Total: 4**	**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: 2	**Total: 4**	**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: 5**	**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: 4
- ☒ 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): 3
- ☒ Teacher questions are open ended: 4
- ☒ Teacher allows time for students to answer — 3 seconds or more: 6
- ☒ Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 3
- ☐ Teacher purposefully signals to entire group of students to wait/think before volunteering a response:
- ☒ Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 3

Evidence of engaging students in learning 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
- ☐ Student-led classroom
- ☒ Technology is integrated into learning/outcomes: 6
- ☐ Project-based learning

Evidence of Formative Assessment During Instruction: Area 8

- ☒ Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 4
- ☒ Students incorporate the feedback by revising their work: 3
- ☒ Students receive frequent and meaningful feedback regarding their work: 4
- ☒ A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 4

Other:

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 Sloan Canyon campus has been successful as a newer charter school. Staff and school leaders have worked collaboratively with families, students, and each other to provide distance learning and continued social support such as the upcoming Halloween parade and weekly Book Worm read aloud.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	The Sloan Canyon campus curricular materials in ELA and Math align with NVACS.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	IEP goals are monitored and there was evidence of additional staff joining the on-line classroom to provide support for students with special needs.

1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	The Sloan Canyon campus staff conducts WIDA testing at the beginning of each school year. This helps staff to analyze the needs of second language learners be it writing, reading, listening, or speaking.
3a	The school complies with governance requirements.	School Presentation Classroom Observations	School leadership ensures that the student handbook is updated to reflect changes on a yearly basis.
3b	The school holds management accountable.	School Presentation Epicenter Submission	All school leaders are evaluated on a yearly basis.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	Classrooms had a set of norms regarding respectful use of virtual setting. Campus staff make a point of protecting the rights of all individuals as reflected in Special Education and ELL policies.
5b	The school complies with health and safety requirements.	School Presentation	The Sloan Canyon campus has made special efforts to create a safe and healthy environment. They have inserted clear barriers in select areas to lessen the odds of the spread of germs.

SITE EVALUATION FINDINGS

STRENGTHS

A Summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Evidence are found within the body of the report and summarized here.

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

2. The Pinecrest schools elected to administer the MAP, i-ready, at the end of the 19-20 school year as well as the beginning of the 20-21 school year. It is commendable to see this level of diagnostic analysis of student achievement conducted during a world-wide pandemic and is a sign that the network places a strong emphasis on data-driven instruction.

3. Pinecrest Sloan Canyon continues to gain momentum as a newer charter school campus. In response to the immediate and on-going transition to distance learning, the campus holds classes in separate break out rooms for those students requiring additional support. They have elected to invite the most "in-need" students to attend in person which appears to be meeting the needs of all students.

4. Other improvements include the implementation of Restorative Justice and using new Title II funds, to hold a series of Professional Learning sessions on Social/Racial Justice. A complete on-line virtual professional learning series has been developed and has been shared with the Pinecrest and Mater schools in Florida. These schools plan to develop something similar and use the Pinecrest Nevada series as a model.

5. Other areas of strength include a planned car Halloween parade, a virtual (weekly) book worm read aloud time, and recent preparations such as washing stations, and glass partitions, to be fully prepared to return to in-person learning when it is safe to do so.

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.

The SPCSA did not conduct focus groups during this cycle for Pinecrest schools. The Academic/ Classroom portion of the evaluation was brief and consisted of 6 classrooms, with 20 minutes in each. All classrooms were rated Proficient or Distinguished and there were no signs of poor quality. With the transition to virtual learning, it has become more important than ever to stay up to date on "best practices" as they relate to optimizing learning and achievement in virtual settings.

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. We recommend that the Pinecrest network of schools continue to take steps to increase the number of English Language Learners, Free and Reduced Lunch, and Students with Individual Education Plans. Consider adding some of the information on the website in English and Spanish, producing flyers/advertisements in Spanish, and implementing a weighted lottery.

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 using what has been learned in both face-to-face and distance learning environments to leverage what works best to impact student achievement. In both settings, research has shown *(Fisher, Frey & Hattie, 2020)* that the following best practices apply to both settings:

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

   (Fisher et al.,2020)

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

DEFICIENCIES

There were no deficiencies identified for the Pinecrest Academy – Sloan Canyon campus during this evaluation.

Nevada State Public Charter School Authority

Site Evaluation Report Pinecrest Academy of Nevada St. Rose
Evaluation Date: 9/23/2020
Report Date: 10/23/2020

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

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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/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 9/23/2020 at Pinecrest Academy of Nevada St. Rose. 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.

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SCHOOL BACKGROUND

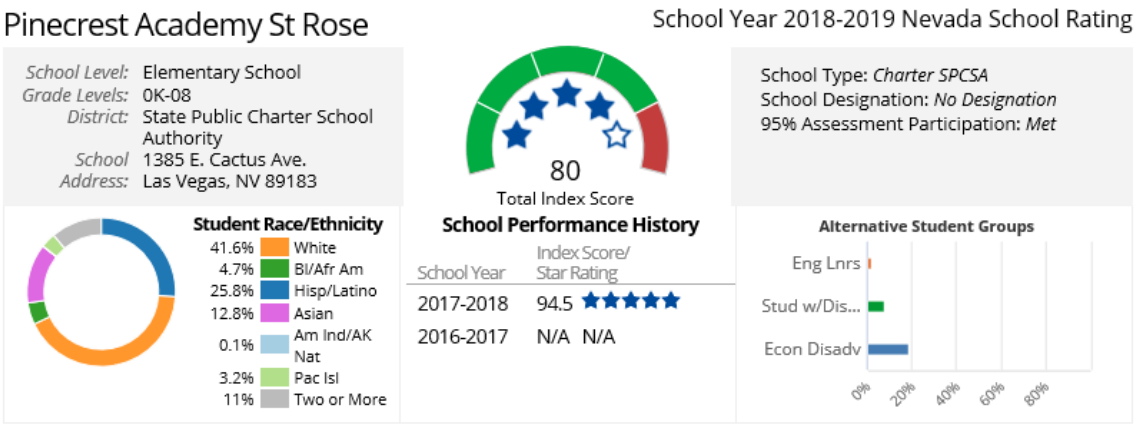
Pinecrest Academy of Nevada St. Rose is located in Las Vegas, Nevada in a facility at 1385 East Cactus Avenue. The school serves 980 (as of the most recent Validation Day) in grades Kindergarten through 8th grade. The mission of the school is, "Pinecrest Academy of Nevada unites the community to prepare students for college and career."

ACADEMIC PERFORMANCE

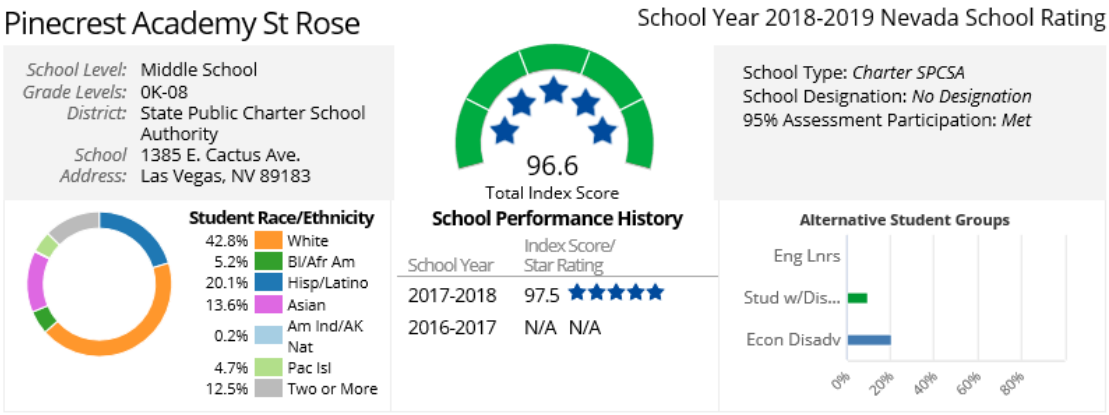
Pinecrest Academy of Nevada St. Rose
Math and ELA Results
Nevada School Performance Framework
2019

Pinecrest Academy of Nevada St. Rose serves 980 students in grades Kindergarten through 8th grade

Elementary



Middle



Pinecrest Academy of Nevada St. Rose
Math and ELA Results
Nevada School Performance Framework
2019

Elementary and Middle School Proficiency Rates

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	76.9	54.5	48.5	75.4	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	86.2	75.5	68.8	87.5	75.2	67.2
Black/African American	53.2	31.3	32.3	50	30.6	28.8
Hispanic/Latino	75.5	44.6	39.6	66.6	40.2	36.5
Pacific Islander	46.1	48.7	48.3	81.8	48.3	45.6
Two or More Races	71.7	58.2	55.3	79.4	59	52.9
White/Caucasian	81.7	62.2	59.3	77.8	61.1	57.2
Special Education	38.2	27.3	28.6	39.2	29.2	24.8
English Learners Current + Former	73.2	42.2	35.8	52.9	37.4	32.4
English Learners Current	-	32.3		42.8	25.5	
Economically Disadvantaged	63.6	39.7	39	54.8	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	76.9	60.1	57	82	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	93	78.5	75.4	95	76.2	74.1
Black/African American	73.2	40.8	42.6	93.7	40.5	39.6
Hispanic/Latino	71.9	51.1	48.2	74.6	48	45.5
Pacific Islander	38.3	51.7	57.9	54.5	52.6	55.7
Two or More Races	75	63.7	64.4	85.2	67.1	62.6
White/Caucasian	79.7	66.7	67.4	82.1	65	65.7
Special Education	26.3	26.6	30	35.7	29.3	26.3
English Learners Current + Former	80	42.2	41.4	64.7	38.9	38.4
English Learners Current	-	29.3		57.1	22.8	
Economically Disadvantaged	72.7	45.3	46.8	70.9	40.4	44

Middle School

Math Proficient

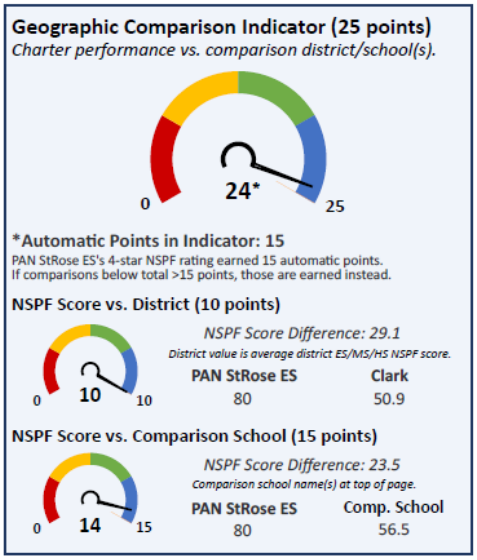
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	71.9	42.6	36.5	55.9	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	85.7	66.2	58.6	68.1	64.1	56.4
Black/African American	63.1	24.1	23.5	12.5	17.7	19.5
Hispanic/Latino	64	31.8	29.3	46	26.1	25.5
Pacific Islander	64.7	44.8	36.9	58.8	34.9	33.6
Two or More Races	69.7	47.2	40.6	55.5	41.5	37.5
White/Caucasian	73.5	51.2	47.1	61.9	44.4	44.4
Special Education	19.8	12	18.6	16.6	11.5	14.3
English Learners Current + Former	69.2	26.8	20.2	-	22.2	16
English Learners Current	-	12.5		-	8.5	
Economically Disadvantaged	55.7	29	29.2	44.4	21.7	25.5

ELA Proficient

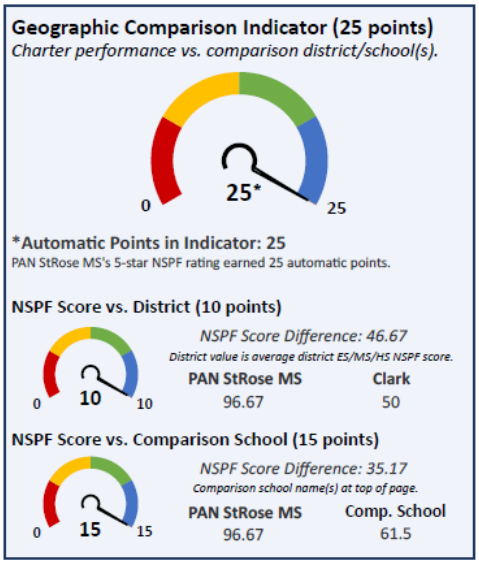
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	80	59.6	54.1	70.6	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	89.7	78.4	75.9	86.3	77.3	74.6
Black/African American	68.4	40.1	37.8	43.7	38.4	34.5
Hispanic/Latino	67	50.2	45.1	57.1	46.3	42.2
Pacific Islander	70.5	61.1	53.2	70.5	53.2	50.7
Two or More Races	86	66.7	61.3	72.2	61	59.2
White/Caucasian	82.7	67.7	66.3	75.3	63.5	64.6
Special Education	29.1	19.8	21.9	12.5	20.7	17.8
English Learners Current + Former	69.2	42.7	24.3	-	34.8	20.3
English Learners Current	-	22		-	15.8	
Economically Disadvantaged	66.2	46.3	44.4	58.3	41.5	41.4

SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary School

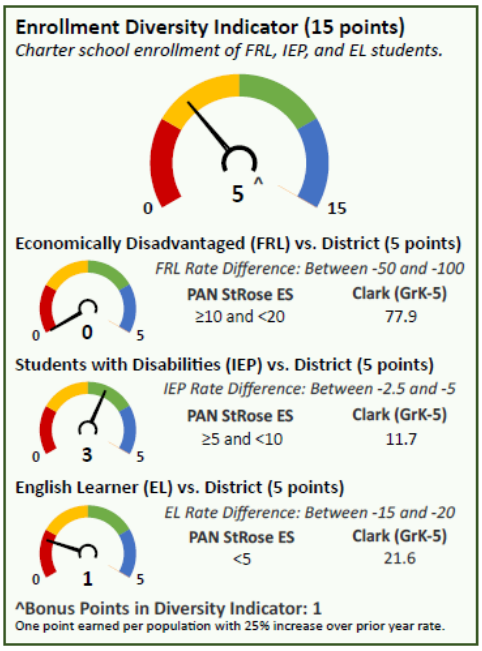


Middle School

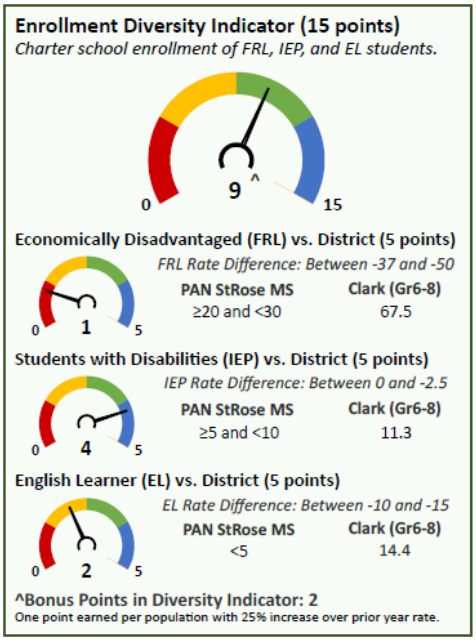


SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School



Middle School



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	Total: 1	**Total: 5**	**Total:**	**Total:**	**Total:**
Establishing a Culture for Learning	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total:	**Total: 6**	**Total:**	**Total:**	**Total:**
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:	**Total: 6**	**Total:**	**Total:**	**Total:**
Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total:	**Total: 6**	**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: 2	Total: 3	Total: 1	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: 3	Total: 1	Total:	Total: 2
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: 3	Total: 1	Total:	Total: 2

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: 1	Total: 5	Total:	Total:	Total:
B	Students make contributions to the representation of content.	There are appropriate activities and materials and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content or lack of lesson structure/pacing.	This criterion was not observed or rated.
	Total:	Total: 6	Total:	Total:	Total:
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A Using Formative Assessment in Instruction	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total:	Total: 6	Total:	Total:	Total:
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:	Total: 5	Total:	Total:	Total: 1

The purpose of this portion of the report is to provide a numerical value to the total number of best practices seen during the classroom observational portion as a whole. This number is indicated at the end of each best practice descriptor/line.

Evidence of adapted materials/assessments: Area 5

☒ Lessons are designed to encourage student curiosity and learning beyond classroom time: 2
☒ The explanation of the content is imaginative: 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: 1
☒ Teacher allows time for students to answer — 3 seconds or more: 5
☒ Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 3
☐ Teacher purposefully signals to entire group of students to wait/think before volunteering a response:
☒ Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 3

Evidence of engaging students in learning Area 7

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

Evidence of Formative Assessment During Instruction: Area 8

☐ Teachers provide the students feedback about their learning referring to examples taking anecdotal notes:
☐ Students incorporate the feedback by revising their work:
☒ Students receive frequent and meaningful feedback regarding their work: 1
☒ A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 4

Other:
Teachers modeled writing using her own writer's notebook as an example.
Teachers used strong interactive methods with kindergarteners.

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 St. Rose Campus staff members have worked collaboratively to establish procedures for distance learning. These include chat room differentiation, the use of white boards, document cameras, and planned moving and brain breaks.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	The St. Rose campus staff teaches curriculum aligned to the Nevada Academic Standards.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	The Pinecrest Network of schools track progress toward IEP goals using progress monitoring and collaborates with parents, regular education, and special education teachers to best meet the needs of every student. The Special Education Policy manual is made available to all staff.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	The Pinecrest Network strives to provide ELL students with language skills that will help them speak, read, write, and listen and at the same time comprehend the curriculum.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Epicenter Submissions	Board meetings are held regularly, open meeting law is followed, and Epicenter requests responded to in a timely manner.
3b	The school holds management accountable.	School Presentation	School leaders undergo performance evaluations on a yearly basis.
4a	The school protects the rights of all students.	School Presentation	A Restorative Justice plan has been implemented at the St. Rose campus. Title II funding will be used for professional development on equity in educational practices.
5b	The school complies with health and safety requirements.	School Presentation	School temperature checks of all staff COVID screener daily, wearing of face masks, and remaining socially distant. Social and emotional support groups to students and staff by a Safe School Professional.

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.

- The Pinecrest, St. Rose campus has implemented Restorative Justice and has worked to continue a strong climate of positivity. The SPCSA would like to acknowledge the outstanding efforts of the St. Rose staff in responding to the current crises and managing to use existing best practices knowledge while learning new ways to keep the momentum of learning moving forward. The staff and school appear to have kept the focus toward greater levels of student achievement at the forefront, even under the current circumstances of a pandemic.

- The St. Rose campus staff has continued to monitor student learning using diagnostic test measures and interim assessments for learning since the pandemic began in March of 2020. This decision is to be commended as the campus seeks to continuously improve learning outcomes for all students in alignment with the mission statement

- The chronic absenteeism rate is at about 6.4% at the Elementary grade level, while the SPCSA average is around 8%. This is well below other charters and schools in the geographic area.

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.

- The SPCSA did not conduct focus groups during this cycle for Pinecrest schools. The Academic/ Classroom portion of the evaluation was brief and consisted of a 6 classroom, 20 minutes in each, observation. All classrooms were rated Proficient or Distinguished and there were no signs of poor quality. With the transition to virtual learning, it has become more important than ever to stay up to date on “best practices” as they relate to optimizing learning and achievement in virtual settings.

RECOMMENDATIONS

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

1. The SPCSA recommends taking time to build upon the variety of distance learning practices to become even more skilled, purposeful, and intentional with this platform. One suggestion is 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) 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)

2. Consider launching professional development in response to best practices and lessons learned during the distance learning time frames. Continue to work collaboratively to best meet the needs of all students at this time of distance learning and as the school eventually transitions to more face to face instructional formats. The importance of engaging students in order to close the opportunity gap is more important than ever before.

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

DEFICIENCIES

There were no deficiencies identified for Pinecrest Academy of Nevada St. Rose during this evaluation.

Appendix E

Nevada State Public Charter School Authority

Site Evaluation Report: **Pinecrest Academy Cadence**

Evaluation Date: 3/23/2023

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

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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 3/23/2023 at Pinecrest Academy Cadence. 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 Cadence is located in Henderson, Nevada in a facility at 225 Grand Cadence. The school serves 2,078 students (as of the most recent Validation Day) in kindergarten through 12th grade. The mission of Pinecrest Academy Cadence is: "Pinecrest Academy Virtual unites the community to prepare students for college and career."

ACADEMIC PERFORMANCE

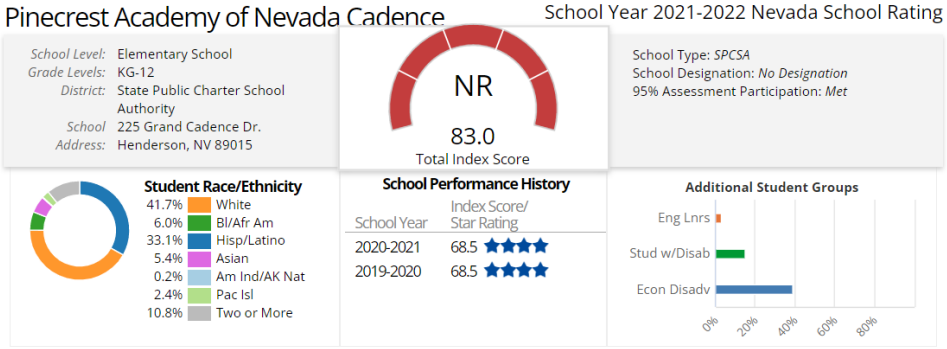
Nevada School Performance Framework
2022

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

Elementary School

Pinecrest Academy of Nevada Cadence

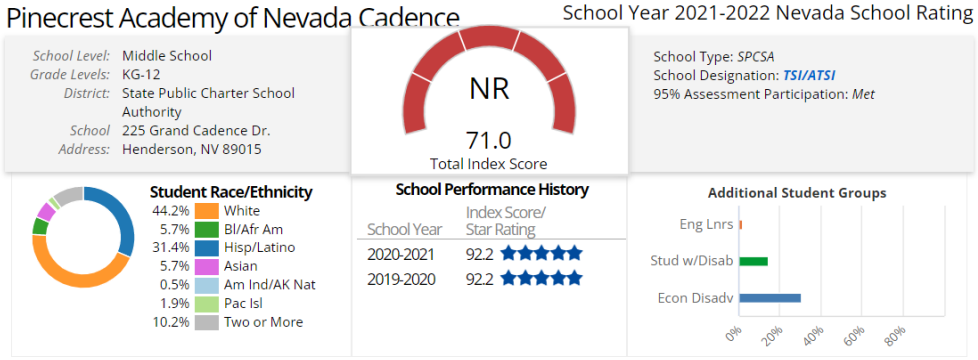
School Year 2021-2022 Nevada School Rating



Middle School

Pinecrest Academy of Nevada Cadence

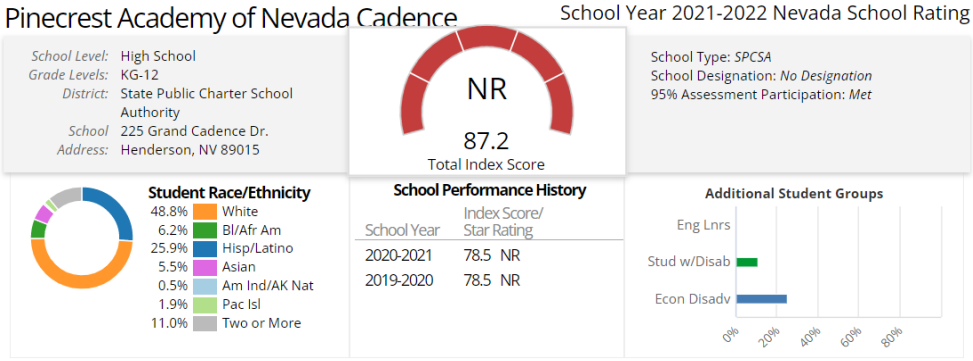
School Year 2021-2022 Nevada School Rating



High School

Pinecrest Academy of Nevada Cadence

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	63.0	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	77.2	72.8	70.4			
Black/African American	50.0	30.3	35.7			
Hispanic/Latino	52.6	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	70.0	55.6	57.5			
White/Caucasian	69.1	60.7	61.3			
Special Education	47.4	26.3	32.1			
English Learners Current + Former	50.0	34.9	39			
English Learners Current	38.4	25.5				
Economically Disadvantaged	47.7	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	63.0	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	68.1	74.9	76.7			
Black/African American	45.0	39.8	45.4			
Hispanic/Latino	52.6	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	67.5	61.5	66.2			
White/Caucasian	72.0	65.5	69			
Special Education	33.8	25.5	33.5			
English Learners Current + Former	60.0	37.4	44.4			
English Learners Current	38.4	24.4				
Economically Disadvantaged	49.6	42.8	49.4			

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	49.3	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	53.6	62.7	60.6			
Black/African American	26.3	18.2	27.3			
Hispanic/Latino	37.5	26.4	32.8			
Pacific Islander	38.4	28.3	40.1			
Two or More Races	46.0	41.8	43.6			
White/Caucasian	60.6	48.1	49.8			
Special Education	16.3	9.7	22.7			
English Learners Current + Former	30.4	20.1	24.2			
English Learners Current	8.3	7.6				
Economically Disadvantaged	31.6	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	55.0	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	75.6	79.0	77.1			
Black/African American	36.8	41.1	40.9			
Hispanic/Latino	40.3	48.2	47.9			
Pacific Islander	46.1	53.3	55.5			
Two or More Races	50.7	64.6	63.2			
White/Caucasian	66.2	67.2	68			
Special Education	21.7	18.0	25.8			
English Learners Current + Former	37.4	38.8	28.1			
English Learners Current	8.3	16.7				
Economically Disadvantaged	36.1	45.9	47.1			

High School

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

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	44.4	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	-	55.1	52.76			
Black/African American	10.0	10.2	22.5			
Hispanic/Latino	38.0	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	30.0	31.9	40.11			
White/Caucasian	53.8	33.8	47.04			
Special Education	-	6.6	16.76			
English Learners Current + Former	-	<5	18.8			
English Learners Current	-	<5	16.04			
Economically Disadvantaged	38.8	14.6	27.8			

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

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	61.6	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	-	78.7	66.85			
Black/African American	30.0	40.6	34.82			
Hispanic/Latino	52.3	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	40.0	60.5	60.16			
White/Caucasian	71.1	65.7	64.14			
Special Education	-	16.5	19.92			
English Learners Current + Former	-	12.5	21.64			
English Learners Current	-	9.2	15.98			
Economically Disadvantaged	33.3	43.4	40.77			

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 15 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 33.9 between school (83 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 48 between school (83 points) and comparison school (35 points).

Middle School

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

25/25 15 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 26.3 between school (71 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 28.5 between school (71 points) and comparison school (42.5 points).

High 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)

9/10 NSPF score difference of 24.4 between school (87.2 points) and comparison district (62.8 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 34.2 between school (87.2 points) and comparison school (53 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.

8/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5 School FRL rate of ≥30 to <40% compared to district GrK-5 FRL rate of >95%.

5/5 School IEP rate of ≥15 to <20% 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.

10/15 Indicator bonus points for: EL.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5 School FRL rate of ≥30 to <40% compared to district Gr6-8 FRL rate of >95%.

5/5 School IEP rate of ≥10 to <15% 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%.

High School

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

8/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5 School FRL rate of ≥20 to <30% compared to district Gr9-12 FRL rate of >95%.

5/5 School IEP rate of ≥10 to <15% compared to district Gr9-12 IEP rate of 10.3%.

2/5 School EL rate of <5% compared to district Gr9-12 EL rate of 13.2%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45minutes
Families	15	30 minutes
Students	11	30 minutes
School Leadership	15	45minutes
Staff	10	30 minutes

Governing Board[1]:

- 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 Academica 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."

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

Parents/Families:

- The Parent Teacher Organization (PTO) is strong at Pinecrest Academy Cadence and started with five members four years ago according to families in the focus group. Now the PTO board has 18 board members and 500 families. One family member said, "The PTO takes care of planning and facilitating the Harvest Festival. This event raised a large number of funds. About 50% of the funds go right back to the teachers for individual classroom needs. Family members said the PTO holds a dance and supports other school events such as assemblies and staff appreciation events. The PTO provides support for parents wanting to volunteer at school. One parent explained, "Parents know ahead of time what paperwork is needed to be a volunteer and this helps speed up the process. Our volunteers help make copies, attend field trips, and provide support in classrooms."

- Several parents said they love the community at the school. One parent said, "The teachers here are amazing and feel like family. I have four children and my oldest was asked about his younger brothers at home. This is a warm, caring, and positive." Several families said that the levels of communication are good both from the school leaders and from the teachers. One parent said, "The school has strong leadership in all areas and set a great example because they are passionate about what they do." Another family member added, "Having all students in grades k-12 at the same campus is such an asset here. It helps with family transportation to and from school and provides a smooth transition between elementary, middle, and high school for the students. Teachers are highly dedicated to the community and to each student."

- One parent said that her child struggled when she came to this school and now her child has improved. She said, "I like the challenge for my child and welcome it. I think this prepares my child for college." Another parent agreed, "Even at the kindergarten level, my daughter is encouraged and motivated to talk about what she learned at school that day." A parent new to Pinecrest Cadence said, "One thing I love is that I worried about my son, who is super smart. I worried he would get bored or be naughty. During Power Hour[2], my son is challenged." A fourth parent added, "My daughter wasn't put in the top math group and she really wanted to challenge herself. Once the teacher was aware of this, she helped my daughter to be challenged and reinforced my daughter's intention to learn as much as she could.

Students:

- Students spoke about teachers. One student said, "My teacher has a good relationship with her students. When I moved away, my teacher and I wrote to one another. This year my teacher is back and I go visit her." Another student added, "I feel close to my math teacher. He challenged me to tackle a difficult math concept. I met that challenge in two days. What I like is my teacher knew me well enough to realize that I would accept the challenge." Several students said teachers check in with them to see how they are doing emotionally. One student said, "The teachers check in with us to make sure we are in a space where we can learn." Many students said the choir teacher is like their second mom. Phrases like "they want the best for us," "warm and inviting, "and "prepare us" were heard several times as students spoke about their teachers.

[2] Power Hour is an hour of dedicated time each school day for teaching staff to plan and implement accelerated, remediation, and small group instruction.

FOCUS GROUP SUMMARY continued

- When students were asked about their levels of challenge at the school, they had several comments. One student remarked, “I really enjoy the opportunities and events here at this school. I’m challenged to achieve academically and compete in sports. I am involved in theater, extra-curriculars, and dual enrollment. I have the opportunity to graduate with an Associate’s Degree.” Another student commented, “Academics are challenging, I am challenged and pushed to learn more, and expand my knowledge. Many things we learn about are tied to the world beyond the classroom.” One student said, “The school pushes me to my limits. They push me to do my best. Our teachers are not babysitters. We learn and the teachers get to teach.”

- Students shared ideas for improving the school. Students said they feel a bit limited on student council when their ideas are restricted. She said, “We understand things will not always go our way. The ‘real-world’ isn’t going to let us have our way all the time and we need to prepare for that but there are times when ideas should be allowed to move forward.” Another student said, We need to create activities where we can branch out and connect with other people at the school. It would be better if we could get to know our peers and classmates more than we do now. Certain clubs can be restrictive and it would be nice if they were relaxed to be more inclusive of students.” Other students suggested making the Pinecrest writing club a little longer so that students have more than one week to think about and complete the writing. Another student said he would like to see sports become more of a central focus at the school.

- Students were highly complementary of the Pinecrest Cadence campus. One young person said, “I have my friends here and they are very supportive.” Another student remarked, “The school activities such as student council, dance team, and field trips are amazing. I feel safe at this school.” Several students added that they feel safe during drop-off and pick-up times and that everyone cares about each other.

Leadership:

- School leaders spoke of several different strengths at the Cadence campus. With 2250 students attending, the school has about 30% of the student body qualifying for Free and Reduced Lunch (FRL). Leaders said over the last few years, building projects have been undertaken and are complete. Several large shade structures have been added and provide multiple outdoor shade areas. Activities designed to engage students on the large outside area have been added such as oversized chess games and basketball courts. The addition of outdoor lockers has been completed.

- School leaders provided information about the status of family involvement. One leader said, “Our parents are the key to our success. We have a very strong PTO and we have so many families coming to events that next year we will need to have a permit to hold our Harvest Festival.” Leaders said that parents are generous with donations and with their time. One leader commented, “Our families help with recruiting parent volunteers by overseeing the paperwork such as getting fingerprinted and help organize a sign-up sheet so that teachers can request support with specific needs.” Another leader added, “Our PTO has a large governing board and they keep adding to it. We have a volunteer coach and parents join students by attending overnight field trips at the parent’s expense.”

- School leaders said that communication is strong. One leader explained, “We have to have a robust system in place for communicating to families. With so many students in grades K-12, and over 150 staff, it is important that we send a unified clear message about each topic.” School leaders reported that communication is in person, through email and Infinite Campus and on the school website. The Cougar Column is a published newsletter and another important part of the system-wide communication. School leaders said the campus has a Facebook page and the school is involved with other social media including such platforms as Instagram and Twitter.

Staff

- Staff members spoke about their experiences at Pinecrest Cadence. One staff member said, “I love working here and my own children attend school here as well. It is like a big family.” Another staff member added, “I love the high school options such as dual enrollment. My son is planning to get his pilot’s license along with his Associates Degree while earning his high school diploma. I think this is amazing.” Staff were thankful for the current administrative team at Cadence. One person said, “The administrative team here is helpful and they listen to staff feedback. I feel like I have a voice, and I look forward to sharing my ideas with school leaders.”

- Teachers spoke about their views on having relationships with students. One person said, “For me students are just as much a person as I am. If a teacher doesn’t build the relationship with students the students will know.” Another math teacher added, ”As a math teacher, I find it important to help students relax so they will free to ask questions.” Another teacher said, “The first thing I am is a cultural exchange ambassador. I have been given a chance to teach here for five years. I believe that each child is important and adults must respect each individual.”

- In terms of learning and relationships between one another, staff indicated these are also positive at Pinecrest Cadence. One person said she feels like the staff has many options to participate in professional development (PD). Another person said, “The trainings are well organized and we get to choose what we want to learn and attend that learning session.” Staff commented on their relationships with one another. One person said, “The staff here is amazing. If a person has any questions, everyone helps and as a new person this is greatly appreciated.” Another teacher explained, “It is a wonderful place to work. We are lifelong learners.”

- Staff spoke about the ways that adults on campus interact with students. One person explained, “It is rare that a staff member raises their voice with a student. We will use the ‘bat phone’ to call administrators if support is needed. Someone will come in and cover the class so that a teacher can talk calmly with a student who may need adult guidance or the opportunity to resolve a problem. A different staff member said, “I feel like relationships are the same top down. For example, nobody is raising their voice at the teacher and teacher doesn’t raise their voice at the student. One of the staff members has been teaching for over 50 years. The school library has been named after in their honor.”

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 41 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences 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. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 8	**Total:** 32	**Total:** 0	**Total:** 0	**Total:** 1
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 9	**Total:** 32	**Total:** 0	**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: 8	**Total:** 33	**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: 26	**Total:** 15	**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: 2	**Total:** 26	**Total:** 1	**Total:** 0	**Total:** 12
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: 6	**Total:** 23	**Total:** 0	**Total:** 0	**Total:** 12

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: 13	**Total:** 25	**Total:** 3	**Total:** 0	**Total:** 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 7	**Total:** 28	**Total:** 2	**Total:** 0	**Total:** 4

Additional information about the classroom observations shared here when applicable

- In one high school history class students completed a quiz demonstrating knowledge mastery. Students were engaged and focused. As students completed their quiz, the teacher thanked them for turning them in. The teacher encouraged students to revisit certain portions if he saw some questions left unanswered. Students who completed their quiz, were reading an independent book, or working on assignments for another class.

- In a high school science classroom students summarized scientific facts in small groups of three to four after reading informational texts and watching videos.

- In an upper-level elementary classroom, students were seated in a variety of formats. For example, one group sat at a regular height table, one group at a lower table and two other groups sat at very high tables with bar stool style seating. This arrangement appeared to provide students a variety of comfort and methods to focus. Students were learning and speaking to each other using academic language. Students appeared highly interested in academic learning and all were highly engaged.

- Upper elementary students were engaged in individual writing assignments. Students were engaged in typing their writing on to the computer from a handwritten draft. It appeared that students were working at their own pace and highly engaged in the activity at hand.

- Students in an early elementary classroom worked on cutting out words, using academic language and speaking among themselves at their table groups. Students were highly supported by their teacher who circulated around the room supporting in any way. She said, "Oh look at you go. I like the way you are writing in your words. Oh, look you guys, make sure you say those words."

- In an early grade Science Technology Engineering Math (STEM) class, students learned about the seasons.

- In this mid-level elementary classroom, the teacher had some students who were usually with another teacher. One student kept saying, "I'm special ed." The teacher said to the student, "I have dyslexia and it makes it hard for me to see numbers and letters, but I learned and graduated from college. You are special and we all are." The teacher was kind, empathetic, but made it clear to all that everyone can learn.

- In one middle level social studies class, students answered the teacher's reading comprehension questions by volunteering. Most of the questions were recall or one-word answers.

- In several middle level classes teachers asked students to explain their rationale for arriving at an answer. Students eagerly volunteered. Teachers responded to students by letting them know if they were correct or incorrect.

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
Indicator 1: Education Program	**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. **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.	Pinecrest Academy Cadence implements the material terms of the education program as observed during the site evaluation process. Curricular materials align to Nevada Academic Content Standards (NVACS). Classroom observations in grades K-12 confirmed that the educational program conforms with the charter and that curricula aligns to NVACS. Pinecrest Academy Cadence 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 Cadence also uses MAP data.
Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	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
Indicator 4: Students and Employees	**Measure 4a:** Student records under lock and key/stored appropriately **Measure 4d:** Personnel files are under lock and key/stored appropriately	Student and faculty records are stored under lock and key in a secured office.

Indicator 5: School Environment	**Measure 5b:** • 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	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 were observed. 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.

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.	
Summary of recommendations from most recent Site Evaluation.	The most recent site evaluation report was issued on 10/23/2020. • Build on distance learning practices to become more skilled and purposeful with distance learning. • Launch Professional learning in response to meeting the needs of students during distance learning time period. • Continue to improve diversity on the campus in terms of the student population as well as the staff. Focus on three special populations of Special Education, Title I, and English Language Learners. • Continue to monitor levels of chronic absenteeism.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations.	• Bullets one and two no longer apply as distance learning is not the norm at the Cadence campus. • School leaders report continued work in the area of diversity. The school is now at 40% of students eligible for free and reduced lunch program. • Chronic absenteeism continues to be a challenge.
SPCSA staff assessment based upon findings during site evaluation.	Leadership at Pinecrest Cadence believes many recommendations from the previous site evaluation have been addressed. Leadership, the governing board, and staff continue to discuss ways to improve chronic absenteeism. SPCSA staff agrees with this assessment, and concluded that the board, leadership team, and staff continue to address chronic absenteeism.

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 maintain 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. The Pinecrest administrators conduct data chats on a routine basis and work alongside data consultants to analyze individual school data.

Pinecrest Cadence Strengths:

- The Pinecrest Academy Cadence campus has a multitude of possibilities for students in academic and extracurricular areas. Comprised of approximately 2250 in person students, the school team prides themselves on combining strong academics with a multitude of other opportunities to fully engage students in learning and growing inside and outside of the classroom. For example, there are several sports teams, musical opportunities, and performing arts opportunities for students to get involved at Cadence.

- Several buildings have been designed and added to the campus. Construction is now complete. Additional structures at this location include buildings dedicated to each grade band (elementary, middle, high), as well as a gymnasium and a performing arts center equipped with a full stage and auditorium. The school sits on 20 acres and provides newly added shade structures, outdoor lockers, and basketball courts. In addition, there are life size chess boards, new playground equipment and several tables and spots for outdoor congregating.

- The SPCSA Academic Performance Framework on page six of this report indicates strong academic performance at all three grade bands. The Pinecrest Cadence campus earned a perfect 25 of 25 points for comparison data at the elementary, middle, and high school levels. This is a comparison between the Pinecrest Cadence and other public schools in the same zip code.

- Although the current school principal for all three levels is transitioning to a new position, the school board and other school leaders as well as the exiting school leader is to be commended for proactive measures for the replacement person in this position. The hiring committee named a replacement several months before the end of the school year. This person has been co-leading as co-principal for several months. This has provided the new leader invaluable experience as well as a strong and less tumultuous transition for students, families, and staff.

- Families, students, staff, and school leaders have created a strong educational community at the Pinecrest Cadence campus. For students, there is an atmosphere of kindness and a school-wide effort to develop each student's full potential. This was indicated during the student focus group as students shared the many ways that staff was sensitive to students' academic and social needs. Families showed a great deal of enthusiasm toward school leaders and the teaching staff. Family members shared multiple instances of teachers helping to develop their child's academic achievement by challenging students and monitoring student progress. Both families and school leaders spoke about the large number of family members involved in the Parent Teacher Organization at the school.

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.

- Levels of chronic absenteeism at Pinecrest Cadence are challenging. Nevada Report Card data indicates a 26.7% chronic absenteeism rate. Not only does chronic absenteeism have consequences for overall student learning, but the Nevada School Performance Framework has also been designed to calculate points toward overall school performance with up to an additional ten points toward a school's overall index score for low chronic absenteeism.

- The current percentages of Free and Reduced Lunch, (FRL), and students with Individual Education Plans (IEP) has increased. There remains continued room for improvement in these two areas. Of the 2209 students enrolled during the 2022-2023 school year, 31.7% of students overall were recorded as eligible for Free and Reduced lunch which is a decrease from the 2021-2022 school year of 32.3%. In addition, the number of students considered English Language Learners remained less than 5% for both the 2022-2023 school year and the 2021-2-22 school year.

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.

- With a chronic absenteeism rate of 26.7%, chronic absenteeism levels are a challenge. The SPCSA recommends the school continue their current work to improve overall numbers of students attending school. The effects of chronic absenteeism are a concern for student engagement and overall student achievement. The SPCSA has included a chart below to help those reading this report to see how the chronic absenteeism rate has a direct effect on the index score for a school. A 26.7% chronic absenteeism rate results in a school's inability to earn points toward the overall index score. The PAT, (Point Attribution Table) for chronic absenteeism rates, as provided by the Nevada Department of Education has been provided below. The elementary, middle, and high School index ratings (displayed on page 4 of this report) could have been increased by up to 10 points if absenteeism rates were improved. Rates greater than 24 result in zero points added to a school's index score.

Elementary & Middle School Chronic Absenteeism PAT from the Nevada Department of Education

Rate	Points	Rate	Points	Rate	Points
<5	10	≥11 and <12	6.5	≥18 and <19	3
≥5 and <6	9.5	≥12 and <13	6	≥19 and <20	2.5
≥6 and <7	9	≥13 and <14	5.5	≥20 and <21	2
≥7 and <8	8.5	≥14 and <15	5	≥21 and <22	1.5
≥8 and <9	8	≥15 and <16	4.5	≥22 and <23	1
≥9 and <10	7.5	≥16 and <17	4	≥23 and <24	5
≥10 and <11	7	≥17 and <18	3.5	≥24	0

- Continue to prioritize the student and staff to be more representative of the local district and the SPCSA. Pay particular attention to the English Language Learner set of students. Validation day numbers indicate that the school had less than five percent of students in this area. Continue to focus on strategic methods to increase these numbers with each additional lottery.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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

Nevada State Public Charter School Authority

Site Evaluation Report: **Pinecrest Academy Inspirada**

Evaluation Date: 3/28/2023

State Public Charter School Authority
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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

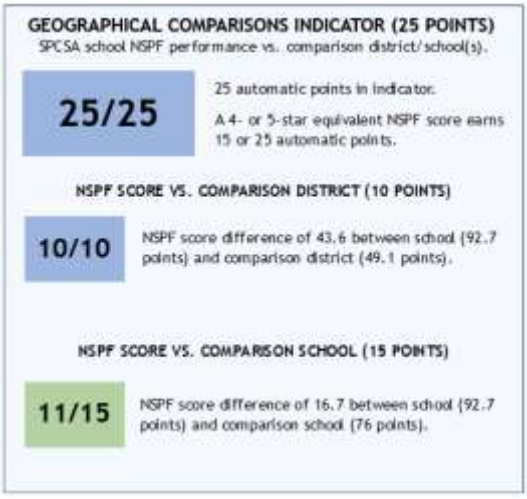
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	76.2	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	79.4	62.7	60.6			
Black/African American	-	18.2	27.3			
Hispanic/Latino	73.4	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	83.3	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

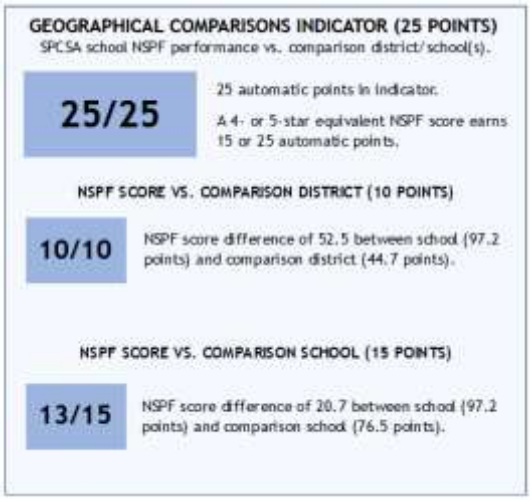
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	84.4	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	87.1	79.0	77.1			
Black/African American	-	41.1	40.9			
Hispanic/Latino	81.2	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	92.8	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

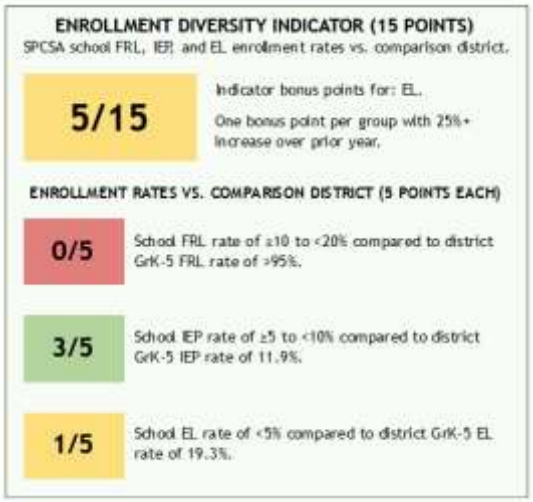


Middle School

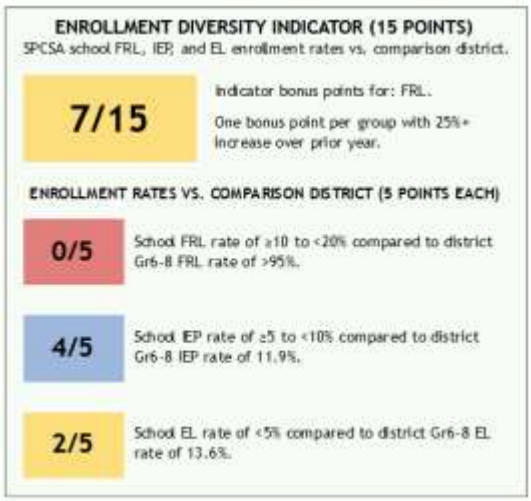


SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School



Middle School



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 Board[1]:

- 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 Academica 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 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 SUMMARY continued

the end of the year. One parent added, “While accelerated students in Power Hour[2] 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 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 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	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences 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. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 20	**Total:** 24	**Total:** 0	**Total:** 0	**Total:** 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 21	**Total:** 23	**Total:** 0	**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
Indicator 1: Education Program	**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. **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.	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.

Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	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.
Indicator 4: Students and Employees	**Measure 4a:** Student records under lock and key/stored appropriately **Measure 4d:** Personnel files are under lock and key/stored appropriately	Student and faculty records are stored under lock and key in a secure office.
Indicator 5: School Environment	**Measure 5b:** • 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	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.

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.	
Summary of recommendations from most recent Site Evaluation.	• 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).
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations.	• 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.
SPCSA staff assessment based upon findings during site evaluation	The SPCSA evaluation team has concluded that the recommendations from the previous site evaluation have been and continue to be addressed.

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 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 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.

Nevada State Public Charter School Authority

Site Evaluation Report: **Pinecrest Academy Horizon**

Evaluation Date: 3/21/2023

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

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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 3/21/2023 at Pinecrest Academy Horizon. 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 Horizon is located in Henderson, Nevada in a facility at 1360 S. Boulder Highway. The school serves 871 students (as of the most recent Validation Day) in kindergarten through 5th grade. The mission of Pinecrest Academy Horizon is: "Pinecrest Academy of Nevada unites the community to prepare students for college and career."

ACADEMIC PERFORMANCE

Nevada School Performance Framework
2022

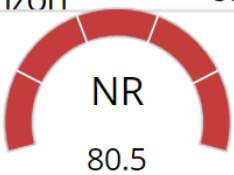
This information is provided to assist in understanding the data sets impacted by the pandemic.

Elementary School

Pinecrest Academy of Nevada Horizon

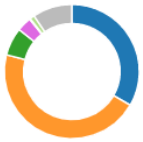
School Year 2021-2022 Nevada School Rating

School Level: Elementary School
Grade Levels: KG-05
District: State Public Charter School Authority
School Address: 1360 S Boulder Hwy Henderson, NV 89015



80.5
Total Index Score

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



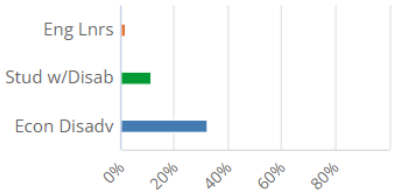
Student Race/Ethnicity

45.5%	White
6.7%	Bl/Afr Am
33.2%	Hisp/Latino
3.5%	Asian
0.2%	Am Ind/AK Nat
1.1%	Pac Isl
9.4%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2020-2021	83.3 ★★★★
2019-2020	83.3 ★★★★

Additional Student Groups



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	68.0	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	83.3	72.8	70.4			
Black/African American	55.5	30.3	35.7			
Hispanic/Latino	58.8	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	77.4	55.6	57.5			
White/Caucasian	74.0	60.7	61.3			
Special Education	52.0	26.3	32.1			
English Learners Current + Former	54.5	34.9	39			
English Learners Current	-	25.5				
Economically Disadvantaged	56.1	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	70.1	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	91.6	74.9	76.7			
Black/African American	62.9	39.8	45.4			
Hispanic/Latino	63.7	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	80.6	61.5	66.2			
White/Caucasian	72.3	65.5	69			
Special Education	41.6	25.5	33.5			
English Learners Current + Former	18.1	37.4	44.4			
English Learners Current	-	24.4				
Economically Disadvantaged	64.4	42.8	49.4			

SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary School

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

15/25

15 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 31.4 between school (80.5 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

3/15

NSPF score difference of 0.5 between school (80.5 points) and comparison school (80 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.

8/15

Indicator bonus points for: EL.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5

School FRL rate of ≥30 to <40% compared to district GrK-5 FRL rate of >95%.

4/5

School IEP rate of ≥10 to <15% 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%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	30 minutes
Parents/Families	9	30 minutes
Students	12	30 minutes
School Leadership	4	30 minutes
Staff	9	30 minutes

Governing Board[1]:

- The Pinecrest Academy Governing Board has a total of 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 have 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.

- Board members said they follow an official procedure for the evaluation of each Pinecrest school principal. The board members conduct the evaluation and surveys at each school site to help to 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 each campus.

- According to board members, a person from Academica 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 absenteeism rates as well as the recruitment and enrollment of special populations."

[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

Parents/Families:

- Families were impressed with Pinecrest Academy Horizon's special education (SPED) program and support. One parent said she has a special needs child, and he is supported by a therapist who works with him one on one throughout the school day. Parents appreciated the efforts for students to be fully inclusive at Pinecrest Academy Horizon. Providing material supports, personnel, and special services. were really important to families. For example, one student has a hearing impairment, and the school provided the student devices in which she can hear the speaker and fully participate in her learning. The school has an adaptive PE teacher, a speech therapist, student aides, and special education teachers for students who have an individualized education plan (IEP). One parent shared, "As a parent of a special needs child, I have never had the kind of support that I have here at Horizon. It makes me emotional and tear up to think about it." A parent of a student who has down-syndrome said the school has been very inclusive and supportive of her child's social, emotional, and academic needs.

- Families were complimentary to the teachers and leadership at Pinecrest Academy Horizon. One family member said, "The teachers work hard to be supportive and encouraging." Another parent said, "The teachers care and challenge the students to do better." Parents provided anecdotes of teachers encouraging students to go beyond the set learning goals through encouraging words and notes. Families also reported teachers being very articulate and proactive in communicating assignments and project due dates. One parent said, "The students always know when academic assignments are due. Things are never a surprise." Parents also said teachers work diligently to differentiate learning. Parents described instances where teachers worked with students individually who were struggling with a concept as well as providing work that challenges students to excel. One parent said, "Teachers encourage students to do better. The students work hard because of the relationship between the students and the teachers."

- Families described choosing to enroll their children at Pinecrest Academy Horizon for a variety of reasons. Many parents said they toured the school and felt the school was "warm and inviting." One parent said leadership was very engaging when she visited the campus with her child and actively listened to her questions. "I could tell they were genuinely interested in kids. They were open and inviting." A second parent said, "The school is very family focused. School personnel are engaging and really care about my child. Teachers who do not even have my child in class know my son's name. They also know my name!" A third parent reported, "The school puts the interest of students first. This impressed me." Many parents agreed that students take primacy at Pinecrest Academy Horizon with one parent stating, "I have never seen a team work so well to help my child with life skills and education."

Students:

- Students said they learned about the school-wide expectations at the beginning of the year when families meet with the teachers. One student said, "The teachers went over the rules and CHAMPS[2] expectations before school started." Students indicated their homeroom teacher reviews expectations throughout the year. During diagnostic testing time, the homeroom teacher emphasizes tips and ways

[2] CHAMPS is a classroom management model that utilizes CHAMPS as an acronym that stands for C-Conversation (Voice Level), H-Help (What to do if you need help), A-Activity (What tasks the students should be doing), M-Movement (What is the level of movement required), P-Participation.

FOCUS GROUP SUMMARY continued

to read carefully to be successful on the tests. Students reported they also look to their peers to see how they are acting and modify their behavior and actions based on how their peers behave.

- Elementary students in the focus group session felt their teachers knew them very well. One student described how the classroom seating arrangement is based on how well the teachers know the students, how they work, and their ability level. One student said, "We are seated near those whom we work well together with or who are at a similar learning level." Several fifth-grade students said their teachers don't know us well beyond academic work. One student said, "They don't really talk to us, they just teach." The fifth graders in the focus group agreed with this statement, nodding. A second fifth grader said, "I would like to add onto that statement. The fifth-grade teachers are switching classes all the time, so I don't think they have time to get to know us. I feel like my fourth-grade teachers knew me much better than my fifth-grade teachers." A third fifth grader said their homeroom teacher knows them very well. Students agreed. Students did report that teachers are approachable, are kind, and listen well. Fifth graders said approaching the teachers feels awkward for them.

- Students were asked to describe their experiences with sharing ideas in class and working with their classmates. Students said teachers build small groups and paired activities into class lessons. One student said, "Sometimes we work with the same people. At other times, we are partnered with people who we really don't know or have not worked with before. Another student added, "Some teachers are better at pairing us up where we feel safe. Other teachers aren't so good at pairing us up." Students described small groups in which they developed ideas and then shared them in class, answered questions collectively, or developed consensus. A third student said, "It feels fun when I work with my peers, but sometimes when I work with others some of them don't pay attention to what I am saying, and they can be rude." One student said he was pretty introverted and preferred just talking to the teacher during independent time, rather than sharing with the whole class.

Leadership:

- Leadership reported having a robust special education program. Special education teachers meet with the classroom teachers, specialists, and teaching assistants to review each student's Individual Education Plans (IEP). "This ensures that each teacher is familiar with the goals, benchmarks, accommodations, and modifications for each child. Each teaching assistant and general education teacher has a copy of the modifications and accommodations for the children they serve." Each teaching assistant and special education teacher maintains a weekly log of the IEP goals, modifications, and accommodations provided while pushing into the classroom or working with the students in the special education setting. Each time an IEP is revised, leadership stated that all staff who work with the child receive the new IEP. For students who have assistive technology, registered behavior technician, or unique health, mental, or physical needs, "We hold staffing meetings to teach all necessary staff members the specific needs and resources that will be provided." Each staff member who works with a special education student signs a form stating they received the IEP or revision to the IEP after they meet with the special education teacher. Teachers and special education teachers use work samples and teacher observations from the general education setting and the special education setting to document progress toward meeting IEP goals. Service logs are added to the confidential files on a quarterly basis.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Leadership said the Pinecrest Academy Horizon Campus prides itself on the ability to build a strong culture and community at the school. One member of the leadership team said, "During the interview process, we carefully select staff to cultivate a culture of excellence and care for our students. We live our mission and believe that students learn better when they know we care about them."

- Leadership shared Pinecrest schools within the state of Nevada follow the same Instructional Model. Pinecrest Academy Horizon consistently follows one pacing and alignment calendar per grade-level team. Faculty can access short-term and long-term pacing guides electronically. Grade level teams meet weekly in professional Learning Communities (PLC), collaborating on "lessons to ensure consistency and best practices within each classroom." Leadership said efforts to plan and articulate vertically are built into weekly planning. Articulation exists between each course within the kindergarten through fifth grade span.

Staff:

- Faculty and staff said the PLC meetings are important to their professional practice. Teachers described meeting weekly with their colleagues in the same grade band as well as meeting with grades above and below for vertical alignment. One staff member reported, "SPED teachers and specialists meet with each grade to speak about where we need to plan for interventions." Another staff member elaborated on the participation of the SPED team, "The SPED team meets with the special education facilitator, the grade level teacher, the occupational therapist, and the speech therapist." Another teacher said several meetings occur throughout the year to examine student data. "We assess our student data from the SBAC[3] and i-Ready[4] assessments and we create small groups for strategic instruction based on the assessment results." Student learning goals are created from assessment data. According to staff, leadership will check those student learning goals to see if students are meeting their goals.

- The faculty reported morale is high among faculty and staff at Pinecrest Academy Horizon. One faculty member said, "It's the little things that make us feel valued and appreciated." For example, the treat cart is liked by faculty and staff. As one staff member said, "Sometimes that soda and treat is just what you need to get through the afternoon." Teachers feel leadership is very supportive and this contributes to high morale. "Leadership makes the time to be present, available, and visible. They make an effort. Leadership is not afraid to jump in and help out where needed." Staff also appreciated their colleagues lending energy and positivity to the school climate. One faculty member said, "The school is like a big family. I can reach out to anyone on campus if I need help. Everyone is helpful." Teachers also described the support for developing teaching practices by allowing teachers to observe their colleagues. Teachers said they can specifically request to observe a particular teacher, or leadership may suggest a teacher to observe teaching a lesson. We do this every other week. We have an in-house substitute teacher who covers classes while we go observe our peers." The faculty said these observations assist during PLC time and discussions regarding vertical alignment. One faculty

[3] The Smarter Balanced Assessment Consortium (SBAC) is a group of states that brought teachers, administrators, and experts together to develop tests to measure how well students understand and are able to apply the skills and knowledge required by the state standards.
[4] i-Ready Personalized Instruction provides students with lessons based on their individual skill levels and needs, so your student can learn at a pace that is just right for them.

member said she very much appreciated the attention to reflective practice, saying, “This is the first school I have taught at that provides coverage so we can go observe another teacher.”

- Teachers described the mentor program for faculty at Pinecrest Academy Horizon. Teachers completed a series of questions and met in speed rounds. At the event, teachers ranked the top three people they wanted to serve as their mentors. Once the mentors and mentees were partnered up, they scheduled to meet for lunch at least twice a month. Teachers reported that they have made friends through this process.

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**
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences 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. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 13	**Total:** 12	**Total:** 0	**Total:** 0	**Total:** 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 11	**Total:** 14	**Total:** 0	**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: 15	**Total:** 10	**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: 17	**Total:** 8	**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: 1	**Total:** 19	**Total:** 1	**Total:** 0	**Total:** 4
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: 8	**Total:** 17	**Total:** 0	**Total:** 0	**Total:** 0

Classroom Instruction (continued)					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 12	**Total:** 13	**Total:** 0	**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: 7	**Total:** 18	**Total:** 0	**Total:** 0	**Total:** 0

Additional information about the classroom observations shared here when applicable.

1. In one upper elementary class, students led discussion solving mathematical story problems with fractions. Students came to the board one by one, read the problem, explained how they solved the problem, modeling their thinking and answering questions from their peers. The instructor facilitated the conversation.
2. In one elementary classroom, a group of students worked in a small group with the teacher. The teacher provided targeted interventions to the students in the small group. The teacher asked questions to check how well they are comprehending the instruction. Students shared their responses with the teacher and appeared to be engaged throughout the lesson.
3. Students read a non-fiction play aloud during their English language arts lesson. The teacher assigned the roles as students volunteered by raising their hands. The teacher stopped and asked questions during the reading. The teacher read as the narrator.
4. The teacher modelled skills to show young learners how to think about things they like about themselves. She circulated throughout the room and gave nice positive feedback about each student's drawing and writing.
5. In one special education pull out session, students completed tasks assigned by the teacher. Each student had a different activity that was differentiated for their level of learning. Students were engaged and felt comfortable asking questions.
6. In one early grades classroom teacher worked one on one with a student on sight words. The teacher was extremely encouraging and helped the student sound out words and be successful. The rest of the students worked independently on a variety of lessons/tasks. Students worked quietly and whispered to one another if one person needed assistance.
7. In one science lesson, students answered questions on their laptops on viruses and bacteria. Results from the answers were shown in real time on the whiteboard projector. Students could see their ranked correct answers as they earned "gold" with each correct answer. Students could trade gold as they progressed in a competition to move higher in the rank.
8. In one upper elementary classroom students wrote a response to a prompt then discussed their thoughts by rising their hands and responding to the teacher's questions. The teacher made connections to the world beyond the classroom and provided encouragement and positive responses to students' thinking.

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
Indicator 1: Education Program	**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. **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.	Pinecrest Academy Horizon implements the material terms of the education program. Curricular materials align to Nevada Academic Content Standards (NVACS) as observed on the day of the site evaluation. Classroom observations confirmed that the educational program conforms with the charter and that curricula aligns to NVACS. Pinecrest Academy Horizon 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 Horizon also uses MAP data.
Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	The Pinecrest Academy Horizon 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 Horizon governing board follows governing board policies. Board composition is aligned with Nevada state requirements.
Indicator 4: Students and Employees	**Measure 4a:** Student records under lock and key/stored appropriately **Measure 4d:** Personnel files are under lock and key/stored appropriately	Student and faculty records are stored under lock and key in a secure office.
Indicator 5: School Environment	**Measure 5b:** • Evacuation plans for classrooms are posted	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas,

	• 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	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.

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.	
Summary of recommendations from most recent Site Evaluation.	• Take time to build upon the variety of distance learning practices to become even more skilled, purposeful and intentional with online learning. • Attract and enroll a diverse student population. In particular those on Free and Reduced Lunch status and English Language Learners (ELs). • Continue your efforts to focus on MGP (Median Growth Percentile) as this measure is an important part of the NSPF. • Continue to work on strategies to improve chronic absenteeism at this school site.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations.	• Teachers and administration track student blended learning goals weekly; students know their goals and can articulate where they are. Using Project Lead the Way in all classes and grade levels, increasing engagement strategies across the campus. The school focuses on one Kagan engagement strategy per month. Teachers meet with small groups daily to focus on standards and provide feedback to students on their learning. • Pinecrest Academy Horizon has seen an increase in the Hispanic population and a decrease in white ethnic enrollment from the 18-19 school year. • Math MGP in 18-19 was 52 and ELA MGP was 54. Math MGP in 2022 increased to 55 and ELA MGP increased to 66. • Pinecrest Academy Horizon has implemented the Truancy Diversion Program, incentives for attendance, and coding absences correctly with MED or MDP with written explanations of absences.
SPCSA staff assessment based upon findings during site evaluation	Pinecrest Academy Horizon leadership believes many recommendations from the 2021- 2022 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address academic growth are ongoing. SPCSA staff agrees with this assessment, and concluded that the board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students using data to inform decisions.

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 Horizon Strengths

- SPCSA staff observed a positive and conducive learning environment provided in each of the observed classrooms. As reported on the Classroom Environment and Instruction rubric, classrooms observed were rated as 'Proficient' or 'Distinguished' (page 11 of this report). Classroom interactions, both student to student and teacher to student, were warm and routines and procedures seemed well-established. Interactions between students and adults at the school reflected a strong school culture. Pinecrest Academy Horizon provides a positive learning environment. SPCSA site evaluators observed students following expectations in different locations of the school. Teachers redirected students and provided positive feedback to students who displayed the expected behaviors. Teachers created a safe and positive learning environment where students felt safe to participate in discussions with their peers. SPCSA staff finds that school climate and culture has positively contributed to high morale at Pinecrest Academy Horizon. The student and staff focus groups spoke to feeling confident in their ability to thrive at school. Faculty enjoy coming to work and feel their voices are heard. During the staff focus group the faculty mentor program was especially mentioned as a great support. Students are comfortable talking with adults and sharing when they need assistance. Families appreciate the communication channels and how easy it is to speak with Pinecrest Academy Horizon personnel. Parents feel comfortable when contacting teachers regarding their child(ren)'s academic progress and making seeing current grades. The school educates parents on how to access, log-in and regularly check the academic progress of their child(ren).

- SPCSA evaluation team observed Pinecrest Academy Horizon teachers using academic language consistently during teaching. Teachers did not reduce the vocabulary of the content. Teachers set appropriate and achievable academic goals. Students responded with modeled academic vocabulary. Overall teachers invested in continually improving student achievement. The teachers at the Pinecrest Academy Horizon campus offer high levels of student and teacher engagement. Students were observed to be comfortable within their learning environments. In many cases, the SPCSA evaluation team observed teachers providing clear and timely formative feedback during a lesson and motivating students to more in-depth learning. SPCSA site evaluators observed Pinecrest Academy Horizon to have a strong teaching staff. Pinecrest Academy Horizon has high levels of experienced teachers who utilized several best practices. Teachers transitioned from whole group, small group, and independent

instruction seamlessly. In several classrooms, teachers set the purpose of the lesson, provided opportunities for student's voice, and reviewed academic vocabulary in both English and Spanish.

- Pinecrest Academy Horizon has well-established partnerships and support with the community it serves. For example, Pinecrest Academy Horizon has built a strong, positive community outreach. The school communicates daily affirmations through the morning announcements, including positive messages of hope. The school has partnered with the Henderson Police Department and officers have delivered backpacks to the homes of students in need of school supplies. The school has supported the Scouts to celebrate heroes in the community and organizes a yearly letter drive where letters and gifts of thanks are sent to these local heroes.

- Pinecrest Academy Horizon has built a strong sense of community among the families at the school. The school communicates daily affirmations through the morning announcements, including positive messages of hope. Pinecrest Academy Horizon hosts a block party every spring during open enrollment to unite our community and to bring prospective families to the campus for tours and a taste of our community. The Scouts cook hot dogs for the block party. Bounce houses, games, food trucks, and local community partners attend the block party as a way to showcase local businesses as well as advertise our school's presence in the community. Pinecrest Academy Horizon also hosts a spring multi-cultural festival to showcase celebrations, foods, and dances around the world.

- Pinecrest Academy Horizon has a strong and robust special education program. Leadership and families reported there are three children with Down's Syndrome at the Pinecrest Academy Horizon campus who thrive with their peers and in their learning. Leadership said, "We see it as a compliment that parents trust us with their children with special needs. The students are inclusive and warm in welcoming all students."

- Teachers at Pinecrest Academy Horizon follow the same Instructional Learning Model. Pinecrest Leadership reported consistently following one pacing/alignment calendar per grade-level team allows for "grade level collaboration on lessons to ensure consistency and best practices within each classroom." Participants in the leadership and faculty and staff focus groups indicated faculty can access the pacing guides electronically. "We ensure vertical articulation and PLC planning to align standards." Targeted small group daily differentiated instruction for math and English content is a strength at Pinecrest Academy Horizon. Math and English differentiated instruction takes place 150 minutes weekly; 75 minutes each for math and English. Teachers meet with students daily in small groups to support students' individual learning needs. Teachers use data from i-Ready diagnostics to determine the small-group instructional focus.

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.

- Pinecrest Academy Horizon 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) recipients and English Language Learners, (ELs). The school is not serving a representative number of students eligible for FRL. 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.

- Leadership reported chronic absenteeism is an ongoing challenge. Chronic absenteeism is 23.5%. Pinecrest Academy Horizon implemented the Truancy Diversion Program for the 2022-2023 academic year, incentives for attendance, and coding absences correctly with MED or MDP with written explanations of the absences. While strategies put in place during the 2021-2022 academic year have assisted in greater attendance during the opening months of the 2022-2023 school year, absenteeism remains a concern. Leadership continues to strategize ways to communicate with families, encouraging them to bring their children to school.

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 recommend Pinecrest Academy Horizon strategize ways in which to address chronic absenteeism. SPCSA encourages leadership to consider ways in which to communicate and educate parents on the benefits of being in school and how attendance correlates to academic success. School personnel may want to access SPCSA's Canvas repository which contains updated information on Nevada state attendance laws. The Canvas repository specifically references Nevada Senate Bill 249 which requires absences due to physical/mental health (when a professionally written excuse is provided) to be excluded from chronic absenteeism calculations in the NSPF. Appropriate use of the MDP codes may lower a school's chronic absenteeism rate. SPCSA's Canvas repository contains recordings from the weekly Thursday TA meetings and other resources to assist schools within the SPCSA charter portfolio in their day-to-day activities. SPCSA staff recommends school personnel attend weekly assessment and accountability technical assistance (TA) calls with the SPCSA. Additionally, the SPCSA offers resources, updated information on Nevada state attendance laws, and recordings of the assessment and accountability TA calls in the SPCSA's Canvas repository. The following websites below may be of support in the planning process.

    - https://www.attendanceworks.org/chronic-absence/the-problem/
    - https://www2.ed.gov/datastory/chronicabsenteeism.html
    - https://doe.nv.gov/SafeRespectfulLearning/Chronic_Absenteeism/

  Pinecrest Academy Horizon may want to develop a plan that includes telephoning families and providing family workshops to explain chronic absenteeism and the importance of attending school (Rothman, 2001), and the "direct correlation between good attendance and student achievement" (Dekalb, 1999).

- In efforts to move more classrooms from proficient to distinguished, SPCSA staff recommends that Pinecrest Academy Horizon develop a plan to increase student voice in the classroom. To increase from proficient to distinguished, please consider implementing ways in which students contribute more to the representation of classroom content. Pinecrest Academy Horizon may want to brainstorm ways in which to maximize student assumed responsibility for leading classroom discussion. Increasing student involvement may include increasing professional development on strategies for student-led activities. SPCSA staff observed many students eager to learn, talk, and share their knowledge and excitement for learning with peers or lead a discussion/presentation, but limited opportunities to do so. Some classrooms observed by the site evaluation team were teacher-centered rather than student-centered.

- SPCSA staff recommend Pinecrest Academy Horizon continue to prioritize and improve student diversity within two special populations, students qualifying for FRL and ELs. As published on the SPCSA Academic and Demographic Needs Assessment the following information indicates a gap

between state, local school district, and SPCSA percentages:

School Year	Pinecrest Academy Horizon	SPCSA
FRL	33	46.4
IEP	11.7	9.8
EL	<5	9.2

Leadership and the governing board should continue to focus on strategic methods to increase these numbers during this 2022-2023 school year. Outreach and recruitment in neighborhoods that are under-resourced may not be aware that a charter school is nearby. Targeted information conveying the definition of a charter school and the programming available at Pinecrest Academy Horizon to the community will assist in building a diverse student population that includes wider ethnic populations, as well as EL learners and those receiving FRL services.

- Participants in the family focus group expressed a desire to volunteer more at school. SPCSA staff recommend Pinecrest Academy Horizon consider ways to encourage family participation in the day-to-day activities of the school. Perhaps families can volunteer to change out bulletin boards, read to students, assist with playground presence, and/or facilitate drop-off and pick-up routines.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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

Nevada State Public Charter School Authority

Site Evaluation Report: **Pinecrest Academy St Rose**

Evaluation Date: 3/29/2023

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

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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 3/29/2023 at Pinecrest Academy St. Rose. 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 St. Rose is located in Las Vegas, Nevada in a facility at 1385 East Cactus. The school serves 1,023 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of name of school is: "Pinecrest Academy of Nevada unites 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	71.8	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	82.6	72.8	70.4			
Black/African American	66.6	30.3	35.7			
Hispanic/Latino	58.8	37.9	42.7			
Pacific Islander	61.5	47.2	50.9			
Two or More Races	80.0	55.6	57.5			
White/Caucasian	76.2	60.7	61.3			
Special Education	45.4	26.3	32.1			
English Learners Current + Former	70.5	34.9	39			
English Learners Current	-	25.5				
Economically Disadvantaged	57.9	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	67.9	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	69.2	74.9	76.7			
Black/African American	60.0	39.8	45.4			
Hispanic/Latino	58.8	45.1	50.8			
Pacific Islander	23.0	53.7	60			
Two or More Races	71.4	61.5	66.2			
White/Caucasian	79.6	65.5	69			
Special Education	45.4	25.5	33.5			
English Learners Current + Former	47.0	37.4	44.4			
English Learners Current	-	24.4				
Economically Disadvantaged	57.3	42.8	49.4			

Elementary School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	52.7	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	76.9	62.7	60.6			
Black/African American	33.3	18.2	27.3			
Hispanic/Latino	39.1	26.4	32.8			
Pacific Islander	60.0	28.3	40.1			
Two or More Races	55.0	41.8	43.6			
White/Caucasian	57.0	48.1	49.8			
Special Education	10.7	9.7	22.7			
English Learners Current + Former	40.0	20.1	24.2			
English Learners Current	-	7.6				
Economically Disadvantaged	38.0	23.9	32.7			

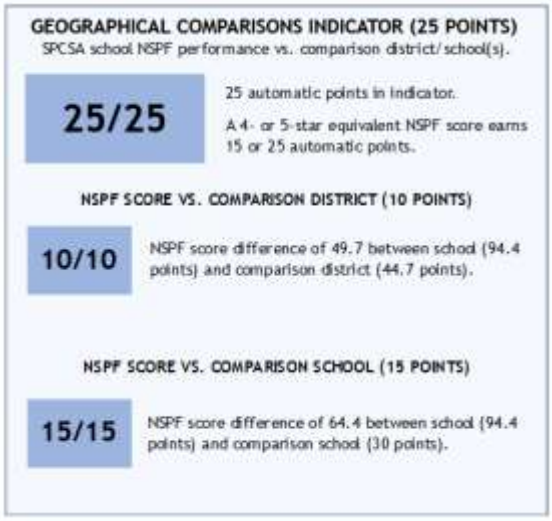
ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	77.1	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	92.3	79.0	77.1			
Black/African American	74.0	41.1	40.9			
Hispanic/Latino	67.3	48.2	47.9			
Pacific Islander	80.0	53.3	55.5			
Two or More Races	72.5	64.6	63.2			
White/Caucasian	80.7	67.2	68			
Special Education	28.5	18.0	25.8			
English Learners Current + Former	70.0	38.8	28.1			
English Learners Current	-	16.7				
Economically Disadvantaged	69.8	45.9	47.1			

SPCSA Academic Performance Framework
Geographic Comparison Report

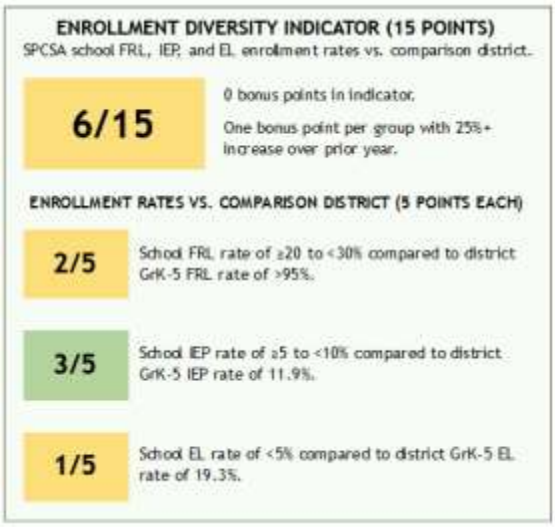
Elementary School

Middle School

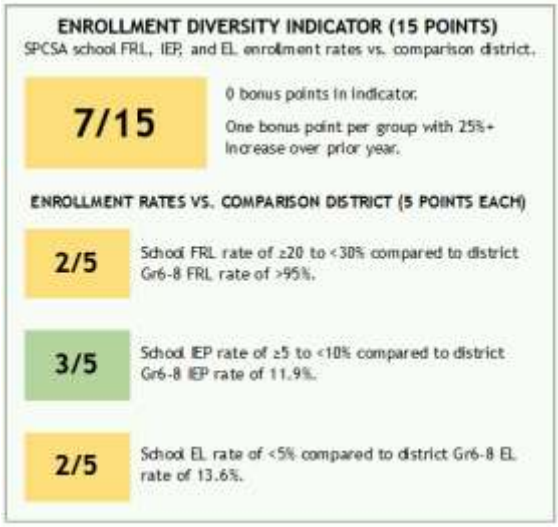


SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	30 minutes
Parents/Families	10	30 minutes
Students	13	30 minutes
School Leadership	9	30 minutes
Staff	13	30 minutes

Governing Board[1]:

- The Pinecrest Academy Governing Board has a total of 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 have 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.

- Board members said they follow an official procedure for the evaluation of each Pinecrest school principal. The board members conduct the evaluation and surveys at each school site to help to 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 each campus.

- According to board members, a person from Academica 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 absenteeism rates as well as the recruitment and enrollment of special populations."

Parents/Families:

- According to the families at Pinecrest St. Rose, their decision to send their children to the school was influenced by various factors. One parent had a preference for private schools due to

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

FOCUS GROUP SUMMARY continued

concerns about the reputation of the local public school system, and after researching different options, they determined that Pinecrest was the best fit for their children. Another parent mentioned the exceptional support their child with an Individualized Education Plan (IEP) receives from the special education team at Pinecrest. The personalized attention and connection with students and their families were highlighted by another parent who appreciated that faculty members knew their children's names and family members' names within the first week of school. The smaller class sizes, strong leadership team, and overall support provided by the school were also factors mentioned by parents. Additionally, the availability of a wide range of activities for students, alongside academic offerings, was highly valued by the families.

- Parents at Pinecrest St. Rose expressed their belief that the school effectively meets their child's learning needs. They provided several examples to support their answer:

    i. Faculty and Administration: Parents were complimentary of the faculty and administration, stating that they "go above and beyond." They highlighted the school's response during the COVID-19 lockdown, where the staff managed to adapt and continue focusing on students' well-being and education. This demonstrated a commitment to providing a quality learning experience even in challenging circumstances.

    ii. Comprehensive Offerings: Parents appreciated the range of offerings provided by the school. They mentioned before and aftercare programs, extra-curricular activities, and a variety of academic opportunities. These offerings contribute to a well-rounded education and cater to different aspects of their child's development.

    iii. Supportive Staff: Parents specifically praised the school counselor and occupational therapist (OT). They described the counselor as "amazing" and the OT as supportive and proactive in resolving issues promptly. This highlights the school's dedication to addressing students' social-emotional and individual needs, ensuring a positive and inclusive learning environment.

    iv. Communication during COVID-19: Parents commended the teachers' communication efforts during the COVID-19 pandemic. They mentioned that teachers would regularly text and email parents regarding online learning, providing updates on students' progress, and offering guidance in a supportive manner. This proactive communication helped parents stay informed and involved in their child's education during remote learning.

    v. Personal Care and Support: One parent shared a personal anecdote illustrating the exceptional care and support provided by the school. When their child had an accident requiring a visit to the emergency room, the principal was present at the hospital throughout the entire ordeal. This level of care demonstrated a deep commitment to the well-being and support of students and their families.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

That said, the responses from parents indicate that Pinecrest St. Rose effectively meets their children's learning needs. The faculty and administration's dedication, comprehensive offerings, supportive staff, proactive communication, and personalized care all contribute to creating a positive and enriching educational experience for the students.

- Parents at Pinecrest St. Rose expressed their support for the school in addressing chronic absenteeism. Here are the summarized responses:

    i. Rapid Response to Illness: One parent mentioned that their child missed several days of school at the beginning of the year due to illness. The parent voiced their appreciation that the school was responsive and quickly put together a packet of work to ensure their child would not fall behind academically. This demonstrates the school's commitment to supporting students who are absent due to valid reasons.

    ii. Communication about Absences: Parents stated that they maintain open communication with the school when they know their child will be absent. By informing the school in advance, they are actively engaged in keeping the school informed about their child's attendance status.

    iii. Balancing Health and Attendance: Parents expressed a conscientious approach to managing their child's attendance. They prioritize their child's well-being by not sending them to school when they are sick, as they do not want to perpetuate illness within the school community. However, they also recognize the importance of regular attendance and strive to prevent chronic absences.

    iv. Impact of Excused Absences: Parents voiced their opinion that excused absences, supported by a doctor's note, should not negatively impact the school's rating or an individual student's total absences. They emphasized that excused absences should be acknowledged as valid reasons for absence and not penalize the school or students.

    v. Academic Performance: Parents highlighted that their children are good students who regularly earn A grades. They conveyed the belief that students can maintain their academic progress and excel even when they are not physically present in school. This indicates confidence in the ability of students to continue their learning and perform well, even during absences.

The responses from parents demonstrate their support for Pinecrest St. Rose in addressing chronic absenteeism. They appreciate the school's responsiveness to illness-related absences, maintain communication about absences, and advocate for a fair understanding of excused absences. Furthermore, parents have confidence in their children's ability to maintain academic success even when they cannot be physically present in school.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

- When asked how they learned about the expectations at Pinecrest St. Rose, students provided several responses. Students mentioned that during the first week of school, teachers thoroughly explain the school's expectations, setting a foundation for behavior and routines. One student mentioned that the school's website also has the behavior policies posted, allowing students to access them. Additionally, students shared they observe and learn from the behaviors of older students who have been at the school for a longer time, serving as role models. Students also noted that the middle school classrooms being placed next to the fourth-grade classrooms contribute to the older students behaving as role models for the younger grades. According to focus group participants, teachers remind middle schoolers to be quiet during testing or if the noise level gets too high. One middle school student mentioned that this arrangement shows trust from the leadership in placing them next to the younger grades.

- In response to the question about how the school fosters a sense of belonging among students, Pinecrest St. Rose students shared their experiences and perspectives. They mentioned that participating in various extra-curricular activities, such as basketball, flag football, soccer, and band, helps them feel involved and discover hidden talents. Students also noted that the faculty and the school organize numerous school-wide activities that are inclusive and provide opportunities for hands-on engagement. They mentioned events like Boo grams for Halloween and Valentine's grams, which are not limited to after-school activities. One student highlighted the significance of being a member of Junior Lighthouse[2] in preparing students for the transition to middle school. In all, the school's emphasis on offering a range of activities and inclusive events contributes to students feeling a sense of belonging and involvement.

- When asked about the frequency of opportunities to engage in discussions and express their thoughts to others, students at Pinecrest St. Rose provided their responses. One student mentioned that they have these opportunities very often, indicating that it is a regular part of their academic experience. Another student cited a specific example from their middle school science class, where they had the chance to share their hypothesis and evidence with their tablemates. Additionally, in math class, students sometimes have the opportunity to volunteer and showcase their mathematical solutions on the board, explaining their problem-solving process to their peers. These instances demonstrate that students at Pinecrest St. Rose have regular opportunities to communicate, lead discussions, and articulate their thoughts to others in various subject areas.

[2] Schools use a Lighthouse Rubric to measure outcomes in three areas: teaching leadership principles, creating a leadership culture, and aligning academic systems. Schools also measure their success as it relates to their unique school. Lighthouse Schools serves as exemplars to their community and other schools.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

- In response to the question about increasing the index score at the elementary and middle school levels, Pinecrest St. Rose's leadership acknowledged that there had been a noticeable increase of 3.5 points at the elementary level but a decrease of 2.23 points at the middle school level according to the 2021-22 NSPF. They candidly admitted that time constraints have been a challenge in implementing certain strategies. However, leadership stated that they have made efforts to address this by incorporating dedicated time for curriculum spiraling and review within regular class time. Additionally, they have focused on differentiating instruction to meet the diverse needs of students. Leadership mentioned that they are actively using more in-depth Depth of Knowledge (DOK) questions to promote critical thinking and engagement. They are also striving to provide academically advanced students with challenging materials that allow them to grow and further develop their skills. These initiatives are aimed at improving the overall performance and proficiency rates in science and math at both the elementary and middle school levels according to school leaders.

- Leadership at Pinecrest St. Rose provided an explanation of the various steps they have taken to tackle the problem of chronic absenteeism, including increased communication with parents regarding chronic absenteeism and notifying them more frequently than in the past. They have also focused on educating families about the impact of absences on a student's learning, emphasizing that even pre-arranged or excused absences still contribute to chronic absenteeism. School leaders noted that this increased awareness has led to more conversations with parents, allowing the school to provide additional support services to help families ensure their children attend school regularly. For instance, in cases where families had limited access to uniforms, the school's social worker has assisted them in obtaining more than one uniform, thereby removing a potential barrier to regular school attendance. These efforts aim to create a greater understanding among families about the importance of consistent school attendance and provide necessary support to address chronic absenteeism.

- When asked about the progress in addressing the challenge of increasing student enrollment of specialized populations at Pinecrest St. Rose, leadership provided an update on their efforts. They mentioned that they have been implementing blanket marketing strategies in areas near the school, such as apartments and lower-income housing, to attract families who may be interested in school choice. For special education (SPED) enrollment, they rely on word-of-mouth, as they have seen many siblings of SPED students joining St. Rose. In terms of English learners (EL), leadership mentioned that some EL families are hesitant to indicate their child's EL status due to concerns about stigma. The school has been actively educating these families about the resources and supports available to students with EL needs if they are identified.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

- Staff at Pinecrest St. Rose were motivated to work at the school for various reasons. One teacher mentioned that she joined because of a former colleague who already worked at Pinecrest St. Rose. Many teachers followed their own children who were enrolled as students at the school. Additionally, there were instances of the school developing its own teachers, such as long-term substitutes transitioning into full-time teachers or individuals who completed their student teaching at Pinecrest St. Rose and were subsequently hired. One teacher highlighted the unique aspect of having a voice as a teacher at Pinecrest St. Rose, which they felt was not present in other schools. Several teachers echoed this sentiment, emphasizing the respect and value given to teachers' expertise and opinions. This positive environment and level of professional respect contributed to their commitment to teaching at Pinecrest St. Rose, with some expressing a preference to not teach at any other school.

- Staff at Pinecrest St. Rose emphasized the importance of academic vocabulary in the classroom. They mentioned that academic language is a significant focus at the school, and that it is incorporated into vertical progression planning. One staff member explained, “This approach ensures that students are consistently exposed to and familiar with the same academic terms as they progress from one grade to another.” A staff member added, “By embedding academic vocabulary throughout the curriculum, Pinecrest St. Rose aims to develop students' understanding and usage of academic language.”

- According to the staff at Pinecrest St. Rose, administrators visit classrooms informally around twice a week, and formal evaluations are scheduled. The staff mentioned that administrators are actively present in the school and provide feedback not only on professional practice but also regarding the emotional and mental well-being of the faculty. Teachers expressed appreciation for the feedback received from administrators, including the use of sticky notes during informal visits. Additionally, the staff highlighted the value of having reflective time for teachers to visit each other's classrooms, as it is beneficial for their professional growth and development.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 33 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences 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. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 21	**Total:** 11	**Total:** 1	**Total:** 0	**Total:** 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 22	**Total:** 10	**Total:** 1	**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: 23	**Total:** 9	**Total:** 1	**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: 25	**Total:** 8	**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: 13	**Total:** 17	**Total:** 1	**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: 20	**Total:** 12	**Total:** 1	**Total:** 0	**Total:** 0

Classroom Instruction (continued)					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 23	**Total:** 9	**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: 21	**Total:** 11	**Total:** 1	**Total:** 0	**Total:** 0

Additional information about the classroom observations shared here when applicable

- Students completed a math scavenger hunt in small groups of three in one middle school math class. Mathematical problems were placed on the wall around the room and groups rotated from posted problem to posted problem solving the scavenger hunt word problem with their group. Students explained their reasoning to their group members and solved the problems collectively. Students were engaged, used academic language, and enjoyed the activity.

- In one elementary classroom, the teacher provided direct instruction to the whole class. The teacher used the gradual release model to model a skill, briefly allow students to practice with some support, and then release the students to begin practicing on their own.

- In one upper elementary classroom, students worked in their math books while the teacher guided students through the problems on the board. A co-teacher walked around to provide one-on-one support to students.

- Students used textual evidence to support inferences in a poem in one middle school classroom. The teacher called randomly on students to orally respond to questions on the whiteboard. The teacher affirmed responses, asking students if they agreed or had a different response would provide a more student-centered engagement experience.

- In one elementary classroom, the teacher provided small group instruction on targeted reading interventions. The other students worked independently on online assignments. The co-teacher walked around the room to support students one on one.

- Students created an annotated bibliography citation independently in one middle school classroom. The instructor walked the room assisting students when needed and checked their work. The teacher encouraged students to read carefully when selecting information for the annotated bibliography. The teacher provided several strategies on ways to take notes that are helpful upon review of the material.

- In one elementary classroom, students sang songs to review multiplication facts. SPCSA staff observed high levels of student engagement.

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
Indicator 1: Education Program	**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. **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.	Pinecrest Academy St. Rose 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.
Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	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.
Indicator 4: Students and Employees	**Measure 4a:** Student records under lock and key/stored appropriately **Measure 4d:** Personnel files are under lock and key/stored appropriately	Student and faculty records are stored under lock and key in a secure office.

Indicator 5: School Environment	**Measure 5b:** • 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	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.

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.	
Summary of recommendations from most recent Site Evaluation.	• 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. One suggestion is 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) that the following best practices apply to both settings *(Fisher, Frey & Hattie, 2020)*. • Consider launching professional development in response to best practices and lessons learned during the distance learning time frames. Continue to work collaboratively to best meet the needs of all students at this time of distance learning and as the school eventually transitions to more face to face instructional formats. The importance of engaging students in order to close the opportunity gap is more important than ever before. • Continue to work on improving diversity at the campus in both student population and staff. In particular, these three special populations: FRL, Special Education, and Second Language Learners.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations.	• Leadership reported, "We are working to empower students to own their own learning through *Leader in Me* habits, blended learning tracking sheets, and student portfolios. We also held student-led Parent/Teacher Conferences." • "A variety of instructional approaches are taking place including direct instruction, center activities, projects, problem-solving through STEM activities, guided reading groups, etcetera," a member of leadership noted. • Leadership reported, "Free and Reduced Lunch numbers have increased to 31% for the 23-24 school year, increasing from less than 10% in the 16-17 school year."
SPCSA staff assessment based upon findings during site evaluation.	The SPCSA evaluation team has concluded that the recommendations from the previous site evaluation have been and continue to be addressed.

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 consultants at K-12 Schools.

Pinecrest St. Rose Strengths

- Gradual Release Model: Teachers at Pinecrest St. Rose effectively utilize the gradual release model. SPCSA staff observed teachers modeling skills or strategies, providing guided practice with support, and eventually allowing students to practice independently. This approach supports students' learning and development by gradually empowering them to take ownership of their learning.

- Differentiated Instruction: SPCSA staff observed the strong implementation of differentiated instruction at Pinecrest St. Rose. Teachers provided small group instruction tailored to students' individual ability levels. This personalized approach ensures that students receive targeted support and challenges based on their specific needs.

- Strong use of Academic Language: Pinecrest St. Rose demonstrates a strong emphasis on academic language. This means that teachers effectively incorporate and promote the use of vocabulary and language skills that are essential for academic success. By developing students' academic language proficiency, the school supports their overall learning and comprehension across subject areas.

- High Student Voice and Engagement: SPCSA staff observed high levels of student voice and engagement within Pinecrest St. Rose's classrooms. Students are actively involved in classroom discussions, decision-making processes, and taking ownership of their learning. This fosters a sense of empowerment and promotes a positive and engaging learning environment.

- Alignment with CTE Pathways: Pinecrest St. Rose offers classes that align with the Career and Technical Education (CTE) pathways provided at other Pinecrest schools. The school utilizes Project Lead the Way[3] to support its implementation of CTE programs. This ensures that students have opportunities to explore and develop skills in various career-oriented fields.

- Effective use of Diagnostic Data: Pinecrest St. Rose demonstrates a strong use of diagnostic data to

[3] Project Lead The Way (PLTW) is an innovative project-based learning program that incorporates science, technology, engineering, and math. PLTW empowers students to develop and apply in-demand, transportable skills by exploring real-world challenges in an exciting and engaging way.

SITE EVALUATION FINDINGS

STRENGTHS continued

inform instructional practices. The school contracts with a data analyst to create reports and identify areas of improvement. Students maintain data folders and are aware of their own progress. The use of quadrant reports helps analyze student levels and guide instructional decisions.

- Behavioral and SEL Supports: Pinecrest St. Rose offers several supports for behavioral and Social-Emotional Learning (SEL) needs. The staff is trained in restorative practices, promoting positive relationships and conflict resolution. The school is also a Leader in Me[4] school, implementing character-building strategies. Clear expectations are posted throughout the school to create a positive and respectful learning environment.

- Strong Special Education (SPED) and English Language (EL) Programs: Pinecrest St. Rose provides strong support for students with special education needs through a full-time GATE (Gifted and Talented Education) teacher and a literacy specialist. The school also offers English Language (EL) services to support the language development of English learners.

These strengths highlight Pinecrest St. Rose's commitment to providing a well-rounded and inclusive education, personalized instruction, student engagement, and a supportive learning environment.

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.

- Serving specialized populations, such as students receiving free and reduced-priced lunch (FRL), English learners, and students on an individual education plan (IEP) in greater numbers is a challenge for Pinecrest St. Rose. Although FRL has increased to 31%, this is still below the SPCSA's average of 46.4%. Additionally, less than five percent of students are EL and 8.1% of students have an IEP as of Validation Day (October 1, 2022). Anticipated enrollment for specialized populations has been an ongoing challenge for Pinecrest St. Rose.

- According to the 2021 - 22 NSPF, Pinecrest St. Rose's index score increased at the elementary level by 3.5 points and decreased at the middle school level by 2.23 points. SPCSA staff identified areas for improvement within Pinecrest St. Rose's index score. For example, the science proficiency rate represents one of the best opportunities for growth and continued improvement. Leadership reported that several strategies are being implemented to increase the index score at the elementary and middle school level.

[4] Leader in Me is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement.

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 St. Rose continues to work on the recruitment and enrollment of specialized student groups, such as students with an IEP, English learners, and students receiving free or reduced-price lunch. This should include developing 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 discuss recruitment and enrollment strategies.

- SPCSA staff observed high levels of strong standards-based instruction and student engagement. According to the Classroom Observation Rubric beginning on page 13 of this report, most classrooms were rated as distinguished and proficient. In efforts to move more classrooms from proficient to distinguished, SPCSA staff recommends that Pinecrest St. Rose develop a plan to bolster student voice in the classroom. This may include increasing professional development on strategies for student-led activities, effective pacing of lessons, and purposeful planning.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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

Nevada State Public Charter School Authority

Site Evaluation Report:
Pinecrest Academy Sloan
Evaluation Date: 3/27/2023

State Public Charter School Authority
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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 3/27/2023 at Pinecrest Academy Sloan. 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 Sloan is located in Henderson, Nevada in a facility at 675 E. Dale Ave. The school serves 2,048 students (as of the most recent Validation Day) in kindergarten through 12th grade. The mission of name of school is: "Pinecrest Academy of Nevada unites 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

High 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	77.2	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	91.8	72.8	70.4			
Black/African American	71.4	30.3	35.7			
Hispanic/Latino	65.5	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	83.0	55.6	57.5			
White/Caucasian	78.9	60.7	61.3			
Special Education	42.5	26.3	32.1			
English Learners Current + Former	-	34.9	38			
English Learners Current	-	25.5				
Economically Disadvantaged	59.0	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	78.0	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	88.5	74.9	76.7			
Black/African American	85.7	39.8	45.4			
Hispanic/Latino	68.1	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	80.0	61.5	66.2			
White/Caucasian	79.8	65.5	69			
Special Education	32.9	25.5	33.5			
English Learners Current + Former	-	37.4	44.4			
English Learners Current	-	24.4				
Economically Disadvantaged	68.1	42.8	49.4			

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	49.5	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	62.8	62.7	60.6			
Black/African American	50.0	18.2	27.3			
Hispanic/Latino	38.8	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	38.7	41.8	43.6			
White/Caucasian	57.0	48.1	49.8			
Special Education	8.3	9.7	22.7			
English Learners Current + Former	32.0	20.1	24.2			
English Learners Current	-	7.6				
Economically Disadvantaged	28.7	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	71.5	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	83.3	79.0	77.1			
Black/African American	72.7	41.1	40.9			
Hispanic/Latino	63.7	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	67.7	64.6	63.2			
White/Caucasian	75.2	67.2	68			
Special Education	30.5	18.0	25.8			
English Learners Current + Former	73.2	38.8	28.1			
English Learners Current	-	16.7				
Economically Disadvantaged	58.6	45.9	47.1			

High School

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

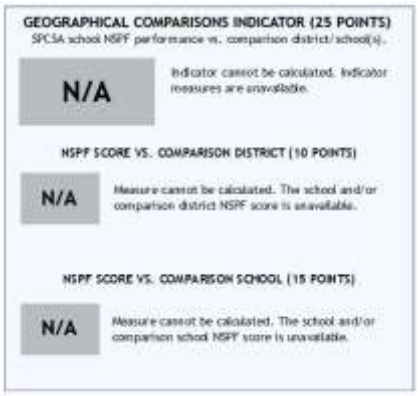
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	58.0	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	58.3	55.1	52.76			
Black/African American	-	10.2	22.5			
Hispanic/Latino	52.0	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	64.2	31.9	40.11			
White/Caucasian	65.7	33.8	47.04			
Special Education	<5	6.6	16.76			
English Learners Current + Former	-	<5	18.8			
English Learners Current	-	<5	16.04			
Economically Disadvantaged	53.8	14.6	27.6			

SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary School

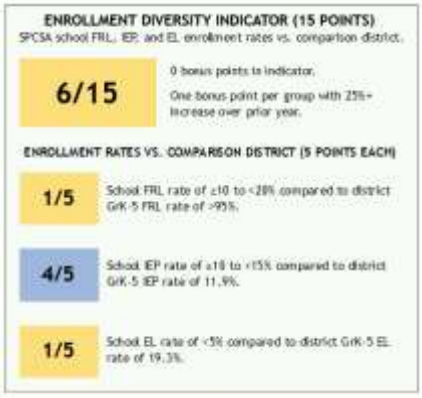
Middle School

High School

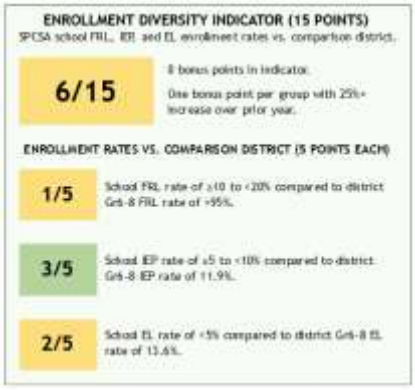


SPCSA Academic Performance Framework
Diversity Comparison Results

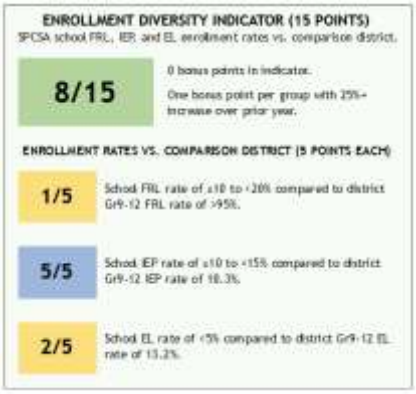
Elementary School



Middle School



High School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	30 minutes
Parents/Families	5	30 minutes
Students	10	30 minutes
School Leadership	4	30 minutes
Staff	10	30 minutes

Governing Board[1]:

- The Pinecrest Academy Governing Board has a total of 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 have 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.

- Board members said they follow an official procedure for the evaluation of each Pinecrest school principal. The board members conduct the evaluation and surveys at each school site to help to 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 each campus.

- According to board members, a person from Academica 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 absenteeism rates as well as the recruitment and enrollment of special populations."

Parents/Families:

- Parents shared their reasons for choosing Pinecrest Sloan Canyon. Several parent group participants explained that they originally had their children enrolled at the Horizon campus and followed the

[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

administration over when Sloan Canyon opened. Other parents communicated that the program options for students namely the robotics program, were their reason for choosing Pinecrest Sloan Canyon. One parent said, “I appreciate the k-12 grade level offering and not having to move schools. Another parent explained, “I specifically wanted my child at Pinecrest Sloan Canyon because I wanted my child to attend a brand-new school. I was looking for a different type of culture and a different way of approaching education.”

- Several parents confirmed that Pinecrest Sloan Canyon is effectively meeting their child’s learning needs. “My child uses academic language at home,” a parent explained. Another parent said, “My child had some academic gaps due to COVID. Teachers work with my child one on one and in small groups to close academic gaps.”

- Several parents discussed ways they are supporting this school with chronic absenteeism. One parent said, “Our family doesn’t just take a week off to go on vacation.” Another parent said, “We create routines and teach professional respect. We instill values that will carry them into adulthood.” Some parents reported that the school is very strict with attendance and notifies families of attendance law.

Students:

- Students shared that they are learning a variety of concepts in their classes. This includes geometry and math, where they are studying geometric concepts and mathematical functions. In English class, students report they are engaged in a play, which allows them to express themselves and improve their reading skills. In the history class, students shared that they are studying the Civil War, and their teacher incorporates hands-on projects and even plans to use Nerf guns to reenact parts of the war. Students shared that science class involves learning about genetics and chromosomes. Additionally, students stated they are working on areas of cones, writing argumentative essays, and studying the Civil Rights Movement, applying historical knowledge to gain a deeper understanding. In all, the students appreciate the clear and organized curriculum, finding comfort in knowing what they will be learning each day.

- When asked about how often they get to speak with peers, lead a discussion, and explain their thoughts to others, the students expressed that such opportunities are quite frequent in their classrooms. They mentioned engaging in these activities on a daily basis, including through bell ringers where they share their ideas with their peers. In ELA class, they have discussions to exchange and gather ideas from everyone. Students highlighted that discussions are a regular part of their routine, with instructions often involving writing down their thoughts and then discussing them. Some classes even dedicate specific days, like Wednesdays, for debates, allowing students to express their opinions. In history class, sharing thoughts is emphasized, particularly to assess the correctness and understand how historical events have impacted society. Furthermore, students mentioned having class meetings on Fridays to discuss their feelings, indicating a space for open dialogue and reflection. That said, it appears that the students have ample opportunities to interact with peers, lead discussions, and articulate their thoughts on various subjects.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- According to the students' responses, the school employs various strategies to help students feel a part of things. One significant approach is the encouragement of group work by teachers, fostering collaboration and teamwork among students. Additionally, the presence of numerous clubs offers students opportunities to engage in shared interests and form connections with like-minded peers. Students reported that the school feels like a family, creating a sense of belonging within the community. The student council plays a role in promoting inclusivity and involvement, while teachers actively support students by making them feel valued and emphasizing their availability for support. The school also provides a mindfulness room, allowing students to retreat and engage in practices that promote well-being and self-reflection. Moreover, the school has a unique tradition involving a spirit stick, where spirit points are earned during assemblies, fostering friendly competition among grade levels and generating support and encouragement from peers. Collectively, these initiatives contribute to a supportive and inclusive environment, ensuring that students feel connected and engaged within the school community.

Leadership:

- Members of leadership shared what they've put in place to help increase math and science proficiency rates at Pinecrest Sloan Canyon. One member of leadership shared, "For science, we realized science was taught at a bare minimum during COVID lockdown. That said, we have ramped science instruction up as well as looked into obtaining a new science curriculum. We are aware that science is one of our biggest deficits at the elementary level. We are also working on getting our entire faculty trained in the science curriculum. STEM will be an elementary special next year. We use performance tasks on each unit and make sure there is a writing component. Test prep is built every single day in science either as a bell ringer or a closing activity."

- Leadership discussed ways they are tackling chronic absenteeism at Pinecrest Sloan Canyon. A member of leadership explained, " We have multiple avenues for discussing absenteeism with families. We also have an orientation at the beginning of the year to discuss the law and excused absences. " Another member of leadership stated, "Staff quickly contact families when absences occur and have conversations with families as to why the child is absent." For chronic and serious cases, leadership reported they have sensitive conversations with families privately.

- Anticipated enrollment for specialized populations has been an ongoing recommendation by SPCSA staff for Pinecrest Sloan Canyon. Pinecrest Sloan Canyon was required by the SPCSA to develop and submit a Recruitment and Enrollment Plan by September 30, 2022. Members of leadership gave an update on the progress toward addressing this recommendation. One member of leadership shared, "We now have a weighted lottery. 95% of students stay at Sloan Canyon, so there are not a lot of new students. Kindergarten is where there is the largest opportunity for growth with specialized populations." One more leadership member stated, "Additionally, we have increased our FRL student enrollment numbers." Another leadership member concluded, "We working to provide more resources, such as before and after school tutoring, bus passes, a social worker, Mobile hotspot access, and 1:1 laptops, Previously the school flyers and marketing focused on promoting our Gifted and Talented Education (GATE) program, Science, Technology, Engineering, and Mathematics (STEM), Career and Technical Education (CTE), Advance Placement (AP) classes, and dual enrollment. Now there is an

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

effort to market toward underserved populations, such as EL learners, SPED, and FRL. Marketing materials are now printed in Spanish."

Staff:

- According to the staff members, here are their responses on how they generate academic language in the classroom:
    - "I use a visual word wall where vocabulary and definitions are displayed for each lesson."
    - "I try to integrate academic language into everyday usage and model it for the students. I redirect them back to the appropriate words when needed."
    - "The curriculum we use is rich in academic vocabulary, which helps the students become familiar with the language they are using."
    - "Having high expectations for students is crucial in promoting academic language development."
    - "I have students create a list of words they don't know while reading, and this approach has been effective."

- During the focus group, staff summarized their experiences with professional development (PD) related to student engagement, and student-led instruction. Staff reported that PD sessions on mindfulness and yoga positions were conducted to help students focus on their breathing, particularly before important assessments. One teacher found training on Opportunities to Respond (OTR) to be highly beneficial in their instruction. Staff shared that PD was provided on understanding the different ways in which students with special education needs engage and listen, which improved teachers' understanding of neurological thinking and processing. This knowledge has influenced the creation of various instructional approaches. One teacher discussed an upcoming PD session for the next year that will focus on book studies and novel responses, aiming to enhance student engagement. One teacher mentioned being trained in Project Lead the Way[2] for science instruction. Teachers reported that they had the freedom to choose which PD workshops they wanted to attend on designated PD days.

- According to the staff's responses, they employ various strategies to meet the needs of all students, including those with an Individualized Education Program (IEP), English learners (EL), and students facing opportunity gaps. Staff shared they engage in vertical alignment meetings at the beginning and end of the year to plan effectively. Collaboration is evident as teachers work together to create class rosters and match students with the most suitable teachers. Staff reports there is a positive rapport among colleagues, and teachers demonstrate a willingness to try new approaches and remain flexible. Specialists and co-teachers are praised for their attentive listening and valuable support. However, one teacher expressed a less positive experience, highlighting a lack of true collaboration with the special education (SPED) personnel in the room. The teacher felt that the SPED individual tended to

[2] Project Lead The Way (PLTW) is an innovative project-based learning program that incorporates science, technology, engineering, and math. PLTW empowers students to develop and apply in-demand, transportable skills by exploring real-world challenges in an exciting and engaging way.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

"fade away" rather than actively engaging and discussing matters with the teacher. Additionally, teachers collectively acknowledged that the EL support in the school is not up to the desired level. Staff reports this is primarily due to a low EL student population at Sloan Canyon, which has not been actively recruited in the past, accounting for less than 5% of the student body.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 53 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences 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. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 18	**Total:** 34	**Total:** 0	**Total:** 0	**Total:** 1
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 15	**Total:** 38	**Total:** 0	**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: 17	**Total:** 34	**Total:** 0	**Total:** 0	**Total:** 2
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: 22	**Total:** 30	**Total:** 0	**Total:** 0	**Total:** 1
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 5	**Total:** 35	**Total:** 8	**Total:** 0	**Total:** 5
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: 13	**Total:** 29	**Total:** 4	**Total:** 0	**Total:** 7

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: 16	**Total:** 34	**Total:** 3	**Total:** 0	**Total:** 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 14	**Total:** 34	**Total:** 1	**Total:** 0	**Total:** 4

Additional information about the classroom observations shared here when applicable

- In one robotics classroom, students worked on laptops to create a project. All students were engaged and participated in discussions.
- In one high school English class students listened to an audio recording and followed along with their textbook. The teacher asked reading composition questions and wrote the student's answers on the board.
- In one middle school classroom, the teacher guided students in solving a multi-step word problem. Students followed along in their notebooks and took notes. The teacher called on students to solve different steps of the word problem. The teacher used several strategies to check for understanding.
- In one middle school math classroom, the teacher provided targeted interventions to a small group of students. The other students worked independently to solve equations.
- In one high school pre-calculus class students solved mathematical problems independently and then explained their logic in completing the problem with a partner. The teacher walked through the problem on the whiteboard after students spoke with their partners.
- In one middle school English classroom, students followed along in their personal chapter book while listening to an audiobook. Students underlined key details and took notes. The teacher stopped throughout the text to check for understanding.
- In one middle school math classroom, the teacher-led discussions on solving functions. The teacher used different techniques to check for understanding.
- In one STEM classroom, students worked independently on their laptops to complete a project. The teacher walked around the classroom to provide support. The teacher transitioned students to work in partners for peer editing.
- In one ES classroom, the teacher worked with a small group of students and provided targeted instruction to students. The other students worked in groups on performance tasks.
- In one middle grades social studies class, students completed an end-of-the-unit exam that contained multiple choice, true/false, and fill-in-the-blank options for answering. The teacher provided students with a few minutes to study before passing out the exam. The teachers explained the various answer formats to students, letting them know approximately five of the questions were essay responses.

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
Indicator 1: Education Program	**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. **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.	Pinecrest Academy Sloan 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.

Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	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.
Indicator 4: Students and Employees	**Measure 4a:** Student records under lock and key/stored appropriately **Measure 4d:** Personnel files are under lock and key/stored appropriately	Student and faculty records are stored under lock and key in a secure office.
Indicator 5: School Environment	**Measure 5b:** • 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	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.

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.	
Summary of recommendations from most recent Site Evaluation.	• We recommend that the Pinecrest network of schools continue to take steps to increase the number of English Language Learners, Free and Reduced Lunch, and Students with Individual Education Plans. Consider adding some of the information on the website in English and Spanish, producing flyers/advertisements in Spanish, and implementing a weighted lottery. • The SPCSA recommends taking time to build upon the variety of distance learning practices to become even more skilled, purposeful and intentional with this platform. We suggest using what has been learned in both face-to-face and distance learning environments to leverage what works best to impact student achievement. • Consider launching professional development in response to best practices and lessons learned during the distance learning time frames. Continue to work collaboratively to best meet the needs of all students at this time of distance learning and as the school eventually transitions to more face-to-face instructional formats.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations.	• Pinecrest Sloan Canyon leadership reported they continue to address the recommendations from the 21-22 site evaluation report.
SPCSA staff assessment based upon findings during site evaluation.	• The SPCSA evaluation team has concluded that the recommendations from the previous site evaluation have been and continue to be addressed.

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 Sloan Canyon Strengths

- Pinecrest Sloan Canyon is recognized by the SPCSA staff for its commitment to providing a comprehensive education to its students, with the goal of preparing students for success in both college and their future careers. The school achieves this objective through various programs such as Career Technical Education (CTE), Advanced Placement (AP), and Dual Enrollment. CTE programs are designed to give students practical experience and skills in a range of industries. These programs offer hands-on learning opportunities that can be highly valuable to students, as they acquire practical skills that are in high demand among employers. By participating in CTE programs, students can explore different career pathways, gain real-world experience, and develop the skills necessary to succeed in their chosen fields. The advanced placement programs at Pinecrest Sloan Canyon provide college-level courses to students while they are still in high school. These courses are challenging and rigorous, allowing students to gain a head start in their college education. Additionally, successful completion of AP courses can potentially earn students college credits, which can save them time and money when they pursue higher education. Dual Enrollment programs further enhance students' opportunities by enabling them to earn college credits while still in high school. By taking courses that are recognized by both their high school and partnering colleges or universities, students can accelerate their academic progress and have a smoother transition into higher education. Dual Enrollment programs not only save students time and money in the long run but also provide them with a taste of college-level coursework, preparing them for the academic challenges they will encounter in their future college careers. By offering these programs, Pinecrest Sloan Canyon empowers its students to explore diverse career pathways and gain the knowledge and skills needed to succeed in their chosen fields. The combination of CTE, AP, and Dual Enrollment programs provides students with a well-rounded education that prepares them for both the workforce and higher education.

- Pinecrest Sloan Canyon has successfully created a culture that resonates with its students. SPCSA staff has identified Pinecrest Sloan Canyon's school culture as a strength. Several participants in the student focus group expressed their love for Pinecrest Sloan Canyon. When students genuinely love their school, it can have a profound impact on their overall educational experience. It fosters a sense of belonging, pride, and enthusiasm, which can lead to increased motivation and better academic

performance. Pinecrest Sloan Canyon has developed a strong school culture through various factors, such as supportive and dedicated teachers, a sense of community, inclusive policies, and a focus on student well-being.

- According to the 2021-22 NSPF, Pinecrest Sloan Canyon has been successful in maintaining low rates of chronic absenteeism. Chronic absenteeism is at 7.2 percent at the elementary level, 10.3 at the middle school level, and 14.6 at the high school level. Creating a positive learning environment has played a significant role in encouraging regular attendance and reducing absenteeism among its students. When students enjoy coming to school and feel engaged in their learning, they are more likely to be motivated to attend consistently. The testimonial from a parent stating that their child loves coming to school and doesn't want to miss a day is a clear indicator of the positive environment that has been cultivated at Pinecrest Sloan Canyon. When students genuinely enjoy the school experience, they are more likely to prioritize attendance and actively participate in their education. The efforts taken by the school leadership to address chronic absenteeism are commendable. Conducting training sessions for families to discuss attendance expectations demonstrates a proactive approach to addressing the issue. By clearly communicating the importance of regular attendance, families can better understand the impact it has on their child's education. Additionally, the practice of meeting with families of students who are frequently absent is crucial in understanding the underlying reasons for absenteeism and working collaboratively to find solutions. Building relationships with students and families fosters a sense of trust and support, which can encourage regular attendance and improve overall engagement. It is evident that Pinecrest Sloan Canyon's leadership is dedicated to tackling chronic absenteeism and ensuring that students are present and actively involved in their education. By continuing to prioritize relationship-building, open communication, and maintaining a positive learning environment, the school can sustain its success in minimizing chronic absenteeism and promoting a culture of consistent attendance.

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 2021 - 22 NSPF, Pinecrest Sloan Canyon’s math and science student proficiency rates are a challenge. The math proficiency rate at the elementary level is higher than at the middle school and high school levels. However, the science proficiency rate at the elementary level is much lower than at the middle school and high school levels. Leadership reported several ways they are working to increase the science and math proficiency rates, such as utilizing data to drive decision-making, increasing targeted instruction, bolstering the use of math and science curricula, increasing professional development, and maximizing team meetings.
- Serving specialized populations, such as students receiving free and reduced-priced lunch (FRL), English learners, and students on an individual education plan (IEP) in greater numbers is a challenge for Pinecrest Sloan Canyon. Only 19.7% of students qualify for the FRL designation and less than five percent of students are EL as of Validation Day (October 1, 2022). Anticipated enrollment for

Site Evaluation Findings Continued

specialized populations has been an ongoing recommendation by SPCSA staff for Pinecrest Sloan Canyon. Pinecrest Sloan Canyon was required by the SPCSA to develop and submit a Recruitment and Enrollment Plan by September 30, 2022.

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 Sloan Canyon continues to work on its recruitment and enrollment plan. Recruitment and enrollment plans must 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 observed high levels of strong standards-based instruction and student engagement. According to the Classroom Observation Rubric beginning on page 11 of this report, most classrooms were rated as distinguished and proficient. In efforts to move more classrooms from proficient to distinguished, SPCSA staff recommends that Pinecrest Sloan Canyon develops a plan to bolster student voice in the classroom. This may include increasing professional development on strategies for student-led activities, effective pacing of lessons, and purposeful planning.

- SPCSA staff recommends that Pinecrest Sloan Canyon creates a robust plan to increase student proficiency rates. As mentioned in the challenges section on page 20 of the report, Pinecrest Sloan Canyon's math and science proficiency rates are low. However, Pinecrest Sloan Canyon's index score at the elementary, middle, and high school levels meets the standard. In an effort to maintain this status, it is recommended by SPCSA staff that the Pinecrest Sloan Canyon plan includes professional development and best practices geared toward closing opportunity gaps in math and science.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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

Nevada State Public Charter School Authority

Site Evaluation Report: **Pinecrest Academy Virtual**

Evaluation Date: 3/22/2023

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
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Appendices

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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 3/22/2023 at Pinecrest Academy Virtual. 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. Pinecrest Academy-Virtual is in its first year of operations and this evaluation is comprehensive.

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 Virtual is located in Henderson, Nevada in a facility at 225 Grand Cadence. The virtual campus is located at the Pinecrest Cadence Campus. The school serves 78 students (as of the most recent Validation Day) in 6th through 10th grade. The mission of Pinecrest Academy Virtual is: "Pinecrest Academy Virtual unites 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.

Newly opened school: Data Not Available

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

New School Data Not Available

SPCSA Academic Performance Framework
Geographic Comparison Report

New School /Data Not Available

SPCSA Academic Performance Framework
Diversity Comparison Results

New School/ Data Not Available

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45minutes
Parents/Families	5	30 minutes
Students	3	30 minutes
School Leadership	12	45minutes
Staff	4	30 minutes

Governing Board[1]:

- 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 Academica 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."

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

FOCUS GROUP SUMMARY continued

Parents/Families:

- Family members shared some of the reasons they decided to give Pinecrest Virtual a try this year. One parent said the family likes to travel and the more flexible school schedule is a good fit for their middle school student. Another person added, "My son likes working ahead in classes and enjoys the quiet atmosphere at home." A third parent said they are attending the virtual campus in hopes of being admitted to Pinecrest Cadence, so their child can attend school in person next year.

- In terms of quality of instruction offered through the Pinecrest virtual classes, families said the classes are self-paced. One family member added, "I don't think the virtual school setting is for everyone. I think it takes a student who has a good deal of self-control. I say this because the students have to keep up with assignments and motivate themselves to learn." Another parent in the group felt the staff were highly supportive of students when needed.

- Families felt the virtual campus leader and staff were highly communicative with parents. Parents were aware of the academic status of their students. Parents added that the staff who offer support to students are kind and seem to have the students' best interest at heart. One parent commented, "I have been in the room when my daughter was speaking with a teacher and he was highly supportive of my daughter. The teacher asked my daughter how she was prioritizing each of the assignments in terms of time frames and due dates. I could tell this was very helpful."

Students:

- Students spoke about their experiences attending the newly opened Pinecrest Virtual Academy. One student said, "It has been fun attending school on my own time. I like the opportunity to work ahead so that I can participate in other activities such as playing the piano." Another student said, "At times I get super stressed. I have a sense of being overwhelmed when I see all of my classes and corresponding assignments. I think to myself, I have too much to complete, and I don't want to fail." A third student said she enjoyed the opportunity to travel to Australia and see family while continuing to complete her studies. She commented, "It can be difficult to teach yourself all of the information. If I get stuck, I can email one of the teachers and ask questions."

- Students had mixed feelings as they spoke about academic successes and social events. One student said, "The virtual learning has been a great success for me because I'm less distracted when I'm on my own." Another student commented, "I honestly feel that being alone is distracting because I find myself not paying attention to the lesson. Sometimes I put off completing assignments." Students spoke about social opportunities. Some students reported attending social events the school sponsored, such as the Harvest Festival, and Spring Fling dance. Another student said, "I've been enrolled in the virtual school since the beginning of the 2022-2023 school year, and I haven't attended any events in person. For me, it is a matter of transportation. I like that I can go to social events, but I haven't been able to do so." One student said he has been on campus for testing and attended a field trip.

- Students in the focus group agreed that the teachers at the school are amazing. One student commented, "I feel like the teachers are nice and willing to help, especially when I have questions." Another student added, "During office hours, teachers are helpful. I went to the Cadence campus on two occasions and teachers were happy to see me in person."

- Students were asked to provide feedback about the mostly asynchronous[2] virtual program. One student suggested, "We could have some different options such as a study skills class because it may help us to attain better grades, levels in some of our more difficult classes. Another student commented, "I would like some of the assignments to offer alternative locations for real-world experiences. For example, one assignment directs us to go find a place with insects and may not be realistic at certain times. I believe assignments like this should be vetted and alternative options provided." A different student spoke about the possibility of having synchronous[3] online classes. She said, "I think it would be cool to have more synchronous classes offered because I like interacting with the teacher and other students."

Leadership:

- The school leaders shared information about the newly opened school. They said there were 88 virtual students in attendance as of the date of the site evaluation, an increase of ten students from the fall 2022 enrollment count. Leaders said school is for sixth grade through tenth graders. Next year, it will expand to offer virtual school for sixth through twelfth graders. School leaders said courses are self-paced asynchronously. Teachers offer set office hours a few times per week for support and students may make appointments with a teacher if office hours conflict with another course they are taking.

- The school principal serves a dual role as principal for both the K-12 Pinecrest Cadence campus as well as the 6-10 virtual campus. She commented, "The idea behind the virtual school is our Pinecrest Cadence campus offers multiple extracurricular opportunities including sports, music, theatre, and choir. These offerings are already built into our system for our virtual students to take part in everything. This is unique in that there is no need for students to have to contact their zoned school for this type of arrangement. Our virtual students are considered to be Cadence students [in our eyes]."

- Leaders spoke about other opportunities for virtual students, "An on-campus lab is available to virtual students if they want to come to school. There is a Teacher Assistant in the lab to support students with questions as well. We insist that students maintain two-way communication with their teachers. If they do not, they are marked absent for the week. The CTE[4] offerings are synchronously provided. We have two at this time, Cybersecurity and Graphic Design." Another leader spoke about the students with an IEP, (Individual Education Plan). She said, "We have a special education teacher dedicated only to our virtual students. There are currently 15 of the 88 enrolled virtual students who qualified for special needs services."

[22] Asynchronous online learning allows students to view instructional materials at any time they choose. It does not include a live lecture or teacher component and is self-paced.
[3] Synchronous instruction takes place when students log in and participate in class at a specific time, often with an in- person teacher.
4 CTE: Career and Technical Education classes

Staff:

- Pinecrest virtual staff members spoke about student success in the online setting. One instructor commented, “Students who are intrinsically motivated seem to do very well. Other less motivated students, seem to have failing grades and are less inclined to complete assignments.” Another teacher pointed out, “Those with parental support at home do pretty well but those with less family support seem to fail to turn in work or get behind completing assignments.”

- Staff explained there are some protocols in place to support student success with the program. One teacher said, “Students are required to attend office hours if they have a grade of a “D” or “F” in their classes. I’ve never had a student show up for office hours when forced or directed under these circumstances. The principal requires parent conference for students who are failing.” Teachers reported they have mixed responses from families when they reach out to communicate when students are not doing well academically. One teacher explained, “I usually get more response and interest from parents when it gets closer to the end of the semester.” Another teacher said, “Several students continue in the virtual program and become credit deficient. I’ve heard from one parent who has decided virtual learning is not conducive to her child and the student will be returning to traditional in-person learning.”

- With a new school, and virtual program, teachers and staff were asked to share some ideas to improve the program. Teachers felt they would benefit by being able to open and close assignments and modules as students progress in class. A teacher suggested, “There are locks for not being able to copy/paste responses but we don’t have these. The lock down tabs would help so that students cannot minimize a window and copy information from another window”. One teacher suggested, “I think we should have an in-depth orientation and be fully transparent about the reality of online learning. Families and students may benefit from having a real conversation about the difficulties of online learning because it is not for everyone.” Another teacher said, “I think that synchronous class offerings should be included in this program much more. I think a greater number of students would succeed if this were the case. There is a big difference between the two!”

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 6 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences try to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 0	**Total:** 3	**Total:** 0	**Total:** 2	**Total:** 1
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 0	**Total:** 3	**Total:** 0	**Total:** 1	**Total:** 2

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: 0	**Total:** 3	**Total:** 0	**Total:** 2	**Total:** 1
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: 0	**Total:** 2	**Total:** 1	**Total:** 1	**Total:** 2
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: 0	**Total:** 2	**Total:** 0	**Total:** 0	**Total:** 4
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 are some attempts by the teacher to encourage the use of academic language. Students are provided with limited opportunities for discourse. There are some attempts 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: 0	**Total:** 2	**Total:** 0	**Total:** 0	**Total:** 4

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: 1	**Total:** 2	**Total:** 0	**Total:** 0	**Total:** 3
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: 1	**Total:** 1	**Total:** 0	**Total:** 0	**Total:** 4

Additional information about the classroom observations shared here when applicable

- In one virtual office hour session, students signed on to the office hours session electronically and spoke with the teacher one-on-one. Students indicated completing multiple assignment per day in each classroom. For example, one student said she had 11 assignments every day for English language arts class and five to six in her elective Spanish class.

- One observation was of a synchronous, Career and Technical Education, high schoolcybersecurities class. Online students attended and participated with live teacher and students and met in real time. The online/virtual student saw only the same screen assignments as the in-person students. According to the CTE teacher, he provided instructions about the assignment about a week ago, and some students had finished while others continued to work, some together to finish the assignment.

- In trying to observe one synchronous CTE class in which attend virtually alongside students participating face-to-face there was a problem with the instructor letting people into the virtual classroom. SPCSA staff members waited in a queue to obtain access using one of the school leader's computersl, but it was not clear that individuals were admitted to the class electronically..

- The majority of the classes at Pinecrest Virtual are held asynchronously and students are not required to log in or interact with the teacher or their peers. There are a few synchronous classes offered at the high school level in conjunction with a few of the College Technical Education program/classes provided. Observations of students attending self-paced classes were not observed.

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
Indicator 1: Education Program	**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. **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 access to grade-level content and standards.	Pinecrest Virtual Academy provides students with a distance education program which has been approved by the Nevada Department of Education. Curricular materials align to Nevada Academic Content Standards (NVACS). Classroom observations in grades K-12 confirmed that the educational program conforms with the charter and that curricula aligns to NVACS. Pinecrest Academy Virtual 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.
Indicator 3: Governance and Reporting	**Measure 3a:** The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	The Pinecrest Academy governing board meets monthly for board meetings. Special meetings are scheduled as necessary. Per the governing board and leadership focus group sessions, the Pinecrest governing board follows board policies. Composition is aligned with Nevada state requirements
Indicator 4: Students and Employees	**Measure 4a:** Student records under lock and key/stored appropriately **Measure 4d:** Personnel files are under lock and key/stored appropriately	Student and faculty records are stored under lock and key in a secured office.
Indicator 5: School Environment	**Measure 5b:** • Evacuation plans are posted and the school has fire extinguishers which are tagged. There is an active permit for food service • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers. An active food service permit, and a current elevator permit were observed at Pinecrest Cadence campus which is the campus in which the Pinecrest Virtual program is housed. 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.

Measures of Progress from Previous Site Evaluations The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.	
Self-Assessment of the implementation of prior recommendations by school staff	The Pinecrest Virtual Academy is a new charter school, housed on the Cadence campus. This is the first site evaluation conducted.
Evidence the school can provide to support the implementation of previous recommendations.	The Pinecrest Virtual Academy is a new charter school, housed on the Cadence campus. This is the first site evaluation conducted.
Reason's school believes additional time will be needed to fully address the recommended items, if any.	The Pinecrest Virtual Academy is a new charter school, housed on the Cadence campus. This is the first site evaluation conducted.

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 maintain 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 consultants at K-12 Schools.

Pinecrest Virtual Strengths:

- Pinecrest Virtual has successfully opened and enrolled approximately 78 students in grades six through ten during the 2022-2023 school year. Pinecrest Virtual offers students an alternative to brick and mortar in person learning. This program is primarily self-paced, with asynchronous course offerings, and was chosen by school leaders because they have previously used it with success for students attending summer school. The distinctive and individual considerations of the program are strengths. Student safety is an important aspect of the Pinecrest Virtual program, and is a unique synchronous alternative program.

- The purpose of opening Pinecrest Virtual school along with the considerations of providing a unique structure is an additional strength. Founding members reported the Cadence campus already offered students a variety after school sports and extracurricular options. These same options are available to Pinecrest Virtual students. Several students in the virtual focus group spoke about their enjoyment in participating in sports and extracurricular activities. These included field trips, school dances, and carnivals such as the Harvest Festival.

- The slow-start model was implemented at Pinecrest Virtual Academy. With a student enrollment population between 78-88, the school leadership team has been able to make changes to the program as it unfolds. For example, communication with families and students was streamlined to create clarity. In addition, leaders removed some of the assignments from the program that they felt were not necessary so that students could better focus on other, more important assignments. The CTE (Career and Technical Education) classes began with a few options and school leaders will assess and consider adding more options in the future.

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.

- Academic success for some students attending in the virtual format has been challenging during this first year in operation. School leaders, students, and parents commented there seem to be two "types" of students in attendance. The first group are highly motivated, conscientious learners who excel with asynchronous self-paced learning. The second group consists of students who do not compete assignments in a timely manner and consequently perform poorly on assessments. One staff member commented, "What I've noticed about the virtual program in terms of academic success, is that we seem to have an inverted bell curve. Students are either doing very well, or they are failing."

- School leaders and staff commented that so far, it has been challenging to implement an effective system to proactively guide a greater number of students to succeed and create fewer instances of class failure and credit loss. School personnel reported that the virtual staff team contacts family members if students are not passing a given class, however the response rate varies. Some family members are able to respond and intervene. Other family members wait to get back to school staff until a time later in the semester. This loss of time makes it more difficult to remediate. One staff member commented, "I have one parent who has already reached out and wants to enroll her child into a brick and mortar in person learning."

- Virtual school staff are concerned about the possibility of cheating on assignments and assessments with online asynchronous learning. Teachers and school leaders report they continue to seek improved methods of checking for plagiarism and using other web sites to complete assignments.

- Study skills and time management are not a given set of skills that all students bring with them when they enroll in virtual learning, thus presenting a challenge and potential barrier to student success. For some students, these skills and the need to self-advocate and communicate have prevented the school from successfully guiding each student toward success. One staff member shared, "Even though students and parents are required to attend a parent conference if a student has either a grade of "F" or "D", there is no way to enforce this with online students at this time." The lack of accountable parent conference attendance has had a domino effect for many students who need credits to graduate from high school. One leader pointed out, "Some eighth graders who aren't passing, lack the credit to move on to high school."

- The current way the online platform presents information and due dates can be overwhelming to students. Students voiced that seeing every assignment for the semester listed when logging into a class can be highly stressful and induce anxiety. Some students said they can see over 500 assignments listed in some classes.

- Staff teaching virtual classes also teach in person at the brick-and-mortar Pinecrest Cadence campus. Teachers report the expectations can be a bit overwhelming even though they receive a stipend for their work. At times, the virtual teaching position is in addition to full-time teaching and is comparable to having a second job.

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.

- In order to create greater levels of academic success for students at Pinecrest Virtual, the SPCSA recommends building upon current distance learning practices. We suggest using what has been learned in both face-to-face and distance learning environments to leverage what works best in both settings to impact student achievement levels. (Fisher, Frey & Hattie, 2020)

    a. Foster student self-regulation which is crucial for moving learning to deep and transfer levels. Consider time management and study skills classes within the initial enrollment of the program. Consider inserting benchmarks, or success levels to help students prioritize assignments, based on due dates and upcoming exams.

    b. Consider adding more diverse instructional approaches to accompany self-paced learning such as synchronous learning classes, classroom discussions, and small group projects and well-designed peer learning options. Consider creating options for students to partner with each other to learn from one another.

    c. Consider ways to integrate additional forms of feedback into the current self- paced program. Consider instituting a greater number of feedback opportunities for students including tutoring, individual check-in times with adults, and whole group discussions facilitated by an adult teacher. The Canvas learning management program that Pinecrest Virtual uses has numerous functions that can be quickly implemented by teachers. For example, teachers can record verbal responses to assignments so students can hear a voice offering feedback about specific assignments.

- SPCSA staff recommend Pinecrest Virtual Academy implement an effective system to proactively guide a greater number of students to succeed and lower instances of class failure or credit loss. Guide and support students, families, staff, and leaders to establish more definite and clearly defined warning signals to better anticipate and intervene when a student begins to be disengaged, struggles with course content, is unresponsive, or does not complete items in a consistent and timely manner.

    a. Consider creating a set of clearly defined academic tendencies or skills which must be learned and developed for a student to succeed in this type of learning environment. For example, expectations to routinely schedule a daily, weekly, monthly calendar to complete assignments, schedule study time and learn how to successfully balance school and home activities. These habits for success might be shared with families and students as part of the enrollment process.

    b. Consider ways to improve the frequency and quality of feedback students receive from instructors to include specific information about academic growth and progress. Perhaps more frequent required conferences or check-ins with school staff will assist in building rapport between the faculty and individual students. Feedback helps students realize where they are strong and where they need to improve. Focused commentary on student growth and mastery of content helps students move from misconceptions to a clearer understanding through targeted explanation of particular points and suggestions about what or how to study. Descriptive Feedback supports student motivation because students can begin to see that improvement is something they can control and helps them know what to do next.

- Consider making changes to the self-paced learning platform to prevent students from viewing a large number of assignments at one time. Because this may be overwhelming to students, consider placing barriers for this view or limit it to a few times per semester. Canvas has this capability for creating modules, setting dates and times for assignments to be opened and closed, recording capability for both voice responses to students, as well as video recording capability if teachers would like to narrate as they review a student's work. Consider providing target PD for faculty teaching in an online environment. There are specific techniques and best practices for building an online learning environment. Teachers having a foundational understanding of developing a learning environment for optimal learning will benefit both the faculty and the students.

- The SPCSA recommends Pinecrest Virtual review current staffing methods to address any perceptions that full-time Cadence staff are asked to do additional work without commensurate compensation. As Pinecrest virtual increases the number of grades it services and as the number of students enrolled increases it is suggested school leaders consider methods to allow virtual teaching staff the time and training to become highly effective teachers in the distance learning setting.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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

Appendix F

Nevada State Public Charter School Authority

2019-20 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.

Pinecrest Academy of Nevada

Address: 1630 S. Boulder Hwy, Henderson, NV 89015
Website: http://www.pinecrestnv.org
Enrollment: 5994
Grades Served: K-12

2019-20	2018-19
In Good Standing	N/A

1. CURRENT RATIO

Meets Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Meets Standard

Is the school's UDCOH at least 60 days or 30 days with a positive trend?

3. ENROLLMENT FORECAST ACCURACY

-

Is the school's Forecast Accuracy at least 95% for the most recent and three prior years?

4. DEBT DEFAULT

Meets Standard

Is the school in default of loan covenant(s) or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN

Does Not Meet Standard

Is the school's current year and three year aggregate Total Margin positive?

6. DEBT TO ASSET RATIO

Does Not Meet Standard

Is the school's Debt to Asset Ratio less than 0.90?

7. CASH FLOW

Meets Standard

Is the school's most recent year and three year aggregate cash flow positive?

8. DEBT OR LEASE SERVICE COVERAGE RATIO

Meets Standard

Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

* Enrollment Forecast Accuracy ratings were not reported for the 2019-20 school year.

Nevada State Public Charter School Authority

2020-21 Fiscal Year: Financial Performance Framework

The Financial Performance Framework provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for Details.

Pinecrest Academy of Nevada

Address: 1630 S. Boulder Hwy, Henderson, NV 89015
Website: http://www.pinecrestnv.org
Enrollment: 6461
Grades Served: K-12

2020-21	2019-20
Meets the Standard	**Meets the Standard**

1. CURRENT RATIO **Meets Standard** Is the school's Current Ratio at least 1.1?	2. UNRESTRICTED DAYS CASH ON HAND **Meets Standard** Is the school's UDCOH at least 60 days or 30 days with a positive	3. ENROLLMENT VARIANCE **-** Is the school's Enrollment Variance 95% or greater?	4. DEBT DEFAULT **Meets Standard** Is the school in default of loan covenant(s) or delinquent with debt service payments?
5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL **Does Not Meet Standard** Is the school's current year and three year aggregate Total Margin positive?	6. DEBT TO ASSET RATIO **Does Not Meet Standard** Is the school's Debt to Asset Ratio less than 0.90?	7. CASH FLOW **Meets Standard** Is the school's most recent year and three year aggregate cash flow positive?	8. DEBT OR LEASE SERVICE COVERAGE RATIO **Meets Standard** Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

* Enrollment Variance ratings were not reported for the 2020-21 school year.

Appendix G

Nevada State Public Charter School Authority

2019-20 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.

Pinecrest Academy of Nevada

Address: 1630 S. Boulder Hwy, Henderson, NV 89015
Website: http://www.pinecrestnv.org
Enrollment: 5994
Grades Served: k-12

2019-20	2018-19
100.00 Meets Standard	N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD

1. EDUCATION PROGRAM

20 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizaitonal Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA mesaures charter school compliance with a variaty of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.

Nevada State Public Charter School Authority

2020-21 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.

Pinecrest Academy of Nevada

Address: 1630 S. Boulder Hwy, Henderson, NV 89015
Website: http://www.pinecrestnv.org
Enrollment: 6461
Grades Served: K-12

2020-21	2019-20
96.00 Meets Standard	Meets Standard

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD

1. EDUCATION PROGRAM

16 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizatonal Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA mesaures charter school compliance with a variaty of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.

Nevada State Public Charter School Authority

2021-22 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.

Pinecrest Academy of Nevada

Address: 1630 S. Boulder Hwy, Henderson, NV 89015
Website: http://www.pinecrestnv.org
Enrollment: 6849
Grades Served: K-12

2021-22

97.00

Meets Standards

2020-21

Meets Standard

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD

EDUCATION PROGRAM

20 out of 20

1a. Is the school implementing the material terms of the education program as defined in the current charter contract?

5 out of 5

1b. Is the school complying with applicable education requirements?

5 out of 5

1c. Is the school protecting the rights of students with disabilities?

5 out of 5

1d. Is the school protecting the rights of English Language Learner (ELL) students?

5 out of 5

FINANCIAL MANAGEMENT

17 out of 20

2a. Is the school meeting financial reporting and compliance requirements?

2 out of 5

2b. Is the school following Generally Accepted Accounting Principles (GAAP)?

5 out of 5

2c. Is the school using the chart of accounts prescribed by the Department?

5 out of 5

2d. Is the school complying with applicable requirements for receiving grant funds?

5 out of 5

GOVERNANCE & REPORTING

20 out of 20

3a. Is the school complying with governance requirements?

6.7 out of 6.7

3b. Is the school holding management accountable?

6.7 out of 6.7

3c. Is the school complying with reporting requirements?

6.7 out of 6.7

STUDENTS & EMPLOYEES

20 out of 20

4a. Is the school protecting the rights of all students?

3.3 out of 3.3

4b. Is the school meeting attendance goals?

3.3 out of 3.3

4c. Is the school meeting recurrent enrollment requirements?

3.3 out of 3.3

4d. Is the school meeting teacher and other staff credentialing requirements?

3.3 out of 3.3

4e. Is the school complying with laws regarding employee rights?

3.3 out of 3.3

4f. Is the school completing required background checks?

3.3 out of 3.3

SCHOOL ENVIRONMENT

20 out of 20

5a. Is the school complying with facilities and transportation requirements?

10 out of 10

5b. Is the school complying with health and safety requirements?

10 out of 10