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

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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.

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

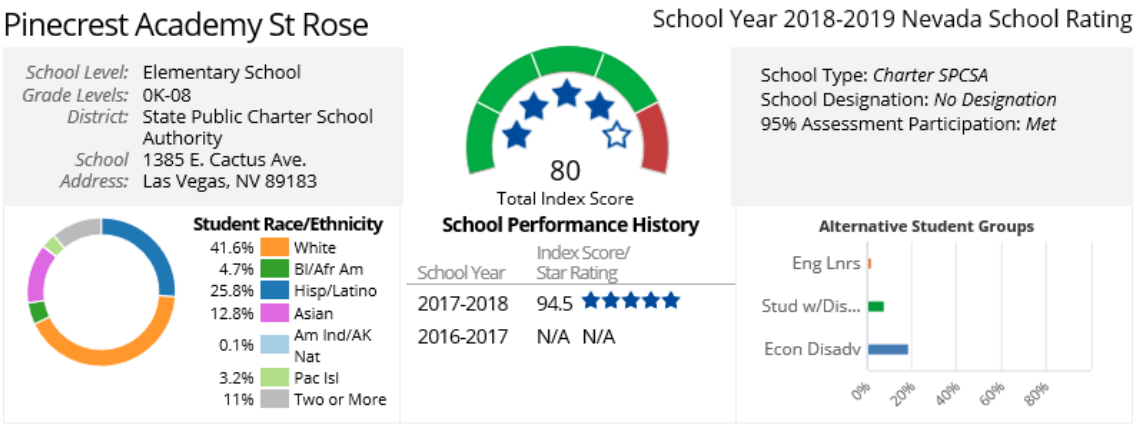
Pinecrest Academy of Nevada St. Rose is located in Las Vegas, Nevada in a facility at 1385 East Cactus Avenue. The school serves 980 (as of the most recent Validation Day) in grades Kindergarten through 8th grade. The mission of the school is, "Pinecrest Academy of Nevada unites the community to prepare students for college and career."

ACADEMIC PERFORMANCE

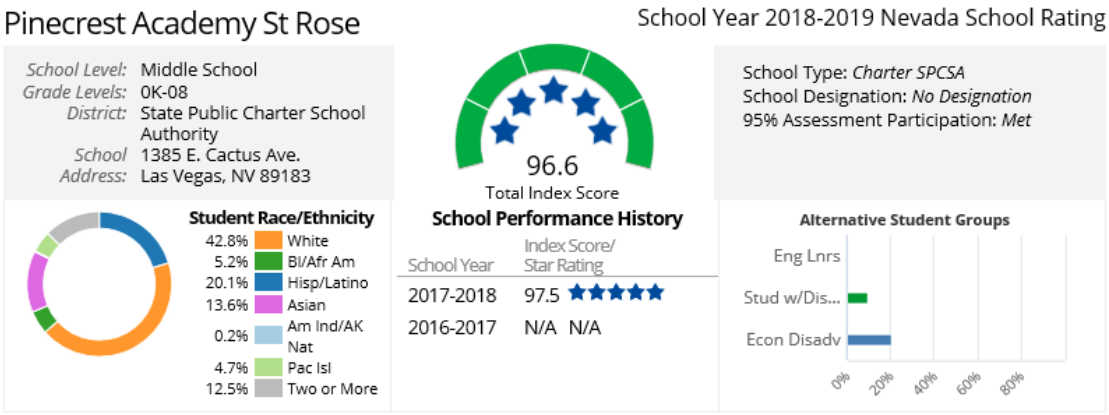
Pinecrest Academy of Nevada St. Rose
Math and ELA Results
Nevada School Performance Framework
2019

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

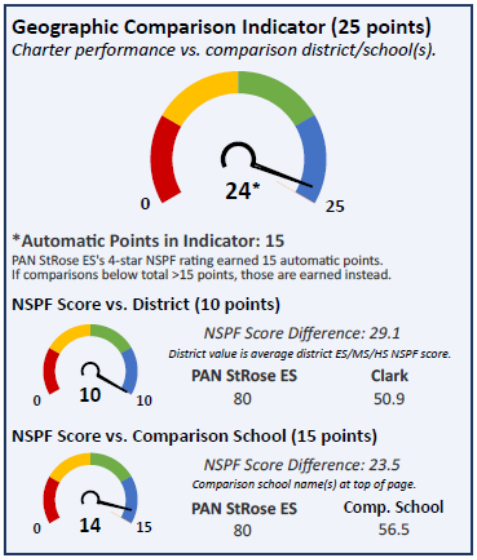
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	71.9	42.6	36.5	55.9	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	85.7	66.2	58.6	68.1	64.1	56.4
Black/African American	63.1	24.1	23.5	12.5	17.7	19.5
Hispanic/Latino	64	31.8	29.3	46	26.1	25.5
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

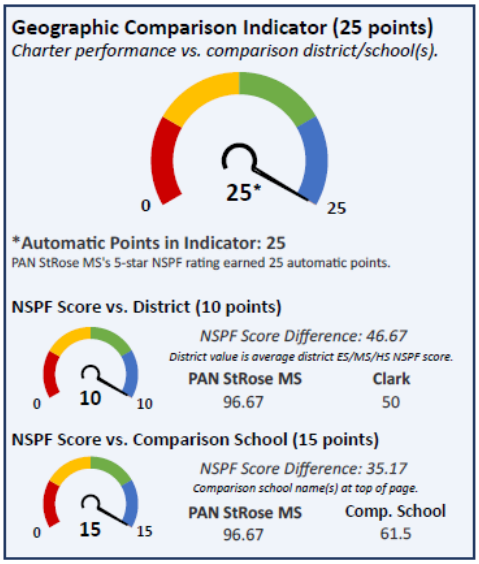
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	80	59.6	54.1	70.6	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	89.7	78.4	75.9	86.3	77.3	74.6
Black/African American	68.4	40.1	37.8	43.7	38.4	34.5
Hispanic/Latino	67	50.2	45.1	57.1	46.3	42.2
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

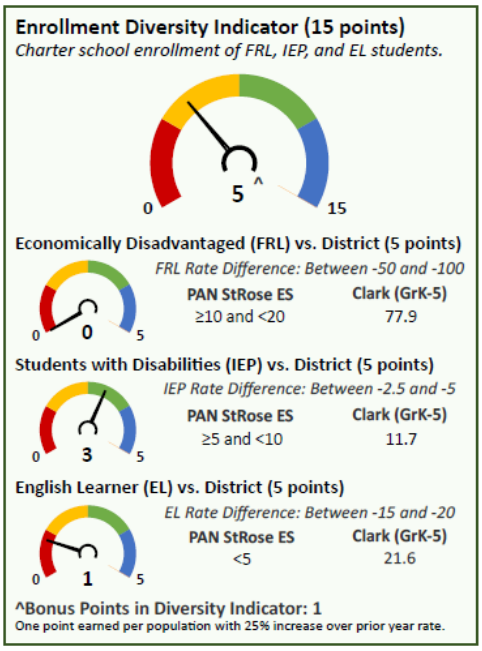


Middle School

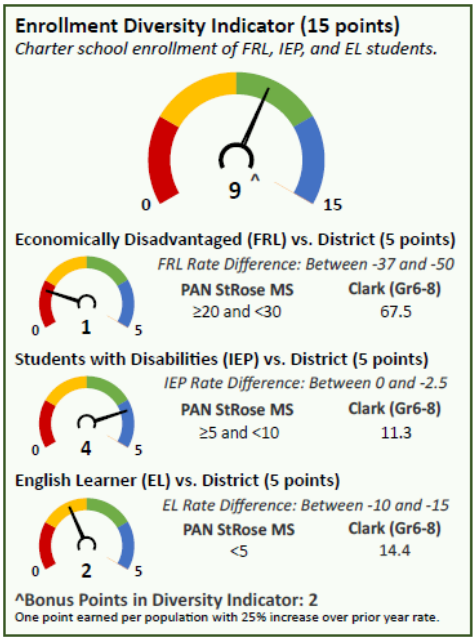


SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School



Middle School



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:	**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.