



Nevada State Public Charter School Authority

Site Evaluation Report: Pinecrest Academy Horizon

Evaluation Date: 3/21/2023

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Appendices

A: Nevada School Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 3/21/2023 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."

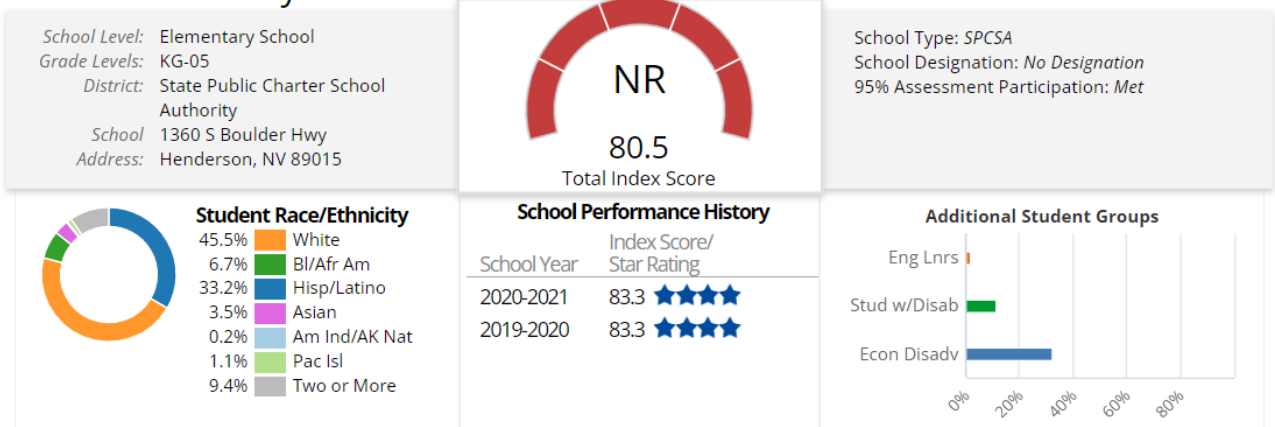
ACADEMIC PERFORMANCE

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



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 Board¹:

- 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 Academics reports information about the state of academics at each board meeting. A projection of anticipated academic outcomes and growth are provided as well. In terms of financial updates, board members reported they receive and review a balance sheet, a budgeting statement, and a statement of activities at each board meeting.
- Board members were asked about the strengths at Pinecrest schools. One board member commented, “There is a great deal of pride across the Pinecrest school system.” Another board member added, “We have a strong sense of community and an exceptional faculty. We grow our own leaders. Of course, academics is a strength as well.” Another board member said, “Our school leaders help us focus on conversations about each campus and their own identity. Our board talks about specialized populations at every board meeting and we have done some targeted outreach to market to families who may not know there is a charter school in the area. We have a healthy wait list.” Another board member said, “Our board continues to work to improve 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 CHAMPS² 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 SUMMARIES

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 SBAC³ and i-Ready⁴ 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	<p>Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.</p> <p>Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.</p>	<p>The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.</p> <p>Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.</p>	This criterion was not observed or rated.
	Total: 13	Total: 12	Total: 0	Total: 0	
Establishing a Culture for Learning	<p>Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	<p>Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	<p>Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	<p>Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.</p>	This criterion was not observed or rated.
	Total: 11	Total: 14	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	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>Pinecrest Academy 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.</p>
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>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.</p>
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately</p> <p>Measure 4d: Personnel files are under lock and key/stored appropriately</p>	<p>Student and faculty records are stored under lock and key in a secure office.</p>
Indicator 5: School Environment	<p>Measure 5b:</p> <ul style="list-style-type: none"> Evacuation plans for classrooms are posted 	<p>The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas,</p>

	<ul style="list-style-type: none"> • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration 	<p>an active food service permit, and a current elevator permit. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.</p>
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Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

<p>Summary of recommendations from most recent Site Evaluation.</p>	<ul style="list-style-type: none"> • 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.
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations.</p>	<ul style="list-style-type: none"> • 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.
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>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.</p> <p>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.</p>

SITE EVALUATION FINDINGS

STRENGTHS

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

Pinecrest Network Strengths

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

Pinecrest 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.