



# **Nevada State Public Charter School Authority**

## **Site Evaluation Report: Pinecrest Academy Sloan Evaluation Date: 3/27/2023**

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# Contents

Introduction and School Background .....	<u>3</u>
Academic Performance .....	<u>4</u>
Focus Group Summaries .....	<u>7</u>
Classroom Observation Totals .....	<u>12</u>
Organizational Performance.....	<u>16</u>
Site Evaluation Findings .....	<u>19</u>

# 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

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## 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

#### Pinecrest Academy of Nevada Sloan Canyon School Year 2021-2022 Nevada School Rating



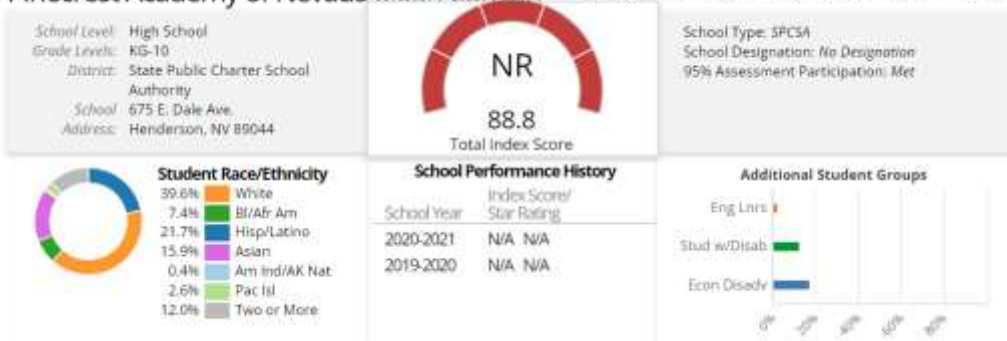
### Middle School

#### Pinecrest Academy of Nevada Sloan Canyon School Year 2021-2022 Nevada School Rating



### High School

#### Pinecrest Academy of Nevada Sloan Canyon 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

<b>Math Proficient</b>						
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	37.5	-	-	-
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	-	-	-

<b>ELA Proficient</b>						
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	-	-	-

### Middle School

<b>Math Proficient</b>						
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	30.1	24.2	-	-	-
English Learners Current	-	7.6	-	-	-	-
Economically Disadvantaged	28.7	23.9	32.7	-	-	-

<b>ELA Proficient</b>						
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

<b>Math Proficient</b>				<b>Math Proficient Points Earned: 10/10</b>		
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	-	-	-

# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School

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

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

**NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**

**10/10** NSPF score difference of 43.4 between school (92.5 points) and comparison district (49.1 points).

**NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**

**11/15** NSPF score difference of 36.3 between school (92.5 points) and comparison school (76 points).

## Middle School

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

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

**NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**

**10/10** NSPF score difference of 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).

## High School

**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.

# 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.

**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  $\pm 10$  to  $\pm 20\%$  compared to district GrK-5 FRL rate of  $\pm 9\%$ .

**4/5** School IEP rate of  $\pm 10$  to  $\pm 15\%$  compared to district GrK-5 IEP rate of 11.9%.

**1/5** School EL rate of  $\pm 5\%$  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.

**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  $\pm 10$  to  $\pm 20\%$  compared to district GrK-8 FRL rate of  $\pm 9\%$ .

**3/5** School IEP rate of  $\pm 5$  to  $\pm 10\%$  compared to district GrK-8 IEP rate of 11.9%.

**2/5** School EL rate of  $\pm 5\%$  compared to district GrK-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  $\pm 10$  to  $\pm 20\%$  compared to district Gr9-12 FRL rate of  $\pm 9\%$ .

**5/5** School IEP rate of  $\pm 10$  to  $\pm 15\%$  compared to district Gr9-12 IEP rate of 10.3%.

**2/5** School EL rate of  $\pm 5\%$  compared to district Gr9-12 EL rate of 13.2%.

# FOCUS GROUP SUMMARIES

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## 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<sup>1</sup>:**

- 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

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



# FOCUS GROUP SUMMARIES

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## 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

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## 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

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## 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<sup>2</sup> 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

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<sup>2</sup> 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

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## 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
<b>Classroom Learning Environment is Conducive to Learning</b>	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.
	<b>Total: 18</b>	<b>Total: 34</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>
<b>Establishing a Culture for Learning</b>	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.
	<b>Total: 15</b>	<b>Total: 38</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	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.
	<b>Total: 17</b>	<b>Total: 34</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 2</b>
<b>Students' Cognitive Awareness of Learning Goals/Targets</b>	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.
	<b>Total: 22</b>	<b>Total: 30</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>
<b>Quality and purpose of questions</b>	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.
	<b>Total: 5</b>	<b>Total: 35</b>	<b>Total: 8</b>	<b>Total: 0</b>	<b>Total: 5</b>
<b>Opportunities for student discourse and student use of academic language</b>	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.
	<b>Total: 13</b>	<b>Total: 29</b>	<b>Total: 4</b>	<b>Total: 0</b>	<b>Total: 7</b>

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Intellectual Engagement in Learning</b>	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.
	<b>Total: 16</b>	<b>Total: 34</b>	<b>Total: 3</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Using Formative Assessment in Instruction</b>	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.
	<b>Total: 14</b>	<b>Total: 34</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 4</b>

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
<p><b>Indicator 1: Education Program</b></p>	<p><b>Measures 1a and 1b:</b> 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><b>Measures 1c and 1d:</b> 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 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.</p>

<p><b>Indicator 3:</b> Governance and Reporting</p>	<p><b>Measure 3a:</b> The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>The Pinecrest Academy governing board meets monthly for regular board meetings. Special meetings are scheduled as necessary. Per the governing board and leadership focus group sessions, the Pinecrest Academy governing board follows governing board policies. Board composition is aligned with Nevada state requirements.</p>
<p><b>Indicator 4:</b> Students and Employees</p>	<p><b>Measure 4a:</b> Student records under lock and key/stored appropriately <b>Measure 4d:</b> Personnel files are under lock and key/stored appropriately</p>	<p>Student and faculty records are stored under lock and key in a secure office.</p>
<p><b>Indicator 5:</b> School Environment</p>	<p><b>Measure 5b:</b></p> <ul style="list-style-type: none"> <li>• Evacuation plans for classrooms are posted</li> <li>• The school has fire extinguishers on all floors which are tagged</li> <li>• Active permit for food service (if applicable)</li> <li>• Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration</li> </ul>	<p>The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, an active food service permit, and a current elevator permit. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.</p>

## Measures of Progress from Previous Site Evaluations

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

<p>Summary of recommendations from most recent Site Evaluation.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<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"> <li>• Pinecrest Sloan Canyon leadership reported they continue to address the recommendations from the 21-22 site evaluation report.</li> </ul>
<p>SPCSA staff assessment based upon findings during site evaluation.</p>	<ul style="list-style-type: none"> <li>• The SPCSA evaluation team has concluded that the recommendations from the previous site evaluation have been and continue to be addressed.</li> </ul>

# SITE EVALUATION FINDINGS

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## 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

# SITE EVALUATION FINDINGS

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## Site Evaluation Findings Continued

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

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## 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.