



Nevada State Public Charter School Authority

Site Evaluation Report: Pinecrest Academy St Rose

Evaluation Date: 3/29/2023

State Public Charter School Authority
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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 3/29/2023 at Pinecrest Academy St. Rose. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

This evaluation has been designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

Pinecrest Academy St. Rose is located in Las Vegas, Nevada in a facility at 1385 East Cactus. The school serves 1,023 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of name of school is: "Pinecrest Academy of Nevada unites the community to prepare students for college and career."

ACADEMIC PERFORMANCE

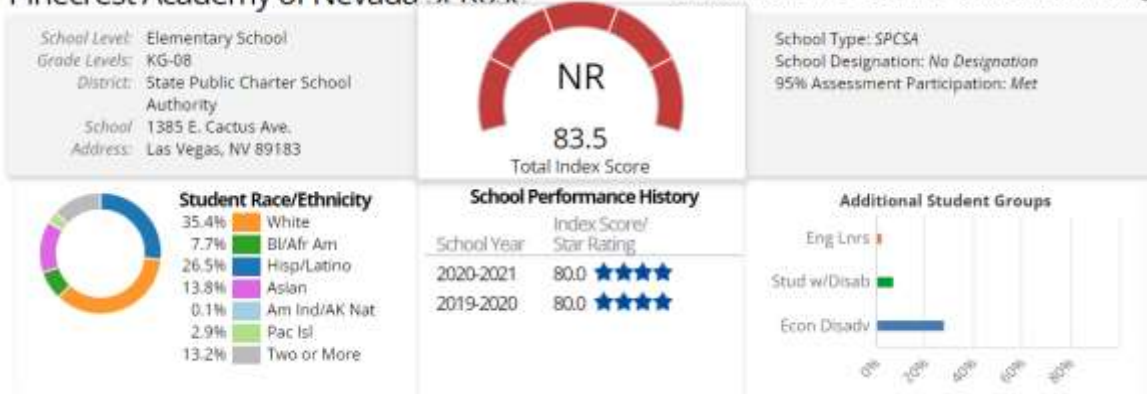
Nevada School Performance Framework 2022

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

Elementary School

Pinecrest Academy of Nevada St Rose

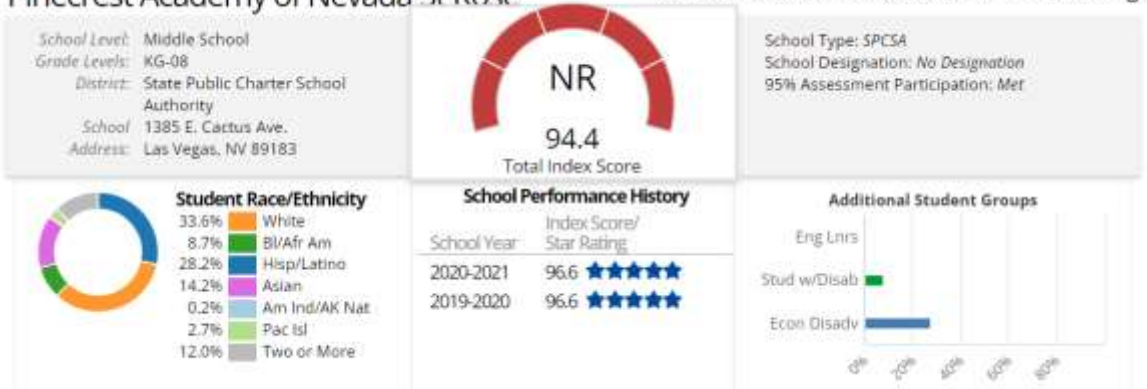
School Year 2021-2022 Nevada School Rating



Middle School

Pinecrest Academy of Nevada St Rose

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	71.8	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	82.6	72.8	70.4			
Black/African American	66.6	30.3	35.7			
Hispanic/Latino	58.8	37.9	42.7			
Pacific Islander	61.5	47.2	50.9			
Two or More Races	80.0	55.5	57.5			
White/Caucasian	76.2	60.7	61.3			
Special Education	45.4	26.3	32.1			
English Learners Current + Former	70.5	34.9	39			
English Learners Current	-	25.5				
Economically Disadvantaged	57.9	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	67.9	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	69.2	74.9	76.7			
Black/African American	60.0	39.8	45.4			
Hispanic/Latino	58.8	45.1	50.8			
Pacific Islander	23.0	53.7	60			
Two or More Races	71.4	61.5	66.2			
White/Caucasian	79.6	65.5	69			
Special Education	45.4	25.5	33.5			
English Learners Current + Former	47.0	37.4	44.4			
English Learners Current	-	24.4				
Economically Disadvantaged	57.3	42.8	49.4			

Elementary School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	52.7	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	75.9	62.7	60.6			
Black/African American	33.3	18.2	27.3			
Hispanic/Latino	39.1	26.4	32.8			
Pacific Islander	60.0	28.3	40.1			
Two or More Races	55.0	41.8	43.6			
White/Caucasian	57.0	48.1	49.8			
Special Education	10.7	9.7	22.7			
English Learners Current + Former	40.0	20.1	24.2			
English Learners Current	-	7.6				
Economically Disadvantaged	38.0	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	77.1	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	92.3	79.0	77.1			
Black/African American	74.0	41.1	40.9			
Hispanic/Latino	67.3	48.2	47.9			
Pacific Islander	80.0	53.3	55.5			
Two or More Races	72.5	64.6	63.2			
White/Caucasian	80.7	67.2	68			
Special Education	28.5	18.0	25.8			
English Learners Current + Former	70.0	38.8	28.1			
English Learners Current	-	16.7				
Economically Disadvantaged	69.8	45.9	47.1			

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

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

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

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10 NSPF score difference of 34.4 between school (83.5 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 38 between school (83.5 points) and comparison school (45.5 points).

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 49.7 between school (94.4 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 64.4 between school (94.4 points) and comparison school (30 points).

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)

2/5 School FRL rate of ≥20 to <30% compared to district GrK-5 FRL rate of >95%.

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

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

Middle School

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

7/15 0 bonus points in Indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

2/5 School FRL rate of ≥20 to <30% compared to district Gr6-8 FRL rate of >95%.

3/5 School IEP rate of ≥5 to <10% compared to district Gr6-8 IEP rate of 11.9%.

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	30 minutes
Parents/Families	10	30 minutes
Students	13	30 minutes
School Leadership	9	30 minutes
Staff	13	30 minutes

Governing 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.”

Parents/Families:

- According to the families at Pinecrest St. Rose, their decision to send their children to the school was influenced by various factors. One parent had a preference for private schools due to

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

concerns about the reputation of the local public school system, and after researching different options, they determined that Pinecrest was the best fit for their children. Another parent mentioned the exceptional support their child with an Individualized Education Plan (IEP) receives from the special education team at Pinecrest. The personalized attention and connection with students and their families were highlighted by another parent who appreciated that faculty members knew their children's names and family members' names within the first week of school. The smaller class sizes, strong leadership team, and overall support provided by the school were also factors mentioned by parents. Additionally, the availability of a wide range of activities for students, alongside academic offerings, was highly valued by the families.

- Parents at Pinecrest St. Rose expressed their belief that the school effectively meets their child's learning needs. They provided several examples to support their answer:
 - i. **Faculty and Administration:** Parents were complimentary of the faculty and administration, stating that they "go above and beyond." They highlighted the school's response during the COVID-19 lockdown, where the staff managed to adapt and continue focusing on students' well-being and education. This demonstrated a commitment to providing a quality learning experience even in challenging circumstances.
 - ii. **Comprehensive Offerings:** Parents appreciated the range of offerings provided by the school. They mentioned before and aftercare programs, extra-curricular activities, and a variety of academic opportunities. These offerings contribute to a well-rounded education and cater to different aspects of their child's development.
 - iii. **Supportive Staff:** Parents specifically praised the school counselor and occupational therapist (OT). They described the counselor as "amazing" and the OT as supportive and proactive in resolving issues promptly. This highlights the school's dedication to addressing students' social-emotional and individual needs, ensuring a positive and inclusive learning environment.
 - iv. **Communication during COVID-19:** Parents commended the teachers' communication efforts during the COVID-19 pandemic. They mentioned that teachers would regularly text and email parents regarding online learning, providing updates on students' progress, and offering guidance in a supportive manner. This proactive communication helped parents stay informed and involved in their child's education during remote learning.
 - v. **Personal Care and Support:** One parent shared a personal anecdote illustrating the exceptional care and support provided by the school. When their child had an accident requiring a visit to the emergency room, the principal was present at the hospital throughout the entire ordeal. This level of care demonstrated a deep commitment to the well-being and support of students and their families.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

That said, the responses from parents indicate that Pinecrest St. Rose effectively meets their children's learning needs. The faculty and administration's dedication, comprehensive offerings, supportive staff, proactive communication, and personalized care all contribute to creating a positive and enriching educational experience for the students.

- Parents at Pinecrest St. Rose expressed their support for the school in addressing chronic absenteeism. Here are the summarized responses:
 - i. **Rapid Response to Illness:** One parent mentioned that their child missed several days of school at the beginning of the year due to illness. The parent voiced their appreciation that the school was responsive and quickly put together a packet of work to ensure their child would not fall behind academically. This demonstrates the school's commitment to supporting students who are absent due to valid reasons.
 - ii. **Communication about Absences:** Parents stated that they maintain open communication with the school when they know their child will be absent. By informing the school in advance, they are actively engaged in keeping the school informed about their child's attendance status.
 - iii. **Balancing Health and Attendance:** Parents expressed a conscientious approach to managing their child's attendance. They prioritize their child's well-being by not sending them to school when they are sick, as they do not want to perpetuate illness within the school community. However, they also recognize the importance of regular attendance and strive to prevent chronic absences.
 - iv. **Impact of Excused Absences:** Parents voiced their opinion that excused absences, supported by a doctor's note, should not negatively impact the school's rating or an individual student's total absences. They emphasized that excused absences should be acknowledged as valid reasons for absence and not penalize the school or students.
 - v. **Academic Performance:** Parents highlighted that their children are good students who regularly earn A grades. They conveyed the belief that students can maintain their academic progress and excel even when they are not physically present in school. This indicates confidence in the ability of students to continue their learning and perform well, even during absences.

The responses from parents demonstrate their support for Pinecrest St. Rose in addressing chronic absenteeism. They appreciate the school's responsiveness to illness-related absences, maintain communication about absences, and advocate for a fair understanding of excused absences. Furthermore, parents have confidence in their children's ability to maintain academic success even when they cannot be physically present in school.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

- When asked how they learned about the expectations at Pinecrest St. Rose, students provided several responses. Students mentioned that during the first week of school, teachers thoroughly explain the school's expectations, setting a foundation for behavior and routines. One student mentioned that the school's website also has the behavior policies posted, allowing students to access them. Additionally, students shared they observe and learn from the behaviors of older students who have been at the school for a longer time, serving as role models. Students also noted that the middle school classrooms being placed next to the fourth-grade classrooms contribute to the older students behaving as role models for the younger grades. According to focus group participants, teachers remind middle schoolers to be quiet during testing or if the noise level gets too high. One middle school student mentioned that this arrangement shows trust from the leadership in placing them next to the younger grades.
- In response to the question about how the school fosters a sense of belonging among students, Pinecrest St. Rose students shared their experiences and perspectives. They mentioned that participating in various extra-curricular activities, such as basketball, flag football, soccer, and band, helps them feel involved and discover hidden talents. Students also noted that the faculty and the school organize numerous school-wide activities that are inclusive and provide opportunities for hands-on engagement. They mentioned events like Boo grams for Halloween and Valentine's grams, which are not limited to after-school activities. One student highlighted the significance of being a member of Junior Lighthouse² in preparing students for the transition to middle school. In all, the school's emphasis on offering a range of activities and inclusive events contributes to students feeling a sense of belonging and involvement.
- When asked about the frequency of opportunities to engage in discussions and express their thoughts to others, students at Pinecrest St. Rose provided their responses. One student mentioned that they have these opportunities very often, indicating that it is a regular part of their academic experience. Another student cited a specific example from their middle school science class, where they had the chance to share their hypothesis and evidence with their tablemates. Additionally, in math class, students sometimes have the opportunity to volunteer and showcase their mathematical solutions on the board, explaining their problem-solving process to their peers. These instances demonstrate that students at Pinecrest St. Rose have regular opportunities to communicate, lead discussions, and articulate their thoughts to others in various subject areas.

² Schools use a Lighthouse Rubric to measure outcomes in three areas: teaching leadership principles, creating a leadership culture, and aligning academic systems. Schools also measure their success as it relates to their unique school. Lighthouse Schools serves as exemplars to their community and other schools.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

- In response to the question about increasing the index score at the elementary and middle school levels, Pinecrest St. Rose's leadership acknowledged that there had been a noticeable increase of 3.5 points at the elementary level but a decrease of 2.23 points at the middle school level according to the 2021-22 NSPF. They candidly admitted that time constraints have been a challenge in implementing certain strategies. However, leadership stated that they have made efforts to address this by incorporating dedicated time for curriculum spiraling and review within regular class time. Additionally, they have focused on differentiating instruction to meet the diverse needs of students. Leadership mentioned that they are actively using more in-depth Depth of Knowledge (DOK) questions to promote critical thinking and engagement. They are also striving to provide academically advanced students with challenging materials that allow them to grow and further develop their skills. These initiatives are aimed at improving the overall performance and proficiency rates in science and math at both the elementary and middle school levels according to school leaders.
- Leadership at Pinecrest St. Rose provided an explanation of the various steps they have taken to tackle the problem of chronic absenteeism, including increased communication with parents regarding chronic absenteeism and notifying them more frequently than in the past. They have also focused on educating families about the impact of absences on a student's learning, emphasizing that even pre-arranged or excused absences still contribute to chronic absenteeism. School leaders noted that this increased awareness has led to more conversations with parents, allowing the school to provide additional support services to help families ensure their children attend school regularly. For instance, in cases where families had limited access to uniforms, the school's social worker has assisted them in obtaining more than one uniform, thereby removing a potential barrier to regular school attendance. These efforts aim to create a greater understanding among families about the importance of consistent school attendance and provide necessary support to address chronic absenteeism.
- When asked about the progress in addressing the challenge of increasing student enrollment of specialized populations at Pinecrest St. Rose, leadership provided an update on their efforts. They mentioned that they have been implementing blanket marketing strategies in areas near the school, such as apartments and lower-income housing, to attract families who may be interested in school choice. For special education (SPED) enrollment, they rely on word-of-mouth, as they have seen many siblings of SPED students joining St. Rose. In terms of English learners (EL), leadership mentioned that some EL families are hesitant to indicate their child's EL status due to concerns about stigma. The school has been actively educating these families about the resources and supports available to students with EL needs if they are identified.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

- Staff at Pinecrest St. Rose were motivated to work at the school for various reasons. One teacher mentioned that she joined because of a former colleague who already worked at Pinecrest St. Rose. Many teachers followed their own children who were enrolled as students at the school. Additionally, there were instances of the school developing its own teachers, such as long-term substitutes transitioning into full-time teachers or individuals who completed their student teaching at Pinecrest St. Rose and were subsequently hired. One teacher highlighted the unique aspect of having a voice as a teacher at Pinecrest St. Rose, which they felt was not present in other schools. Several teachers echoed this sentiment, emphasizing the respect and value given to teachers' expertise and opinions. This positive environment and level of professional respect contributed to their commitment to teaching at Pinecrest St. Rose, with some expressing a preference to not teach at any other school.
- Staff at Pinecrest St. Rose emphasized the importance of academic vocabulary in the classroom. They mentioned that academic language is a significant focus at the school, and that it is incorporated into vertical progression planning. One staff member explained, "This approach ensures that students are consistently exposed to and familiar with the same academic terms as they progress from one grade to another." A staff member added, "By embedding academic vocabulary throughout the curriculum, Pinecrest St. Rose aims to develop students' understanding and usage of academic language."
- According to the staff at Pinecrest St. Rose, administrators visit classrooms informally around twice a week, and formal evaluations are scheduled. The staff mentioned that administrators are actively present in the school and provide feedback not only on professional practice but also regarding the emotional and mental well-being of the faculty. Teachers expressed appreciation for the feedback received from administrators, including the use of sticky notes during informal visits. Additionally, the staff highlighted the value of having reflective time for teachers to visit each other's classrooms, as it is beneficial for their professional growth and development.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 33 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 21	Total: 11	Total: 1	Total: 0	Total: 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 22	Total: 10	Total: 1	Total: 0	Total: 0

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 23	Total: 9	Total: 1	Total: 0	Total: 0
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 25	Total: 8	Total: 0	Total: 0	Total: 0
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 13	Total: 17	Total: 1	Total: 0	Total: 2
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 20	Total: 12	Total: 1	Total: 0	Total: 0

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 23	Total: 9	Total: 1	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 21	Total: 11	Total: 1	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable

- Students completed a math scavenger hunt in small groups of three in one middle school math class. Mathematical problems were placed on the wall around the room and groups rotated from posted problem to posted problem solving the scavenger hunt word problem with their group. Students explained their reasoning to their group members and solved the problems collectively. Students were engaged, used academic language, and enjoyed the activity.
- In one elementary classroom, the teacher provided direct instruction to the whole class. The teacher used the gradual release model to model a skill, briefly allow students to practice with some support, and then release the students to begin practicing on their own.
- In one upper elementary classroom, students worked in their math books while the teacher guided students through the problems on the board. A co-teacher walked around to provide one-on-one support to students.
- Students used textual evidence to support inferences in a poem in one middle school classroom. The teacher called randomly on students to orally respond to questions on the whiteboard. The teacher affirmed responses, asking students if they agreed or had a different response would provide a more student-centered engagement experience.
- In one elementary classroom, the teacher provided small group instruction on targeted reading interventions. The other students worked independently on online assignments. The co-teacher walked around the room to support students one on one.
- Students created an annotated bibliography citation independently in one middle school classroom. The instructor walked the room assisting students when needed and checked their work. The teacher encouraged students to read carefully when selecting information for the annotated bibliography. The teacher provided several strategies on ways to take notes that are helpful upon review of the material.
- In one elementary classroom, students sang songs to review multiplication facts. SPCSA staff observed high levels of student engagement.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed, visual inspection and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	<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>	Pinecrest Academy St. Rose implements the material terms of the education program. Curricular materials align with Nevada Academic Content Standards (NVACS). Classroom observations confirmed that the educational program conforms with the charter and that curricula align with NVACS. Pinecrest Academy uses a strategic approach to ensure all campus staff who work with students with disabilities, with an IEP or 504 are aware of all decisions, goals, accommodations, and modifications. Student World-Class Instructional Design and Assessment (WIDA) reports are accessed to determine levels of listening, speaking, reading, and writing. Pinecrest Academy also uses MAP data.
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</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.
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>	Student and faculty records are stored under lock and key in a secure office.

<p>Indicator 5: School Environment</p>	<p>Measure 5b:</p> <ul style="list-style-type: none"> • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration 	<p>The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, an active food service permit, and a current elevator permit. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.</p>
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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"> • The SPCSA recommends taking time to build upon the variety of distance learning practices to become even more skilled, purposeful, and intentional with this platform. One suggestion is to use what has been learned in both face-to-face and distance learning environments to leverage what works best to impact student achievement. In both settings, research has shown) that the following best practices apply to both settings (<i>Fisher, Frey & Hattie, 2020</i>). • Consider launching professional development in response to best practices and lessons learned during the distance learning time frames. Continue to work collaboratively to best meet the needs of all students at this time of distance learning and as the school eventually transitions to more face to face instructional formats. The importance of engaging students in order to close the opportunity gap is more important than ever before. • Continue to work on improving diversity at the campus in both student population and staff. In particular, these three special populations: FRL, Special Education, and Second Language Learners.
<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"> • Leadership reported, "We are working to empower students to own their own learning through <i>Leader in Me</i> habits, blended learning tracking sheets, and student portfolios. We also held student-led Parent/Teacher Conferences." • "A variety of instructional approaches are taking place including direct instruction, center activities, projects, problem-solving through STEM activities, guided reading groups, etcetera," a member of leadership noted. • Leadership reported, "Free and Reduced Lunch numbers have increased to 31% for the 23-24 school year, increasing from less than 10% in the 16-17 school year."
<p>SPCSA staff assessment based upon findings during site evaluation.</p>	<p>The SPCSA evaluation team has concluded that the recommendations from the previous site evaluation have been and continue to be addressed.</p>

SITE EVALUATION FINDINGS

STRENGTHS

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

Pinecrest Network Strengths

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

Pinecrest St. Rose Strengths

- Gradual Release Model: Teachers at Pinecrest St. Rose effectively utilize the gradual release model. SPCSA staff observed teachers modeling skills or strategies, providing guided practice with support, and eventually allowing students to practice independently. This approach supports students' learning and development by gradually empowering them to take ownership of their learning.
- Differentiated Instruction: SPCSA staff observed the strong implementation of differentiated instruction at Pinecrest St. Rose. Teachers provided small group instruction tailored to students' individual ability levels. This personalized approach ensures that students receive targeted support and challenges based on their specific needs.
- Strong use of Academic Language: Pinecrest St. Rose demonstrates a strong emphasis on academic language. This means that teachers effectively incorporate and promote the use of vocabulary and language skills that are essential for academic success. By developing students' academic language proficiency, the school supports their overall learning and comprehension across subject areas.
- High Student Voice and Engagement: SPCSA staff observed high levels of student voice and engagement within Pinecrest St. Rose's classrooms. Students are actively involved in classroom discussions, decision-making processes, and taking ownership of their learning. This fosters a sense of empowerment and promotes a positive and engaging learning environment.
- Alignment with CTE Pathways: Pinecrest St. Rose offers classes that align with the Career and Technical Education (CTE) pathways provided at other Pinecrest schools. The school utilizes Project Lead the Way³ to support its implementation of CTE programs. This ensures that students have opportunities to explore and develop skills in various career-oriented fields.
- Effective use of Diagnostic Data: Pinecrest St. Rose demonstrates a strong use of diagnostic data to

³ Project Lead The Way (PLTW) is an innovative project-based learning program that incorporates science, technology, engineering, and math. PLTW empowers students to develop and apply in-demand, transportable skills by exploring real-world challenges in an exciting and engaging way.

SITE EVALUATION FINDINGS

STRENGTHS continued

inform instructional practices. The school contracts with a data analyst to create reports and identify areas of improvement. Students maintain data folders and are aware of their own progress. The use of quadrant reports helps analyze student levels and guide instructional decisions.

- Behavioral and SEL Supports: Pinecrest St. Rose offers several supports for behavioral and Social-Emotional Learning (SEL) needs. The staff is trained in restorative practices, promoting positive relationships and conflict resolution. The school is also a Leader in Me⁴ school, implementing character-building strategies. Clear expectations are posted throughout the school to create a positive and respectful learning environment.
- Strong Special Education (SPED) and English Language (EL) Programs: Pinecrest St. Rose provides strong support for students with special education needs through a full-time GATE (Gifted and Talented Education) teacher and a literacy specialist. The school also offers English Language (EL) services to support the language development of English learners.

These strengths highlight Pinecrest St. Rose's commitment to providing a well-rounded and inclusive education, personalized instruction, student engagement, and a supportive learning environment.

CHALLENGES

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

- Serving specialized populations, such as students receiving free and reduced-priced lunch (FRL), English learners, and students on an individual education plan (IEP) in greater numbers is a challenge for Pinecrest St. Rose. Although FRL has increased to 31%, this is still below the SPCSA's average of 46.4%. Additionally, less than five percent of students are EL and 8.1% of students have an IEP as of Validation Day (October 1, 2022). Anticipated enrollment for specialized populations has been an ongoing challenge for Pinecrest St. Rose.
- According to the 2021 - 22 NSPF, Pinecrest St. Rose's index score increased at the elementary level by 3.5 points and decreased at the middle school level by 2.23 points. SPCSA staff identified areas for improvement within Pinecrest St. Rose's index score. For example, the science proficiency rate represents one of the best opportunities for growth and continued improvement. Leadership reported that several strategies are being implemented to increase the index score at the elementary and middle school level.

⁴ Leader in Me is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation.

- SPCSA staff recommends that Pinecrest St. Rose continues to work on the recruitment and enrollment of specialized student groups, such as students with an IEP, English learners, and students receiving free or reduced-price lunch. This should include developing specific strategies aimed at serving a student population that is representative of the school's local community, particularly with regard to the population of students qualifying for free or reduced-price lunch. Leadership reported they meet regularly to discuss recruitment and enrollment strategies.
- SPCSA staff observed high levels of strong standards-based instruction and student engagement. According to the Classroom Observation Rubric beginning on page 13 of this report, most classrooms were rated as distinguished and proficient. In efforts to move more classrooms from proficient to distinguished, SPCSA staff recommends that Pinecrest St. Rose develop a plan to bolster student voice in the classroom. This may include increasing professional development on strategies for student-led activities, effective pacing of lessons, and purposeful planning.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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