



# **Nevada State Public Charter School Authority**

## **Site Evaluation Report: Pinecrest Academy Cadence**

**Evaluation Date: 3/23/2023**

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# Contents

Introduction and School Background .....	3
Academic Performance .....	4
Focus Group Summaries .....	7
Classroom Observation Totals .....	11
Organizational Performance.....	15
Site Evaluation Findings .....	18

# 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 3/23/2023 at Pinecrest Academy Cadence. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

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

## SCHOOL BACKGROUND

Pinecrest Academy Cadence is located in Henderson, Nevada in a facility at 225 Grand Cadence. The school serves 2,078 students (as of the most recent Validation Day) in kindergarten through 12th grade. The mission of Pinecrest Academy Cadence is: "Pinecrest Academy Virtual unites the community to prepare students for college and career."

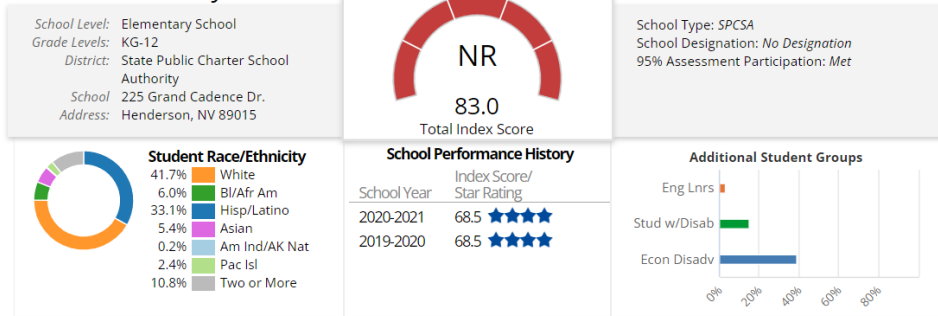
# ACADEMIC PERFORMANCE

## Nevada School Performance Framework 2022

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

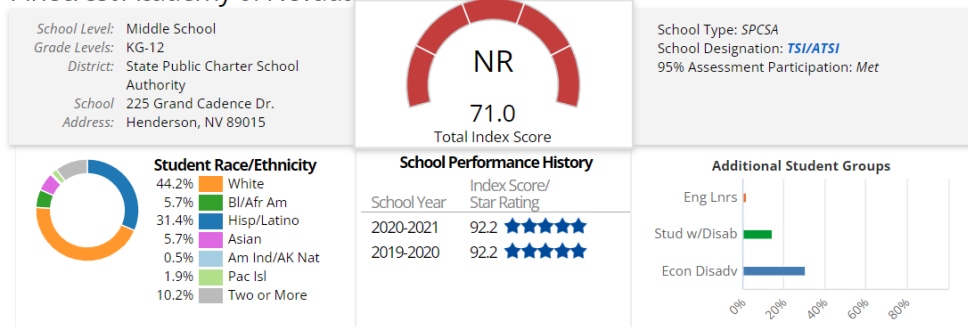
### Elementary School

Pinecrest Academy of Nevada Cadence School Year 2021-2022 Nevada School Rating



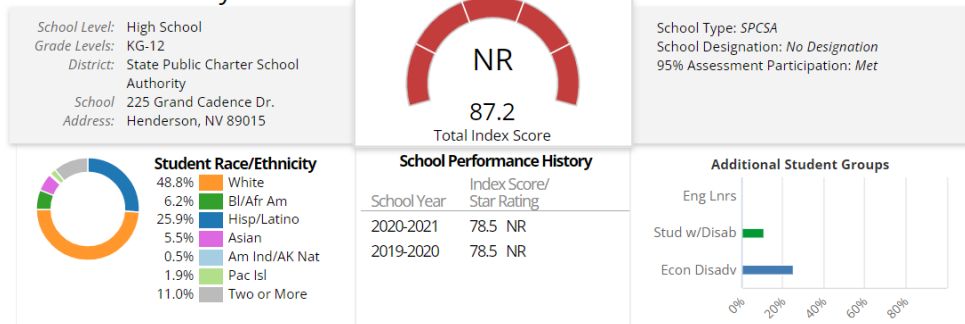
### Middle School

Pinecrest Academy of Nevada Cadence School Year 2021-2022 Nevada School Rating



### High School

Pinecrest Academy of Nevada Cadence School Year 2021-2022 Nevada School Rating



# Math and ELA Results Nevada School Performance Framework 2022

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

## Proficiency Rates Elementary School

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

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

## Middle School

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

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

## High School

Math Proficient				Math Proficient Points Earned: 10/10		
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	44.4	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	-	55.1	52.76			
Black/African American	10.0	10.2	22.5			
Hispanic/Latino	38.0	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	30.0	31.9	40.11			
White/Caucasian	53.8	33.8	47.04			
Special Education	-	6.6	16.76			
English Learners Current + Former	-	<5	18.8			
English Learners Current	-	<5	16.04			
Economically Disadvantaged	38.8	14.6	27.8			

ELA Proficient				ELA Proficient Points Earned: 10/10		
Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	61.6	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	-	78.7	66.85			
Black/African American	30.0	40.6	34.82			
Hispanic/Latino	52.3	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	40.0	60.5	60.16			
White/Caucasian	71.1	65.7	64.14			
Special Education	-	16.5	19.92			
English Learners Current + Former	-	12.5	21.64			
English Learners Current	-	9.2	15.98			
Economically Disadvantaged	33.3	43.4	40.77			

# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School

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

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

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

**10/10** NSPF score difference of 33.9 between school (83 points) and comparison district (49.1 points).

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

**15/15** NSPF score difference of 48 between school (83 points) and comparison school (35 points).

## Middle School

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

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

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

**10/10** NSPF score difference of 26.3 between school (71 points) and comparison district (44.7 points).

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

**15/15** NSPF score difference of 28.5 between school (71 points) and comparison school (42.5 points).

## High School

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

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

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

**9/10** NSPF score difference of 24.4 between school (87.2 points) and comparison district (62.8 points).

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

**15/15** NSPF score difference of 34.2 between school (87.2 points) and comparison school (53 points).

# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School

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

**8/15** 0 bonus points in indicator.  
One bonus point per group with 25%+ increase over prior year.

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**2/5** School FRL rate of  $\geq 30$  to  $< 40\%$  compared to district GrK-5 FRL rate of  $> 95\%$ .

**5/5** School IEP rate of  $\geq 15$  to  $< 20\%$  compared to district GrK-5 IEP rate of 11.9%.

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

## Middle School

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

**10/15** Indicator bonus points for: EL.  
One bonus point per group with 25%+ increase over prior year.

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**2/5** School FRL rate of  $\geq 30$  to  $< 40\%$  compared to district Gr6-8 FRL rate of  $> 95\%$ .

**5/5** School IEP rate of  $\geq 10$  to  $< 15\%$  compared to district Gr6-8 IEP rate of 11.9%.

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

## High School

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

**8/15** 0 bonus points in indicator.  
One bonus point per group with 25%+ increase over prior year.

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**1/5** School FRL rate of  $\geq 20$  to  $< 30\%$  compared to district Gr9-12 FRL rate of  $> 95\%$ .

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

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

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45minutes
Families	15	30 minutes
Students	11	30 minutes
School Leadership	15	45minutes
Staff	10	30 minutes

### Governing Board<sup>1</sup>:

- The Pinecrest Board has seven members. Board members reported that they meet about every six to eight weeks. One board member said, “We have had three people on our board term out and one has resigned. We filled these positions with a nice variety of folks with different areas of expertise. We have people on the board with backgrounds in finance and wealth management, education, business, and law.” Board members said they review school policy on a routine basis throughout the school year.
- Board members said they follow an official procedure for the evaluation of each Pinecrest school principal. Board members conduct the evaluation and surveys at each school site to help guide these evaluations. One board member explained, “Principals report operational and academic campus-specific information to the board. Each school leader shares information about the status of absenteeism.” Board members further explained that principals report about strategies they are implementing to improve overall attendance at their campus.
- According to board members, a person from 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 chronic absenteeism as well as the recruitment and enrollment of special populations.”

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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.

### Parents/Families:

- The Parent Teacher Organization (PTO) is strong at Pinecrest Academy Cadence and started with five members four years ago according to families in the focus group. Now the PTO board has 18 board members and 500 families. One family member said, “The PTO takes care of planning and facilitating the Harvest Festival. This event raised a large number of funds. About 50% of the funds go right back to the teachers for individual classroom needs. Family members said the PTO holds a dance and supports other school events such as assemblies and staff appreciation events. The PTO provides support for parents wanting to volunteer at school. One parent explained, “Parents know ahead of time what paperwork is needed to be a volunteer and this helps speed up the process. Our volunteers help make copies, attend field trips, and provide support in classrooms.”
- Several parents said they love the community at the school. One parent said, “The teachers here are amazing and feel like family. I have four children and my oldest was asked about his younger brothers at home. This is a warm, caring, and positive.” Several families said that the levels of communication are good both from the school leaders and from the teachers. One parent said, “The school has strong leadership in all areas and set a great example because they are passionate about what they do.” Another family member added, “Having all students in grades k-12 at the same campus is such an asset here. It helps with family transportation to and from school and provides a smooth transition between elementary, middle, and high school for the students. Teachers are highly dedicated to the community and to each student.”
- One parent said that her child struggled when she came to this school and now her child has improved. She said, “I like the challenge for my child and welcome it. I think this prepares my child for college.” Another parent agreed, “Even at the kindergarten level, my daughter is encouraged and motivated to talk about what she learned at school that day.” A parent new to Pinecrest Cadence said, “One thing I love is that I worried about my son, who is super smart. I worried he would get bored or be naughty. During Power Hour<sup>2</sup>, my son is challenged.” A fourth parent added, “My daughter wasn’t put in the top math group and she really wanted to challenge herself. Once the teacher was aware of this, she helped my daughter to be challenged and reinforced my daughter’s intention to learn as much as she could.”

### Students:

- Students spoke about teachers. One student said, “My teacher has a good relationship with her students. When I moved away, my teacher and I wrote to one another. This year my teacher is back and I go visit her.” Another student added, “I feel close to my math teacher. He challenged me to tackle a difficult math concept. I met that challenge in two days. What I like is my teacher knew me well enough to realize that I would accept the challenge.” Several students said teachers check in with them to see how they are doing emotionally. One student said, “The teachers check in with us to make sure we are in a space where we can learn.” Many students said the choir teacher is like their second mom. Phrases like “they want the best for us,” “warm and inviting,” and “prepare us” were heard several times as students spoke about their teachers.

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<sup>2</sup> Power Hour is an hour of dedicated time each school day for teaching staff to plan and implement accelerated, remediation, and small group instruction.



## FOCUS GROUP SUMMARY continued

- When students were asked about their levels of challenge at the school, they had several comments. One student remarked, “I really enjoy the opportunities and events here at this school. I’m challenged to achieve academically and compete in sports. I am involved in theater, extra-curriculars, and dual enrollment. I have the opportunity to graduate with an Associate’s Degree.” Another student commented, “Academics are challenging, I am challenged and pushed to learn more, and expand my knowledge. Many things we learn about are tied to the world beyond the classroom.” One student said, “The school pushes me to my limits. They push me to do my best. Our teachers are not babysitters. We learn and the teachers get to teach.”
- Students shared ideas for improving the school. Students said they feel a bit limited on student council when their ideas are restricted. She said, “We understand things will not always go our way. The ‘real-world’ isn’t going to let us have our way all the time and we need to prepare for that but there are times when ideas should be allowed to move forward.” Another student said, “We need to create activities where we can branch out and connect with other people at the school. It would be better if we could get to know our peers and classmates more than we do now. Certain clubs can be restrictive and it would be nice if they were relaxed to be more inclusive of students.” Other students suggested making the Pinecrest writing club a little longer so that students have more than one week to think about and complete the writing. Another student said he would like to see sports become more of a central focus at the school.
- Students were highly complementary of the Pinecrest Cadence campus. One young person said, “I have my friends here and they are very supportive.” Another student remarked, “The school activities such as student council, dance team, and field trips are amazing. I feel safe at this school.” Several students added that they feel safe during drop-off and pick-up times and that everyone cares about each other.

### Leadership:

- School leaders spoke of several different strengths at the Cadence campus. With 2250 students attending, the school has about 30% of the student body qualifying for Free and Reduced Lunch (FRL). Leaders said over the last few years, building projects have been undertaken and are complete. Several large shade structures have been added and provide multiple outdoor shade areas. Activities designed to engage students on the large outside area have been added such as oversized chess games and basketball courts. The addition of outdoor lockers has been completed.
- School leaders provided information about the status of family involvement. One leader said, “Our parents are the key to our success. We have a very strong PTO and we have so many families coming to events that next year we will need to have a permit to hold our Harvest Festival.” Leaders said that parents are generous with donations and with their time. One leader commented, “Our families help with recruiting parent volunteers by overseeing the paperwork such as getting fingerprinted and help organize a sign-up sheet so that teachers can request support with specific needs.” Another leader added, “Our PTO has a large governing board and they keep adding to it. We have a volunteer coach and parents join students by attending overnight field trips at the parent’s expense.”

- School leaders said that communication is strong. One leader explained, “We have to have a robust system in place for communicating to families. With so many students in grades K-12, and over 150 staff, it is important that we send a unified clear message about each topic.” School leaders reported that communication is in person, through email and Infinite Campus and on the school website. The Cougar Column is a published newsletter and another important part of the system-wide communication. School leaders said the campus has a Facebook page and the school is involved with other social media including such platforms as Instagram and Twitter.

## **Staff**

- Staff members spoke about their experiences at Pinecrest Cadence. One staff member said, “I love working here and my own children attend school here as well. It is like a big family.” Another staff member added, “I love the high school options such as dual enrollment. My son is planning to get his pilot’s license along with his Associates Degree while earning his high school diploma. I think this is amazing.” Staff were thankful for the current administrative team at Cadence. One person said, “The administrative team here is helpful and they listen to staff feedback. I feel like I have a voice, and I look forward to sharing my ideas with school leaders.”
- Teachers spoke about their views on having relationships with students. One person said, “For me students are just as much a person as I am. If a teacher doesn’t build the relationship with students the students will know.” Another math teacher added, “As a math teacher, I find it important to help students relax so they will free to ask questions.” Another teacher said, “The first thing I am is a cultural exchange ambassador. I have been given a chance to teach here for five years. I believe that each child is important and adults must respect each individual.”
- In terms of learning and relationships between one another, staff indicated these are also positive at Pinecrest Cadence. One person said she feels like the staff has many options to participate in professional development (PD). Another person said, “The trainings are well organized and we get to choose what we want to learn and attend that learning session.” Staff commented on their relationships with one another. One person said, “The staff here is amazing. If a person has any questions, everyone helps and as a new person this is greatly appreciated.” Another teacher explained, “It is a wonderful place to work. We are lifelong learners.”
- Staff spoke about the ways that adults on campus interact with students. One person explained, “It is rare that a staff member raises their voice with a student. We will use the ‘bat phone’ to call administrators if support is needed. Someone will come in and cover the class so that a teacher can talk calmly with a student who may need adult guidance or the opportunity to resolve a problem. A different staff member said, “I feel like relationships are the same top down. For example, nobody is raising their voice at the teacher and teacher doesn’t raise their voice at the student. One of the staff members has been teaching for over 50 years. The school library has been named after in their honor.”

# CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 41 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<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: 8</b>	<b>Total: 32</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: 9</b>	<b>Total: 32</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: 8</b>	<b>Total: 33</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</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: 26</b>	<b>Total: 15</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</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: 2</b>	<b>Total: 26</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 12</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: 6</b>	<b>Total: 23</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 12</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: 13</b>	<b>Total: 25</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: 7</b>	<b>Total: 28</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 4</b>

Additional information about the classroom observations shared here when applicable

- In one high school history class students completed a quiz demonstrating knowledge mastery. Students were engaged and focused. As students completed their quiz, the teacher thanked them for turning them in. The teacher encouraged students to revisit certain portions if he saw some questions left unanswered. Students who completed their quiz, were reading an independent book, or working on assignments for another class.
- In a high school science classroom students summarized scientific facts in small groups of three to four after reading informational texts and watching videos.
- In an upper-level elementary classroom, students were seated in a variety of formats. For example, one group sat at a regular height table, one group at a lower table and two other groups sat at very high tables with bar stool style seating. This arrangement appeared to provide students a variety of comfort and methods to focus. Students were learning and speaking to each other using academic language. Students appeared highly interested in academic learning and all were highly engaged.
- Upper elementary students were engaged in individual writing assignments. Students were engaged in typing their writing on to the computer from a handwritten draft. It appeared that students were working at their own pace and highly engaged in the activity at hand.
- Students in an early elementary classroom worked on cutting out words, using academic language and speaking among themselves at their table groups. Students were highly supported by their teacher who circulated around the room supporting in any way. She said, "Oh look at you go. I like the way you are writing in your words. Oh, look you guys, make sure you say those words."
- In an early grade Science Technology Engineering Math (STEM) class, students learned about the seasons.
- In this mid-level elementary classroom, the teacher had some students who were usually with another teacher. One student kept saying, "I'm special ed." The teacher said to the student, "I have dyslexia and it makes it hard for me to see numbers and letters, but I learned and graduated from college. You are special and we all are." The teacher was kind, empathetic, but made it clear to all that everyone can learn.
- In one middle level social studies class, students answered the teacher's reading comprehension questions by volunteering. Most of the questions were recall or one-word answers.
- In several middle level classes teachers asked students to explain their rationale for arriving at an answer. Students eagerly volunteered. Teachers responded to students by letting them know if they were correct or incorrect.

# ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
<b>Indicator 1:</b> Education Program	<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 Cadence implements the material terms of the education program as observed during the site evaluation process. Curricular materials align to Nevada Academic Content Standards (NVACS). Classroom observations in grades K-12 confirmed that the educational program conforms with the charter and that curricula aligns to NVACS. Pinecrest Academy Cadence uses a strategic approach to ensure all campus staff who work with students with disabilities, with an IEP or 504 are aware of all decisions, goals, accommodations, and modifications. Student World-Class Instructional Design and Assessment (WIDA) reports are accessed to determine levels of listening, speaking, reading, and writing. Pinecrest Academy Cadence also uses MAP data.</p>
<b>Indicator 3:</b> Governance and Reporting	<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>
<b>Indicator 4:</b> Students and Employees	<p><b>Measure 4a:</b> Student records under lock and key/stored appropriately</p> <p><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 secured 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 were observed. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.</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>	<p>The most recent site evaluation report was issued on 10/23/2020.</p> <ul style="list-style-type: none"> <li>• Build on distance learning practices to become more skilled and purposeful with distance learning.</li> <li>• Launch Professional learning in response to meeting the needs of students during distance learning time period.</li> <li>• Continue to improve diversity on the campus in terms of the student population as well as the staff. Focus on three special populations of Special Education, Title I, and English Language Learners.</li> <li>• Continue to monitor levels of chronic absenteeism.</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>• Bullets one and two no longer apply as distance learning is not the norm at the Cadence campus.</li> <li>• School leaders report continued work in the area of diversity. The school is now at 40% of students eligible for free and reduced lunch program.</li> <li>• Chronic absenteeism continues to be a challenge.</li> </ul>
<p>SPCSA staff assessment based upon findings during site evaluation.</p>	<p>Leadership at Pinecrest Cadence believes many recommendations from the previous site evaluation have been addressed. Leadership, the governing board, and staff continue to discuss ways to improve chronic absenteeism.</p> <p>SPCSA staff agrees with this assessment, and concluded that the board, leadership team, and staff continue to address chronic absenteeism.</p>

# 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 maintain strong use of data to inform resource and curricular decisions. Pinecrest Academy Charter Schools effectively utilize data to inform instructional and curricular decisions. When asked how data was used to make curricular decisions the leadership teams said they look at WIDA for English language learners' needs and MAP for general population needs. Data is used for student placement, small group instruction, and targeted support. The Pinecrest administrators conduct data chats on a routine basis and work alongside data consultants to analyze individual school data.

### Pinecrest Cadence Strengths:

- The Pinecrest Academy Cadence campus has a multitude of possibilities for students in academic and extracurricular areas. Comprised of approximately 2250 in person students, the school team prides themselves on combining strong academics with a multitude of other opportunities to fully engage students in learning and growing inside and outside of the classroom. For example, there are several sports teams, musical opportunities, and performing arts opportunities for students to get involved at Cadence.
- Several buildings have been designed and added to the campus. Construction is now complete. Additional structures at this location include buildings dedicated to each grade band (elementary, middle, high), as well as a gymnasium and a performing arts center equipped with a full stage and auditorium. The school sits on 20 acres and provides newly added shade structures, outdoor lockers, and basketball courts. In addition, there are life size chess boards, new playground equipment and several tables and spots for outdoor congregating.
- The SPCSA Academic Performance Framework on page six of this report indicates strong academic performance at all three grade bands. The Pinecrest Cadence campus earned a perfect 25 of 25 points for comparison data at the elementary, middle, and high school levels. This is a comparison between the Pinecrest Cadence and other public schools in the same zip code.
- Although the current school principal for all three levels is transitioning to a new position, the school board and other school leaders as well as the exiting school leader is to be commended for proactive measures for the replacement person in this position. The hiring committee named a replacement several months before the end of the school year. This person has been co-leading as co-principal for several months. This has provided the new leader invaluable experience as well as a strong and less tumultuous transition for students, families, and staff.

- Families, students, staff, and school leaders have created a strong educational community at the Pinecrest Cadence campus. For students, there is an atmosphere of kindness and a school-wide effort to develop each student's full potential. This was indicated during the student focus group as students shared the many ways that staff was sensitive to students' academic and social needs. Families showed a great deal of enthusiasm toward school leaders and the teaching staff. Family members shared multiple instances of teachers helping to develop their child's academic achievement by challenging students and monitoring student progress. Both families and school leaders spoke about the large number of family members involved in the Parent Teacher Organization at the school.

## CHALLENGES

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

- Levels of chronic absenteeism at Pinecrest Cadence are challenging. Nevada Report Card data indicates a 26.7% chronic absenteeism rate. Not only does chronic absenteeism have consequences for overall student learning, but the Nevada School Performance Framework has also been designed to calculate points toward overall school performance with up to an additional ten points toward a school's overall index score for low chronic absenteeism.
- The current percentages of Free and Reduced Lunch, (FRL), and students with Individual Education Plans (IEP) has increased. There remains continued room for improvement in these two areas. Of the 2209 students enrolled during the 2022-2023 school year, 31.7% of students overall were recorded as eligible for Free and Reduced lunch which is a decrease from the 2021-2022 school year of 32.3%. In addition, the number of students considered English Language Learners remained less than 5% for both the 2022-2023 school year and the 2021-2-22 school year.

## RECOMMENDATIONS

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

- With a chronic absenteeism rate of 26.7%, chronic absenteeism levels are a challenge. The SPCSA recommends the school continue their current work to improve overall numbers of students attending school. The effects of chronic absenteeism are a concern for student engagement and overall student achievement. The SPCSA has included a chart below to help those reading this report to see how the chronic absenteeism rate has a direct effect on the index score for a school. A 26.7% chronic absenteeism rate results in a school's inability to earn points toward the overall index score. The PAT, (Point Attribution Table) for chronic absenteeism rates, as provided by the Nevada Department of Education has been provided below. The elementary, middle, and high School index ratings (displayed on page 4 of this report) could have been increased by up to 10 points if absenteeism rates were improved. Rates greater than 24 result in zero points added to a school's index score.

Elementary & Middle School Chronic Absenteeism PAT from the Nevada Department of Education

Rate	Points	Rate	Points	Rate	Points
<5	10	≥11 and <12	6.5	≥18 and <19	3
≥5 and <6	9.5	≥12 and <13	6	≥19 and <20	2.5
≥6 and <7	9	≥13 and <14	5.5	≥20 and <21	2
≥7 and <8	8.5	≥14 and <15	5	≥21 and <22	1.5
≥8 and <9	8	≥15 and <16	4.5	≥22 and <23	1
≥9 and <10	7.5	≥16 and <17	4	≥23 and <24	5
≥10 and <11	7	≥17 and <18	3.5	≥24	0

- Continue to prioritize the student and staff to be more representative of the local district and the SPCSA. Pay particular attention to the English Language Learner set of students. Validation day numbers indicate that the school had less than five percent of students in this area. Continue to focus on strategic methods to increase these numbers with each additional lottery.

## **STRONG RECOMMENDATIONS**

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

## **DEFICIENCIES**

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