



Nevada State Public Charter School Authority

Pinecrest Academy of Nevada: Cadence Campus Site Evaluation Report: March 6, 2025

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Links to Resources:

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to [NRS 388A.223](#), 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 years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the [Charlotte Danielson Framework for Teaching](#). All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conduct focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is 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 to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

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.

Five-star ratings for middle and high schools

According to the 2023-24 Nevada School Performance Framework¹ (NSPF), Pinecrest Academy of Nevada Cadence's middle and high schools earned five-star ratings on the 2023-24 NSPF, serving as a strength. The middle school earned 84 index points out of 100, a marked improvement from the previous year's 66 points. The middle school earned 25 out of 25 points in the Academic Achievement Indicator² section with a pooled proficiency of 61.4 percent, exceeding the district rate of 47.3 percent. The high school earned 89 index points out of 100 and boasted a graduation rate that exceeded 95 percent, which earned them the maximum 30 points on the Graduation Rates Indicator³ on the NSPF.

Data-driven instruction and vertical alignment to support academic achievement

A strength of Pinecrest Academy of Nevada Cadence lies in its data-driven instruction and vertical alignment, which support student achievement. The school's data-driven instruction systems enable teachers and administrators to identify students' strengths and weaknesses, guiding instruction to improve student achievement. According to the school's leaders, teams meet regularly to examine student performance data and plan quality instruction. They also emphasized the importance of vertical alignment, referencing it as the intentional sequencing and progression of curriculum, teaching, and assessment across grade levels, ensuring a cohesive and coherent learning experience for their students. The emphasis on these core instructional elements is a strength and a foundation for providing data-driven quality instruction.

High English language proficiency rates for the middle and high school

According to the 2023-24 NSPF, Pinecrest Academy of Nevada Cadence's middle and high schools earned ten out of ten points in the English Language Proficiency Indicator, a testament to the school's commitment to supporting English language (EL) learners in their middle and high school levels, serving as a strength for the school. Sixty percent of English language (EL) learners met their adequate growth goal in middle school, doubling the district middle school rate of 27 percent. The high school registered a 31 percent rate, exceeding the district high school rate of 14.6 percent.

Science proficiency

A relative strength of Pinecrest Academy of Nevada Cadence is that its science proficiency rates are above the district rates. According to the 2023-24 NSPF, the elementary rate of 34 percent, the middle school rate of 58 percent, and the high school rate of 34 percent all show performance, surpassing the district rates of 21 percent for elementary schools, 48 percent for middle schools, and 23 percent for high

¹ The Nevada School Performance Framework (NSPF) is Nevada's public-school rating system, which was designed by Nevadans for Nevada public schools and developed in accordance with the Federal Student Succeeds Act (ESSA).

² The Academic Achievement Indicator includes Measures of Mathematics and ELA proficiency for all school levels (elementary, middle, and high schools).

³ The Graduation Rates Indicator is a required Indicator for state accountability systems. The NSPF includes the Four-Year and Five-Year Graduation Rate Measures.

schools, respectively. These proficiency rates are a testament to the school's commitment to science education.

Strong relationship and trust between the school administration and stakeholders

The Pinecrest Academy of Nevada Cadence leadership highlighted the school's mission of uniting the community to prepare students, emphasizing strong relationships and trust with all stakeholders, which serve as strengths for the school community. A theme that resonated with all focus groups was the high sense of connectedness built on strong relationships and trust in the school's leadership team, positively impacting the school culture to support its students.

Diverse extracurricular activities for students

The school's leadership team highlighted Pinecrest Academy of Nevada Cadence's wide range of programming offerings designed to meet the needs of various student interests, which serves as a strength. This sentiment was echoed and emphasized in the different focus groups, including those for arts, sports, literature, and more, showing the school's commitment to catering to diverse student interests. Middle school and high school after-school clubs include art, drama, film, and creative writing clubs, to name a few. The high school features an array of fall, winter, and spring sports, including track, baseball, volleyball, and more. Kindergarten to eighth-grade sports include soccer, volleyball, basketball, and cross country, with various choices based on skill or competition levels for diverse participation options for students.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Chronic Absenteeism

Chronic absenteeism is a challenge at Pinecrest Academy of Nevada Cadence. The elementary rate is 18.9 percent, the middle school rate is 11.5 percent, and the high school rate is 18.5 percent. The school leadership has focused on reducing the rates but reports that the issue remains challenging and requires continued efforts to ensure students do not miss valuable instruction. Efforts have focused on educating families regarding the importance of daily attendance and following up with students with multiple absences.

Meeting student's high levels of social-emotional needs

The leadership team emphasized that ensuring students receive social-emotional support is a challenge. The team shared their proactive approach to providing needed support and services for students with high social and emotional needs, including ensuring the school's mental health professionals offer additional assistance to students with social and emotional challenges. The school also holds regular team meetings to discuss students' needs and review behavioral referral data.

Low enrollment of English language learners and students who receive free and reduced lunch

Pinecrest Academy of Nevada Cadence faces challenges in increasing enrollment of specialized populations, specifically English language (EL) learners and students who receive free and reduced lunch (FRL). According to the 2023-24 SPCSA Academic Performance Framework⁴ (APF), in the school progress indicator category measuring the enrollment percentage of English language (EL) learners, the elementary earned one out of five points, and the middle school and high school earned two out of five points. Regarding enrollment measures of students who receive free and reduced lunch, the elementary and middle schools earned two out of five points, and the high schools earned one out of five points.

Decrease in index points in elementary school

A challenge faced at Pinecrest Academy of Nevada Cadence Elementary School is the 31.5 index point decrease on the Nevada School Performance Framework (NSPF) from 2022-23 to the 2023-24 school year. In the growth indicator section, the elementary school went from earning 33 out of 35 points to 22 of a possible 35. In the closing opportunity gaps indicator, scores decreased from 20 out of 20 to 8 out of 20.

⁴ The Academic Performance Framework incorporates corresponding school year NSPF school ratings under the NSPF Index Score indicator. The NSPF includes key performance measures such as academic achievement and proficiency, academic growth, English Learner (EL) growth, opportunity gaps, graduation rates, and chronic absenteeism, which address the requirements of NRS 388A.273.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Continue to reduce chronic absenteeism

The SPCSA recommends Pinecrest Academy of Nevada Cadence continue to reduce its chronic absenteeism rates. The elementary school's rate has decreased from 23.5 percent to 18.9 percent from the previous year, the middle school from 19.6 percent to 11.5 percent, and the high school from 21.6 percent to 18.5 percent. A sustained commitment can reduce chronically absent students' rates and help ensure students consistently access instruction. The school may find accessing the SPCSA [Best Practices](#) for resources beneficial.

Improve English language support for English language learners at the elementary school

The SPCSA recommends Pinecrest Academy of Nevada Cadence focus on improving the adequate growth percentiles⁵ (AGPs) of English language (EL) learners in the elementary school. According to the 2023-24 NSPF data in the English Language Proficiency Indicator, the school earned one point out of ten, registering a school rate of 23.5 percent of English language learners meeting their growth targets compared to the district rate of 48.4 percent. This measure is calculated using the percentage of English language students who met their growth targets (AGPs) on the WIDA ACCESS⁶ assessment. The English Language Proficiency Indicator contributes up to ten percent of the school's total index score at all levels. The school may find referencing resources to support English language learners from the Nevada Department of Education website helpful. ([English Language Learners](#))

Continue to focus on increasing enrollment of students who receive free and reduced lunch and English language (EL) learners

The SPCSA recommends Pinecrest Academy of Nevada Cadence continue its effort to increase enrollment, particularly the population of students qualifying for free or reduced-price lunch (FRL) and English language (EL) learners, which is below five percent. The school needs to persist in strategizing methods to increase the enrollment of these students, including revisiting the school's weighted lottery system and working with the Pinecrest Academy school board.

Continue to focus on student achievement

The SPCSA recognizes the steadfast effort of the Pinecrest Academy of Nevada's Cadence staff and stakeholders to support student achievement. The SPCSA recommends that the school's leaders continue to focus on student achievement to maintain their five-star ratings in middle and high school and work to increase the elementary index score. The leaders may consider the foundation of the beliefs listed below, as noted by the Nevada Department of Education (NDE) School Improvement Department, to sustain

⁵ Adequate Growth Percentiles (AGPs) describe the amount of growth a student needs to remain or become proficient in the English language in five years.

⁶ WIDA, or the World-class Instructional Design and Assessment, is a consortium of states in the U.S. dedicated to the design and implementation of standards and opportunities for English language learners.

their focus on quality instruction. Referencing these beliefs may serve as a resource or focus area for the school as it works to sustain academic excellence and growth for all students. The culture behind Nevada's improvement planning embraces high expectations for each student and is built upon the foundation of the following beliefs:

- All children can benefit from a challenging and relevant curriculum.
- Every teacher can be an expert when provided with collaborative and sustained professional development focused on improving instruction.
- Content should be aligned to standards, be challenging, and be relevant.
- Key indicators of success are achievement/proficiency scores, graduation rates, dropout rates, and the percentage of highly qualified teachers.
- Parental support and involvement are critical to improved student performance.
- Effective use of data is critical to the continuous improvement of teaching and learning.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

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

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

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

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board ⁷	2
Family Members, Parents, and Guardians	5
Faculty and Staff	13
School Leadership	5
Students	10

⁷ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two Pinecrest Academy of Nevada Board members participated in the focus group. The board comprises six members, and the group is looking to add another member soon. The board has members with backgrounds that include a retired educator, counselor, school administrator, chancellor for higher education, real estate, finance, and a parent representative. The participants shared that all members had completed the required board training requirements. The board has two subcommittees: the athletics committee, which oversees the sports programs and facilities; and the app and vendor review committee, which evaluates and recommends educational apps and vendors for the schools. The board meets every six weeks, and some members visit the schools regularly.

The members emphasized their support and trust for the leaders of every campus under the Pinecrest Academy of Nevada network, which includes six brick-and-mortar campuses and one virtual program. One member stated, "School leaders work together and embody the mission and vision of the schools," elaborating that one school leader who worked for a Pinecrest Network School in Florida moved to Nevada, worked as an assistant principal under the supervision of a Pinecrest Academy of Nevada Leader, earned a promotion, and currently serves as the principal for one of their schools.

A member highlighted the board's commitment to fostering a deep sense of community, attributing that much of the student success at the Pinecrest Academy Network of schools in Southern Nevada is due to the collaborative approach of all stakeholders, which the building leaders guide with a high sense of trust and responsibility. The member shared, "We are proud of our families, scholars, staff, and leaders." The group highlighted that the Pinecrest network of schools recently completed a fundraising event that raised over a hundred thousand dollars earmarked for special projects and to foster dual enrollment programs, a testament to the community's support and involvement.

A portion of the focus group delved into the board's proactive approach to managing challenges, including the need to address teacher salaries, and some discrepancies were precisely noted compared to the local school district. A member emphasized the board's proactive strategy to provide holiday bonuses and stipends for staff to promote teacher retention within the Pinecrest network of schools. However, the board member elaborated that these bonuses and stipends are budget-dependent, citing another challenge of adjusting to the uncertainty of the future of federal grant funding opportunities or lack thereof. The members also shared the challenge of finding a location for the Pinecrest Academy of Nevada Springs campus and their action steps to secure a more permanent location or purchase and redevelop the current site, demonstrating the board's proactive and strategic approach to challenges.

The board evaluates the school leaders annually and participates in their self-evaluation. This process involves a comprehensive review of the leader's performance, including their ability to meet academic goals, manage the school's budget, and foster a positive school culture. The members also shared that they work closely with their Educational Management Organization⁸ (EMO) to ensure the schools operate efficiently to serve their stakeholders.

⁸ An Education Management Organization (EMO) is a for-profit entity that manages schools by centralizing support, operations, and oversight.

Focus Group Summary: Family Members, Parents, and Guardians

The family focus group members shared what they like most about the school. A few shared their views, highlighting their value on the importance of their children attending a school with a caring staff they trust. A member stated that her family is pleased with the staff in general, adding, "The school has great teachers, and they do care." Another parent mentioned that the staff is engaging and ensures the kids are safe. The group discussed that the school makes it a point to understand the students and their value for implementing the *Leader in Me* Program⁹. The school's diverse program offerings, including various clubs and sports programs, were also mentioned, eliciting a sense of pride and satisfaction among the group.

The SPCSA staff prompted the members to share student success stories. One parent shared that her child, who qualified for an individualized education program¹⁰ (IEP), is thriving thanks to the school's regular communication and proactive approach to addressing her child's needs. Another parent praised the school's proactive stance in providing a 504-accommodation plan¹¹ for her child, which improved her child's focus and reading comprehension. A member also shared her daughter's academic growth and qualification for the Gifted and Talented Education¹² (GATE) program, highlighting the school's commitment to student development.

A theme that emerged throughout the session was that the group reiterated that the school leaders and staff generally communicate effectively with parents. Concerns were typically addressed within a day, and the school has a proactive and caring mindset. Additionally, group members shared their appreciation for the Parent Impact Meetings, which allow for open dialogue, making the audience feel heard and involved. Lastly, the parents mentioned the importance of focus group meetings designed to seek feedback from students and families, fostering a sense of partnership.

The session concluded with a brief discussion on challenges that interfere with their child's learning and suggestions for the school to consider. A parent shared her concerns about disruptive students and their impact on her child's education, elaborating on the school's progressive discipline procedures for students with repeated behavioral infractions, and specifically the adverse effects of a few students on the entire school, such as classroom disruptions. Regarding suggestions, a few members discussed that the school should consider reducing the fees for students to participate in the school's sports programs. One parent shared that a scholarship program for less fortunate students would help ensure students with difficulty paying fees can join the school's sports programs.

⁹ Founded on the belief that everyone has the potential to lead, *Leader in Me* is a comprehensive PK–12 framework that nurtures student leadership, fosters a culture of trust, and boosts academic success.

¹⁰ Individualized Education Programs (IEPs) are a legal document provided under Federal law that is used for children in public schools who need special education.

¹¹ A 504 plan is a formal agreement between the family and the school to provide accommodations for students with disabilities or medical conditions, ensuring equal access to the general education curriculum.

¹² Gifted education (also known as gifted and talented education (GATE)) is a sort of education used for children who have been identified as gifted or talented.

Focus Group Summary: Faculty and Staff

The faculty focus group expressed their deep satisfaction with the positive work environment at Pinecrest Academy of Nevada Cadence. Their enjoyment was noticeable as they discussed the trust and collaboration that supports this environment. One member commented, "Teachers and administration feel like they are at the same level, have a good culture, and have a team mindset," which reverberated with the group. Another staff member's words, "We are not micromanaged and are trusted to do our jobs as professionals," echoed the sentiments of many. The group's appreciation for the school administration's role in fostering this positive culture was evident. A faculty member added, "The school culture feels safe, and teachers feel valued. It's okay to make mistakes; they are supportive, and the administration takes all viewpoints into consideration," Further reinforcing the sense of belonging and satisfaction. Other members highlighted the implementation of a Career and Technical Education (CTE) forensic course and increased robotics sections, both developed based on stakeholder feedback, underscoring the importance of the stakeholders in shaping the school's culture.

The group also delved into the school's approach to providing quality instruction, a topic that resonated deeply with the faculty. They stressed the school's reliance on student performance data, collaborative sessions, and reflective practices. The mentorship program was also a source of pride, with one staff member sharing how it had helped him enhance his leadership skills.

Supporting students' social and emotional needs is an essential job responsibility, and the group shared their approach to ensuring students' needs are supported. A few members discussed the school's student behavior tracking systems, stating that teachers and the school administration analyze behavior trends, including progressive discipline data. A few members underscored the importance of providing social and emotional groups and lessons for tier-2 (targeted support) students led by the school's mental health professionals. Additionally, a member mentioned that when there are instances of students displaying self-harm behaviors, the school has a partnership with the city of Henderson, Nevada, to implement the Hope Squad Program¹³, which is a group of students nominated by their peers who meet regularly with trained advisors to talk and learn about mental health. A group member shared, "Hope Squad members are the eyes and ears; they know what to do if they overhear a conversation involving self-harm."

Participants also candidly discussed the school's challenges, demonstrating their awareness of the areas that need improvement. These challenges include providing remediation to enhance students' writing skills, addressing student absenteeism, monitoring students' use of electronic devices, and keeping some seniors motivated. A segment of the discussion was dedicated to the school's procedures for scheduling exams. The faculty's collaborative efforts were evident as they shared how they ensured students didn't take multiple exams on the same day. One staff member's account of his team's collaboration to manage exam and assignment schedules and the emphasis on communication and using the school calendar.

¹³ A Hope Squad is a group of students nominated by their peers. They meet regularly with trained Advisors to talk and learn about mental health.

Focus Group Summary: School Leadership

The school's leadership team shared that the school's mission, vision, stakeholders, and board members are pivotal in guiding the leadership team's decision-making. The leadership team believes that this collaborative approach ensures that Pinecrest Academy of Nevada Cadence provides students with a quality education. As one leader aptly put it, "We are facilitators for what the students and stakeholders want," acknowledging the Pinecrest board's support in entrusting the school's leadership team to maintain the autonomy to perform their leadership roles. The leader added, "I'm very grateful for their support," referring to the school's board. Additionally, the board has supported the school's aspirations to purchase a property next to the academy that could serve as a practice field for its students and fulfill a need.

The team discussed the importance of providing a wide range of programming to meet the needs of students with various interests, highlighting the school's diverse courses and program offerings. A noteworthy addition to the school's programs is acquiring its Science Technology Engineering and Math (STEM) Cognia Accreditation¹⁴. A leader elaborated on the steps and details of the accreditation process and the importance of fulfilling the school community's needs, sparking excitement about the school's future.

The group stressed the importance of conducting family and student focus groups to solicit feedback, develop relationships, and build stakeholder trust. One member explained, "We have a lot of focus groups." The leader shared that the school's National Honor Society¹⁵ (NHS) and Student Council lead student groups designed to listen to students' wants. The leader also shared that parent/guardian focus groups are conducted regularly. These focus groups are held several times a year and have provided the school's stakeholders with a forum to share their ideas and collaborate to help guide the school.

The leaders took pride in the school's high student retention rates, which they noted to be over 95 percent. They credited the staff's moderate class sizes and the school's various programs. For instance, the dual enrollment program was key in retaining high school students. A member shared that 96 students took dual enrollment courses, and many earned their associate degrees. Furthermore, over 128 students have graduated with their degrees, and 1300 credits have been earned over the last few years.

The session also focused on the school's challenges, including servicing a growing student population with individualized education programs and meeting students' social and emotional needs. The team shared proactive action steps, which included ensuring a well-trained special education staff, efforts of safe school professionals, and providing coordinated services for students and families with high-level needs. The group also works with community programs like the Harbor¹⁶ to secure additional services for its students.

¹⁴ Cognia Accreditation is a valuable mark of distinction recognized worldwide. It identifies schools and systems that exemplify educational excellence based on rigorous evaluation processes.

¹⁵ The National Honor Society (NHS) is a co-curricular student organization in American high schools that recognizes high schoolers who meet high academic standards.

¹⁶ In October 2016, The Harbor – Juvenile Assessment Center was established to divert young individuals from the juvenile justice system. The program recognized the significance of supporting all youth and families within the community.

Focus Group Summary: Students

The students who participated in the focus group shared the topics and skills they'd been learning in their classes. In math, for instance, students shared that they were learning algebraic equations, inverses, multiplications, division, fractions, additions, and subtractions. Science concepts included genetics, brain and body functioning, bacteria, and neurons. In social studies courses, group members shared that they focused on learning about political boundaries and ancient Greece. Science subjects cover seafloor spreading, plate tectonics, space, and environmental science, with students actively participating in experiments and research.

Pinecrest Academy of Nevada Cadence provides a variety of programs, and the students in the focus group shared their positive experiences. Several students expressed their appreciation for the student council, where they had the opportunity to work with their peers to plan school events. One student highlighted the leadership skills she gained from this experience. Another student shared, "It gives you a lot of options to figure out what you want to do," referring to the school's various program offerings. The school's robotics, dual enrollment, and Career and Technical Education (CTE) programs also received praise, with one student proudly mentioning the team's success in qualifying for the upcoming state robotics competition. These experiences highlight the school's commitment to offering a variety of choices for its students and fostering a sense of achievement.

When asked to share things that get in the way of their learning, students offered various responses, including missing school due to illness and appointments, sometimes lacking motivation, students talking during test-taking sessions, and disruptive student behaviors that impact the focus to complete quality work. The group shared that they generally feel safe at school and feel comfortable seeking assistance from a staff member should they need help or have a problem. One student said, "The staff really cares and would do anything for you." Another student added, "Some teachers do a social-emotional check and check in about the students as a person; there are so many teachers who care about us."

The session also allowed students to share their suggestions for improving the school. One student suggested that more fun activities or spirit days would increase his motivation for school. Another student highlighted the positive impact of teachers engaging in spirit activities, referencing how it makes school more enjoyable. Additional suggestions included balancing workload and hands-on learning, focusing on real-world skills and diversity, and increasing investment in dual enrollment programs. Regarding the workload, several students shared their struggles to keep up with the increased academic demands, leading to high stress levels. The session also examined high school students' plans after graduation, ranging from studying wildlife management, forensics, and international marketing.

Classroom Environment and Instruction

Observation Rubric

A total of 14 elementary, 13 middle, and 8 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 4	TOTAL: 26	TOTAL: 5	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 3	TOTAL: 26	TOTAL: 6	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction

Observation Rubric

A total of 14 elementary, 13 middle, and 8 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context.	The teacher states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage with the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	TOTAL: 2	TOTAL: 25	TOTAL: 7	TOTAL: 0	TOTAL: 1
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	TOTAL: 2	TOTAL: 18	TOTAL: 7	TOTAL: 0	TOTAL: 8

Classroom Environment and Instruction

Observation Rubric

A total of 14 elementary, 13 middle, and 8 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 5	TOTAL: 17	TOTAL: 12	TOTAL: 0	TOTAL: 1
Using Assessment in Instruction	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	
	TOTAL: 1	TOTAL: 20	TOTAL: 12	TOTAL: 0	TOTAL: 2

Classroom Observations and Additional Comments

Middle school students used handwritten outline notes and typed information on the computer. The teacher circulated throughout the classroom and offered explicit feedback to each student, focusing on what would strengthen the written content. There were high levels of student engagement in this classroom.

Elementary students were taking a vocabulary test after reading a passage. They independently read the text and determined the meanings of the words. Upon finishing, they quietly read books, ensuring a focused environment for everyone. After the test, the teacher led the class in displaying sight and spelling words. Students read each word aloud and used motions to spell them. The teacher then reviewed the point of view, informing students they would revisit this concept. They watched a video focused on a person's point of view, and afterward, the teacher reinforced the lesson by asking questions such as, "Who is the first person?" Throughout the discussion, the teacher did most of the talking. Students listened to a video story and identified the point of view. There was a missed opportunity for students to work together in reading text.

The transition to the next activity was slow. The teacher called for no voices twice, but it took five minutes before students began working independently on their assignments. However, the directions were unclear, and three out of twenty-five students were not engaged in any task. The teacher called for silence once more before sitting at her desk.

The students engaged in a bell ringer activity in a high school math class. They were required to solve several math problems involving equations representing the horizontal asymptote of a graph and equivalent expressions. The students were engaged and worked independently as the teacher monitored the class. The teacher then transitioned to focus on questions involving excluded values.

The teacher informed the students that they would first watch a video from their point of view, followed by another video featuring a story. However, the teacher did not encourage student participation or discussion to explore the learning objective. As a result, students remained passively engaged.

One middle school science class began on time with a bell ringer. The teacher was highly engaging, and she was well-prepared. One student entered the class late and accidentally hit another student in the head with his backpack. The teacher quietly approached this student, spoke to him without embarrassing him, and then this student went and apologized to the other student. This student sat down and made himself a part of learning. The teacher called on him when the student raised his hand to share what his partner said. The teacher used videos, discussions, paper/pencil, and a laptop for modes of learning and changed things up often. Students were all engaged, relaxed, and learned.

In a pull-out special education classroom, students were working on writing an opinion essay. The teacher provided a highly structured outline to guide them in crafting a topic sentence, supporting details, examples, and a conclusion. She moved around the room continuously, offering individualized

support to each of the seven students she was assisting. Meanwhile, another group of students in the classroom was engaged in a game of Uno with two teachers, possibly focusing on developing social interaction skills.

In a middle school social studies classroom, students were involved in a 'gallery walk.' They roamed the room in small groups from station to station, collecting information about the topic and filling in a pre-made outline. As students gathered the information, they returned to their desks and finished the assignment. According to the lesson plans, students had a set amount of time to complete this before talking in groups about the content.

In a high school anatomy class, students learned about resting heart rate. Two students practiced using a dual stethoscope while the others answered questions on their worksheets. The students were actively engaged, and the teacher and another staff member monitored them as they worked. The teacher conveyed an expectation of high levels of student effort. Students exerted good effort to complete high-quality work.

In a middle school math class, students completed a set of problems. A timer was used to count down the end time. The teacher checked in with students and discovered most were ready to move on. She reset the timer and asked students to partner with someone and talk about their answers. Students looked over problems and discussed them. High levels of discussion, student engagement, and conceptual understanding took place. The teacher rotated during this time and pushed students to think deeper or provided reassurance to individual students.

The teacher instructed all the students in an elementary classroom to restart their computers. After doing so, they sat quietly for several minutes, waiting for further directions. Next, she asked them to take out a sheet of paper and divide it into four sections. In each section, they were to write the formula for area in math. As she walked around the room, she provided hints to students struggling to remember the formula. One student eventually shared the correct answer. Following this, the teacher demonstrated how to solve an area problem. To reinforce understanding, she asked students to discuss with a partner which word in the problem reminded them of length and width.

Students in an upper elementary classroom were engaged in different stations: some were working on i-Ready¹⁷ others were reading short passages around the room about character perspective, and a group was working with the teacher on the floor. The teacher provided positive reinforcement by saying, "I love that! Such a good choice!" The students working with her practiced listening comprehension skills to identify character perspectives. She also used the lesson as an opportunity to teach test-taking strategies.

In a high school computer science class, students learned to describe the basic infrastructure of the Internet and explain how devices communicate/connect across the globe.

¹⁷ i-Ready provides individualized interactive lessons that address the learning needs of each student.

Measures of Progress from Previous Site Evaluation

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 Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
SPCSA staff recommend that Pinecrest Academy of Nevada Cadence continue to work on improving diversity on the campus, both among the student population and staff.	The leadership team provided an update on their action steps to address the previous recommendation, including revisiting the school's enrollment plan to increase the enrollment of students receiving free and reduced lunch (FRL) and English language (EL) learners with a weighted lottery system.	The SPCSA staff recognizes the school's action steps, which include adding a weighted lottery system. It encourages the school to continue increasing the enrollment of specialized student populations—notably, students who receive free and reduced lunch (FRL) and English language (EL) learners.
SPCSA staff recommend that Pinecrest Academy of Nevada Cadence continue to monitor levels of chronic absenteeism rate.	The leadership team discussed the school's progress in reducing chronic absenteeism, noting that all school levels have demonstrated a slight reduction.	The SPCSA team acknowledges the school's efforts and suggests that it continues to reduce the rates of chronically absent students.

Operational Compliance Checks

Fire Extinguisher	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Nurse's Station	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Evacuation Plan in Classrooms	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Food Permit	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
Elevator Permit	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.