Nevada State Public Charter School Authority

Pinecrest Academy of Nevada: Sloan Canyon Campus

Site Evaluation Report: March 5, 2025

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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.

Excellence in academic achievement
Pinecrest Academy of Nevada Sloan Canyon's elementary, middle, and high school, a proud recipient of a five-star rating on the Nevada School Performance Framework[1] (NSPF), has shown exceptional academic performance. According to the 2023-24 NSPF, the elementary school earned an index score of 87.5, the middle school earned 83.8, and the high school earned a score of 90, of a possible 100 index score. These scores indicated that Pinecrest Academy of Nevada Sloan Canyon performed significantly above the state average. Academic achievement is a strength for Pinecrest Academy of Nevada Sloan Canyon.

High graduation rates
Another strength of Pinecrest Academy of Nevada Sloan Canyon is its high graduation rate, which exceeds 95 percent and is above the SPCSA average of 83 percent, according to the 2023-24 NSPF report. This high graduation rate earned the high school 25 of 30 points in the Graduation Rates Indicator section of the Nevada Report Card[2].

High college and career readiness rates
Pinecrest Academy of Nevada Sloan Canyon's high school post-secondary preparation participation rate of 91.3 percent exceeded the district rate of 75.1 percent, and the completion rate of 77.5 percent was above the SPCSA rate of 53.9 percent, according to the 2023-24 NSPF serving as a strength for its students and stakeholders. The leadership team shared that students have earned 32 associate's degrees, and 208 students have participated in dual enrollment courses, allowing students to enroll in and complete college classes while still enrolled in high school and earning 5198 college credits.

Closing opportunity gaps in the middle school
The middle school's commendable efforts to address opportunity gaps were a strength. According to the 2023-24 NSPF, the school's rate, above the SPCSA's, earned the middle school 16 out of 20 points on the NSPF, an improvement from the previous school year's score of 10 out of 20. Closing opportunity gaps determines whether non-proficient students have met their targeted growth goal of closing the achievement gap and becoming proficient in three years.

Elementary school's growth indicator
According to the NSPF Growth Indicator, the school earned 34 out of 35 points. The Growth Indicator measures how much students have grown academically over time. Pinecrest Academy of Nevada Sloan

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[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 Nevada Report Card is a vital state and federally mandated reporting platform that ensures transparency and accountability in Nevada's public education system.

Canyon's high score indicates that its elementary students progressed significantly. All measures exceeded the district rate. The Growth Indicator includes median growth percentile[3] (MGP) and adequate growth percentile[4] (AGP) measures for Mathematics and English language arts. The State's Criterion Reference Tests[5] (CRTs) in Mathematics and English language arts determine growth for each content area.

Elementary school English language proficiency indicator
The English Language Proficiency Indicator includes the WIDA ACCESS[6] (Assessing Comprehension and Communication in English State-to-State for English Language Learners) adequate growth percentile (AGP) measure. The students counted in this measure have been identified as English language (EL) learners. The school's rate of 61.1 percent of English language (EL) learners meeting their adequate growth was above the district rate of 48.4 percent and earned the maximum points (10) on the NSPF, which served as a strength for Pinecrest Academy of Nevada Sloan Canyon.

Data-based decision-making to support student achievement
Pinecrest Academy of Nevada Sloan Canyon's strength lies in its effective use of data to make informed decisions that support student achievement. The school has robust systems and structures that enable staff, teachers, and administrators to analyze data to enhance student progress and instructional effectiveness. The leadership team and members of the faculty focus group referenced their systems that allow them to have in-depth discussions about the school's data analysis systems, underscoring the collaborative nature of the process. Professional learning communities[7] (PLCs) meet regularly to review student performance data and ensure instructional decisions support the academic growth of their students. The school also collaborates with a private company to ensure data is used to provide necessary student interventions, highlighting the inclusive nature of the school's decision-making.

Wide variety of extracurricular activities
A strength of Pinecrest Academy of Nevada Sloan Canyon was its inclusive and diverse extracurricular activities, which cater to a wide range of student interests. The elementary school sports and clubs include volleyball, t-ball, soccer, flag football, robotics, cheer, student council, and the National Honor Society[8] (NHS). The high school and middle school offer sports such as soccer, volleyball, flag football, tackle football (high school), cheer, track and field, bowling, dance, basketball, and tennis, to name a few. Additionally, some of the secondary activities include robotics, chess club, drama club, and journalism. Lastly, the school's Conservatory emphasizes fine arts, and its innovative curricular approach concentrates on musicianship and ensemble performances. The robust choices of extracurricular activities, designed to serve diverse interests, function as a strength for the school and its stakeholders.

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[3] The Median Growth Percentile (MGP) summarizes the student growth percentiles (SGPs) in a school. It is determined by ranking all the SGPs in the school from the lowest to highest and finding the median or middle number.
[4] Adequate Growth Percentile (AGP) describe the amount of growth a student needs to remain or become proficient in the state assessment in three years.
[5] Criterion-referenced tests (CRTs) and assessments are designed to measure student performance against a fixed set of predetermined criteria or learning standards.
[6] WIDA, or the World-class Instructional Design and Assessment, is a consortium of states in the U.S. that are dedicated to the design, and implementation of standards, and opportunities for English language learners.
[7] Professional learning communities, or *PLCs*, are groups of educators who meet regularly, share expertise, and collaborate to improve their teaching skills and student academic performance.
[8] The National Honor Society (NHS), founded in 1921, recognizes high schoolers who meet high academic standards. NHS emphasizes leadership and service.

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.

Low adequate growth percentiles of high school English language learners
A challenge at Pinecrest Academy of Nevada Sloan Canyon is the low adequate growth percentiles (AGPs) of high school English language (EL) learners. This Measure is calculated using the percentage of English Language (EL) students who met their growth targets (AGPs) on the WIDA ACCESS assessment. According to the 2023-24 NSPF, the school's AGP rate of 10 percent is below the district rate of 14 percent.

Low enrollment of English language learners and students who receive free and reduced lunch
Pinecrest Academy of Nevada Sloan Canyon 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 Framework[9] (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 for students who receive free and reduced lunch, the elementary, middle, and high schools earned one out of five points.

Funding
The leadership team discussed the school's funding challenges, including facilities funding and proper funding to address competitive teacher salaries to compete with the local school district.

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[9] 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 focus on increasing enrollment of students who receive free and reduced lunch and English language learners
The SPCSA staff recommends Pinecrest Academy of Nevada Sloan Canyon 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 continue 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 reduce chronic absenteeism at the high school
The SPCSA recommends that Pinecrest Academy of Nevada Sloan Canyon continue reducing its chronic absenteeism rate at the high school level. According to the 2023-24 NSPF, the high school rate was 14.8 percent. A continued focus on reducing chronically absent students' rates may help ensure students consistently access instruction and avoid falling behind academically. The school may find accessing the SPCSA best practices for resources, which are specifically designed to address chronic absenteeism beneficial. (See Best Practices https://spcsa.instructure.com/courses/72)

Continue to reinforce the culture of continuous improvement
The SPCSA staff commends Pinecrest Academy of Nevada Sloan Canyon for its exceptional academic achievement and recommends continuing its academic excellence journey to sustain a culture of continuous improvement. School leaders may find it beneficial to reference the Nevada Educator Performance Framework[10] (NEPF), specifically the School Administrator Instructional Leadership Standard Two (creating and sustaining a culture of continuous improvement) and Indicator Two (administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures), to continue sustaining teacher growth and development. When developing teacher skills through observational feedback cycles and creating professional learning structures, school leaders may consider the following areas:

Increase rigor in questioning using Depth of Knowledge[11] (DOK) levels three and four was developed through research by Norman L. Webb in the late 1990s. DOK is defined as the complexity or depth of understanding required to provide quality responses when answering complex questions and is aligned with the Common Core State Standards. Focusing on using DOK levels three and four questions for all students can create a space for dialogue to help critical thinking grow.

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[10] The Nevada Educator Performance Framework (NEPF) is a system of evaluation and support for teachers and school-level administrators.
[11] The concept of depth of knowledge (DOK), which is addressed in college and career-ready standards, was developed by Norman Webb (1997; 2002). Webb designed his model to increase the cognitive complexity and demand of standardized assessments.

- DOK-Three: Think strategically and reasonably about how and why concepts, ideas, operations, and procedures can be used to attain and explain answers, conclusions, decisions, outcomes, reasons, and results.
- DOK-Four: Think extensively about what else can be done, how else learning can be used, and how the student could personally use what they have learned in different academic and real-world contexts.

Increase student voice in the classrooms: The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students. Instructional practices include the descriptors below:

- Extended discourse is engaging interactive dialogue, externalizing thinking, and focusing on making meaning of the learning through speech or writing.
- Discourse involves making argumentations, explaining, and critiquing, and using logic and evidence to support or refute a claim.

Fostering a culture of continuous improvement aligns with the school's vision of preparing scholars to perform at the highest level on all academic measures.

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 Sloan Canyon 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 Sloan Canyon 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[12]	2
Family Members, Parents, and Guardians	9
Faculty and Staff	9
School Leadership	5
Students	12

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[12] 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 Organization[13] (EMO) to ensure the schools operate efficiently to serve their stakeholders.

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[13] 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 families were asked to share recent success stories of their children at the school. The responses were overwhelmingly positive, with one family member stating, "All of my four children are here, and I feel like the teachers and staff are amazing." Another member said, "Teachers are so supportive of students with attention deficit hyperactivity disorder[14] (ADHD), and the teachers have check-in meetings with the counselor." These success stories, shared by several families, were a testament to the school's commitment to supporting students' unique needs. A parent stated, "I was afraid of the high school transition; I have to say there were summer programs, such as basketball camp, and she got to know people. The conservatory is where she really fits in," referring to his daughter's transition to the school.

The group discussed the school's diverse program offerings, including the high school's dual enrollment and College and Technical Education[15] (CTE) programs. A parent shared, "I am so thankful for the dual enrollment program," Another member added that the CTE multi-media program is his daughter's favorite class, adding, "My daughter loves the class." Other members elaborated that so many options and programs exist for all ages, highlighting the school's after-school chess club, robotics, board game club, various other clubs and sports offerings, and their appreciation of the school's planning for field trips that were fun and educational.

The group reported that school communication between the staff, its leaders, and the families was generally effective overall. This effective communication, which includes promptly returned phone calls and emails, helps to keep families informed and reassured. A family member stated, "The counselors are really good; they are responsive to me and my daughter." Teachers use ClassDojo[16], Band app[17], and phone calls to communicate with parents, further enhancing the school's communication efforts.

A portion of the session was devoted to discussing suggestions for improvement. A member shared, "I am so grateful; I have no complaints. He is so loved, and his teacher does a great job." A parent stated that their family was also pleased with the school but wants a better understanding of the lottery process for admittance to the academy, specifically how students receive a number one year and how it changes the following year. Another suggestion was to incorporate more parent and teacher conferences so new families could become better aware of the school's programs.

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[14] Attention-deficit/hyperactivity disorder (ADHD) is one of the most common mental disorders affecting children. Symptoms of ADHD include inattention (not being able to keep focus), hyperactivity (excess movement that is not fitting to the setting), and impulsivity (hasty acts that occur in the moment without thought).

[15] Career-focused experiential learning programs, often called Career and Technical Education (CTE), provide students with opportunities to explore careers and gain marketable skills while still in high school.

[16] ClassDojo is an online platform and app that helps teachers, students, and families connect and collaborate in the classroom.

[17] The Band app is a mobile community application that facilitates group communication.

Focus Group Summary: Faculty and Staff

The faculty focus group, comprising nine staff members, convened to discuss the school's successes and the factors contributing to them. One staff member proudly pointed out the school's five-star rating across all levels (elementary, middle, and high school), emphasizing the staff's collective efforts. The group reflected a shared sentiment, with a staff member underscoring the school's collaborative culture, stating, "I can seek help from any colleague on campus for planning." Another member reinforced this, saying, "I teach fourth grade, but our communication extends to all grade levels," stressing the school's commitment to vertical alignment and data-based decision-making. This strong emphasis on collaboration fostered a sense of unity and shared purpose among the group.

The group discussed the school's focus on teacher development, specifically its mentorship program and reflective practices approach, which allow teachers to observe and learn from colleagues. One member highlighted that this is essential to the school's success, stating, "We all encourage each other." The members stressed that the collaborative and supportive environment fosters a healthy school culture, acknowledging that the school's administration also plays a vital role in establishing trust and a positive professional climate that allows teachers to grow. A few group members conferred the school administration's support, specifically with positive, constructive feedback during their coaching cycles and formal evaluations, which fostered their professional development.

Regarding professional development, the group discussed that advanced placement teachers attend summer institutes, and the mentorship program has cohorts that meet with other Pinecrest Academy campuses. Additionally, several teachers are working towards their National Board Certification[18] (NBC), and high school teachers are focusing on developing more student discourse in the classrooms with higher levels of questioning techniques.

The group also discussed the challenge of supporting students increased social and emotional needs. A few members elaborated on the effects of students raised on devices who lacked social and communication skills. One member shared that he sees more behavioral issues in the younger grade levels, adding that some students' listening skills aren't as developed; thus, he must adjust his teaching method more than he did in previous years. Several group members stressed the importance of connecting with their students and the school's emphasis on getting to know the students at a personal level. One staff member said this approach led to "The kids seeing the teachers as a connected network." The group also shared the critical roles of the school's mental health professionals in supporting students' social and emotional needs, such as providing counseling, implementing social-emotional learning programs, and offering support to teachers in managing student behavior.

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[18] National Board Certification (NBC) is a voluntary, advanced teaching credential that goes beyond state licensure.

Focus Group Summary: School Leadership

Five school leaders discussed the academy's strengths, including teamwork, shared leadership, and a positive school climate that supports high student achievement. The group shared their professional backgrounds and strong team chemistry, allowing them to collaborate well and effectively and guide the school community to high levels of success. One leader stated, "We work well with each other and respect everyone's knowledge base." A value the team shared was the significance of developing a positive school culture and climate, emphasizing its essential role in cultivating a mindset of continuous improvement and teamwork. One leader stated, "We want families to know they can come here and get a five-star education all the way through," referring to kindergarten through 12th grade. Another member shared the team philosophy of supporting other school leaders, elaborating on the school systems for rotating grade level chairs and department representatives, "We rotate leads for grade level so that all teachers have a chance at leadership."

In addition to fostering teamwork and a positive school culture and climate, the leaders elaborated on the importance of developing the whole child by offering diverse activities for their students, such as dual enrollment, Nevada Interscholastic Activities Association (NIAA) sports (tackle football, swim and dive, tennis, volleyball, cross country, track & field, basketball, flag football), student council, elementary student council, National Honor Society (NHS) to name a few. The group collectively shared the belief that every student and staff should have a range of choices to promote connectedness. A leader shared a recent initiative focused on encouraging connectedness, which involved having every staff member reach out to students to get to know them better, specifically, something personal about the student geared towards fostering a sense of relationship with a staff member.

A segment of the sessions concentrated on the school's data-based decision-making systems, ensuring students receive high-quality instruction. The leaders discussed the school's professional learning communities (PLCs) as an essential structure for teachers to analyze student performance data. One leader shared, "Teachers care about the growth of their students." They meet to review data regularly. The secondary leaders said, "We have regular PLCs, and we rotate between the middle and high school," stressing the teacher's use of data to plan quality differentiated lessons.

The session also focused on the school's challenge of remaining competitive in teacher salaries with the local school district. A leader discussed the pay differential between their school and the local school district. Thus, retaining their teachers was vital to sustained success, and the school has demonstrated a proactive mindset by offering holiday bonuses and incentives such as paying stipends for staff to attend professional development sessions and paying for licensures.

Focus Group Summary: Students

Twelve students participated in the focus group, and the SPCSA staff asked them to share what courses they were taking or what they were actively learning in their classes. They shared their experiences in diverse courses, such as advanced placement in a human geography course, focused on understanding how a country's borders functioned with other countries' borders, and a Cardiopulmonary Resuscitation (CPR) training class where students practice procedures on a mannequin. The students also shared their enrollment in an Algebra 2 class and their learning about various topics such as bacteria, genetics, neurons, brain functioning, and the human body. Several students shared that they worked on preparing for the American College Test[19] (ACT) and reviewed practice questions in preparation for the upcoming state standardized testing, elaborating on the importance of being ready for the upcoming testing.

Students also shared their favorite things about the school, and a few commented on their fortunate experiences with their involvement with the student council. They spoke with a sense of responsibility and pride, citing the enjoyment of interacting with other students and ensuring everyone has a good time at school events. A student added, "We get to make sure kids have fun, and we go to fundraisers," referring to the student council planning and attending school events. Another student elaborated on the leadership skills that she developed from planning events and working with others. Other responses included the school's various clubs, sports, activities, and program offerings at the high school, including the dual enrollment program and Career Technical Education (CTE) programs.

The group shared factors interfering with their learning, including a few disruptive students who fight and cause distractions. A group member stated that students who make fun of others sometimes cause fights and drama, leading to classroom distractions. One student added, "Bad remarks can get in my head," negatively impacting my learning. A member noted that too much homework sometimes hinders his progress in other classes. The group mentioned that, for the most part, they generally feel safe at school and comfortable contacting their teachers and administrators should they have concerns.

The students offered constructive suggestions for the school leaders to consider, demonstrating their active engagement in school matters. These suggestions included more free dress days, spirit weeks, and classroom discussions. Some members also suggested revisiting the school's policy of no leggings. Lastly, the high school students shared their post-high school plans, which included studying architecture in a foreign country, attending the Wharton School of Business, and studying cosmetology.

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[19] The ACT, or American College Test, is a national standardized test that serves as a measurement of aptitude and critical thinking.

Classroom Environment and Instruction Observation Rubric

A total of 18 elementary, 11 middle, and 6 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	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 5	TOTAL: 29	TOTAL: 0	TOTAL: 0	TOTAL: 1
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	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. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 4	TOTAL: 29	TOTAL: 1	TOTAL: 0	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 18 elementary, 11 middle, and 6 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 explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 3	**TOTAL: 28**	**TOTAL: 3**	**TOTAL: 0**	**TOTAL: 1**
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 1	**TOTAL: 21**	**TOTAL: 7**	**TOTAL: 0**	**TOTAL: 6**

Classroom Environment and Instruction Observation Rubric

A total of 18 elementary, 11 middle, and 6 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	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 4	**TOTAL: 25**	**TOTAL: 6**	**TOTAL: 0**	**TOTAL: 0**
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 2	**TOTAL: 23**	**TOTAL: 5**	**TOTAL: 1**	**TOTAL: 4**

Classroom Observations and Additional Comments

In one primary classroom, a teacher introduced a new story by reading aloud and guiding students to identify its setting, characters, and whether the narrative was fiction or nonfiction. As the students listened, they responded to his impromptu questions. For instance, he asked, "Give me a thumb at your chest if you have been to the mall before," using this to introduce the concept of the mall in Washington, DC. He also queried who the first president was and who appeared on the penny, to which all the students responded in unison with the correct answers.

In a high school class, students used their laptops to answer multiple-choice questions for a bell ringer. The instructor read the questions aloud, and students raised their hands, volunteering to share how they answered. The class could see the students' responses on the whiteboard as they chose their answers on their laptops. There was a missed opportunity for students to read the question aloud and/or explain their thinking when selecting a response.

Middle school students learned about the branches of government in a social studies classroom. The teacher led a brief discussion on the legislative branch of government and then transitioned to a short lecture presentation on the president's new initiatives. The students were engaged and asked insightful questions. The teacher asked the students to elaborate on their thought processes and reasoning.

In a fifth-grade classroom, students worked independently on a grammar packet in a quiet environment, with no group discussion. The teacher circulated throughout the room, helping students as needed while the students remained compliant with their tasks. However, this approach missed an opportunity to foster more extended student engagement.

In a middle elementary math class, the teacher drew 'Gallon Man' to help students notice the relationship among differences between units of measurement. As she drew, she asked questions, and students watched. When finished, she said, "This is the basic system of liquid measurements we need to know." The teacher used a question and selected one student to answer. Later, students were assigned a page in their workbooks to complete as a group. Students then discussed and talked about the content.

In one high school class, students worked individually to calculate the volume of gas in written problems. Students worked with their table partners and the teacher as the teacher walked the room assisting students. The students worked with calculators during their productive struggle.

In a lower elementary classroom, students rotated through various learning stations—word work, i-Ready[20], independent reading, and story elements/grammar activities. While most students engaged in these tasks, the teacher provided one-on-one support to a student who had missed an assessment due to her absence.

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

In one middle school class, students completed several tasks listed on the whiteboard, including i-Ready, missing work, and studying for a test. Students sat in table groups and could work collaboratively. The teacher sat at his/her desk. Several tables were off task.

Students presented research on a chief executive officer (CEO) in one high school class, with visuals and text projected on the whiteboard. Students sat passively and listened. After the presentation, there were no questions from the audience or the teacher. There was no rubric for the students to complete with questions for the speaker or to provide critical feedback, such as a ranking for eye contact, posture, visuals, and verbal fillers.

In a middle school English language classroom, students worked on their i-Ready standards mastery assignment; specifically, they were required to complete a compare-arguments assessment using a Google form. The teacher walked around the room to monitor the students and provide assistance, prompting them to cite their text evidence. The students were highly self-directed and used their time efficiently, as evidenced by their high engagement levels.

In an upper elementary classroom, students engaged in an entrepreneurship project titled "Dealing with Shark Tank—An Entrepreneurship Project." For this assignment, they were tasked with designing a new product to be reviewed by a panel of teachers acting as the "Shark Tank." The project involved several components, including research, creating a business plan, developing a marketing strategy, and delivering a presentation. Although students worked in small groups, they mostly operated independently, occasionally engaging in discussions with one another.

In a small group session, the teacher worked with students to create a "vocabulary timeline." They arranged words related to sizes such as little, enormous, and average—and discussed their meanings while sorting them accordingly. Meanwhile, other students independently chose books from the class library, read them, and completed Accelerated Reader[21] quizzes, showcasing their self-directed learning.

Students had a menu of options displayed at the front of the room, including silent reading, Accelerated Reader quizzes, a Flocabulary[22] video/lesson, and i-Ready lessons. While the teacher stayed at her desk and announced the names of students who completed a quiz, there was a missed opportunity to engage with a small group for targeted remediation or acceleration.

Middle school students annotated and highlighted notes while working on an SBAC[23] practice question. The teacher read the text out loud, and the students followed along on their devices. After reading a few paragraphs, the teacher gave the students time to take notes as she posed questions that might be important or essential to understanding the passage and possible questions that may be asked regarding the reading passage. The students were very engaged and seemed committed.

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[21] Accelerated Reader is a computer-based program that schools may use to monitor reading practice and progress.
[22] Flocabulary is a learning program for all grades that uses educational hip-hop music to engage students and increase achievement across the curriculum.
[23] The Smarter Balanced Assessment Consortium (SBAC) is a Common Core State Standards test used in 30 states. It acts as an educational benchmark and quantifies students' performance.

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 Sloan Canyon continue working on its recruitment and enrollment plan. The plan must contain specific strategies to serve a student population representative of the school's local community, particularly those qualifying for (FRL) and English language (EL) students.	The leadership team provided an update on the school's enrollment plan to increase the enrollment of students receiving free and reduced lunch (FRL) and English language (EL) students. The team cited that they have increased the enrollment of students who receive free and reduced FRL lunch from ten percent to nineteen percent. However, enrolling English language students remains an emphasis.	The SPCSA staff recognizes the school's efforts and encourages the school to continue its effort to increase enrollment of specialized student populations.
SPCSA staff observed high levels of strong standards-based instruction and student engagement. To move more classrooms from proficient to distinguished, SPCSA staff recommends that Pinecrest Academy of Nevada Sloan Canyon develop a plan to bolster students' voices in classrooms.	The school's leadership team shared efforts to bolster classroom student voice, including professional development focused on increasing student-to-student discourse in classrooms.	The SPCSA staff acknowledges the school's efforts to bolster student voice in the classroom and encourages the school to continue adding and refining structures that promote more classroom discussions as part of their focus on sustaining a culture of continuous improvement.
SPCSA staff recommend that Pinecrest Academy of Nevada Sloan Canyon create a robust plan to increase student proficiency rates. The math and science proficiency rates were low. However, school's index score at the elementary, middle, and high school levels meet the standard. To maintain this status, it is recommended by SPCSA staff that the school's plan includes professional development and best practices geared toward closing opportunity gaps in math and science.	The school's leadership team reviewed its measures to close opportunity gaps in math and science, which included heavily emphasizing data-based decision-making and continuous professional development to support a mindset of continuous improvement.	The SPCSA staff recognizes the school's efforts to provide professional development designed to support its philosophy of continuous improvement to address students' individualized needs.

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO		
Nurse's Station	☒ YES	☐ NO		
Evacuation Plan in Classrooms	☒ YES	☐ NO		
Food Permit	☒ YES	☐ NO	☐ N/A	
Elevator Permit	☒ YES	☐ NO	☐ 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.