



# Nevada State Public Charter School Authority

## Pinecrest Virtual 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 conducts 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.

## **Brick and mortar in-person integration**

Pinecrest Virtual integrates school activities such as SBAC<sup>1</sup>, ACT<sup>2</sup> boot camp, and graduation ceremonies with Pinecrest Candence, which it fondly refers to as ‘the mothership.’ Students enrolled with Pinecrest virtual had 100% ACT participation for the 2024-25 school year according to school leadership.

Students are able to visit campus for lunch, participate in extracurricular activities, and build rapport with other students.

## **In-person lab support**

Pinecrest Virtual maintains a lab in which students may attend up to five times per week and complete coursework, collaborate with peers, or obtain adult support. Participants in the student and family focus groups spoke highly of the two aides who work in the lab full-time, indicated the support the students receive is a value add to Pinecrest Virtual.

## **Personnel support**

Pinecrest Virtual has grown personnel supports alongside the growth in enrollment. Personnel support for the 2024-25 academic year includes an interventionist, counselor, a literacy facilitator, a special education facilitator, and a communications director. The addition of the software platform Paper provides free, 24/7 online live tutoring students, writing feedback, and multilingual support. The application is accessible 24 hours a day, seven days per week.

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<sup>1</sup> The Smarter Balanced assessments (SBAC) measure student progress in grades three through eight towards college and career success and are aligned with the Nevada Academic Content Standards in English language arts and mathematics. Results from the SBAC are included on the Nevada Report Card

<sup>2</sup> ACT is an abbreviation for American College Test and is comprised of four distinct tests in English, math, reading, math and science. Many colleges and universities in the United States require this for profit examination for colleges admissions.

# 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.

## **High school chronic absenteeism**

Chronic absenteeism is a challenge for Pinecrest Virtual. According to the 2023-24 NSPF data, the high school's rate was 21.8 percent.

## **Serving specialized populations**

Members of the leadership team were candid in sharing during the leadership presentation portion of the site evaluation that anticipated enrollment for specialized populations has been an ongoing challenge for Pinecrest Virtual. For the 2023-2024 school year, 19 students received free and reduced-priced lunch (FRL), 10 students with an IEP<sup>3</sup> or 504<sup>4</sup> plan, and no students reports students English learners (ELs) learning English as a new language.

## **High school math proficiency**

According to the 2023-24 NSPF, the math student proficiency level at the high school level was 18.7 percent and a challenge for Pinecrest Virtual.

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<sup>3</sup> An Individualized Education Program (IEP) is a legal document that outlines the special education instruction, services, and support that a student with specific types of disabilities needs to receive in a learning environment.

<sup>4</sup> A 504 plan provides accommodations for students with disabilities in general education classrooms, ensures equal access to education without requiring specialized instruction like an IEP.

# 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.

## **High school chronic absenteeism**

School leadership acknowledged that chronic absenteeism within high school grades is a challenge. Attendance information from the most recent data indicates chronic absenteeism at 21.8 percent. The leadership team stated that efforts to improve communication with families about the excessive and impactful negatives of chronic absenteeism are ongoing.

## **High school math proficiency**

SPCSA staff recommend that Pinecrest Academy Virtual create a robust plan to increase math student proficiency at the high school grade level. According to the 2023-24 NSPF, the math student proficiency level at the high school level was 18.7 percent.

## **Continue efforts to increase enrollment with special populations**

SPCSA staff recommend Pinecrest Academy Virtual continue their efforts to increase enrollment with special populations. The SPCSA is committed to “equitable access to diverse, innovative, and high-quality public schools for every Nevada student,” as indicated in the mission statement.

## **Teaching staff dedicated to Pinecrest Virtual**

SPCSA staff recommend Pinecrest Academy Virtual consider pursuing hiring teaching faculty dedicated solely to Pinecrest Academy Virtual. As enrollment demand for online learning increases the school is ready to have its own dedicated full-time faculty. Feedback from the parent focus group (p.12) and the student focus group (p.15) during the site evaluation held on March 6, 2025, indicated several of the participants felt the teachers did not know the students well. Both focus groups also shared a concern for a lack of meaningful feedback on written assignments, as well as receiving delayed feedback.

## **Professional development (PD) specific to online teaching**

SPCSA staff recommend Pinecrest Academy Virtual consider pursuing professional development (PD) specific to best practices in online teaching. Those teaching at Pinecrest Academy Virtual do so in addition to their full-time teaching load with Pinecrest Academy Cadence consequently, PD days target items to the teachers’ full-time contract, leaving little time available for targeted instructional development of or dedicated planning time for the virtual environment. During the faculty and staff focus group (p.13), teachers reported learning to navigate the online learning environment during COVID and not having any formalized training for online instruction. As noted in the 2022-23 site evaluation recommendation, “As Pinecrest virtual increases the number of grades it services and as the number of students enrolled increases it is suggested school leaders consider methods to allow virtual teaching staff the time and training to become highly effective teachers in the distance learning setting.”

# Site Evaluation Findings: Strong Recommendations

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

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

# Site Evaluation Findings: Deficiencies

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

There were no deficiencies for Pinecrest Virtual 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 <sup>5</sup>	2
Family Members, Parents, and Guardians	8
Faculty and Staff	5
School Leadership	2
Students	6

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<sup>5</sup> 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<sup>[1]</sup> (EMO) to ensure the schools operate efficiently to serve their stakeholders.

# Focus Group Summary: Family Members, Parents, and Guardians

Parents shared a few benefits of their child/ren attending school in an online environment. One parent said, “Both of my children have severe social anxiety. The online environment gives them the opportunity to obtain the education they need without the fear of interacting with others. They can still go on campus, meet with teachers, still meet friends and get her work done.” Another family member said her child has severe health needs and virtual schooling provides her child with the opportunity to receive medical care when needed as well as complete school without being penalized for missing school due to health issues. A third parent said they had been on the wait list for a Pinecrest school for six years, and enrolling in Pinecrest Virtual was the only way they could get their child into one of the Pinecrest schools. Other parents indicated their children played competitive sports and needed the flexibility of a virtual environment in order to attend and compete in their sport.

Parents appreciated the school communication sharing students and families were aware of academic progress at all times through routine emails, weekly advisor check-ins, and class postings letting students know missing work. Parents spoke highly of the virtual lab citing that it added value to the on-line learning experience. One parent said, “The lab has made a big difference. My child does not like the nonsense in the classroom, the waiting around for students being off-task, or students being disruptive. The lab has been very supportive, very helpful.” A second parent said, “The lab is so helpful. The assistant help my child who has an IEP. My child can go step-by-step because of the support of the lab.”

Parents expressed that their children receive a quality education through Pinecrest Virtual, citing in particular the ability for the students to learn at their own pace, seek one-on-one assistance when needed, and individualized attention from instructors during office hours. Parents did state they would appreciate more advance warning on the calendar for larger assignments and that teachers took more of a personal interest in the students r provided critical feedback on assignments. Several parents felt they only heard from teachers when their child was doing poorly academically. Several parents lamented they have logged into office hours with their child and teachers are sometimes there and teachers are sometimes not there. A few parents were concerned that teachers were beleaguered teaching so many courses they didn’t have time for the online students. One parent said the online curriculum was not the same as the in-person curriculum and sometimes the teachers were not even aware of the assignment.

Parents were excited to suggest some improvements for Pinecrest Virtual. Several family members noted that social events were readily provided voluntarily for student participation, yet peer support is largely non-existent in an online learning environment. Parents suggested assigning an upper-class person to show students the physical campus might be beneficial to assist in integrating students into the school. This might provide new students with a peer mentor to turn to with questions on how to be successful with the curriculum. One parent suggested even providing time dung orientation for the peer buddies to talk, titled, ‘How can I be successful with the curriculum?’

# Focus Group Summary: Faculty and Staff

Teachers reported teaching students how to be online students a few ways. Teachers explained students at Pinecrest Cadence and Pinecrest Virtual students attend the school-wide orientation where there is a meet-and greet for teachers, students and family members. Emails are also exchanged between the school and the students about teachers' office hours and programmatic specifics. The special education teacher explained her process differs from other teachers as her students may have a 504 plan or IEP for their learning needs. She shared, "I email the families and the students directly at the same time. I help them set up a schedule and an agenda. We talk about how it's important to work on the class the day that the teacher has office hours that day, so the student's routine is the same as the teacher's so if they have a question the teachers are available."

Teachers were asked to explain how they were taught to be successful in an online environment. One teacher said, "If you taught through Covid you have practical experience." A second teacher said, "I reach out to colleagues, or I fall back to my own experience of getting my master's online. I ask the director for assistance." A few of the teachers in the focus group said those teaching virtual courses meet at the beginning of the year and talk to each other physically and they find that beneficial.

Teachers were asked to describe some of the activities or assignments in which they engage students with high-order questions. One teacher said, "That's a tough one because the lessons are very structured. I put priority on what is more value for the kids, which is content mastery." Another teacher shared they might look for a simple tutorial online, "that may teach the concept basically and then go through the lesson with them one-on-one." When asked how teachers keep lessons fresh one teacher said s/he uses checkpoints throughout a unit students can access. The checkpoint activities were different every unit.

Teachers had a few thoughts on the root causes for high absenteeism among the high school students at Pinecrest Virtual which was 21.8 percent for the 2023-24 academic year. Some cited students selecting to attend a virtual school environment so they could have a flexible schedule in which to focus on traveling for sports. Others indicated students will binge their academic work in a few days' time and then forget to complete the check-in days, believing their academic work is sufficient.

# Focus Group Summary: School Leadership

Members of the leadership team explained that students track student attendance through GoGuardian<sup>6</sup> and Infinite Campus<sup>7</sup> and telephone families when students are absent. Incentives for attendance include raffles in which students can win prizes such as Nintendo gaming systems and televisions. Leadership suggested some root causes for absenteeism might include lack of home support, students sleeping in mid-morning when parents are working and classes are in session, and lack of intrinsic motivation. Students struggling with mental health and social-emotional-health concerns were also mentioned as factors contributing to chronic absenteeism.

Members of the leadership team described providing families with community partnership information for social-emotional and mental health support. Families and students may voluntarily utilize such partnership resources as Mobile Crisis, or the Harbor. One school leader estimated 40 to 60 percent of the student population was managing a social-emotional, or mental health need.

The leadership team described preparing students and families for learning in an online environment. At orientation organizational tips and tricks for daily planning, navigating the Zoom learning management system, school policies and procedures were provided. Students and parents were also taught how access and navigate the various software platforms that Pinecrest Virtual uses such as Infinite Campus. Orientation was recorded so families and students can reference the material as needed. Students received their course schedule upon completion of orientation. There was a separate orientation for middle school students and high school students.

Teaching faculty for Pinecrest Virtual are comprised of faculty who teach in addition to their regular teaching contract often adding one or two courses to their full-time teaching load, and/or giving up their preparation period. One member of the leadership said, “Stipend teachers often find that working both brick and mortar and virtual classes overwhelming.” Leadership stated they do not conduct formal teaching observations. The teaching faculty has been consistent and has remained stable and consistent since Pinecrest Virtual began.

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<sup>6</sup> GoGuardian is a monitoring and teacher facilitator computer application that helps student focus and engagement. Features of GoGuardian include tab control, attention mode, screenshots, Google Classroom integration, link sharing, and content filtering

<sup>7</sup> Infinite Campus is a web-based program providing families the ability to view academic information for their children.

# Focus Group Summary: Students

Students reported learning about Pinecrest Virtual Academy through a few different ways. Some said they found out about the school through their parents, others said they were waitlisted for in person attendance at one of the Pinecrest schools and decided to remain enrolled at Pinecrest Virtual. A few others said they had been attending classes virtually during COVID and simply continued virtually.

Students appreciated being able to focus only on academics in the online learning environment. One student expressed having social anxiety and an IEP, “I can learn at my own pace. It’s easier to talk to the counselor and the teachers.” Students were asked when they have an activity or assignment if they know why they are doing that assignment and how they know. One student in the focus group said, “It depends on the teacher. Typically, I have a lesson and it’s a module and it goes deeper and deeper and is connected to something bigger, and I can see what the purpose is. Sometimes the material tells us, like in health.”

Students reported visiting the virtual lab in person weekly and as often as twice per week to work on academic content, get assistance, and be around their peers. Many students stated they would appreciate being able to come to campus more than twice per week to utilize the virtual lab more frequently. Students said they preferred getting academic assistance from the virtual lab over attending teacher’s office hours. Students cited the pleasant staff and the efficient response time at the virtual lab as two reasons for preferring the virtual lab. One student said, “The teachers don’t really know me as a person. Sometimes they ask me about our favorite foods or drinks, but not really deep questions about me.” Several students expressed they would confide to the aides in the virtual lab more than their teachers. As one student said, “For my courses, they don’t really give me check-ins and I don’t know them.” Students had mixed responses when asked if they teachers knew them well as people. One student shared, “Some do, because they have to check to see if I am safe, if I am mentally okay. It’s easier to open up virtually. When I am online it’s easier to talk.” Several more students indicated the teachers check on the students inquiring about coursework and i-Ready<sup>8</sup> lessons rather than their welfare.

Students said the feedback they receive from teachers on their academic work is limited to a phrase such as ‘good job,’ or just the grading score. A few students said several teachers just provide a numerical score or a letter grade and there is no written commentary at all. Students said some teachers use rubrics, some do not. Students indicated teachers provided verbal feedback on assignments or content that students are working on when they ask for help.

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<sup>8</sup> i-Ready Learning is a digital instructional resource assessing students with grade-level materials in reading and math.

# Classroom Environment and Instruction

## Observation Rubric

A total of 6 middle 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
<b>Classroom Learning Environment is Conducive to Learning</b>	<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>
	<b>TOTAL: 0</b>	<b>TOTAL: 4</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>	<b>TOTAL: 2</b>
<b>Establishing a Culture for Learning</b>	<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>
	<b>TOTAL: 0</b>	<b>TOTAL: 4</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>	<b>TOTAL: 2</b>

# Classroom Environment and Instruction

## Observation Rubric

A total of 6 middle 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
<b>Communicating with Students</b>	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.		
	<b>TOTAL: 0</b>	<b>TOTAL: 4</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>	<b>TOTAL: 2</b>
<b>Using Questioning and Discussion Strategies</b>	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.				
	<b>TOTAL: 0</b>	<b>TOTAL: 3</b>	<b>TOTAL: 1</b>	<b>TOTAL: 0</b>	<b>TOTAL: 2</b>



# Classroom Environment and Instruction

## Observation Rubric

A total of 6 middle 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
<b>Engaging Students in Learning</b>	<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>
	<b>TOTAL: 0</b>	<b>TOTAL: 4</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>	<b>TOTAL: 2</b>
<b>Using Assessment in Instruction</b>	<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>	
	<b>TOTAL: 0</b>	<b>TOTAL: 4</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>	<b>TOTAL: 2</b>

# Classroom Observations and Additional Comments

A student attended the instructor's posted office hour to work on math content. As reported by the teacher, students do this and mute their camera and microphone, work on content, unmute and ask questions as needed.

In one middle school intervention class, students responded to the instructor's questions by clicking on answers in real time. Students could immediately see what other's in the class selected. When the whole selected the correct response, an animation appeared with confetti. The teacher would ask individual students to respond to certain questions. Students did not speak aloud, but did answer via private chat with the instructor's directions. The instructor does this to ensure she knows who does not understand the concept as it is an intervention class, and it is important for the students to master the concept.

The student in one course responded readily to the instructor's questions in one middle school math class. The rapport between the teacher and the student was respectful. The teacher and the student used academic vocabulary when they spoke about the work. The teacher used appropriate wait time and the student felt comfortable sharing and speaking with the teacher.

# 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
The SPCSA recommends building upon current distance learning practices.	<p>Members of the leadership team stated Pinecrest Virtual required an in-person orientation for families and students to lay out the expectations of the program.</p> <p>Three additional staff members support students with organization and assignment prioritization. One hire was an interventionist. Two teaching assistants work in the lab and individualize student emails and support academics and attendance.</p>	The SPCSA acknowledges the school's effort to address the previous recommendation and appreciates its school's initiatives and continuous efforts to address the recommendation.
SPCSA staff recommend Pinecrest Virtual Academy implement an effective system to proactively guide a greater number of students to succeed and lower instances of class failure or credit loss.	<p>The leadership reported adding more staff members that work on family and student contact. The virtual ab staff members contact families and students regarding absences and are available to assist students during school operating hours. Leadership indicated a number of students utilized the lab.</p> <p>Leadership states a new learning platform for the 2024-25 school year that allowed students to have a daily checklist and monthly calendar overview to support students.</p>	The SPCSA acknowledges the school's effort to address the previous recommendation and appreciates its school's initiatives and continuous efforts to address the recommendation.
Consider making changes to the self-paced learning platform to prevent students from viewing a large number of assignments at one time. Because this may be overwhelming to students, consider placing barriers for this view or limit it to a few times per semester.	Members of the leadership team reported implementing measures for middle school course students that prohibit them from moving forward or skipping around when working through their studies, providing the students with a more structured approach to content mastery before progressing in their studies.	The SPCSA acknowledges the school's effort to address the previous recommendation and appreciates its school's initiatives and continuous efforts to address the recommendation.
The SPCSA recommends Pinecrest Virtual review current staffing methods to address any perceptions that full-time staff	This recommendation was not discussed or addressed on the slide deck during the leadership focus group.	The SPCSA acknowledges the school's effort to address the previous recommendation.

are asked to do additional work without commensurate compensation. As Pinecrest virtual increases the number of grades it services and as the number of students enrolled increases it is suggested school leaders consider methods to allow virtual teaching staff the time and training to become highly effective teachers in the distance learning setting.		This remains a recommendation.
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# 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 type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" 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.