



Nevada State Public Charter School Authority

Pinecrest Academy of Nevada: Springs Campus Site Evaluation Report: March 26, 2025

State Public Charter School Authority
775-687-9174
3427 Goni Rd, suite 103
Carson City, Nevada 89706
702-486-8895
00 East Warm Springs Suite 116
Las Vegas, Nevada 89119

Table of Contents

Executive Summary 3

Site Evaluation Findings: Strengths..... 4

Site Evaluation Findings: Challenges 6

Site Evaluation Findings: Recommendations 7

Site Evaluation Findings: Strong Recommendations 8

Site Evaluation Findings: Deficiencies 10

Focus Group Participation Data.....11

 Focus Group Summary: Governing Board 12

 Focus Group Summary: Family Members, Parents, and Guardians..... 13

 Focus Group Summary: Faculty and Staff..... 14

 Focus Group Summary: School Leadership 15

 Focus Group Summary: Students 16

Classroom Environment and Instruction Observation Rubric 17

Classroom Observations and Additional Comments 20

Measures of Progress from Previous Site Evaluation..... 22

Operational Compliance Checks..... 23

Appendix A 24

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.

Academic achievement

A strength of Pinecrest Academy of Nevada Springs was its academic achievement. According to the 2023-24 Nevada State Performance Framework¹ (NSPF), the school earned 22 out of 25 points in the Academic Achievement Indicator section with measures above the district averages. In the pooled proficiency measure, the school's rate of 57 percent exceeded the district rate of 48 percent. This measure included students proficient in math, English language arts, and reading.

The school's academic achievement was a testament to its commitment to providing high-quality, rigorous Tier-1² instruction to all students. According to the school's leadership team, the Pinecrest Academy network philosophy of preparing scholars to perform at high levels was ingrained in its classroom instruction. Teachers operated with a high sense of urgency to ensure all students received the quality lessons they needed to reach their full potential. Pinecrest Academy of Nevada Springs is commended for its successful opening and navigating the challenges of launching a new school.

Data-based instruction

Pinecrest Academy of Nevada Springs focuses on providing data-based instruction. The school's systems and structures of its professional learning communities³ (PLCs), coupled with a strong emphasis on staff professional development, were integral to supporting data to drive instructional strategies that reinforce student learning. According to the school's leaders and participants of the faculty focus group, the teams met regularly within their professional learning communities to examine student performance data and plan quality instruction. The leadership team planned ongoing job-embedded professional development for staff to concentrate on student achievement data. Many members of the faculty focus group highlighted the significance of the school's professional learning sessions, developing their skills to use data to plan effective lessons. Highly effective professional learning communities and valuable professional development sessions support the school's data-based instruction, a strength for Pinecrest Academy of Nevada Springs.

Positive school culture and climate

According to the National Center on Safe Supportive Learning Environment⁴, positive school culture and climate were critically related to school success. Research shows that they can improve staff attendance, achievement, and retention. Pinecrest Academy of Nevada Springs demonstrated a healthy school culture and climate, which serve as a strength and a foundation for school success. A theme that reverberated with all focus groups was the positive school culture and climate, which supported a sense

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 Tier 1 instruction is the anchor of all tiered instruction. It is provided to all students every day. During Tier 1 instruction, teachers use scientifically researched programs and evidence-based practices, curricula, and strategies that have been proven effective for most students.

³ Professional Learning Communities (PLCs) meet regularly to share ideas and improve teaching practices.

⁴ The National Center on Safe and Supportive Learning Environments website's contents were assembled under contracts from the U.S. Department of Education, Office of Safe and Supportive Schools to the American Institutes for Research (AIR).

of connectedness in the school community. For example, in the staff focus group, most participants noted the school culture and climate as a strength and served as pillars for success. The leadership reported that all staff will return for the next school year, attributing to the school's positive collaborative work environment. Many participants in the family focus group shared positive school experiences, describing the campus as a family-like atmosphere. Students in their focus group shared stories that aligned with the healthy nature of their school environment. On the day of the site evaluation, staff members were observed numerous times throughout the day displaying a respectful approach when interacting with colleagues, students, and families. For example, staff greeted families with gestures of kindness and by name. The emphasis on creating a positive school culture and climate can be paramount for the school and all stakeholders as they plan for future school expansion to include additional grades.

Enrollment diversity

A strength of Pinecrest Academy of Nevada Springs was its enrollment diversity of two groups, often referred to as special populations, which were specifically the groups of students who received free and reduced lunch⁵ (FRL) and English language (EL) learners. According to the 2023-24 SPCSA Academic Performance Framework⁶ (APF), in the school progress indicator category measuring the enrollment percentage of students who received free and reduced lunch and English language learners, the school earned four out of five points on each indicator. During the leadership presentation, the school leaders took great pride in the school's enrollment diversity and noted it as a strength.

⁵ The Free/Reduced Price Lunch (FRL) designation applies to students who qualify for free or reduced lunch based on household income. The Free/Reduced Price Lunch (FRL) designation applies to students eligible for free or reduced lunch based on household income.

⁶ 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: Challenges

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

High chronic absenteeism rate

A challenge at Pinecrest Academy of Nevada Springs was the high student chronic absenteeism rate, which was 20 percent, earning the school two out of ten points, according to the 2023-24 NSPF. The school leadership team noted this as a challenge in their leadership focus group presentation and was actively working to reduce the school's absenteeism rate. The leadership team reported that the rate has decreased, and action steps taken included meetings with students and families regarding the importance of keeping absences at a minimum.

Growing special education population

The leadership team reported the challenge of servicing a growing special education student population, primarily recruiting and retaining certified and highly skilled special education teachers. The school has also proactively addressed the challenge of ensuring students with special needs are provided with services. On the day of the site evaluation, several classrooms contained paraprofessionals to assist special education students, and special education classrooms were observed with three to four adults supporting the learning process. In the leadership focus group, the school's leaders mentioned their collaboration system to create strategies tailored to each student's needs, including behavior support plans to address students needing a higher level of behavioral interventions and support.

Space limitations

Space limitations were a challenge for Pinecrest Academy of Nevada Springs. According to the school leaders, the school has steadily increased enrollment, and finding ample space for intervention groups can be difficult. Often, shared spaces like the cafeteria were used as teaching areas. On the day of the site evaluation, teachers and paraprofessionals instructed students in the cafeteria and hallways. The leadership team, the staff, and the family focus group members noted their excitement about moving to a larger facility in the 2026-27 school year.

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.

Decrease chronic absenteeism rate

The SPCSA recommends that Pinecrest Academy of Nevada Springs reduce its percentage of chronically absent students. Decreasing the absenteeism rate supports the school's vision of ensuring its scholars perform at the highest level on all academic measures. The leadership team may find helpful resources on the SPCSA [Best Practices](#) or the Nevada Department of Education website ([Chronic Absenteeism](#)). According to the information posted on the Nevada Department of Education:

- Attendance is a critical component of educational equity, ensuring all students can access the resources and support needed for educational success.
- The connection between student attendance and learning is clear: a missed school day is a lost opportunity for students to learn.

Resources include:

- [Attendance Works](#)
- [Improving Attendance and Reducing Chronic Absenteeism](#)
- [Check & Connect Student Engagement Intervention Model](#)

Continue to work on increasing academic proficiency

The SPCSA recommends Pinecrest Academy of Nevada Springs continue to work on increasing academic proficiency. The school's leadership team has made a steadfast commitment to fostering a growth mindset and enhancing student academic proficiency. According to school leaders, this dedication was aimed at achieving a five-star rating on the NSPF. Specifically, the school was focused on providing learning opportunities that allow students who meet grade-level standards to extend their learning to higher levels of mastery.

When planning lessons, the school's educational teams may find it helpful to reference Dufour's⁷ essential questions listed below, particularly question four, which was designed to extend the learning opportunities for students ready to advance their learning.

Essential Questions of Learning:

Question 1: What are we expecting students to learn?

Question 2: How will we know when they have learned it?

Question 3: How will we respond when they don't learn?

Question 4: How will we respond when they already know it?

The SPCSA recognizes the pivotal role of extended learning opportunities in increasing academic proficiency levels. These comprehensive opportunities were foundational in the school's approach to

⁷ Richard DuFour, EdD, was a public school educator for 34 years. A prolific author and sought-after consultant, he was recognized as one of the leading authorities in helping schools implement the PLC at Work™ process.

fostering student growth and aligned with a tenant of its educational philosophy of supplemental programming for student advancement.

Increased opportunity for clubs

The SPCSA recommends that Pinecrest Academy of Nevada Springs consider creating additional student clubs. The students, family, and staff focus groups conveyed the desire to create more options for students to engage with clubs. These opportunities can be seasonal and do not necessarily need to be aligned with the nine-month school calendar. For instance, a club could meet for the first semester only. Additional student choices can enhance the experience at Pinecrest Academy of Nevada Springs.

Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations for Pinecrest Academy of Nevada Springs 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 Academy of Nevada Springs 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 ⁸	2
Family Members, Parents, and Guardians	15
Faculty and Staff	10
School Leadership	2
Students	14

⁸ 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 is comprised of six members, and the group was looking to add another member soon to meet their goal of seven members. 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. Currently, 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 included 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 was due to the collaborative approach of all stakeholders, which the building leaders guided 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 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 Organization⁹ (EMO) to ensure the schools operate efficiently to serve their stakeholders.

⁹ 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 session started with members sharing what they liked most about the school. A theme that resonated during the focus group was the school's inclusive nature, highlighting the school leaders and the staff's ability to promote a family-like atmosphere. One member stated, "The school is great, and we like the inclusive environment." One participant shared a personal story about her child having an illness and how the school followed up with the family to check how they were coping with the situation. Another participant mentioned that the family lives thirty minutes away from the school and loves the inclusive and positive nature of the staff, which makes the drive worthwhile. A few members noted the welcoming nature of the school and being included in school affairs. Lastly, several participants appreciated the school's diversity, highlighting it as a strength.

Members of the focus group shared their insights about their child's learning and academic progress. One member summarized her child's journey from a struggling learner at her previous school to making the school's principal's lists, which feature students with high academic standing. Another member discussed that her kids enjoy learning and attending school, adding that the teachers are very committed and "Push positively to get students to the next level." Also mentioned was an appreciation for a balanced approach to academic development, explicitly referring to ensuring students actively learn but not to the point of fatigue that can lead to burnout.

The group was asked to share how the school communicates with families and the engagement strategies used by the school to involve or inform families of necessary information. A few members mentioned the school's Pal Mom program, which enabled parents to participate actively in their children's classrooms. Many members cited their appreciation for person-to-person contact, emphasizing that the staff and school leaders often held conversations in passing. Other responses included emails, phone calls, ClassDojo¹⁰, and MyEducationData¹¹. The school's Parent-Teacher Organization¹² (PTO) also communicates with the community to solicit involvement in school-related events.

A portion of the discussion focused on suggestions for the school to consider or if there were any concerns. Many members recommended adding more clubs, and a few stated they would like to see the school offer music and art classes. Space limitations were noted as concerns, but the group maintained optimism for the school's expansion plans, including moving to a larger campus in two years. Another topic that was mentioned was the need for events to be more organized, with feedback loops for parents to share in the planning process and the structure for specific events. Lastly, a member mentioned some safety concerns about the current school location and the proximity of individuals experiencing homelessness.

¹⁰ ClassDojo is an online platform and app that helps teachers, students, and families connect and collaborate in the classroom.

¹¹ MyEducationData was created with a simple vision: to provide a comprehensive platform covering early childhood, K-12, special education, and adult learning to bridge the gap in educational resources for learners of all ages.

¹² PTO stands for Parent-Teacher Organization. This is more of a general term for the organized collaboration of parents and teachers to benefit the school.

Focus Group Summary: Faculty and Staff

Ten faculty members participated in the focus group. Many described the school environment as positive and collaborative, mirroring a family-like atmosphere. A staff member stated, "The school atmosphere was enthusiastic, starting with the principal." A few others mentioned that they felt very connected with staff members, and many were close and often attended student and family events held on weekends. A member shared that all staff planned to return for the next school year mainly due to the healthy school culture and feeling supported by the administrator. One participant shared, "Being a small school allows the staff to lean on each other and collaborate effectively." On the day of the site evaluation, staff were frequently observed cordially working together at the car lines, greeting students and families, and in shared spaces. Additionally, a few members expressed gratitude for the supportive families that they served, highlighting that many families engaged in their children's learning and offered support when needed.

The focus group members discussed the school's systems and structures for data-based instruction, citing that much of the data analysis and lesson planning occurred during their PLC's, which met regularly. A few members shared the importance of data-based instruction when preparing students to take the state summative assessment (SBAC¹³), explicitly using data to identify specific skills needing more focus. A staff member noted that data chats were a daily occurrence, citing the school's power hour, where students were divided into various groups to receive tier-2¹⁴ supplemental instruction. Another participant discussed the school's nine-week progress checks, where the team analyzed student achievement data to plan for needed interventions.

The group was asked to share suggestions for the school leaders to consider. One participant shared that the school should consider a system that allowed students to take computers home for short durations, mainly because some students didn't have access to computer devices at home. Another suggestion was to add more club opportunities for the students and explore options to overcome the space limitations.

As the session concluded, the participants discussed the challenges they faced. Members shared that the increased number of special education students sometimes presented a challenge, as does addressing learning gaps for newly enrolled students who entered the school below grade level academically. While noting their challenges, the group mentioned their optimism and excitement about the school's future, including moving to another location with more space and expanding to add more grade levels.

¹³ The Smarter Balanced Assessments (SBAC) measure student progress in grades three through eight toward 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.

¹⁴ Tier-two instruction is when a teacher, paraeducator, or specialist increases the time and intensity of instruction beyond the core instruction program for students who have learning gaps or did not make adequate progress.

Focus Group Summary: School Leadership

The school's leadership team discussed the school's strengths, which included a positive school culture and climate. A leader took great pride in sharing that all staff have committed to returning next year, and ninety-eight percent of the students are also returning. Great emphasis is placed on inclusivity and collaboration amongst staff, parents, students, and the school's board. A leader described parent engagement as "superior," noting, "Parents are very engaged, and they want to come to school all the time." In a recent evening event designed to discuss student achievement data, the leadership team reported the session was well-attended with highly engaged families. The leaders stressed the importance of promoting a positive environment to mirror a family-like atmosphere.

The leaders also shared the school's plan for expansion, which included a future middle and high school on a recently purchased property one mile away from the existing location. The news excited the school leaders, who emphasized their passion for serving a larger community and allowing families to remain with the school until high school graduation, further promoting their belief in family and community. One leader expressed that the new site would alleviate the challenge of limited space at the current site.

Data-based instruction is a pillar of the Pinecrest Educational Philosophy as noted on the school's website. The leaders' shared components of the school's systems and structures ensure that data was utilized to make instructional decisions. The school's PLCs were a significant element, where teachers regularly meet to examine student achievement data to plan quality lessons. Student achievement data was also examined to plan for differentiated groups to address student learning gaps.

The school leaders also highlighted the staff's urgency to reflect on their practices and embrace a culture of continuous improvement. Staff often observed other colleagues' classrooms to grow and develop professionally. One leader stated, "The best professional development is to observe the teacher next door."

The leaders mentioned several challenges, including servicing an increasing number of special education students and recruiting licensed teachers with special education credentials. One leader discussed the school's proactive approach, which involved collaborating with multidisciplinary teams, including behavioral support personnel, to meet students' needs and provide staff with the skills to implement customized plans.

Lastly, the leaders discussed safety measures regarding the school's location at a busy intersection with cars and pedestrians. A leader stated that staff are assigned to frequently monitor the campus and restroom areas to ensure the overall safety of the campus, including checking that gates are locked and actively monitoring restrooms during lunch and recess.

Focus Group Summary: Students

Participants in the student focus group shared their current classroom learning experiences, which included learning skills in geometry, fractions, decimals, addition, and subtraction in math classes. In English language arts, students shared they were working to improve their reading and writing strategies to ensure they answered state summative test questions with detail and clarity. Several students shared they were working on completing projects ranging from building a model of the Golden Gate Bridge to writing and creating a slide presentation for Black History Month. A student mentioned that he liked visiting Hoover Dam on a field trip and learned about the dam's operational systems.

Students shared what they liked about attending the school, and many responses emphasized their appreciation for the positive and supportive nature of the staff. One student said, "The teachers are kind and good," while another shared, "All of the staff here are nice, and it's fun to be around them." Many other members eagerly shared their experiences, highlighting the positive school environment and connection with the staff and the school leader. A student mentioned that when he struggled with an assignment, feedback was encouraging, and the directions for improvement helped him progress and thus avoided feeling frustrated.

The SPCSA staff asked the student group to discuss challenges that get in the way of their learning. A few students discussed how students who talked too much while the teacher provided instructions or did not follow rules and procedures negatively impacted their education. Another question asked students to share their perception of feeling physically and emotionally safe on campus. Many students shared that they felt safe at school, and their responses included, "I feel safe mentally because people comfort me and ask what is wrong." Another student shared, "The gates are high, and the staff treats us well." A few students shared there were instances of students teasing other students, but the staff addressed those situations promptly and did their best to intervene. All the students in the focus group shared that they have trusted adults they can turn to should they have any problems in school.

A portion of the focus group delved into goal setting. One student mentioned, "I set goals by getting up early, coming to school, and doing my i-Ready¹⁵." Another shared, "My teacher sets goals for me in math, and we get a test every Friday." A student said, "I went up a lot in my reading in i-Ready, and our teacher gave us little papers with our scores and how much we grew." A few students shared that they received prizes or incentives when they met their goals. Several students shared that when they met their goal a few months ago, the school rewarded them with a glow party, which they thoroughly enjoyed.

¹⁵ The i-Ready learning platform is a student-individualized assessment and instructional tool that includes interactive lessons that address each student's learning needs.

Classroom Environment and Instruction

Observation Rubric

A total of 18 elementary 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: 5	TOTAL: 11	TOTAL: 2	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: 6	TOTAL: 10	TOTAL: 2	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction

Observation Rubric

A total of 18 elementary 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: 14	TOTAL: 2	TOTAL: 0	TOTAL: 0
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: 15	TOTAL: 1	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction

Observation Rubric

A total of 18 elementary 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: 4	TOTAL: 12	TOTAL: 2	TOTAL: 0	TOTAL: 0
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: 2	TOTAL: 15	TOTAL: 1	TOTAL: 0	TOTAL: 0

Classroom Observations and Additional Comments

Students lead the creation of anchor charts on vowel digraphs, such as "ea." They wrote the words and provided a picture for each. They reminded, encouraged, and assisted one another in identifying words with the vowel digraph pattern found around the room. The teacher acted as a facilitator, offering to clarify questions and occasional suggestions.

Upper elementary students learned to combine information from two texts on the same topic. The teacher provided explicit instruction and displayed the text on the screen, emphasizing the importance of referencing the text to cite evidence and annotation. The teacher also reviewed the lesson's objective and essential questions. The students then transitioned to independently working on the assignment. At the same time, the teacher led a small group in the carpet area, and another adult worked with another small group of students. The third adult assisted two other students. The learning environment was conducive to learning, and the students were highly engaged.

Secondary elementary students learned about area and perimeter. The teacher provided a quick review by displaying a few problems on the screen and having students volunteer to read the word problems. She then offered step-by-step instructions on how to solve them, reinforcing the key strategy and checking for student understanding. The students were highly engaged, and a few were asked to go to the board to demonstrate their learning.

In a lower elementary classroom, students engaged in a read-aloud activity focused on short vowel digraphs—ea and ou. The students then worked in small groups to write their own words using the two digraphs. The teacher provided them with a word wall. The students actively engaged and filled out their sheets while the teacher circulated the room to check their progress.

In a special education class, the teacher guided four students in determining the area and perimeter of shapes. She explained the process and assisted them with addition and multiplication. Students participated willingly and demonstrated an understanding of the concepts. The teacher encouraged engagement, allowing students to share their ideas freely.

Students learned about two vowels working together to make a short vowel sound. The teacher actively engaged the students and kept them on task. The teacher offered suggestions of where to look for words to complete the task but never directed or guided the group to an answer.

In a lower elementary classroom, the teacher assessed a student's reading fluency at a small group table, and the rest of the class worked on i-Ready math assignments. Students occasionally approached the teacher to have their completed math work checked. Later, the teacher called a group of four students to the back table to practice adding numbers up to 20 using a hundred chart. The teacher asked the students, "If we are adding, which direction will we move on the hundreds chart?"

Students engaged in two lessons simultaneously, focusing on independent learning in both reading and math. While some worked on self-directed tasks, others rotated into small groups for targeted instruction with the teacher. The teacher facilitated learning by asking open-ended questions that encouraged critical thinking and using visual explanations to ensure understanding. Students applied problem-solving strategies, discussed their reasoning, and deepened their comprehension through guided support and independent exploration.

In an upper elementary classroom, students worked in small groups with the teacher to determine the perimeter of a hexagon with an unknown side. The teacher guided them through the steps by asking questions and having them underline keywords and concepts in the word problem. Meanwhile, other students worked independently on the problem before transitioning to i-Ready until the class reviewed the work together. The teacher maintained a positive atmosphere, recognizing students for their efforts and explaining what they did well.

Because the teacher's whiteboard was not working, most students gathered on the carpet with the teacher as she reviewed answers to math equations involving adding or subtracting numbers up to ten. While some students remained engaged, a few became restless and misbehaved by throwing a pencil or shouting out several times. The teacher led most of the discussion, with limited student involvement in solving the equations. Afterward, students were directed to complete the assignment independently, without peer collaboration, potentially missing an opportunity for deeper engagement.

In a lower elementary classroom, the teacher encouraged the students to work through the assignment of short vowel sounds. The students helped each other complete the tasks, and they seemed engaged and on-task.

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. N/A--No prior site evaluation recommendations.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
N/A	N/A	N/A

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 type="checkbox"/> YES	<input type="checkbox"/> NO	<input checked="" 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.