



# **Nevada State Public Charter School Authority**

**Site Evaluation Report:  
Coral Academy of Science Las Vegas  
Centennial Hills  
Evaluation Date: 3/7/2022  
Report Date: 5/16/2022**

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# Appendices

## A: Nevada State Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

## B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

## C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

# INTRODUCTION AND SCHOOL BACKGROUND

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on Monday, March 7, 2022, at Coral Academy of Science Las Vegas (CASLV) Centennial. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio. Beginning with the 2021-2022 school year, the SPCSA differentiates levels of oversight. Schools in year three of the current contract and operating at a four- or five-star level according to the NSPF will forgo the focus group portion of the evaluation. If the school's Climate data indicates acceptable levels of student satisfaction, this focus group will also be excluded from the process.

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

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

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

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

## SCHOOL BACKGROUND

CASLV Centennial is located in Las Vegas, Nevada in a facility at 7951 Deer Springs Way. The school serves 651 (as of the most recent Validation Day) students in kindergarten through 8<sup>th</sup> grade. The mission of name of school is: "To provide a safe, rigorous college preparatory environment that promotes social responsibility and a culturally diverse community dedicated to becoming lifelong learners bound for success."

# ACADEMIC PERFORMANCE

## Nevada School Performance Framework 2019

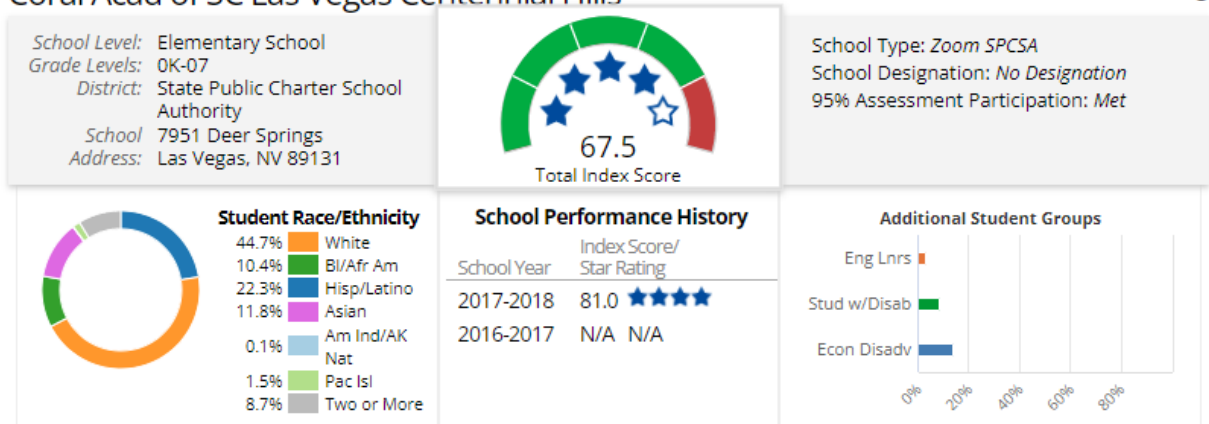
This information is provided to assist in understanding the data sets impacted by the pandemic.

CASLV Centennial serves 651 students in grades K – 8.

### Elementary School

#### Coral Acad of SC Las Vegas Centennial Hills

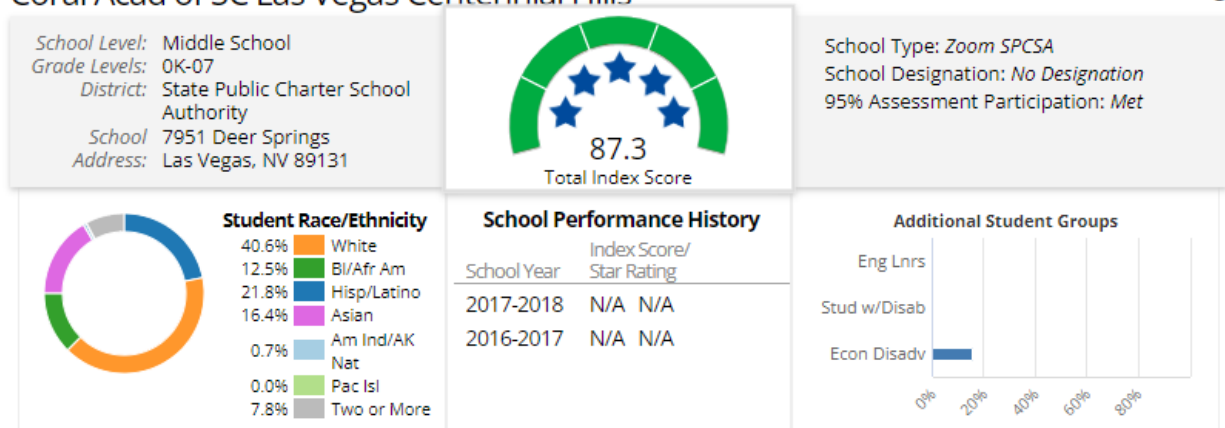
School Year 2018-2019 Nevada School Rating



### Middle School

#### Coral Acad of SC Las Vegas Centennial Hills

School Year 2018-2019 Nevada School Rating



CASLV Centennial  
Math and ELA Results  
Nevada School Performance Framework  
2019

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

Proficiency Rates

Elementary School

**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	58.1	54.5	48.5	63.8	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	73.6	75.6	68.8	80.0	75.2	67.2
Black/African American	25.9	31.3	32.3	45.2	30.6	28.8
Hispanic/Latino	45.7	44.6	39.6	51.5	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	66.6	58.2	55.3	67.8	59.0	52.9
White/Caucasian	65.5	62.3	59.3	68.9	61.1	57.2
Special Education	25.0	27.4	28.6	43.4	29.2	24.8
English Learners Current + Former	66.9	42.3	35.8	51.1	37.4	32.4
English Learners Current	41.6	32.4		26.3	25.5	
Economically Disadvantaged	34.1	39.8	39	56.0	33.1	35.7

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	68.9	60.1	57	69.2	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	81.5	78.5	75.4	75.5	76.3	74.1
Black/African American	48.1	40.9	42.6	61.9	40.5	39.6
Hispanic/Latino	62.7	51.1	48.2	65.6	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	66.6	63.8	64.4	78.6	67.1	62.6
White/Caucasian	73.7	66.8	67.4	69.5	65.0	65.7
Special Education	35.0	26.7	30	56.5	29.3	26.3
English Learners Current + Former	71.7	42.2	41.4	55.5	38.9	38.4
English Learners Current	41.6	29.4		21.0	22.8	
Economically Disadvantaged	43.9	45.4	46.8	68.0	40.4	44

CASLV Centennial  
Math and ELA Results  
Nevada School Performance Framework  
2019

Proficiency Rates

Middle School

**Math Proficient**

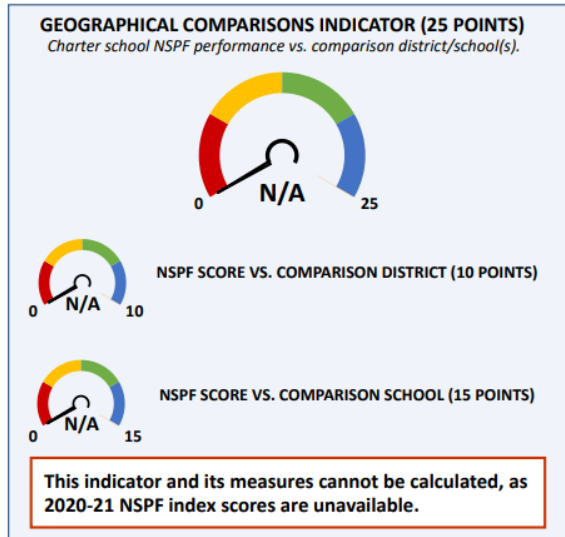
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	52.4	42.6	36.5			33.2
American Indian/Alaska Native	-	22.7	28.4			24.6
Asian	60.0	66.2	58.6			56.4
Black/African American	40.0	24.2	23.5			19.5
Hispanic/Latino	29.6	31.9	29.3			25.5
Pacific Islander	-	44.9	36.9			33.6
Two or More Races	50.0	47.3	40.6			37.5
White/Caucasian	65.3	51.3	47.1			44.4
Special Education	-	12.1	18.6			14.3
English Learners Current + Former	0.0	26.9	20.2			16
English Learners Current	-	12.6				
Economically Disadvantaged	44.0	29.0	29.2			25.5

**ELA Proficient**

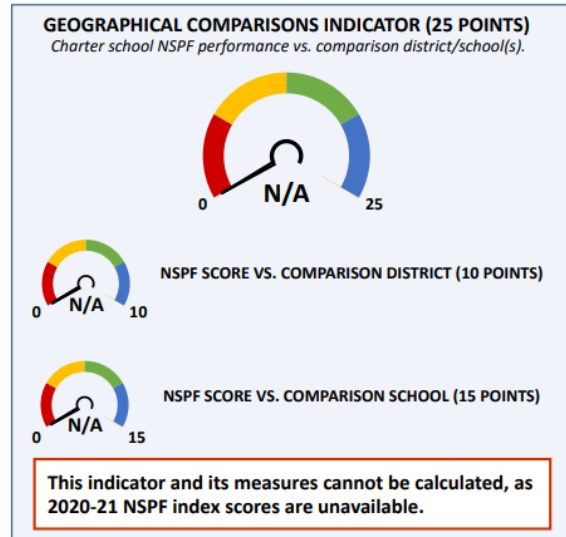
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	65.5	59.6	54.1			51.7
American Indian/Alaska Native	-	61.3	43.4			40.5
Asian	75.0	78.4	75.9			74.6
Black/African American	60.0	40.1	37.8			34.5
Hispanic/Latino	44.4	50.3	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7
Two or More Races	70.0	66.7	61.3			59.2
White/Caucasian	73.4	67.8	66.3			64.6
Special Education	-	19.9	21.9			17.8
English Learners Current + Former	50.0	42.7	24.3			20.3
English Learners Current	-	22.0				
Economically Disadvantaged	68.0	46.4	44.4			41.4

# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School

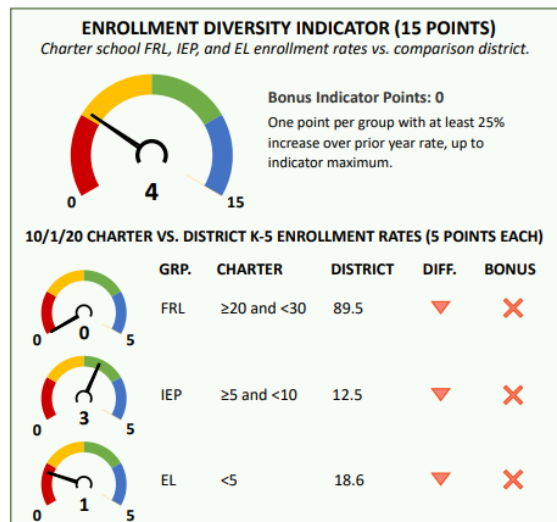


## Middle School

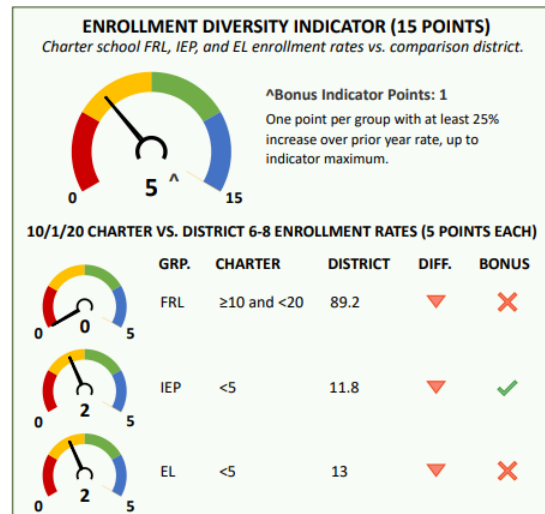


# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School



## Middle School



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

All schools within the CASLV network are currently within their third year of their charter contract with the State Public Charter School Authority and have been operating in a four- or five-star status rating per the Nevada State Performance Framework. CASLV Centennial, CASLV Eastgate, CASLV Windmill, CASLV Tamarus, and CASLV Sandy Ridge are meeting performance standards on the academic, organizational, and financial framework within the SPCSA.

As such, the SPCSA conducted an abbreviated site evaluation as permitted under [NRS 388A.223](#).



# CLASSROOM OBSERVATION TOTALS

A total of 17 classrooms were observed for approximately 15 minutes on the day of the site evaluation.

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Areas 1 &amp; 2</b>  <b>Creating an Environment of Respect and Rapport</b>  <b>Establishing a Culture for Learning</b>	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	<b>Total: 3</b>	<b>Total: 13</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	<b>Total: 3</b>	<b>Total: 13</b>	<b>Total: 0</b>	<b>Total: 1</b>	<b>Total: 0</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Areas 3 &amp; 4</b>  <b>Managing Classroom Procedures</b>	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	<b>Total: 3</b>	<b>Total: 12</b>	<b>Total: 1</b>	<b>Total: 1</b>	<b>Total: 0</b>
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	<b>Total: 5</b>	<b>Total: 11</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>

# CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 5</b> <b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	<b>Total: 3</b>	<b>Total: 13</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 6</b> <b>A</b> <b>Using Questioning and Discussion Techniques</b>	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	<b>Total: 2</b>	<b>Total: 13</b>	<b>Total: 0</b>	<b>Total: 1</b>	<b>Total: 1</b>
<b>B</b>	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	<b>Total: 3</b>	<b>Total: 10</b>	<b>Total: 0</b>	<b>Total: 2</b>	<b>Total: 2</b>

# CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	<b>Total: 5</b>	<b>Total: 10</b>	<b>Total: 2</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Students make contributions to the representation of content.	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.	This criterion was not observed or rated.
<b>Total: 4</b>	<b>Total: 12</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>	
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	<b>Total: 4</b>	<b>Total: 12</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	<b>Total: 3</b>	<b>Total: 13</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>

Additional information about the classroom observations shared here when applicable:

1. One middle school English language arts classroom was working on hyperbole. Students worked in small pairs to write four examples of hyperbole. Students were engaged and on task.
2. In one lower elementary classroom, the teacher asked higher level questions to students after reading a text. The students worked in small groups to read and answer questions.
3. In one middle school math classroom students and the instructor solved graphing equations. The teacher asked for whole class input through high level questioning and placed the responses on a projector. The instructor paused intermittently and asked students to share with a partner. The images were also projected on televisions around the room so students could see regardless of where they sat in the room. The teacher referenced the daily objective and the daily vocabulary throughout the lesson.
4. In one lower elementary classroom, the teacher reviewed the place value chart. Students worked in small groups to use manipulatives and identify the value of a given number. The teacher walked around the room and provided support to each group. The teacher provided whole group instruction and discussed misconceptions.
5. In one lower elementary classroom, students worked in small groups to organize numbers on a place value chart based on the value of the given number.
6. One science classroom was discussing calories and energy. The students and the teacher used elevated academic vocabulary to contribute to the discussion.
7. In one lower elementary school, the teacher and students choral read a text. The teacher asked higher level questions during and after reading the text.
8. In one upper elementary grade classroom the teacher taught from the desk and behind the computer screen. It was difficult for the students to hear and see the teacher.
9. In three classrooms teachers sat and lectured from their desk.
10. In one lower elementary classroom, students worked in small groups on math equations.
11. In one lower elementary classroom, students worked on phonemic awareness skills.
12. In several lower elementary classrooms, students used manipulatives to solve math equations.

# ORGANIZATIONAL PERFORMANCE

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

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

Measure	Description	Evidence Collected
1a	<p>The school implements material terms of the education program. Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area.</p> <p>The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.</p>	<p>Curriculum is aligned to NVACS and NGSS. The CASLV network uses the following curricula materials: Math - Everyday Math/ Glencoe Math, ELA – Wonders/ Study Sync Science PLTW/Inspired Science (NGSS) network wide, faculty are provided options for curriculum. Publishing companies present on the materials and faculty use a rubric to make recommendations. The documents are compiled, and decisions are made based on faculty feedback. Forms used to rate the curricular materials are housed on Google docs.</p>
1b	<p>The school complies with applicable education requirements. Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements</p>	<p>CASLV schools are timely when submitting state required documentation. Licensing of staff is monitored by each CASLV campus. Licensed holders are notified of license expiration dates, supported through license renewal process, and provided guidance on gaining additional endorsements. CASLV network reimburses personnel for education courses, including those for licensure.</p>

Measure	Description	Evidence Collected
1d	<p>The school protects the rights of ELL students.</p> <p>Examples:</p> <p>A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content.</p> <p>A description of how EL students are acquiring English language skills in all four domains (e.g., listening, speaking, reading, and writing)</p> <p>A description of how EL student progress within the four domains is monitored.</p>	<p>The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content. EL students are acquiring English language skills in all four domains (e.g., listening, speaking, reading, and writing). Professional development in-services teach information of the World-Class Instructional Design and Assessment (WIDA) Standards framework. CASLV schools use MAP data and the diagnostic tool within Lexia. All students who are EL work on the Lexia program 60 minutes weekly. They also work with an EL specialist. Their progress is monitored through the Lexia system, regular classroom assessment in reading &amp; writing, and annual WIDA results.</p>

# ORGANIZATIONAL PERFORMANCE

Measure	Description	Evidence Collected
3a	<p>The school complies with governance requirements.</p> <p>Examples:            Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.</p>	<p>The CASLV board meets at least six times a year for regular board meetings, and special meetings are scheduled as necessary. CASLV does not contract with an Educational Management Organization (EMO) or Charter Management Organization (CMO). The board and its attorney work closely together to ensure all open meeting laws are followed. Board composition is aligned with the state's requirements. The CASLV code of conduct, and conflict of interest policies are followed. Each CASLV board member signs a conflict-of-interest statement. They also ensure they abstain from voting when there is a conflict of interest.</p>
4a	<p>The school protects the rights of all students.</p> <p>Examples:            Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline-(discipline hearings, suspension and expulsion policies and practices, protects student information.</p>	<p>CASLV uses a weighted lottery. Returning students complete an Intent to Return form to retain their seat. Applications close on the first business day of March. Any student that did not receive an offer of enrollment are placed on a waitlist. Families have 72 hours to accept admission. Enrollment continues as seats open. The CASLV network uses a restorative justice plan. CASLV utilizes a discipline committee. If expulsion is recommended, the Central Office reviews these individually. The Board has the final decision. There is an established appeals policy for parents.</p>
5b	<p>The school complies with health and safety requirements.</p> <p>Examples:            Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan            Emergency Operation Plan            Certificate of Occupancy)            Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.</p>	<p>CASLV schools have a crisis emergency response plan. The plan has been reviewed and accepted by the Department of Education. The nutrition program and its protocols have been approved by the Department of Agriculture. CASLV kitchens have a passing grade from the Southern Nevada Health District.</p>

## Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation

<p>School staff ability to address previous recommendations</p>	<ol style="list-style-type: none"> <li>1. Inconsistency with elementary and middle school teacher/parent communication (Why MS teachers are not communicating like Elementary teachers).</li> <li>2. Improve the music program offerings.</li> </ol>
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<ol style="list-style-type: none"> <li>1. Communication in MS is not the same as the ES as there are more teachers in MS than in ES. But teachers are using ClassDojo, Email, IC, Canvas to make the communication as smooth as possible.</li> <li>2. Purchased music curriculum and more music materials/equipment.</li> </ol>
<p>The reasons school will require additional time to fully address the recommended items.</p>	<p>Recommendations from the Site Evaluation have been addressed. Currently, due to the pandemic, new challenges of student learning loss have arisen, some unwanted student behaviors and regressive social-emotional learning skills have emerged. The board, leadership team, and staff are working diligently to address the needs of students.</p>



# SITE EVALUATION FINDINGS

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## STRENGTHS

A summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

### CASLV Network

1. The CASLV network of schools has strong leaders from the Executive Director to each CASLV campus Principal. Each leader possesses high levels of effective instructional leadership and a clear understanding of network curricula, data-based decision making, building a strong school culture, and a firm commitment to the CASLV mission. This instructional model of leadership sets a clear vision and specific goals for each school community. School leaders support the CASLV mission at the school as they provide teachers the tools needed to improve their practice. Instructional tools include professional learning and training, resource support, coaching, and support personnel.
2. CASLV teachers have vetted curriculum to align with the NVACS & NGSS. Teachers across the CASLV network met within the same grade level on beginning-of-the-year professional development days to establish power standards within the NVACS & NGSS. Teachers then aligned the curriculum to these standards and created a long-range plan with curriculum map for each grade level and subject area. Teachers meet with their core grade and subject area on campus to revise throughout the year as needed to ensure student success. Teachers mapping curriculum horizontally across grade level have built teacher agency. Curriculum maps are housed on a shared drive for faculty and staff access. Faculty can review other grade level curriculum maps to see student prior curricular goals as well as see future grade target. This vertical alignment has created an academic culture among faculty. Teachers feel their professional voice is heard and their personal knowledge of student needs is considered in planning appropriate lessons. The CASLV network affords teachers flexibility in how instruction is delivered. Teachers determine pace of the lesson, lesson delivery, and differentiation. Leadership views teacher autonomy as a strength of the CASLV network, stating “teachers get to determine what is best for students.”
3. The CASLV network provides staff with tailored professional development based on their individual needs for growth. Teachers develop a professional growth plan at the beginning of the academic year, setting individual goals for personal focus and development that academic year. The CASLV network has a subscription to the professional education organization Association of Supervision and Curriculum Development (ASCD). ASCD offers in person and virtual workshops, webinars, conferences, symposiums, and leadership summits. Faculty with the CASLV network can access the ASCD catalog of teaching and learning offerings and select their PD based on their professional growth plan and complete the PD during scheduled school wide PD Days. Leadership participates in ASCD leadership offerings.
4. High levels of instruction were consistently implemented across most CASLV network schools. For example, the SPCSA evaluation team observed CASLV teachers using academic language consistently across all content areas and grade levels during instruction in CASLV schools. Teachers did not reduce the vocabulary of the content during instruction. Teachers set appropriate and achievable academic instructional goals. Students responded in observed classrooms with modeled academic vocabulary. Overall, during instruction, teachers invested in continually improving student achievement. High levels of student and teacher engagement were observed by the SPCSA site

evaluation team. Students were observed to be comfortable within their learning environments. In many cases, the SPCSA evaluation team observed teachers during instruction providing clear and timely formative feedback during a lesson and motivating students to more in-depth learning. In several classes the SPCSA site evaluation team observed teachers asking students to “explain their logic” to enable the teachers to understand the student’s thinking.

5. High levels of safety are consistently implemented across the CASLV schools’ network. To gain access to the office of the school, visitors press an electronic button at the front entrance. Office staff then identify who is seeking admittance and their purpose for being on school grounds. Visitors gain access using this highly secure procedure. Prior to school, and during drop-off, adults are highly visible in-front of each of the CASLV schools. Adults greet the families and students by name, will hold open doors to the building, and help if students struggle with a heavy backpack or other classroom materials. Adults are also present to direct car-line traffic as well as escort students through crosswalks.
6. The CASLV network provides access to a wide range of tiered level supports and interventions to meet student academic and social emotional learning needs. The CASLV network plans to implement the GATE program in the 2022-2023 academic school year. In addition to providing tiered level supports for low achieving students, CASLV schools provide supports and interventions for academically advanced students as well. SPCSA staff observed teachers using academic vocabulary and modelling academic vocabulary during several lessons. SPCSA staff observed staff using high level DOK questions during many lessons. Leadership said CASLV teachers are trained in discourse strategies and Total Physical Response (TPR). Leadership disclosed some teachers have had World-Class Instructional Design and Assessment (WIDA) professional development (PD). Students use the Lexia program to practice targeted skills. An EL person from central office visits each of the CASLV network schools once a week. World-Class Instructional Design and Assessment (WIDA) scores indicate writing was the largest challenge to EL students. Leadership expressed they utilized WIDA data to inform their decision to infuse more writing opportunities into the curriculum for students to practice more.
7. The CASLV network offers students, families, and staff a close community, engaging activities, and a positive learning environment. According to the Nevada School Climate and Social-Emotional (NV-SCSEL) survey, CASLV schools have a strong positive culture. Over 95% staff and 90% of parents said they enjoy being at CASLV schools. CASLV has a high retention rate and 100% of middle school students have no credit deficiency. The CASLV network offers a wide variety of academic programs and creative college-prep electives for those enrolled in upper grades, such as robotics, medical detectives, green architect, and academic enrichment classes. Leadership said families are kept up to date regarding their child’s progress, student achievement and school events through Facebook, ClassDojo, email, Infinite Campus, and the Canvas student management computer program. Additionally, the Falcon Flier is emailed bi-weekly to families. Strong communication partnerships between schools and families contribute to the maintenance of a close community and positive learning environment (Yamamoto and Holloway, 2010; Wang and Sheikh-Khalil, 2014; Park, Stone, and Holloway, 2017). Overall, all stakeholders seem happy and satisfied with the education community CASLV provides.
8. The CASLV network has taken a proactive and preventative approach to address student behavior and social-emotional concerns by displaying clear school-wide expectations for students throughout the school. For example, expectations were posted in the hallways, classrooms, and bathrooms. The SPCSA site evaluation team observed students following the school-wide expectations throughout the school. Additionally, the SPCSA site evaluation team observed staff redirecting unwanted behaviors by restating the desired expectation. The SPCSA site evaluation team also observed staff

providing positive feedback and rewards to students who demonstrated the school-wide expectations.

9. The CASLV network has implemented the Character Counts social-emotional learning (SEL) program, which highlights a character trait every month. The CASLV network are implementing multi-tiered system of support (MTSS)<sup>1</sup>. In addition, the CASLV network has integrated the Character Counts SEL program into their MTSS implementation. Leadership reports that MTSS strategies have lessened behavioral problems. There are monthly zoom classes for the students on the monthly pillar. Information on the monthly pillar is updated on the website monthly for family access. Additionally, the Restorative justice plan for each CASLV school is posted on their website and school handbook.

### **CASLV Centennial Strengths:**

1. The CASLV Centennial drop off transportation is smooth and fluid. SPCSA staff did not observe any traffic congestion. SPCSA staff observed teachers and leadership welcome students with a greeting upon arrival at the school. Students appeared to be happy and eager to begin the school day. SPCSA staff observed students greet and interact with teachers upon arriving to the school.
2. CASLV Centennial effectively utilizes data to inform instructional and curricular decisions. When asked how data was used to make curricular decisions the leadership teams said they look at WIDA for English language learners' needs and MAP for general population needs. Data is used for student placement, not just for supports but also for accelerated students. Teachers meet and progress monitor weekly. If students are 40% or below in English language arts, there are place on the Lexia program, where students receive support from the English language curriculum specialist. Students have access to Saturday school, Lexia software support for 30 minutes every week and after school tutoring.

## **CHALLENGES**

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

1. CASLV Centennial has challenges with diversifying the student specialized population. To address this challenge, the CASLV network of schools have implemented a weighted lottery for student enrollment to increase specialized population representation at CASLV Centennial. There are a limited number of seats and a large application pool. The weighted lottery assists with having greater number of diverse students who receive free and reduced lunch (FRL), are English learners, and/or learners with special needs. According to the SPCSA's student enrollment data for the 2021-2022 school year, FRL has increased at CASLV Centennial from 19% to 31.4%. Although CASLV Centennial have increased their FRL enrollment numbers, they are still below the SPCSA's average of 43.4%.
2. Leadership reported challenges with improving the athletic department. Leadership shared they would like to expand their equipment and athletic program offerings to students. SPCSA did not observe a variety of equipment for the current athletic program.

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<sup>1</sup> According to the Every Student Succeeds Act (ESSA, 2015), a multi-tiered system of support is a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making.

## RECOMMENDATIONS

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

1. The CASLV network of schools have implemented a weighted lottery for student enrollment that provides additional enrollment chances for qualifying students, specifically those that are eligible for free or reduced-price lunch (FRL), but remains behind local, county, and statewide averages for this population and other key subgroups. The weighted lottery can assist the network in its efforts to serve a more representative population, but gaps still exist and there is more work to do. Leadership reported that the weighted lottery has helped a good number of economically disadvantaged children to secure an open seat by increasing their chances in the lottery. Five out of six CASLV network schools had a 25% or greater FRL percent change, with the Centennial campus percent change from 2020 to 2021 coming in just below 25%, according to the SPCSA's student enrollment data. These numbers are still well below the SPCSA and statewide averages. The SPCSA site evaluation team recommend the CASLV network continue to work on efforts to increase enrollment of diverse student groups who receive free or reduced-price lunch (FRL), are English learners (EL), and/or learners with individualized education plans (IEP). The CASLV network should continue to prioritize community engagement and targeted marketing efforts so as to reduce demographic gaps in the coming academic years. This critical work will provide the network with the best opportunity to maximize the weighted lottery system across all campuses.
2. CASLV Centennial has joined the MTSS Cohort through the SPCSA to help improve student engagement, gaps in academic achievement and challenging behaviors. SPCSA staff recommend CASLV Centennial continue to work on the implementation of MTSS through the SPCSA. CASLV Centennial is ready to move to Tier 2 and Tier 3 MTSS supports. Continue using the counselor supports, including targeted lessons for SEL student growth. Continue infusing SEL supports in classroom lessons facilitated by teachers for a broader adult conversation with students throughout the day. Thoughtful and proactive MTSS supports in terms of planning and building strong instruction will assist the interventionists, counselor and teachers frame effective small group and one to one instruction for further student growth. MTSS appears to be a systematic, dynamic way for improving student outcomes through focused core instruction, preventative and proactive support, and intensive interventions regarding academics, social-emotional learning, and behavior (Buffum et al., 2018).
3. SPCSA staff recommend CASLV Centennial continue to collaborate and analyze data to inform curricular and instructional decisions. SPCSA staff recommend CASLV Centennial work on moving content area teaching staff to distinguished level classroom observations on the Classroom Observation Totals (COT) SPCSA rubric by; "a) working on improving the quality of classroom instruction and student learning, b) implementing higher level questions and discussion techniques throughout lessons to foster learning for all students, c) implementing new ways of engaging students in the learning process, and d) providing all students with challenging and differentiated instruction" (SPCSA Classroom Observation Totals 6a Using Questions and Answer Techniques and 7a Engaging Students in Learning).

## DEFICIENCIES

There were no deficiencies identified for CASLV Centennial during this site evaluation.