Nevada State Public Charter School Authority

Coral Academy of Science Eastgate
Site Evaluation Report: December 4, 2025

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Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

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

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

SPCSA staff 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.

Star rating

A key strength of Coral Academy of Science Eastgate (CASLV Eastgate) is its academic performance, as evidenced by the elementary school's results on the 2024–25 Nevada School Performance Framework[1] (NSPF). The elementary school earned a five-star rating with an index score of 85 out of 100 points, reflecting consistently high levels of student achievement and growth across multiple indicators. The school received 25 out of 25 points on the Academic Achievement Indicator, with a pooled proficiency rate of 60.9%, exceeding the SPCSA district average of 53.2%. Additionally, the English language arts (ELA) proficiency rate reached 70.9%, significantly above the SPCSA district average of 59.6%, indicating that students are not only meeting but surpassing grade-level expectations. These outcomes suggest that CASLV Eastgate's instructional practices, curriculum implementation, and use of data-driven decision-making are effectively supporting strong student performance in core academic areas.

Growth indicator

CASLV Eastgate shows strong performance on the Growth Indicator[2] of the NSPF, earning 29 out of 35 points. 54.6% of students met their math target towards proficiency, compared with the SPCSA district average of 51.4%. An even greater number of students met in ELA, 66.6%, compared with the SPCSA district average of 63.2%. This indicates that students at CASLV Eastgate are demonstrating consistent improvement over time while enrolled at the school, supported by strong Tier 1[3] and Tier 2[4] instruction, intentional use of data to inform instruction, and structures in place to monitor and respond to student progress.

Decrease in the chronic absenteeism rate

A notable strength at CASLV Eastgate is its success in reducing chronic absenteeism[5] from 14.7% in the 2023–24 school year to 8.9% in 2024–25. While leaders acknowledged that continued work is needed to bring rates below the 5% target, they described a multifaceted approach to improving attendance, including closely monitoring attendance data, regularly reviewing chronic absenteeism lists, and conducting proactive outreach to families through phone calls, conferences, and letters. Leadership shared that staff work collaboratively to identify and address barriers to regular attendance, provide individualized support plans for students with frequent absences, and implement positive incentives and celebrations to reinforce strong attendance habits across the school community.

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[1] NSPF is Nevada's public school rating system designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA) per NRS 385A.600 and classifies schools within a five-star performance rating system.
[2] Growth is determined for elementary school with a grade configuration that accommodates at least one prior year score and one current year score.
[3] 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.
[4] Tier 2 is the first level of intervention for students who do not show progress in Tier 1. Students are provided with Tier 2 interventions when they need support to meet academic or behavior goals.
[5] Students are considered chronically absent when they miss 10% or more days in a school year.

Multi-Tiered System of Support

A key strength at CASLV Eastgate is its robust, data-driven Multi-Tiered System of Support[6] (MTSS), which has earned a Platinum designation. School leaders and staff have intentionally integrated the Leader in Me[7] program into existing MTSS structures, aligning leadership, social-emotional, behavioral, and academic supports rather than treating them as separate initiatives. According to school leadership, all MTSS efforts are grounded in the systematic use of data, with teams regularly reviewing multiple measures to identify students' needs, adjust tiered interventions, and monitor the effectiveness of support over time. This coherent, data-informed approach helps ensure that students receive timely, targeted assistance while also reinforcing a schoolwide culture of leadership, responsibility, and continuous improvement.

Building purchase and a new playground

Another notable strength at CASLV Eastgate is the recent purchase of the school building, which provides long-term stability and a stronger sense of permanence for the school community. In addition, the development of a new playground has been a highly collaborative effort. Leaders intentionally sought input from students, families, and staff on the design of the playground, incorporating their ideas about safety, accessibility, and opportunities for active play. Students and community members were also involved in aspects of the playground's construction and implementation, further deepening their connection to the campus.

Mission statement revision

The CASLV network has strengthened its commitment to preparing students for future-ready learning by formally incorporating Science, Technology, Engineering, and Math (STEM) education into its mission statement. This focus reflects the network's belief in providing students with hands-on, inquiry-based opportunities that promote critical thinking, problem-solving, and innovation across grade levels. School leaders noted that the decision to elevate STEM within the mission was grounded in a desire to align instructional practices with the skills student's need for long-term success. As CASLV continues to refine and expand its STEM initiatives, the school remains committed to soliciting and valuing stakeholder feedback from families, staff, students, and community partners to ensure that programming is responsive, inclusive, and aligned with the broader vision for student achievement.

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[6] Multi-Tiered System of Support (MTSS) is a proactive academic and behavioral framework. The MTSS framework provides schools and teachers onboarding and ongoing training and resources of tiered interventions and supports.

[7] A PK–12 evidence-based model focused on leadership, culture, and academics that equips students, educators, and families with the leadership and life skills needed to thrive.

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.

Special education proficiency

A notable challenge for CASLV Eastgate is the low proficiency rates for students receiving special education services, particularly when compared with their peers. English language arts (ELA) proficiency for students with Individualized Education Plans[8] is 31.8%, and math proficiency is also 27.2%, while proficiency rates for other students on campus are 70.9% in ELA and 61.4% in math. This substantial gap suggests that current supports and interventions are not yet yielding equitable outcomes for students with disabilities. School leaders recognize the need to further strengthen specially designed instruction, enhance co-teaching and inclusive practices, and refine progress monitoring to ensure that students with IEPs receive targeted, high-quality support that accelerates their academic growth.

SEL supports and services

A continuing challenge for CASLV Eastgate is strengthening social-emotional learning[9] (SEL) supports and services to ensure that all students feel physically and emotionally safe while at school. While structures are in place, student feedback from focus groups indicated that not all scholars consistently experience a strong sense of safety, belonging, and emotional support on campus. This suggests a need for more intentional, schoolwide SEL practices, clearer behavior expectations and responses, and expanded opportunities for students to build trusting relationships with adults and peers.

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[8] 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.

[9] SEL stands for social and emotional learning, an integral part of human development in which students learn to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Site Evaluation Findings: Recommendations

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

Continue to increase proficiency for special education students
It is recommended that CASLV Eastgate continue to strengthen and refine instructional supports to increase ELA and math proficiency for students receiving special education services. To enhance outcomes, the school may wish to further implement evidence-based practices such as providing explicit, systematic instruction in foundational skills, expanding high-quality co-teaching and inclusive practices, and using frequent progress-monitoring data to adjust interventions and IEP goals. In addition, ensuring consistent use of accommodations, scaffolds, and assistive technology, as well as ongoing collaboration and joint planning between general education and special education teachers, can help ensure that students with disabilities receive the targeted, high-leverage supports necessary to accelerate their academic growth.

Continue to build students' sense of security
It is also recommended that CASLV Eastgate continue to strengthen systems and practices that promote students' physical and emotional safety, thereby ensuring that all scholars feel secure, supported, and fully prepared to engage in rigorous learning while at school. Research emphasizes that students' sense of safety is foundational to academic success; when learners perceive their school environment as safe, orderly, and supportive, they are more likely to concentrate, participate actively, and persevere through challenging tasks (e.g., Cornell & Huang, 2016; Osher et al., 2010). Building on existing efforts, the school may wish to further refine tiered SEL supports, ensure consistent implementation of behavior expectations and restorative practices across classrooms, and provide ongoing professional learning for staff focused on trauma-informed and relationship-centered practices.

Increase English language proficiency
SPCSA staff recommend CASLV Eastgate intensify and refine supports for multilingual learners to increase the percentage of students attaining English language proficiency on the World-Class Instructional Design and Assessment[10] (WIDA) assessment, particularly in light of the recent decline from 66% in the 2023-24 school year to 48.7% in the 2024-25 school year. This may include strengthening targeted language development instruction, monitoring individual student progress more frequently, and aligning classroom practices more closely with WIDA standards and proficiency descriptors.

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[10] WIDA is a comprehensive assessment measuring English language proficiency in four categories; identification, placement, progress, and achievement. The WIDA screener is used to determine ELL support services as well as determining when a student has developed proficiency to exit ELL school services.

Site Evaluation Findings: Strong Recommendations

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

There are no strong recommendations for CASLV Eastgate during this site evaluation.

Site Evaluation Findings: Deficiencies

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

There are no deficiencies for CASLV Eastgate 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[11]	3
Family Members, Parents, and Guardians	10
Faculty and Staff	9
School Leadership	6
Students	12

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[11] Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Three of the seven Coral Academy of Science Las Vegas Board members participated in the site evaluation at the Tamarus campus, joining both virtually and in person. They characterized their governance role as providing strategic direction for the CASLV network and addressing significant issues as they arise. The board is composed of individuals with professional expertise in law, finance, and higher education, as well as a parent representative, and currently has no vacant seats. Board members indicated that the full board convenes approximately every six weeks and that standing subcommittees focus on facilities and finance, academics, and governance.

During the focus group, board members described Coral Academy's mission as fostering lifelong learning within the Coral Academy community by developing students who are intellectually curious, enthusiastic about the sciences, and inclined to ask thoughtful, probing questions—elements reflected in the network's updated mission statement. They noted that Coral Academy is distinguished by a long-standing, highly engaged community, with many students completing their entire K–12 education within the network. One board member remarked that, "Coral Academy is characterized as a rigorous, STEM-focused, college preparatory system that provides a strong educational foundation and supports high levels of student success."

Board members reported that they remain informed about academic performance through regular updates on student outcomes, including acceleration opportunities and overall achievement data. They expressed confidence that students are performing well and highlighted a variety of academic and co-curricular competitions—such as robotics, mathematics, and speech and debate—as evidence of strong student engagement and enrichment. In addition, they referenced the use of intervention blocks, Saturday classes, and before- and after-school academic supports, noting that the Coral Academy schools proactively communicate with families about the importance of these opportunities in promoting student success.

At the same time, board members identified several areas for continued improvement across the network. These included further strengthening coordination and alignment among campuses, increasing parent engagement and communication, and continuing to prioritize and enhance school safety measures. They also underscored the value of maintaining small class sizes whenever feasible and acknowledged that the CASLV Nellis campus elementary school has encountered particular challenges, especially in supporting students to improve their academic performance.

Focus Group Summary: Family Members, Parents, and Guardians

During the parent focus group at CASLV Eastgate, ten families shared that they appreciate the small school size and the strong sense of community on campus. Parents described the school as welcoming and highlighted the many opportunities for meaningful parent involvement. They noted that the integration of the Leader in Me program at an early age is helping to build leadership skills that will positively impact students' futures. Parents also praised the school's timely communication, stating that teachers and leaders typically respond within a day. One parent commented, "The school's approach to supporting my child with an IEP is significantly stronger and more responsive than what I experienced in my previous district school."

Parents shared that they are primarily kept informed about their children's progress through emails, Class Dojo[12], and updates in Infinite Campus[13], which several noted are easy to use and typically updated on Fridays with grades, assignments, and other information. Many parents expressed appreciation for this year's strong communication, stating that teachers often respond within an hour. At the same time, some families indicated they would like more specific information about their child's academic performance, noting that current grading formats (e.g., E/S/N or 1/2/3) can feel too general and may not clearly show where support is needed, especially when MAP[14] results appear to tell a different story. A few parents also suggested, "We would like to have one primary, streamlined mode of communication to make it easier to stay informed."

During the parent focus group at CASLV Eastgate, families shared that they generally feel comfortable bringing concerns or questions to school staff and believe leaders work with them to find solutions. Several parents noted that teacher turnover was a significant challenge over the past two school years, with frequent changes in classroom teachers and the use of long-term substitutes, which they feel contributed to academic gaps for some students, particularly in math. Parents reported that these concerns were communicated to the administration and that staffing has now stabilized, though a few students are still working to catch up academically as a result of the earlier disruptions.

Families offered several suggestions for improvement. Parents expressed interest in learning how to better support their children academically, recommending parent classes on topics such as Common Core math so they can mirror classroom strategies at home. They also suggested exploring financial incentives or tutoring stipends to help teachers provide more one-on-one tutoring during the school week. In addition, parents would like to see sports programs restored so that financially strained families have greater access to extracurricular opportunities, and they recommended adding language classes, such as Spanish, to broaden students' learning experiences.

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[12] ClassDojo is an online classroom management platform where teachers can record and track student behavior, facilitate classroom activities, curate student portfolios, and engage in school-to-home communication in over 35 languages through photos and videos, and direct messaging directly to parents and students.

[13] Infinite Campus is a web-based program providing families the ability to view academic information for their children.

[14] Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program.

Focus Group Summary: Faculty and Staff

During the staff focus group at CASLV Eastgate, staff members described overall morale as positive and steadily strengthening. Newer staff shared that they "love it as a first-year teacher" and feel happy to be part of the school community, while more experienced teachers noted that, over the past year, teams have developed strong support systems within and across grade levels. Staff reported that they regularly seek and welcome input from colleagues about students, intentionally use common language and expectations to help redirect behavior, and rely on older students to model positive conduct for younger scholars. Collectively, teachers emphasized that they feel "on the same page" in their work to support students academically and behaviorally.

Teachers shared that school leaders regularly invite their input through ongoing structures such as grade-level meetings focused on data-driven academic and achievement goals, and a formal PLC[15] that meets once a month. A staff member reported, "Administrators provide strong support in individual classrooms and are approachable when we have ideas or concerns." Teachers noted that leaders trust them as professionals and allow them to run their classrooms in ways that align with their instructional style, while still offering guidance and feedback when needed.

Teachers at CASLV Eastgate described using a range of intentional strategies to tailor instruction for students with IEPs and multilingual learners. They shared that scaffolding and small-group instruction are routinely used to meet individual needs, with some students receiving personalized lesson plans aligned to their goals. One staff member explained, "We integrate writing, speaking, and movement into lessons to keep students engaged and to support memory and understanding." For English learners in particular, teachers reported a strong focus on vocabulary development, incorporating strategies such as Total Physical Response[16] (TPR)and using visual aids throughout the classroom to reinforce meaning.

Teachers and staff members at CSALV Eastgate offered several suggestions for improvement. They expressed a desire for additional collaborative planning time, including opportunities to work with colleagues across grade levels, in vertical alignment, even if this meant replacing some existing professional development sessions. Staff also indicated that stronger, more comprehensive core curricula are needed so that teachers do not have to spend as much time supplementing materials on their own. In addition, they voiced concern about students who are performing significantly below grade level and suggested increasing targeted supports and interventions to better meet these students' academic needs.

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[15] A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. PLCs can be organized by grade level, content area or an entire teaching staff.

[16] Total Physical Response is a language-learning approach based on the relationship between language and its physical representation or execution. TPR emphasizes the use of physical activity for increasing meaningful learning opportunities and language retention.

Focus Group Summary: School Leadership

During the leadership focus group at CASLV Eastgate, six school leaders highlighted a comprehensive, integrated approach to student support and school culture. They noted that the school's MTSS has achieved Platinum recognition, reflecting the strength and consistency of its implementation. Leaders also emphasized the addition of a behavior and culture specialist over the past two years to further support students' social-emotional and behavioral needs. Now in its second year, the Leader in Me initiative has been intentionally aligned with MTSS structures, with teachers participating in Leader in Me classroom management professional development at the beginning of the year and delivering twenty-minute Leader in Me lessons each morning in all classes. Leadership described how these efforts work in combination to promote positive behavior, leadership skills, and a cohesive, data-informed system of support for all students.

Leaders also noted that CASLV Eastgate has experienced an increase in both its special education and English learner (EL) populations. In response, the school has designated additional classrooms specifically for English language development and targeted intervention groups and has added a new self-contained classroom currently serving five students. There is also a full-time special education facilitator on campus starting during the 2025-26 school year. Leadership acknowledged that the school lost its EL teacher last year but explained that another teacher was moved into this role; they anticipate that this staffing adjustment, combined with the dedicated instructional spaces, will lead to higher achievement outcomes for multilingual learners.

Leaders explained that formal observations were scheduled with teachers and included designated times for feedback. The literacy specialist served as an instructional coach, prioritizing visits to new teachers as a key focus this year. Administrators conducted regular classroom walk-throughs and informal "pop-in" observations to monitor the use of agreed-upon instructional strategies. The literacy specialist frequently modeled lessons, helped teachers unpack observation feedback, and supported them in making specific instructional adjustments based on what was observed.

During the leadership focus group at CASLV Eastgate, school leaders described a targeted professional development plan designed to strengthen instructional practice and support implementation of the math curriculum. At the beginning of the year, all teachers participated in training on Depth of Knowledge[17] (DOK) questioning and the use of exit tickets embedded with metacognitive prompts to deepen student thinking. In response to prior recommendations related to the Reveal Math[18] curriculum, and in light of staff turnover, leaders provided renewed initial training for all staff to ensure consistent implementation. In addition, the school partnered with RPDP[19] to offer hands-on math professional development, giving teachers practical strategies they can apply directly in their classrooms.

[17] Depth of knowledge (DOK) questioning is a scale that measures how well students understand and use what they're learning to answer questions or solve problems. DOK categorizes tasks by the complexity of thinking required to complete them, not the difficulty. DOK has four levels, and aligning questions to different levels can help students develop higher-order thinking and deeper learning.

[18] Reveal Math is a comprehensive math curriculum that helps teachers teach the Nevada Academic Content Standards.

[19] RPDP stands for Regional Professional Development Program, which offers professional development focused on the content teachers teach, how they teach it, student performance, and changes in instructional strategies that result in increased student achievement.

Focus Group Summary: Students

During the student focus group at CASLV Eastgate, 12 scholars shared that they enjoy coming to school because their teachers are kind, fun, and provide many opportunities for learning and activities. They described their friends as supportive and welcoming, especially to new students, and noted that volunteers are frequently on campus helping out. Students were particularly proud of the new playground, with one student explaining, "We helped design the playground by scanning a QR code, sketching our ideas, and then voting on the final design." They also highlighted the variety of after-school activities available, including a physical education club, a music club, where students prepare to perform in a local winter parade on Water Street, and a student council, which organizes fundraisers and special events.

Students at CASLV Eastgate described a variety of recent learning experiences across content areas. They reported learning about the branches of government, including the executive and judicial branches, and exploring algorithms in math. Fourth-grade students described working on biographies of individuals who have positively impacted the world, while others explained how they use MAP test data by charting their reading and math scores to monitor their own progress. Students also mentioned studying science concepts such as the traits of different animals, demonstrating engagement with a wide range of standards-based learning.

Students shared that when they are experiencing a problem at home or at school, they generally feel there are adults they can turn to for support. Several students said they would go to the office to talk with the behavior specialist, while others mentioned speaking with their classroom teacher or a trusted friend who has faced a similar issue. One student noted, "The assistant principal sometimes allows me to work in her office, which helps me feel more comfortable and able to focus."

When asked about physical and emotional safety, students expressed mixed perspectives. Some reported feeling safe most of the time, particularly inside the building, but others described concerns such as witnessing a fight involving a friend and hearing mean or hurtful language from other students. Several students shared that they do not always feel safe on the playground and, in some cases, feel threatened in that space, even though they feel secure indoors. Most, but not all, students indicated they believe an adult would step in if they went to them with a problem.

When asked what they would change about CASLV Eastgate, students emphasized a desire for stronger supervision and support during recess, suggesting that teachers be more aware of what is happening and that additional staff be present on the playground. They also expressed concern about the attitudes and behavior of some peers, noting that not all students use kind or respectful language. In addition, a few students commented on the curriculum, sharing that math can feel very difficult and time-consuming at times.

Classroom Environment and Instruction Observation Rubric

A total of 20 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	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 2	**TOTAL: 14**	**TOTAL: 4**	**TOTAL: 0**	**TOTAL: 0**
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 2	**TOTAL: 13**	**TOTAL: 5**	**TOTAL: 0**	**TOTAL: 0**

Classroom Environment and Instruction Observation Rubric

A total of 20 elementary school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 17	TOTAL: 3	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 18	TOTAL: 1	TOTAL: 0	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 20 elementary school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 17	TOTAL: 3	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 0	TOTAL: 17	TOTAL: 3	TOTAL: 0	TOTAL: 0

Classroom Observations and Additional Comments

In a third-grade classroom, students were actively engaged in practicing long division alongside the teacher. Students first worked through a series of problems independently, showing their work step-by-step. The teacher then solved the same problems on the board, frequently pausing to invite student input and clarify each part of the process.

In an elementary ELA classroom, the teacher led a structured retelling of *Anansi the Spider*, calling on students to recount key parts of the text in sequence for their classmates. Students had their own copies of the text, which was appropriately rigorous and aligned to the NVACS[20], supporting grade-level reading and comprehension. The teacher posed higher-level questions such as, "What does that tell us about ourselves when we don't get the things that we deserve?", prompting students to think deeply about character motivation and theme and to make connections beyond the literal events of the story.

In a first-grade classroom, students were engaged in reading *The Gingerbread Man* as a folk tale. The teacher prompted students to explain how they could tell from the title page that the text was a folk tale, and one student responded, "There is a walking gingerbread man, and gingerbread men do not walk in real life." The class read the first paragraph aloud together, after which the teacher asked them to predict what might happen next. She called on three different students with raised hands, each of whom offered a distinct prediction. As they continued reading the next page, the teacher directed students to discuss at their tables what they had read and how closely it aligned with their predictions. During this time, the teacher circulated among the groups to monitor conversations and ensure students remained on task.

In a fifth-grade classroom, the teacher led students through finding the area of three-dimensional figures. Part of the class followed along and worked out the problem step-by-step on their own, while another group worked independently on i-Ready[21], demonstrating the teacher's ability to manage multiple learning activities simultaneously. At one point, the teacher invited a student to the board to share his thinking because he had arrived at a different answer and was questioning the original solution. The teacher responded with high levels of encouragement and respect, using the moment to validate the student's reasoning and model productive academic discourse

In a third-grade classroom, students were learning about abbreviations. Using a highlighter and pencil, the teacher's student assistant distributed the passage that the class was going to read. The teacher acknowledged and applauded the class's recent growth on the MAP assessment, and explained that the assignment involved close reading, highlighting vocabulary words, and underlining unfamiliar words to look up later. The teacher called on students who raised their hands to read and discuss the vocabulary terms. When one student was observed not paying attention, the teacher redirected him by asking him to read the instructions aloud, effectively bringing him back on task.

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[20] Nevada Academic Content Standards (NVACS) are a set of grade-level standards intended to provide a focus for instruction each year. They are a framework for curriculum and instruction in the state of Nevada.
[21] i-Ready Learning is a digital instructional resource assessing students with grade-level materials in reading and math.

Measures of Progress from Previous Site Evaluation

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

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
SPCSA staff recommend that CASLV Eastgate leadership take measures to establish trust between students and adults at the school.	School leadership reported they have implemented the program Leader in Me to address this recommendation.	During the student focus group, most students reported they can trust staff members, but there were some students who indicated they would like to see some changes in this area. SPCSA staff recommend that CASLV Eastgate continue working on this recommendation.
SPCSA staff recommend CASLV Eastgate continue strategizing ways in which to address chronic absenteeism.	School leadership reported they have transparency among stakeholders regarding chronic absenteeism, and there is administrative follow-up with families who are considered chronically absent.	According to the 2024-25 NSPF rating, the current chronic absenteeism percentage is 8.9%, which is below the SPCSA district rate of 16.4%. This recommendation has been met with satisfactory progress.
SPCSA staff recommend that CASLV Eastgate strategize ways in which to support the growing resource needs of specialized populations.	School leadership reported the addition of a self-contained classroom, a new special education facilitator, a schoolwide behavior and culture specialist, a counselor, and a registered nurse on site.	This recommendation has been met with satisfactory progress.
SPCSA staff recommend that CASLV Eastgate provide differentiated and targeted professional development specific to the math curricula.	School leadership has reported that initial training for the Reveal math curriculum has been implemented.	During classroom observations, teachers were observed implementing the math curriculum effectively. In addition, during the staff focus group, teachers reported that they receive sufficient support to utilize the curriculum as intended.
SPCSA staff recommend that CASLV Eastgate consider providing professional development in classroom management for novice teachers and those new to CASLV.	School leadership reported the implementation of the Leader in Me curriculum and that schoolwide discipline procedures are aligned to the Leader in Me program and schoolwide MTSS structures.	Classroom observations by the SPCSA staff revealed that 16 out of 20 classrooms were rated as distinguished or highly proficient under the category "classroom environment is conducive to learning", indicating this recommendation has been met with satisfactory progress.

Operational Compliance Checks

Fire Extinguisher   ☒ YES   ☐ NO

Nurse's Station   ☒ YES   ☐ NO

Evacuation Plan in Classrooms   ☒ YES   ☐ NO

Food Permit   ☒ YES   ☐ NO   ☐ N/A

Elevator Permit   ☒ YES   ☐ NO   ☐ N/A

Appendix A

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