



Nevada State Public Charter School Authority

# Coral Academy of Science Centennial Hills Site Evaluation Report: December 10, 2025

State Public Charter School Authority

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**Links to Resources:**

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

# Executive Summary

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

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

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

SPCSA staff conduct focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

# Site Evaluation Findings: Strengths

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

## **Continuous academic success**

A key strength of Coral Academy of Science Centennial Hills (CASLV Centennial Hills) is that it has demonstrated consistently high academic performance on the Nevada Academic Performance Framework (NSPF). For the past three NSPF index rating cycles, CASLV Centennial Hills has maintained a five-star rating. Nineteen percent of schools in the state of Nevada, or 146 schools<sup>1</sup>, received a five-star designation during the 2024-25 school year. The State Public Charter School Authority reported 67 five-star schools for the 2024-25 school year<sup>2</sup>. SPCSA staff recognize CASLV Centennial Hills' leadership and personnel for their academic commitment to students. It is important to note CASLV Centennial Hills has a waitlist of 2400 for the 2026-27 academic year. Stakeholders see the wait list as a strength and a testament to the school's continued academic success. A lottery new enrollment is conducted annually, with the majority of seats allocated to new kindergarten enrollment and a limited number for other grade levels. Leadership indicates that once families are enrolled at CASLV Centennial Hills, they tend to stay.

## **Low chronic absenteeism**

CASLV Centennial Hills' low chronic absenteeism rate is less than five percent, well below the SPCSA rate of 16.4 percent for elementary schools and 13.7 percent for middle schools. On the most recent SPCSA Academic Performance Framework<sup>10</sup> (APF), CASLV Centennial Hills earned a score of five out of five for chronic absenteeism reduction. CASLV Centennial Hills' students, faculty, staff, and leadership team should be commended for their high daily attendance. CASLV Centennial Hills' students attend class daily, illustrating strong student commitment to their education. High daily attendance reflects the school's proactive approach to attendance monitoring, commitment to student success, and emphasis on the school's mission 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."

## **Retention of personnel**

CASLV Centennial Hills sustains consistency in retention of leadership and faculty personnel year after year. This stability allows the school stakeholders a fluid foundation, allowing leadership the ability to refine particular areas of expertise in professional development and student success.

## **High levels of safety**

CASLV Centennial Hills maintains high levels of safety throughout the property that demonstrates purposeful forethought. There is a single point of entry and egress. Members of the leadership team stated that all student drop-off and pick-up occur outside of the building. Parents, guardians, and any adult picking up a child must show identification. Teachers use their summary sheet to ensure that the person pickup up the child is on the list. Parents must be fingerprinted and on record prior to becoming a school volunteer. School staff and students wear their identification cards on a lanyard. High adult

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<sup>1</sup> <https://doe.nv.gov/news-media/2025-press-releases/nevada-department-of-education-releases-star-ratings>.

<sup>2</sup> *Overview of SPCSA Nevada School Performance Framework (NSPF) Results 2024-25 School Year*. SPCSA presentation. September 2025.

presence is evident in the hallways before and after school, as well as in between class times. Members of the leadership explained that all staff have a designated area in which they need to be present at the school in the morning. There is an expectation that teachers will greet their students.

### **Student ethnic diversity**

Cumulatively, 67 percent of students enrolled at CASLV Centennial Hills are ethnically diverse, with a breakdown as follows: 32.4 percent Hispanic/Latino, 11.8 percent Asian, eight percent African American/Black, one-point-one percent Pacific Islander, and 13.7 percent represent two or more races. Twenty-four-point three percent of the students receive Free and Reduced Lunch (FRL), and nine-point three percent have an Individualized Education Plan (IEP). CASLV Centennial Hills has worked diligently to increase student ethnic diversity for several years, and these efforts should be noted as a strength. These results reflect the school’s intentional efforts to enroll students from ethnically diverse populations and provide access to a high-quality education. CASLV Centennial Hills’ success in this area exemplifies strong alignment with the SPCSA’s vision to expand equitable access and increase diversity across Nevada’s charter schools.

### **Mission and vision evident in daily practice**

The mission of the school is “The mission of *CASLV* is to inspire and empower all students to achieve their highest potential through a rigorous college-preparatory and culturally responsive STEM education that fosters innovation, critical thinking and a lifelong love of learning. ” Leadership indicated the school intentionally embeds the mission and vision of the school within daily practice to build and reinforce school culture, “where every student is valued, challenged, and supported.” SPCSA staff observed morning announcements supporting the mission and vision by providing a daily focus on being a good citizen of the school, opportunities to earn ‘Coral Cash’ which can be spent at the school store.

### **Revision of the mission statement**

The CASLV network has strengthened its commitment to preparing students for future-ready learning by formally incorporating STEM<sup>4</sup> 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 students 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. In preparation for the alteration to the mission statement, CASLV Centennial Hills changed the science curriculum in the 2025-26 year to Twig Science<sup>3</sup>. Leadership anticipates that this curricula change will support college and career readiness in STEM and science with greater fidelity.

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<sup>3</sup> a comprehensive, Next Generation Science Standards (NGSS) aligned “science program full of exciting, real-world STEM challenges that spark student engagement and a long-lasting love of science” (Imagine learning, 2025).

# 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

## **Limited physical spacing**

The leadership team at CASLV Centennial Hills reported physical space as a continuing challenge for the school in terms of the campus and facilities. Members of the school community would like to add additional programs for students, but they are increasingly out of classroom space to provide for program expansion. A library has been a desired item for many stakeholders over the years, and space has precluded adding one. Physical resource challenges mentioned by leadership and staff include space for interventionists, strategists, and pull-out sessions. Middle school students desire more elective choices, but there is simply no extra classroom space to house them, according to members of the leadership team. The lack of physical space precludes having a dedicated sports court. Consequently, CASLV Centennial Hills are limited in sports offerings because there is not a gym or space large enough to hold all of the requested sporting activities. Members of the leadership team reported adding cheer and soccer for kindergarten through grades two for the 2025-26 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.

## **Increase instances of student classroom discourse**

There was moderate evidence of students contributing to lessons by participating and explaining concepts to their peers on the evaluation day. With numerous classrooms rated ‘highly proficient’ and fewer rated ‘distinguished’ on the *Classroom Environment and Instruction Observation Rubric* (p. 17), this may be an area for growth. SPCSA staff suggests that the school consider encouraging student generated communication to leverage best practices. Some ideas to consider include:

- Students participate in turn-and-talk activities for every 10 minutes of classroom instruction. Follow this up by students responding to volunteer answers rather than the instructor.
- Teachers employ sufficient wait time for students to respond to inquiries directed at the whole class. Follow this up by students responding to volunteer answers rather than the instructor.
- Ensure students are asked questions that require critical thinking.
- Invite students to explain content, thoughts, or strategies to classmates. Then, asking partners to turn to another group and share their responses. This can be followed by students sharing with the entire class things they heard and liked from others.
- Allow students to call upon one another for responses.
- Permit students to provide evaluative statements to what students share rather than the teacher.
- Provide opportunities to have student facilitators show their work and provide explanations.
- Prioritize opportunities for small group discussions to take place. Consider providing a sign-up sheet for informal discussion groups based on a lesson or project. Continue to celebrate and share student creativity, curiosity, and resilience.

## **Consider increasing adult supervision in select classrooms**

The SPCSA recommends that CASLV Centennial Hills consider strategies to increase adult supervision and instructional support within classrooms. Feedback from leadership, family, and staff focus groups indicated that some class sizes have increased. Large class sizes may present challenges to teachers including difficulty engaging students and providing individual feedback to students. Both families and staff suggested identifying ways to increase the number of adults present in those classrooms with higher student enrollment. The school may consider actively scheduling parent and community volunteers to provide additional assistance and enable more individualized student support. Additionally, the use of co-teaching models or the strategic scheduling of other staff members to support instruction may further enhance classroom capacity and student engagement.

## **Consider targeted professional development**

The SPCSA recommends that CASLV Centennial Hills consider providing targeted professional development to support teachers in effectively meeting the needs of an increasing Title I student population. Such training may include strategies for differentiated instruction, trauma-informed practices, and the use of resources that enhance educators’ understanding of the challenges associated with socioeconomic status. This focused professional learning may strengthen instructional capacity and promote equitable outcomes for all students.

# Site Evaluation Findings: Strong Recommendations

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

There are no strong recommendations identified for CASLV Centennial Hills during this site evaluation.

# Site Evaluation Findings: Deficiencies

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

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

# Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board <sup>4</sup>	3
Family Members, Parents, and Guardians	9
Faculty and Staff	10
School Leadership	6
Students	10

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<sup>4</sup> Quorum was not met, and Open Meeting Law was not violated.

# Focus Group Summary: Governing Board

Three of the seven CASLV Board members participated in the site evaluation at the Tamarus campus, attending both virtually and in person. Board members described their oversight role as providing strategic direction for the CASLV network of schools and resolving significant issues as they arise. The board is composed of individuals with professional backgrounds in law, finance, and higher education, as well as a parent representative, and currently has no vacant seats. Board members reported that the board meets approximately every six weeks and maintains subcommittees focused on facilities and finance, academics, and governance.

During the focus group, stakeholders described CASLV's mission as fostering lifelong learning within the Coral community by cultivating students who are eager to learn, love the sciences, and ask thoughtful, probing questions, elements that are reflected in the network's updated mission statement. They noted that the CASLV network of schools is unique in its long-standing, engaged community, where many students begin and complete their K-12 education within the network. One board member said, "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 were kept informed about academic matters through regular updates on student performance, including information on accelerated programs and overall achievement levels. They noted that students were performing well and highlighted a range of academic and co-curricular competitions, such as robotics, math, and speech and debate, as evidence of strong student engagement and enrichment. Board members also referenced the use of intervention time, Saturday classes, and before- and after-school academic support, emphasizing that the CASLV network of schools actively communicates with families about the importance of these opportunities in promoting student success.

Board members identified opportunities across the CASLV network schools, including strengthening coordination and alignment among campuses, increasing engagement and communication with parents, and continuing to prioritize and enhance school safety measures. They also emphasized the importance of maintaining small class sizes where possible and acknowledged that Nellis Elementary School has faced particular challenges, especially in supporting students to improve their academic performance.

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

Members of the family focus group shared several things they appreciated about having their children enrolled at CASLV Centennial Hills. The fluid communication between parents and teachers was foremost. Parents said the teachers were quick to respond, easy to approach, and allowed their children and families to build close relationships with school personnel. Families value the community that is built at CASLV Centennial Hills due to the ability to readily access school personnel. A few parents mentioned that their children have access to several teachers throughout the day, assisting students as a positive. Many in the focus group felt teachers prepared the students for upper grades and schooling beyond CASLV Centennial Hills.

Parents said they were aware that the CASLV Centennial Hills curriculum is geared toward advancement and preparing students for higher grades and college. Several parents said their children were testing at higher grades. A few parents provided examples of how their students were more advanced in comparison to other children in their neighborhoods or family members' children. One parent said the curriculum was challenging, and students learned a great deal. Another parent concurred, and said teachers provide enrichment for students who are excelling and find work too easy. Family members said the students were continually growing in their scholastic work.

Parents described Parent University and enjoyed the quarterly topics. One parent described the most recent Parent University discussed Common Core<sup>5</sup> and how it aligns to Nevada state law. CASLV Centennial Hills administration members demonstrated how the Common Core Standards align with the CASLV curriculum and explained the logic behind the alignment. Further, parents were provided with information on how to access curricular resources to assist families and students at home.

During the focus group, parents shared a desire for smaller class sizes, as well as notifications on all upcoming drills. One parent said families received detailed information as to the type of drill and the dates. A few focus group participants would like clear communication on the drills to return. A few parents said communication varies from teacher to teacher and grade level to grade level, seeking stronger consistency in school-to-home communication.

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<sup>5</sup> The Nevada Common Core Standards (NACS), adopted in 2010 and based on the Common Core State Standards (CCSS), outline the educational expectations for K-12 students in English language arts and mathematics, ensuring they are prepared for college and careers.

# Focus Group Summary: Faculty and Staff

Participants in the faculty focus group described ways in which students are taught how to speak and act respectfully. One teacher said students are taught SOAR<sup>6</sup> and the rules of the school at the beginning of the school year. Students are informed about the MTSS<sup>7</sup> template at the beginning of the year as well. Several faculty said the counselor provides a weekly lesson that teachers can embed in their classes, and videos on social-emotional topics are helpful. CASLV Centennial Hills has implemented PBIS<sup>8</sup>, allowing students to check-in, receive coping strategies, and watch videos on demand that provide student strategies. Faculty described a system in place at CASLV Centennial Hills in which teachers are encouraged to document student behaviors in detail, including dates and times of incidents.

Faculty explained using pre-teaching, scaffolding, manipulatives, hands-on activities, integrated groups, pictorials, digital screens, and partnering a higher-level student with a struggling student as ways in which they adjust instruction to meet students who have an Individualized Education Plan (IEP)<sup>9</sup>, may be learning English as a new language, or striving to obtain a concept. Several teachers said they explain vocabulary first, as they cannot assume the students know the conceptual or academic vocabulary of the subject. Faculty reported being given copies of students IEPs, participating in IEP meetings, and being asked to write a ‘snapshot’ of each learner and how they are doing in the classroom.

Faculty in the focus group said they are supported by their colleagues on a daily basis. Faculty readily share resources, ideas, and instructional examples amongst themselves. Teachers also have the opportunity to visit other CASLV campuses and observe other teachers. Teachers reflected positively on the monthly professional development (PD) meetings that are held after school. Teachers who have expertise in the topic area are invited to help lead the PD or participate in a panel so attendees can ask questions of the panel and learn tips and tricks. Subjects this year included classroom management, differentiation, and how to build an effective lesson based on NSPF rankings. Faculty explained PD topics are generated from a faculty survey that teachers completed at the end of the 2024-25 academic year.

Faculty had suggestions for items they would like to see improved at CASLV Centennial Hills. One person said the school “could do a better job of holding students to the accountability portion” of SOAR, and that sometimes the accountability piece is missing. Another said sometimes, “Students don’t have to apologize or face the consequences.”

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<sup>6</sup> SOAR is a school-wide behavioral framework where each letter represents core behavior expectations: being Safe (physically and emotionally), On task (focused, prepared), Accountable (taking ownership, admitting mistakes), and Respectful (of self, others, property). Schools use this to create clear, consistent expectations for positive student behavior, often rewarding students with "SOAR" cards for meeting them, fostering a supportive learning environment.

<sup>7</sup> 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.

<sup>8</sup> Positive Behavior Interventions Supports (PBIS) is an evidence-based classroom management approach containing four practices: (a) teaching school-wide expectations, (b) acknowledging expected behavior, (c) correcting errors, and (d) requesting assistance.

<sup>9</sup> An Individualized Education Program (IEP) is a legal document that outlines the special education instruction, services, and support that a student with specific types of disabilities needs to receive in a learning environment.

# Focus Group Summary: School Leadership

Parent volunteerism is high at CASLV Centennial Hills, according to leadership. As many as 20 parents participate as classroom volunteers on a daily basis. Parent volunteers read to the students, assist those who need a little extra assistance with their learning, participate in student enrichment, and will lead pull out groups. Weekly, a parent volunteer comes to campus and reads to the kindergarten students. Leadership also said members of the Parent Teacher Organization (PTO) are on campus daily. Field day is completely organized and facilitated by school volunteers. During the site evaluation, parent volunteers guided students at the holiday store. Leadership supplies regular school volunteers with a special badge and hosts an end-of-year breakfast and gives all volunteers a certificate of recognition.

Members of the leadership team reflected on the consecutive five-star NSPF rating at CASLV Centennial Hills, citing the positive school culture between parents and staff as central to the school's success. One person said, "Everyone on campus takes pride in taking care of the campus and the education offered. This all contributes to culture. Everyone helps one another." Administration reported being involved in facilitating conversations with parents and meeting regularly with staff who serve students with special needs. One member of the leadership team said students with special needs are progress monitored and receive a report every six weeks. After week 12, if progress is not being met, leadership meets with parents and the teacher(s) to review the data and confer on what can be offered.

Leadership described how CASLV Centennial Hills Parent University has altered for the 2025-26 academic year. Sessions are offered quarterly and last 30-40 minutes, and approximately 50 family members attend every session. Topics for the 2025-26 school year have included social-emotional learning<sup>9</sup>, MAP<sup>10</sup> vs. SBAC<sup>11</sup>, Common Core and the CASLV curriculum. The PowerPoints and resources used at Parent University are shared with all CASLV families after the session.

Leadership reported CASLV Centennial Hills is a designated purple star school<sup>12</sup> and Senator Buck and Governor Lombardo attended the celebration. Various events for military families are held at the school, such as military family members speaking to students at the school about the military branch in which they belong and their role in the military. Students prepared non-perishable care boxes for families under the advice from Nellis Air Force Base and Creech Air Force Base. Leadership also stated partnering with military services is something leadership desires to strengthen.

One initiative created for the 2025-26 year is "Falcon's Nest", which is a dedicated space for students who feel overly stimulated. Students can go to Falcon's Nest, a quiet space with low levels of stimulation. Students can visit the Falcon's Nest during their lunch times.

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<sup>10</sup> 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.

<sup>11</sup> The Smarter Balanced assessments (SBAC) measure student progress in grades three through eight towards college and career success and are aligned with the Nevada Academic Content Standards in English language arts and mathematics. Results from the SBAC are included on the Nevada Report Card.

<sup>12</sup> The Nevada Purple Star Schools Award program is designed to help Nevada schools respond to the educational and social-emotional challenges military-connected children face during their transition to a new school and keep them on track to be college, workforce, and life-ready. The Purple Star School designation helps military-connected families identify which schools in their community have taken extra steps to fully support military connected families (Nevada Department of Education, 2023).

# Focus Group Summary: Students

Students said they enjoyed attending CASLV Centennial Hills for both the students and the adults. One student said, “I like how I get to know everyone, and they get to know us.” Many students agreed, saying most people at the school are kind and nice. Students indicated they feel physically and emotionally safe and have an adult at the school they could go to if they are having a problem at home or at school. One student said, “My teacher calms me if I am worried.” The majority of students told members of the site evaluation team that they trusted most of the people at the school.

Students participating in the focus group described recently learning long division, geometry, and trigonometric functions in their math classes. In science, students said they had learned about light and light refraction, static electricity, and how energy is created, how magnets work, how weather works, how to read a thermometer, and why that’s important.

Students like the support they receive from teachers and the assistance they receive on assignments. Several students said that aside from class time, there are many opportunities to receive help, including after school assistance, tutoring, and during the enrichment period. Students said they felt comfortable asking their teacher for help, and that the teachers explained concepts in different ways to ensure students understood. Students indicated that the adults at the school treat them well and speak calmly.

Students said they would like to have a language other than Spanish offered. Students in the middle grades indicated that the middle school hallway can become cumbersome to navigate and expressed a desire to have lockers or a larger space in which to place things. Third graders would like to go to the sports court, and elementary students would like a longer recess. A few students stated they would like to complete independent work that is a bit more challenging once they have completed required coursework.

# Classroom Environment and Instruction Observation Rubric

A total of 20 elementary, and 8 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

<b>Classroom Environment</b>					
	<b>Distinguished</b>	<b>Highly Proficient</b>	<b>Approaching Proficient</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
<b>Classroom Learning Environment is Conducive to Learning</b>	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	This criterion was not observed or rated.
	<b>TOTAL: 9</b>	<b>TOTAL: 19</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Establishing a Culture for Learning</b>	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	This criterion was not observed or rated.
	<b>TOTAL: 6</b>	<b>TOTAL: 20</b>	<b>TOTAL: 1</b>	<b>TOTAL: 0</b>	<b>TOTAL: 1</b>

# Classroom Environment and Instruction Observation Rubric

A total of 20 elementary, and 8 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

<b>Classroom Instruction</b>					
	<b>Distinguished</b>	<b>Highly Proficient</b>	<b>Approaching Proficient</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
<b>Communicating with Students</b>	<p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p>	<p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Students indicate through their questions that they are confused about the learning task.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 6</b>	<b>TOTAL: 20</b>	<b>TOTAL: 1</b>	<b>TOTAL 0</b>	<b>TOTAL: 1</b>
<b>Using Questioning and Discussion Strategies</b>	<p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Virtually all students are engaged.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>Many students actively engage in the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number participate.</p>	<p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 3</b>	<b>TOTAL: 18</b>	<b>TOTAL: 2</b>	<b>TOTAL: 0</b>	<b>TOTAL: 5</b>

# Classroom Environment and Instruction Observation Rubric

A total of 20 elementary, and 8 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

<b>Classroom Instruction</b>					
	<b>Distinguished</b>	<b>Highly Proficient</b>	<b>Approaching Proficient</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
<b>Engaging Students in Learning</b>	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 4</b>	<b>TOTAL: 22</b>	<b>TOTAL: 2</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Using Assessment in Instruction</b>	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	
	<b>TOTAL: 1</b>	<b>TOTAL: 24</b>	<b>TOTAL: 2</b>	<b>TOTAL: 0</b>	<b>TOTAL: 1</b>

# Classroom Observations and Additional Comments

Students in the elementary classroom participated in a hands-on science experiment that included manipulating scientific equipment, such as goggles, hot and cold water, and thermometers, and making scientific observations. This learning was guided by a science workbook in which observational information was recorded. The teacher demonstrated care and ensured that students followed safety protocols during the experiment. Close to 100% engagement was observed during the classroom observational time period.

In one elementary classroom, students read and listened to a poem that was written into a song and were asked to reflect on what thoughts came to their minds. Students were then asked to share those thoughts with a partner. Then, partners were invited to share with the whole class two causes and one effect of the events that led up to writing the poem, and then one effect. The teacher selected partners to share when students did not volunteer. Partners came to the front of the classroom and referenced their text when sharing.

Middle school students in an English Language Arts class engaged in a structured, reflective activity in which they worked collaboratively in small groups using their devices to evaluate their academic and personal growth during the first semester. Students were required to incorporate specific reflective elements into their draft responses and to solicit peer feedback to refine their work before submitting a final draft the following week. Throughout the lesson, students demonstrated strong engagement, asking purposeful questions, discussing revisions with group members, and continuously updating their projects in response to peer and teacher feedback.

A middle school math teacher led a well-structured review of practice test questions as students solved problems independently on their whiteboards. The teacher selected problems that were appropriately challenging, supporting students' Zone of Proximal Development by requiring skills just beyond their current mastery while providing timely scaffolds through probing questions and brief hints. The pacing of instruction maintained rigor without overwhelming students, and consistent checks for understanding, such as reviewing whiteboard work and addressing misconceptions in real time, ensured clarity and reinforced learning. Students remained highly engaged throughout the lesson, demonstrating active effort, persistence, and a value for accurate problem-solving aligned with the teacher's instructional goals.

Students in one elementary class discussed energy as they completed tasks. The teacher facilitated the discussion and called on students who raised their hands. Communication remained between the teacher and the student who raised their hand. An opportunity for students to respond to the student volunteer and explain their thinking would have elevated the discussion to a more student-centered conversation as well as provide students with greater ownership in their learning.

Students in a middle school math class received explicit instruction on division as the teacher guided them through a clear, step-by-step review of a three-step problem-solving strategy for identifying dividends and divisors. Throughout the lesson, the teacher reinforced understanding by using probing questions that prompted students to articulate their reasoning and apply the strategy to specific examples. This approach supported student engagement, clarified key concepts, and strengthened procedural accuracy.

Students read expository texts and examined textual structures, including context clues and problem-solution, in small groups. Students sat on the floor speaking with each other about the text and brainstorming ways in which to accomplish the task. The teacher circulated the room, checking in with each group's progress. Students were engaged, used academic vocabulary, and encouraged each other.

Students were asked to review their grades and missing work in Infinite Campus. Students were provided with the opportunity to complete missing work. Once students listed missing assignments, they were asked to write to the teacher, answering, "What can I do to change my learning in the coming semester?"

In a lower elementary classroom, the teacher facilitated a Close Reading activity to promote deep analysis of the text by directing students' attention to key details, language choices, structural elements, and recurring patterns. After reading the text aloud, the teacher posed targeted comprehension questions and reinforced text-to-text and text-to-self connections to guide students in crafting meaningful written responses, while emphasizing that multiple interpretations can be valid. A graphic organizer was provided to scaffold students' thinking and support organized writing. Students were highly engaged throughout the activity and were given opportunities to share their written responses, demonstrating strong participation and comprehension.

In a very early elementary grade classroom, one teacher and 26 students complete a phonics worksheet. The students are very excited to share their thinking. The teacher was very skilled at directing the students to listen to each other and asked several high-level questions about what the pictures were. For example, what animal do you see? One student said a raccoon, and another said a fox. The teacher directed students to look closely at the mask on the animal's face; therefore, she asked, "What animal is it?"

Elementary students worked collaboratively on their United States Constitution project, using the Articles of Confederation as a reference point. Working in small groups of four to five, students used their devices to research, discuss, and develop their project components. The teacher actively monitored each group's progress, posing clarifying and probing questions while asking students to show and explain their work. This approach supported accountability, reinforced understanding, and maintained strong student engagement throughout the activity.

Students wrote a recipe for holiday cheer and then read their recipe to a partner in one elementary classroom as a culminating activity. Students were then asked to share their recipe with the whole class. The recipes followed a rubric asking students to use measurements like teaspoons, cups, and tablespoons. Students generated their ideas in a graphic organizer prior to writing their first draft. Students were encouraged to use holiday vocabulary as well as words such as 'mix', 'stir', 'knead', and 'bake'

In a lower elementary classroom, 28 students and one teacher entered the classroom after art class. Students were able to quickly listen to the teacher, follow directions, and get to learning and working on an existing assignment. The teacher made sure she reviewed the objective, as well as expectations for students. As students worked, the teacher circulated and pointed out ways the students could individually improve their work.

# 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
Quality and purpose of questions	Administration has increased classroom walkthrough observations and provided staff with specific feedback on their lesson. Professional development content has been focused on subjects such as increasing student discourse, higher-level Depth of Knowledge (DOK) <sup>13</sup> questioning, and increase of rigor.	SPCSA staff observed some instances of elevated student questioning. This remains a recommendation for CASLV Centennial Hills.
Create a designated health area pursuant to Nevada State Law 439.200.	The district has hired a front office and health manager who is able to ensure our school nurse remains in compliance. Medicines are now in a locked roll-away cart, so it is easy to transport in case of an emergency and we needed to evacuate. The nurse’s area has been designed for privacy for students.	SPCSA finds this recommendation has been met for the 2025-26 academic year.
Feminine hygiene dispenser	The leadership team stated that the school has partnered with a program that donates feminine hygiene products.. Female teachers and staff have feminine hygiene products available for when a female student asks. Female students are made aware of how they can get access to these products, if they need them.	SPCSA finds this recommendation has been met for the 2025-26 academic year.

<sup>13</sup> 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.

# 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 checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A

# Appendix A

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