



# **Nevada State Public Charter School Authority**

## **Site Evaluation Report: Coral Academy of Science Las Vegas – Nellis AFB**

**Evaluation Date: 2/16/2023**

**Initial Draft Report Date: 4/13/2023**

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# Appendices

## A: Nevada School Performance Framework

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

## B: SPCSA Academic Framework

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

## C: SPCSA Organizational Framework

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

# INTRODUCTION AND SCHOOL BACKGROUND

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 2/16/2023 at Coral Academy Nellis Air Force Base (CASLV Nellis AFB). 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 year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization. During the 2021-2022 school year, the SPCSA began to differentiate levels of oversight. The schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern, Notice of Breach, or Notice of Termination, will have a differentiated procedure for their site evaluation. CASLV Nellis AFB elementary meets this criterion and has been scheduled for a full site evaluation. The purpose of the site evaluation in this instance is to provide follow-up and documented progress toward improvement, as well as to conduct additional monitoring and oversight as directed by the Authority during its November 18, 2022, board meeting due to the school's NSPF index score for the 2021 - 22 school year.

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

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

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

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

## SCHOOL BACKGROUND

Coral Academy Nellis AFB is located in Las Vegas, Nevada in a facility at 107 Stafford Drive. The school serves 905 students (as of the most recent Validation Day) in pre-kindergarten through 8th grade. The mission of name of school is: "To provide a safe, rigorous college preparatory environment that promotes social responsibility and a culturally diverse munity dedicated to becoming lifelong learners bound for success."

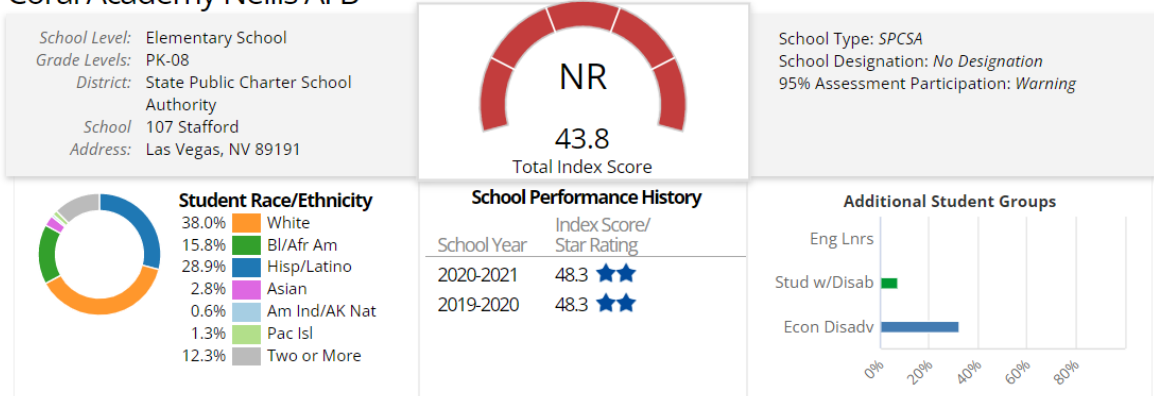
# ACADEMIC PERFORMANCE

## Nevada School Performance Framework 2022

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

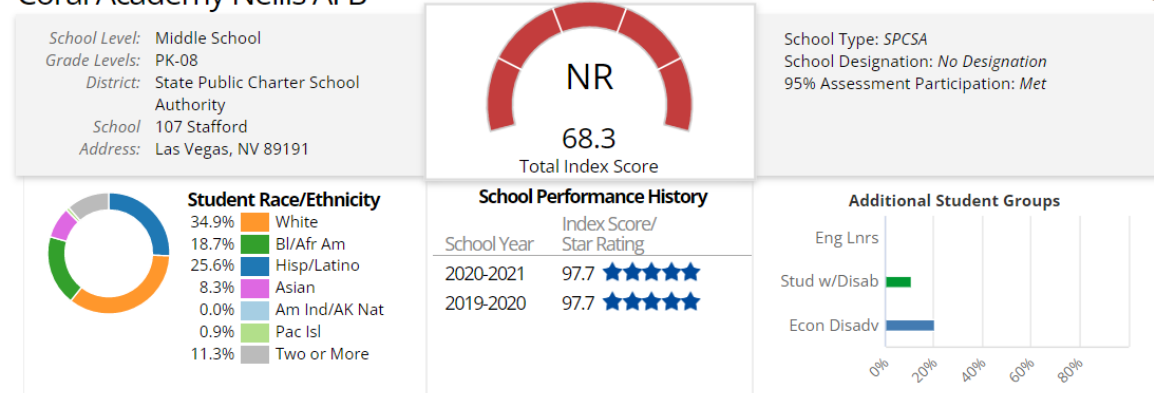
### Elementary School Coral Academy Nellis AFB

School Year 2021-2022 Nevada School Rating



### Middle School Coral Academy Nellis AFB

School Year 2021-2022 Nevada School Rating



# Math and ELA Results

## Nevada School Performance Framework

### 2022

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

## Proficiency Rates

### Elementary School

#### Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	43.6	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	-	72.8	70.4			
Black/African American	22.0	30.3	35.7			
Hispanic/Latino	42.8	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	66.6	55.6	57.5			
White/Caucasian	49.5	60.7	61.3			
Special Education	5.0	26.3	32.1			
English Learners Current + Former	-	34.9	39			
English Learners Current	-	25.5				
Economically Disadvantaged	34.7	35.6	42			

#### ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	50.3	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	-	74.9	76.7			
Black/African American	24.4	39.8	45.4			
Hispanic/Latino	50.6	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	62.5	61.5	66.2			
White/Caucasian	55.9	65.5	69			
Special Education	10.0	25.5	33.5			
English Learners Current + Former	-	37.4	44.4			
English Learners Current	-	24.4				
Economically Disadvantaged	41.6	42.8	49.4			

### Middle School

#### Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	30.3	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	61.5	62.7	60.6			
Black/African American	9.0	18.2	27.3			
Hispanic/Latino	22.7	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	37.5	41.8	43.6			
White/Caucasian	38.5	48.1	49.8			
Special Education	23.5	9.7	22.7			
English Learners Current + Former	-	20.1	24.2			
English Learners Current	-	7.6				
Economically Disadvantaged	29.2	23.9	32.7			

#### ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	48.3	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	76.9	79.0	77.1			
Black/African American	27.2	41.1	40.9			
Hispanic/Latino	38.6	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	62.5	64.6	63.2			
White/Caucasian	55.7	67.2	68			
Special Education	17.6	18.0	25.8			
English Learners Current + Former	-	38.8	28.1			
English Learners Current	-	16.7				
Economically Disadvantaged	41.4	45.9	47.1			

# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School

**GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)**  
SPCSA school NSPF performance vs. comparison district/school(s).

**4/25** 0 automatic points in indicator.  
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

**NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**

**0/10** NSPF score difference of -5.3 between school (43.8 points) and comparison district (49.1 points).

**NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**

**4/15** NSPF score difference of 2.3 between school (43.8 points) and comparison school (41.5 points).

## Middle School

**GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)**  
SPCSA school NSPF performance vs. comparison district/school(s).

**24/25** 0 automatic points in indicator.  
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

**NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**

**9/10** NSPF score difference of 23.6 between school (68.3 points) and comparison district (44.7 points).

**NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**

**15/15** NSPF score difference of 36.3 between school (68.3 points) and comparison school (32 points).

# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School

**ENROLLMENT DIVERSITY INDICATOR (15 POINTS)**  
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

**7/15** Indicator bonus points for: FRL.  
One bonus point per group with 25%+ increase over prior year.

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**2/5** School FRL rate of  $\geq 20$  to  $< 30\%$  compared to district GrK-5 FRL rate of  $> 95\%$ .

**3/5** School IEP rate of  $\geq 5$  to  $< 10\%$  compared to district GrK-5 IEP rate of 11.9%.

**1/5** School EL rate of  $< 5\%$  compared to district GrK-5 EL rate of 19.3%.

## Middle School

**ENROLLMENT DIVERSITY INDICATOR (15 POINTS)**  
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

**9/15** Indicator bonus points for: FRL EL.  
One bonus point per group with 25%+ increase over prior year.

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**1/5** School FRL rate of  $\geq 20$  to  $< 30\%$  compared to district Gr6-8 FRL rate of  $> 95\%$ .

**4/5** School IEP rate of  $\geq 10$  to  $< 15\%$  compared to district Gr6-8 IEP rate of 11.9%.

**2/5** School EL rate of  $< 5\%$  compared to district Gr6-8 EL rate of 13.6%.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	30 minutes
Parents/Families	7	30 minutes
Students	8	30 minutes
School Leadership	7	30 minutes
Staff	10	30 minutes

### Governing Board<sup>1</sup>:

- Members of the governing board reported chronic absenteeism at CASLV Nellis AFB is a regular conversation at each board meeting. “The board talks about Nellis specifically at every board meeting.” One board member shared, “We have adjusted the school calendar to better fit military schedules. We have also approved laptop checkouts for students to be able to continue their studies when they have a longer than anticipated absence.”
- Board members receive and review financial reports each month. One board member explained, “We pay for a service that is responsible to the board. The service provides a monthly balance sheet and an income statement.” Another member shared, “Our board is very transparent with funds. We have a finance and facilities sub-committee that also provides information on fiscal standing.” A certified public accountant presents quarterly updates to the board and answers any questions. “As a board, we are aware of the changing contributions to PERS<sup>2</sup> and are planning strategies to cover these items budgetarily.”
- CASLV Nellis AFB governing board members indicated they “are very focused on finding grants for teacher stipends and bonuses,” as they acknowledge challenges in recruiting and retaining licensed, qualified teachers, especially at the only charter school on a military installation in the state of Nevada. One board member said, “It is a top priority. It is tough to keep up with Clark County School District (CCSD) salaries, but we rely on the power of teachers wanting to be a good place to work and we do receive positive results from the teacher engagement survey.” Another board member shared, “Staff are paid higher at Nellis than at other Coral campuses.”
- Members of the governing board were candid in expressing their acute awareness that “Nellis receives extra scrutiny from Clark County officials. There is a lot riding on the success of Nellis. There are numerous dynamics here. We take students as they come. We teach the whole child.” Board members explained the unique transiency of serving military families. “When world events occur, our students, families, and faculty are impacted differently than other campus populations. We have to be able to quickly consider the social-emotional needs of our stakeholders. This is a priority.” Another board member said, “We also have the Coral standard and academic standards which are important. We are not going to lower our academic standards. The transiency reality of serving military families makes it challenging with acclimating to the rigor of the Coral standards.”

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<sup>1</sup> Three members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated.

<sup>2</sup> The Public Employees' Retirement System of Nevada (PERS) is a tax-qualified defined retirement benefit plan.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

### Parents/Families:

- Several parents described the quality of instruction their child received as very high quality instruction. “The curricula are age and grade appropriate. Teachers are responsive and very communicative with parents.”
- Families expressed a desire to have more consistent, clear communication from CASLV Nellis AFB administration, staff, and faculty. Many parents said they are confused as to how to find school policies and procedures, in particular, the discipline policy and the attendance policy. One parent shared a very personal story with her child in which she had to reach out to the school for specific information about the chronology of events. She said, “It would make me feel better if the school would reach out to me with information rather than us having to reach out to find out information.” Several parents of students in middle school indicated the levels of communication regarding student grades and student progress are inconsistent. As one parent said, “Some teachers are really good at communicating upcoming due dates and updating grades. Others, not so much.” Several families of middle school students related stories of receiving grade information when it was too late to address. One parent reported, “We received electronic notification at 10:00 p.m. on a Sunday night of an assignment due the next day. It was very stressful.” Families indicated the software platforms Class Dojo and Infinite Campus are accessible but are often not updated consistently or timely enough for families to track their child’s progress. A parent said, “Some teachers do not update grades at all. I look from one app to another, and I can’t find any information. Then we have a conference, and it is too late to do anything because the conference comes at the end of the semester.”
- Middle school family members indicated they feel there are not enough aides in middle school classrooms. One parent explained there are several students with special needs at the middle school level and not enough personnel to assist general education teachers in the classroom. “One student did not have support and was disruptive to the overall class. There is just not enough support for students with special needs.” Another parent of a special needs student said she was concerned about the support from aides. “The aides will ask the students if they need support, rather than following the IEP<sup>3</sup> or interventions for what the students need. The students should not be telling aides, ‘I don’t need help.’ They are middle-schoolers, and they will always say, ‘I don’t need help.’ The IEP should be followed.”

### Students:

- Students summarized some of the things they were currently learning. Middle school students said they were finding the variable in algebra and had completed a poetry unit in English language arts (ELA). Elementary school students said they were learning black history as part of their studies during black history month, reading a novel in ELA, and learning division. Students said they sometimes complete projects in groups of three to four. Students shared that they occasionally participate in peer-to-peer conversation, read to each other, or explain how they solved a problem and help their classmates understand a concept.

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<sup>3</sup> Individualized Education Plan (IEP)



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

- Middle school students reported feeling their teachers do not know them very well. “If we are upset our teachers don’t really notice.” Several students said there was only one middle school teacher they felt they could confide in as “she gets to know us as people. If we are having an off day, she will take us to the side and ask us what’s going on.”
- Students said they did not participate in any social- emotional learning time within their classes. Students also said they did not have a class or allocated time to discuss their mental health. “There is a lot of stereotyping and bullying going on that is based on people’s physical characteristics. Things they can’t control, like the color of their eyes, their hair, or their skin.” Another student said, “Students here are very [judgmental].” Students said they can speak with a counselor if they really need to speak with an adult, but it can be difficult to schedule.

### **Leadership:**

- Leadership described the process of evaluating and servicing a student with special needs at CASLV Nellis AFB. “If a student comes to Nellis with an out-of-state or out-of-country IEP, that IEP is put in place and the child is tested within the first 30 days of school attendance to ensure the student is on an approved Nevada state IEP as quickly as possible.” It may take eight to ten weeks of documentation before special needs testing is conducted. Nellis is one of a handful of military bases designated as an Exceptional Family Military Program (EFMP) base according to school leaders. The Nellis Air Force Base provides targeted services for families with special needs to the school. The EMPF designation is intended to support exceptional family needs and provides a counselor to CASLV Nellis AFB to support students with specific military family supports. School leaders noted that EFMP is unique to the CASLV network. Leadership reported, “106 students currently receive special needs services. We have 25 students moving through the evaluation process.” CASLV Nellis AFB has a team of approximately 20 special education (SPED) personnel. “We have one-to-one aides, a life skills teacher, and we will be adding another life skills teacher next year.” CASLV Nellis AFB utilizes the Brolly software<sup>4</sup> to data track SPED students. Leadership added that there is also a data analyst and data strategist that provide leadership and the governing board with real-time data.
- Leadership described that there is a tiered system in place to address chronic absenteeism for CASLV Nellis AFB students. The new tiered approach was implemented in November of 2022 and has produced noticeable results. Each member of the administrative team is responsible for a group of students. A spreadsheet contains columns delineating the number of absences cumulatively, excused absences and unexcused absences. Columns to fill in information regarding when the member of the administrative team contacted the family, and a place to include follow up notes provide comprehensive datum for each child. Leadership went on to state that updates are discussed at each administration meeting. Educational outreach to school families and the wider AFB has also been added for the 2022-2023 school year. The principal has presented scholarly research on the correlation between chronic absenteeism and learning loss to base leadership. The school liaison has also included chronic absenteeism as an agenda item in her meetings with base personnel and stakeholders. Educating families and base personnel on how the school’s rating is impacted by chronic absenteeism has also improved their understanding the importance of school attendance.

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<sup>4</sup> Brolly software consolidates IEP data, including the documentation of services, student progress, and compliance into one seamless location, providing administrators real-time information on students receiving special education services.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

- Leadership said the school used ESSER<sup>5</sup> funds in addition to IMPACT<sup>6</sup> aid to purchase cleaning supplies and cleaning personnel. Funds also contribute to hiring and maintaining interventionists, such as a literary specialist, a math specialist, a reading specialist. Chromebooks were purchased to continue learning during lockdown, when students were not physically allowed to be present at school. Leadership reported using funds to also retain and hire teachers. “Each returning teacher will receive a \$2000 stipend.” Leadership indicated items funded by ESSER have been budgeted for in their general budget and when ESSER funds expire, the school will be able to retain personnel.

### **Staff:**

- Elementary special education faculty stated there are interventionists on campus providing tiered-level supports to meet the needs of students. Several teachers in the focus group said students at CASLV Nellis AFB who belong to military families “have higher anxiety than schools with other student populations.” Staff went on to note that more support personnel is needed at the middle school level. “We don’t have a lot of intervention at the middle school level. We have to do it on our own. It’s really hard, especially when the anxiety levels increase when a child has a parent being deployed, or they know they are going to move.”
- Faculty and staff report the new administrative team at CASLV Nellis AFB this year as being the most supportive they have ever had. Faculty said “administration visits our classrooms frequently and watches us teach. They leave sticky notes with encouraging messages, or provide tips, or ask ‘have you considered this?’” Another faculty member said, “This year, the administration will cover our classes so we may go watch a colleague teach.” Faculty declared they very much enjoyed being able to see their colleagues teach. “We are all comfortable talking with the administration about our needs and where we could use some help. Admin has been very responsive. For example, I said I needed some help with classroom management and administration covered my class so I could go watch another teacher who had some helpful tools on managing the class.”
- Faculty were asked to describe their process for catching-up students on academic work when they have been absent. One teacher said, “It’s challenging. We are already trying to close learning gaps and then absences make it more difficult. Chunks of instructional time are lost with every absence.” Teachers said the absences are constant, “There is always someone absent from class. This also makes small groups difficult as everyone in the group is at a different place in their learning.”

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<sup>5</sup> ESSER stands for the Elementary and Secondary School Emergency Relief Fund, a federal program administered by the Department of Education in response to the COVID-19 pandemic. K-12 institutions used ESSER funding to address pandemic learning loss and invest in infrastructure and programs to open and operate safely.

<sup>6</sup> The Federal Impact Aid Program provides reimbursement to school districts serving children residing on military installations or other federal properties and children whose parents are in the uniformed services or employed on federal properties who do not live on military installations.

# CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 30 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Classroom Learning Environment is Conducive to Learning</b>	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.  Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.  Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	<b>Total: 8</b>	<b>Total: 17</b>	<b>Total: 5</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Establishing a Culture for Learning</b>	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	<b>Total: 6</b>	<b>Total: 19</b>	<b>Total: 4</b>	<b>Total: 0</b>	<b>Total: 1</b>

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	<b>Total: 6</b>	<b>Total: 17</b>	<b>Total: 3</b>	<b>Total: 0</b>	<b>Total: 4</b>
<b>Students' Cognitive Awareness of Learning Goals/Targets</b>	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	<b>Total: 7</b>	<b>Total: 18</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 4</b>
<b>Quality and purpose of questions</b>	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	<b>Total: 2</b>	<b>Total: 15</b>	<b>Total: 2</b>	<b>Total: 1</b>	<b>Total: 10</b>
<b>Opportunities for student discourse and student use of academic language</b>	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	<b>Total: 3</b>	<b>Total: 18</b>	<b>Total: 6</b>	<b>Total: 0</b>	<b>Total: 3</b>

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Intellectual Engagement in Learning</b>	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	<b>Total: 8</b>	<b>Total: 15</b>	<b>Total: 7</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Using Formative Assessment in Instruction</b>	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	<b>Total: 5</b>	<b>Total: 19</b>	<b>Total: 3</b>	<b>Total: 0</b>	<b>Total: 3</b>

Additional information about the classroom observations shared here when applicable.

1. In one elementary class students struggled to stay on-task. Students talked back to the teacher, meandered around the room, and defied re-direction from the teacher's prompts. An aide worked with a student one-on-one in the back of the class.
2. Students reviewed U.S. Government documents by playing Jeopardy as a class. Students wrote their answers on individual whiteboards and explained their answers.
3. Students rotated through stations to create different types of poems in small groups. Students were self-directed, used academic vocabulary, cooperated with their tablemates, and highly engaged with the activity.
4. Middle school students were working in groups of three to four students with laptops. The teacher sat at the instructor's desk, yelling across the room at students to get to work. At least half of the students are off task and disengaged with the learning. Students were talking to each other about things not related to the lesson.
5. In one intervention class, a young student interacted one-on-one writing with a teacher. The teacher provided multiple forms of support and asked several questions.
6. In one middle grades class students finished an activity and were given free time. There was substantial loss of learning time.
7. Students solved math problems while playing a video game on their laptops. Students selected whether they wanted to work individually, in pairs, or in small groups. The teacher interacted with individual students in targeted interventions on the side of the classroom.
8. In one classroom, the teacher asked students to help explain their thinking. Students used white boards and spiral notebooks to demonstrate their knowledge. The teacher used academic language and is highly encouraging with students.
9. In one middle level math class students worked independently on laptops. The teacher sat at the teacher's desk.
10. In one middle school classroom, students were playing a game to remember facts about a unit of study on a book. The teacher asked questions and the students responded by calling out the answers. The teacher continued asking questions as students filled out a black out board. The teacher asked follow-up questions and students participated by answering the questions.
11. In one middle school pull out SPED resource classroom a group of four students completed an assignment together. They talked about the math content and used academic language together. There was an adult working with one student on skills in another part of the classroom.
12. In one elementary classroom, students listened to direct instruction about a mathematical concept of place value and decimals.
13. In one elementary classroom, students waited for a lengthy time to begin instruction. Students became disengaged, restless, off-task, and appeared unruly as they waited for the instructor. Students began talking with each other, running around the room. Loss of learning time led to greater classroom management issues.

# ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
<b>Indicator 1:</b> Education Program	<p><b>Measures 1a and 1b:</b> The school implements the material terms of the education program.            Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p><b>Measures 1c and 1d:</b> The school protects the rights of students with disabilities and EL students.            Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	CASLV Nellis implements the material terms of the education program. Curricular materials align to Nevada Academic Content Standards (NVACS). Classroom observations confirmed the educational program conforms with the charter and that curricula aligns to NVACS. CASLV uses a strategic approach to ensure all campus staff who work with students with disabilities, with an IEP or 504 are aware of all decisions, goals, accommodations, modification, and SDI. Student WIDA reports are accessed to determine levels of listening, speaking, reading, and writing. CASLV also uses MAP data and the diagnostic tool within Lexia.
<b>Indicator 3:</b> Governance and Reporting	<p><b>Measure 3a:</b> The school complies with governance requirements            Ex: Board policies and oversight of Education Service Provider</p>	The CASLV board meets at least six times a year for regular board meetings. Special meetings are scheduled as necessary. CASLV does not contract with an Educational Management Organization (EMO) or Charter Management Organization (CMO). The board and its attorney work closely together to ensure all open meeting laws are followed. Board composition is aligned with Nevada state requirements.
<b>Indicator 4:</b> Students and Employees	<p><b>Measure 4a:</b> Student records under lock and key/stored appropriately</p> <p><b>Measure 4d:</b> Personnel files are under lock and key/stored appropriately</p>	Student and faculty records are stored under lock and key in a secure office.

<p><b>Indicator 5:</b> School Environment</p>	<p><b>Measure 5b:</b></p> <ul style="list-style-type: none"> <li>• Evacuation plans for classrooms are posted</li> <li>• The school has fire extinguishers on all floors which are tagged</li> <li>• Active permit for food service (if applicable)</li> <li>• Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration</li> </ul>	<p>The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.</p>
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## Measures of Progress from Previous Site Evaluations

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

<p>Summary of recommendations from most recent Site Evaluation</p>	<ul style="list-style-type: none"> <li>• Continue to work on the implementation of Multi-Tiered Systems of Support (MTSS).</li> <li>• Continue to work on ways to address challenges regarding chronic absenteeism.</li> <li>• Provide opportunities for students to contribute more to their own learning and represent classroom content using questioning, discussion, and engagement strategies Identify and implement ways to clear aisles and traffic patterns for student safety.</li> <li>• Continue to work on efforts to increase enrollment of diverse student groups.</li> </ul>
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations</p>	<p>School leaders shared several forms of evidence toward progress for recommendations. CASLV Nellis AFB has added Tier 2 MTSS supports and formalized a tiered response system to address chronic absenteeism that includes data tracking. The school continues to strategize and build pathways to improve family-to-school communication. Educational outreach to Nellis AFB and base personnel has increased this year.</p>
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>CASLV Nellis AFB leadership believes many recommendations from the 2021- 2022 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address prior recommendations is ongoing as the school continues serving military families.</p> <p>SPCSA staff agrees with this assessment, and concluded the board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students using data to inform decisions.</p>

# SITE EVALUATION FINDINGS

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## STRENGTHS

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

- CASLV Nellis AFB has a strong leadership team according to faculty, staff, and families, and SPCSA staff agrees with these sentiments. Teachers reported administration accommodating what teachers and learners need for PD. The principal supports teacher capital by allowing teachers to share their teaching strengths with colleagues during PD session. Leadership has concentrated on developing a strong positive, teacher culture. The leadership team follows a “Grow your own mindset” approach, seeking to promote and retain faculty and staff from within current personnel to build agency and capacity.
- The leadership team has a robust understanding of the pulse of the culture and climate at CASLV Nellis AFB. Leadership is keenly aware of students’ academic and social-emotional needs (SEL) and teachers’ needs. Along with PD support and developing a strong teacher culture, leadership has created strategic efforts to embed Tier Two Multi-Tiered Systems of Support (MTSS) for students. For example, leadership implemented a tiered system to address chronic absenteeism and developed communication channels for greater educational outreach to school families and the wider AFB and base personnel. Faculty participated in PD focused on how to communicate students behavioral concerns with families. Leadership and faculty said administration and teachers co-created a family communication process to strengthen school and family relationships.
- CASLV Nellis AFB has a positive, family-oriented culture. The school believes in providing whole-child support due to the unique demographics. During the family focus group, parents were complimentary for the strong instruction at CASLV Nellis AFB, citing strong elective course options, specials for elementary classes, tutoring, and advanced coursework in middle school. The student-aide program for example, requires prospective applicants to complete an application reflecting on their skills and abilities. Students must also obtain a written teacher recommendation. If selected, students must complete a contract acknowledging promptness, demonstrate respect for everyone, and maintain a grade point average (GPA) of C or higher.
- Leadership and faculty at CASLV Nellis AFB effectively utilize data to inform instructional and curricular decisions. Data is used for student placement and student supports. Teachers meet and progress monitor weekly during professional learning community (PLC) time. Concerted effort to address math and ELA deficiencies are an on-going conversation with leadership, the governing board, and teachers. Students with special needs enrolling at CASLV Nellis AFB may not have their education records with them at registration time. As leadership indicated, “When students transfer in, there is generally a need to re-assess, revise, and re-write the IEP because the student transferred from out-of-state or out-of-the-country. These students must be re-assessed immediately so as not to disrupt their learning further. The Student Study Team (SST) process is designed to meet the needs of all children and results in a team action plan to ensure student success.” Leadership and special education faculty report strong SST systems and structures at CASLV Nellis AFB, and SPCSA staff agree with this assessment.

- Family and staff focus groups spoke highly of the school's commitment to serving the special needs of military families. The principal reported, "87% or 779 of our enrolled students are military connected. 77% of those military students live on base. 77% is 690 students. 13%, or 117 students are non-military and non-air force base affiliated." Hiring teachers and staff that are active-duty military or are part of a military family are part of maintaining support for CASLV Nellis AFB's unique demographics. Personnel familiar with the specific issues and stressors military families encounter have a competence and effectiveness when working with students from military families (Department of Defense, 2009). Faculty and staff familiar with military families provides intentional support. Leadership maintains community partnerships dedicated to supporting the exceptional needs of military families. This includes support personnel familiar with military family demographics. Military families may be stationed at Nellis AFB for two-three years and then move to another installation, "a rate three times that of the civilian population" according to leadership. CASLV Nellis AFB follows [NRS 388A.456](#)<sup>7</sup> providing priority enrollment for a child or a person "who resides on or is employed on the federal military installation, if the charter school is located on a federal military installation."

## CHALLENGES

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

- Leadership reported chronic absenteeism as an ongoing challenge. During the 21-22 school year, leadership adjusted the school's academic calendar, aligning the school's professional development days to the Nellis AFB military family calendar. The school's academic calendar was also aligned to the federal holiday schedule. During the 22-23 school year, school leadership has implemented a tiered response system to address chronic absenteeism. Data tracking and family communication are integral components of the tiered response system.
- Leadership reported CASLV Nellis AFB is perennially faced with staffing challenges. Faculty and staff openings occur year-round due to military relocation. Retaining licensed, qualified staff to work on a military installation with the transient nature of the military lifestyle poses difficulties. Teacher effectiveness can be complex with high turnover. Orienting new personnel to the culture and climate of the school, acclimating to state standards and requirements, and familiarizing new hires with student demographics is a perpetual task. Onboarding takes time and being an effective teacher in the classroom hinges on the onboarding process.
- Demonstrating and sustaining academic learning growth can be difficult due to a "30% transiency rate" among military families according to school leadership. SPCSA understands that the CASLV Nellis AFB has a unique challenge in this regard. "There is high trauma due to the transiency. Deployment brings stressors and those stressors and anxiety needs must be met before learning can occur," according to school leadership.
- Specialized populations at CASLV Nellis AFB are compared annually to the SPCSA's portfolio of schools and to their neighborhood schools. According to the SPCSA's student enrollment data for the 2022-2023 school year, recipients of free and reduced lunch (FRL) at CASLV Nellis AFB is at 29.6%, below the SPCSA's average of 46.4%. IEP enrollment numbers (7.9%) are below neighboring zone

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<sup>7</sup> NRS stands for Nevada Revised Statute. Chapter 388 communicates Nevada state laws on public instruction. These statutes are publicly available on the Nevada state government website.

public schools and SPCSA's average of 9.8%. Less than 5% of students enrolled at CASLV Nellis AFB's are English language learners (EL). The SPCSA's EL population is 9.2%. CASLV Nellis AFB is challenged with implementation of the weighted lottery as military families have priority over diverse student groups regardless of their IEP, FRL, or EL status due to [NRS 388A.456](#). Leadership and the governing board are aware of the challenges in serving military families and balancing legal requirements with recruiting students. Leadership and the governing board have ongoing conversations on strategies to increase student enrollment so that it is representative of the community at-large.

## RECOMMENDATIONS

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

- SPCSA staff recommend CASLV Nellis AFB continue implementing Tier Two MTSS. This includes strengthening support and intervention to address the social-emotional needs of students. Several family, staff, and student focus group participants reported the need to increase social-emotional support and interventions for students due to the complexity of the military lifestyle. Thoughtful and proactive MTSS supports in terms of planning and building strong instruction will assist specialists, interventionists, counselors, and teachers frame instruction and targeted interventions for student growth.
- SPCSA staff recommend CASLV Nellis AFB continue efforts to address chronic absenteeism. Initial responses to the tiered response are promising. The leadership team telephones families when an absence occurs and requests medical documentation to ensure absences can be verified as a medical necessity and thus excused. Educational outreach to Nellis AFB stakeholders and personnel have been well received. Educating families on the correlation between attendance and academic success (Dekalb, 1999).
- SPCSA staff recommend CASLV Nellis AFB continue its efforts to increase enrollment with special populations. Outreach and recruitment in neighborhoods that are under-resourced may not be aware that a charter school is nearby. Targeted information conveying the definition of a charter school and the programming available at CASLV Nellis AFB to the community will assist in building a diverse student population that includes wider ethnic populations, as well as EL learners, students with an IEP, and those receiving FRL services.
- SPCSA staff recommend stronger classroom instruction to provide greater student engagement. SPCSA staff observed several classrooms today in which there were a high number of students having free time, or lengthy time in between transitioning from one activity to another. One teacher said to an SPCSA member of the site evaluation team, "This is their time to just relax." Another said, "We are having a delayed Valentine's party." During the 2021-2022 CASLV Nellis AFB site evaluation, a similar challenge was noted:

*In some elementary classrooms observed by the SPCSA site evaluation team, there was low level or non-existent engagement, and in some cases, off-task behavior. Students openly defied teachers, disregarded direction, and argued back. Teachers did not seem to notice disengaged students or struggled to manage the classroom. In these instances, teachers led the lesson by sitting at their desk and not moving around the room, reading directly to the students from the projected slideshow or talked at the students rather than engaging them in the learning. There is a need for some teachers to engage students in their own learning by increasing student participation and student contribution to the content.*

Stronger classroom instruction will provide opportunities for students to contribute more to their own learning and represent classroom content using high-level questioning and discussion techniques. The site evaluation team did see some classrooms with very high levels of teaching pedagogy and student engagement. In schools with high levels of student outcomes there is usually an urgency to learn and make the best use of instructional time. Continue to build capacity by allowing strong faculty to model high-quality instruction and high-quality student engagement. This, in turn, may translate to improved NSPF scores for the 2022 – 23 school year and beyond.

- Leadership indicated the prior recommendation from 2021 -2022 regarding backpacks and other student belongings in the way of traffic patterns has not yet been resolved. SPCSA staff recommend identifying and implementing ways to clear aisles and traffic patterns for student safety.
- SPCSA staff recommend leadership offer PD specific to military family support. Tensions at home, enrollment issues, adapting to new schools, and a lack of familiarity with military culture by public school professionals may adversely impact the academic, social and emotional growth of these students. “School faculty and staff need to understand the challenges that multiple school transitions impose on military children in order to effectively meet the needs of this student population (Ruff and Kelm, 2014).CASLV Nellis AFB leadership are acutely aware how “students experience sleeping problems, higher stress levels and anxiety, declining grades, an increase in maladaptive behaviors, when a parent is deployed” (Neurosci, 2012) Providing PD for school personnel may assist in building stronger connections to families and increase students’ sense of belonging. Some resources to consider include:
  - Fostering home-school partnerships to support children of military families during deployment (Scorgie and White) in *Building Culturally Responsive Partnerships Among Schools, Families, and Communities* (Pacino and Warren, 2023).
  - Military Child Education Coalition ([militarychild.org](http://militarychild.org)).
  - DoDEA Education Partnership ([dodea.edu/partnership](http://dodea.edu/partnership)).
  - Military Kids Connect ([militarykidsconnect.health.mil](http://militarykidsconnect.health.mil)).
  - Everyone Serves ([everyoneserves.com](http://everyoneserves.com)).

## **STRONG RECOMMENDATIONS**

There were no strong recommendations identified for CASLV Nellis AFB during this site evaluation.

## **DEFICIENCIES**

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