



Nevada State Public Charter School Authority

Site Evaluation Report: Coral Academy Tamarus Evaluation Date: 3/20/2024

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

Contents

Introduction and School Background	3
Academic Performance	4
Focus Group Summaries	7
Classroom Observation Totals	12
Organizational Performance.....	17
Site Evaluation Findings	20

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

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 3/20/2024 at Coral Academy of Science Las Vegas (CASLV) Tamarus. 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.

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

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

SCHOOL BACKGROUND

CASLV Tamarus is located in Las Vegas, Nevada in a facility at 8185 Tamarus Street. The school serves 394 students (as of the most recent Validation Day) in kindergarten through fourth grade. The mission of CASLV Tamarus is: "to provide a safe, rigorous college preparatory environment that promotes social responsibility and a culturally diverse community dedicated to becoming lifelong learners bound for success."

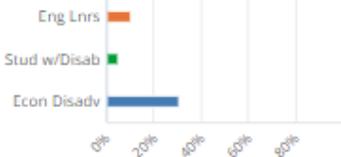
ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023

Elementary School

Coral Academy Tamarus

School Year 2022-2023 Nevada School Rating

<p><i>School Level:</i> Elementary School <i>Grade:</i> KG-04 <i>Levels:</i> <i>District:</i> State Public Charter School Authority <i>School:</i> 8185 Tamarus St <i>Address:</i> Las Vegas, NV 89123</p>	 <p>87.0 Total Index Score</p>	<p><i>School Type:</i> SPCSA <i>School Designation:</i> No Designation <i>95% Assessment Participation:</i> Met</p>														
 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 27.2% ■ White 7.3% ■ Bl/Afr Am 22.3% ■ Hisp/Latino 30.8% ■ Asian 0.0% ■ Am Ind/AK Nat 0.9% ■ Pac Isl 11.2% ■ Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>99.0 NR</td> </tr> <tr> <td>2020-2021</td> <td>100.0 NR</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	99.0 NR	2020-2021	100.0 NR	<p>Additional Student Groups</p>  <table border="1"> <thead> <tr> <th>Group</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Eng Lnrs</td> <td>~10%</td> </tr> <tr> <td>Stud w/Disab</td> <td>~5%</td> </tr> <tr> <td>Econ Disadv</td> <td>~35%</td> </tr> </tbody> </table>	Group	Percentage	Eng Lnrs	~10%	Stud w/Disab	~5%	Econ Disadv	~35%
School Year	Index Score/Star Rating															
2021-2022	99.0 NR															
2020-2021	100.0 NR															
Group	Percentage															
Eng Lnrs	~10%															
Stud w/Disab	~5%															
Econ Disadv	~35%															

Math and ELA Results Nevada School Performance Framework 2023

Elementary School Proficiency

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	77.7	54.6	61.2	85.2	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	88.3	74.1	77.8	91.5	74.9	76.7
Black/African American	46.1	37.5	48.2	66.6	39.8	45.4
Hispanic/Latino	59.3	45.9	53.2	92.3	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	85.7	60.7	67.9	72.7	61.5	66.2
White/Caucasian	81.8	64.4	70.6	85.3	65.5	69
Special Education	50.0	27.4	36.8	61.5	25.5	33.5
English Learners Current + Former	62.9	37.6	47.2	81.4	37.4	44.4
English Learners Current	35.7	24.1		50.0	24.4	
Economically Disadvantaged	72.5	42.0	51.9	76.7	42.8	49.4

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	77.1	52.0	53.5	74.3	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	78.3	74.5	71.9	79.6	72.8	70.4
Black/African American	66.6	31.4	38.9	55.5	30.3	35.7
Hispanic/Latino	71.8	42.2	45.5	69.2	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	85.7	57.8	59.6	68.1	55.6	57.5
White/Caucasian	78.1	63.7	63.3	77.3	60.7	61.3
Special Education	42.8	29.1	35.5	53.8	26.3	32.1
English Learners Current + Former	59.2	38.1	42	71.3	34.9	39
English Learners Current	42.8	27.6		28.5	25.5	
Economically Disadvantaged	78.0	39.0	44.9	73.2	35.6	42

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

25/25

25 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)

10/10

NSPF score difference of 48.1 between school (87 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15

NSPF score difference of 75 between school (87 points) and comparison school (12 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.

6/15

0 bonus points in indicator.

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 ≥ 30 to $< 40\%$ compared to district GrK-5 FRL rate of $> 95.0\%$.

1/5

School IEP rate of $< 5\%$ compared to district GrK-5 IEP rate of 13.1%.

3/5

School EL rate of ≥ 10 to $< 15\%$ compared to district GrK-5 EL rate of 18.5%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45 minutes
Parents/Families	8	45 minutes
Students	10	45 minutes
School Leadership	2	45 minutes
Staff	5	45 minutes

Governing Board¹:

- Three of the seven member CASLV governing board participated in the board focus group. They reported there are no board openings, and they meet every month and as they arise. Board meeting locations are held at all Coral School sites and rotate among them should Coral family members like to attend in person. The board tries to keep the meetings within a two-to three-hour timeframe, but due to the numerous Coral campuses, and the sometimes heavy agenda, board meetings can be lengthy. Sub-committees include a newly formed governance sub-committee that exists to plan for future board membership and contingencies should a seat become vacant due to an emergency. The Academic sub-committee meets twice per year and the finance committee meets twice per year and as needed. Each board member serves on one of the sub-committees.
- Members of the governing board shared that they continually monitor hiring of licensed qualified staff, retention of qualified staff, student enrollment, and academic achievement data. One board member explained, “At every board meeting, the leader from each Coral school completes a presentation about the current initiatives at the school, what their plan is, and how it is progressing. Then we had a discussion with their administration team. We ask how we can support campus efforts to increase their NSPF ranking. We have talented academic directors, and we believe in supporting them.” Another board member added, “We are watching the schools under four stars very closely, and we expect improvement. At the beginning of the school year, leadership from those schools came to a board meeting and outlined the initiatives they were putting in place to affect positive academic gains. By spring, the board is asking for deliverables.”
- Members of the governing board shared they were most proud of the consistency in the central office administration and the school leadership teams within the CASLV network this year. One board member said, “The interview for hiring new school leadership personnel is extensive and rigorous. It is not easy, and we ask numerous questions of each candidate. There are numerous expectations of a candidate, and we are selective. We want the best fit for our schools.” A board member explained once someone has been selected to be a member of a leadership team, they usually stay with the network, growing into different roles, or move to various schools within the network. There is a developed talent pool within the CASLV network that contributes to the consistency of administration and leadership.

¹ Three members of the CASLV member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Board members said they were proud of the ability to increase teachers' salaries this year. One board member said, "It was very important to us, and we agreed we would focus on pay and dedicate attention and resources to a commitment to raise teachers' salaries." Another board member said, "This year we have a director of special education who coordinates special education for all of the Coral network schools. Clark County School District pays more, and we know that, but it is a start for us to be able to offer something more. We know hiring for those specialist positions are challenging."

Parents/Families:

- Parents expressed high levels of satisfaction with the teachers at CASLV Tamarus, using adjectives such as good and excellent to describe them. One parent said, "Teachers give everything they can for the students to succeed. Students are challenged, but they can take their time and feel comfortable about their learning. Teachers are adept at letting the students excel where they can and those that need a little more time to grasp something are allowed time to get there. Students are not shamed." Several parents agreed with this statement with one adding, "It's because the teachers know how to communicate, and they do it well. Sometimes the work is challenging, but the students are comfortable with asking their teachers for clarity or help. Students are challenged, but not to the point of frustration. Emotionally, students are taken care of by the teachers. The teachers are very invested in the students and their well-being."
- Parents expressed that one of the school's greatest strengths was the communication from school personnel. One parent said, "The office staff will call us if there is an incident. The car line personnel will greet us during drop-off and pick-up. They email, text or telephone if there is an immediate situation at the school. If I cannot speak with school staff when I am contacted by a phone call due to work, there is a procedure in place and school personnel will go through my family contact list and contact names until someone is spoken to." Parents said school personnel not only contact families with an emergency or an academic concern, but also when their child had done something noteworthy or exciting. Parents laughed when describing the information received during pick-up and drop-off, claiming that is where a lot of the communication takes place because, "everyone knows all the kids and they highlight special things the kids are doing and tell the parents, 'You're doing great,' and that makes our day," as one parent said.
- Parents suggested one area they would like to see some attention and improvement was in the school's ability to retain special education (SPED) teachers and support staff. Parents explained there has been turnover with SPED teachers creating some anxiety amongst the students and families as the inconsistency has been challenging. Family members would like teachers to be more consistent in using Canvas². Parents would prefer a work-around to create new accounts in accessing school software programs every year, if possible.

Students:

- Students participating in the focus group shared that they enjoy many things about attending Coral Tamarus including learning. Students said the teachers have a positive attitude, make learning fun, and show them several different ways to understand a concept. One student said, "The teachers go over things until we understand it. They don't just move on. If it's challenging, we keep at it." Students said they like getting to wear jeans on Friday. They also appreciate the various club opportunities such as chess club, coding club, cooking club, Lego club, and robotics club.

² Canvas is an electronic learning management system.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Students mentioned several speaking and presenting activities in which they participate, including reading aloud to the class, show and tell, science fair presentations, group and individual presentations. Students expressed enjoying explaining their thinking in class as it allows them to hear many different ideas, and provides them time to rethink their own views and reconsider their perspectives.
- Students were asked to describe one thing they learned this year that impressed them about themselves. One student said he was surprised he won first place in a math contest as he didn't think he could do it and he surprised himself with his abilities. Several students said they were very nervous about speaking in front of the class and were happy with themselves after they did it. Most of the students in the focus group said they were proud of learning how to improve their writing ability and were grateful that they have better writing structure. Students said their teachers walked them step-by-step through basic sentence structure and showed students how to add descriptive details such as adjectives, adverbs, metaphors, similes, and onomatopoeia. One student said, "The teachers showed us how what we were writing just didn't make sense. It was just words. Now we know how to have a beginning, middle and an end. We like language now. We like drama and poetry." Several students said they look forward to writing their thoughts on paper and sharing them with their peers during class.

Leadership:

- Leadership described several initiatives launched this year at CASLV Tamarus. One in particular is the UFLI Foundations³ program. Faculty participated in UFLI professional development (PD) in August, ready to implement the skills on the first day of the school year. The staff literacy specialist conducts weekly classroom walk-throughs, converses with faculty on PD days and examines school-wide phonics screeners and student data to track progress. Students in kindergarten through grade two receive 30 minutes of phonics as a whole class, then an additional 30 minutes are allocated for students who need targeted intervention. Leadership reported qualitative progress monitoring and qualitative feedback from parents and teachers indicate growth. One member of the leadership team said, "We have not seen growth on the MAP test yet. Teachers have a really good understanding of where the gaps are with each individual student and their needs are and tailoring instruction for those needs."
- The leadership team indicated some new hires to Tamarus are novice teachers, and some are new to CASLV and inquiry-based⁴ learning. A mentoring program at CASLV pairs veteran teachers with novices. The principal said, "We have five mentor teachers that are mentoring as part of a grant." Leadership added that modeling good classroom management for the new teachers is needed. One leadership team member said, "Classroom management is always a challenge for new teachers. It takes time to

³ UFLI is an acronym that stands for University of Florida Literacy Institute. The program is an explicit and systematic phonics program that introduces students to the foundational reading skills necessary for proficient reading in all content areas.

⁴ Inquiry-based learning engages students in learning by making connections to the world beyond the classroom through exploration and high-level questioning. It is a teaching model that encourages students to engage in problem-solving and experiential learning and the foundational teaching model of the Coral network.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

would like to refocus the whole faculty on CHAMPS⁵, the schoolwide PBIS⁶ classroom management plan. Leadership said in the past few years, staff have gotten into the habit of talking more about CHAMPS than modeling the behaviors for students and would like to return to being adult exemplars.

- Tamarus' leadership is especially proud of the student check-in check out program through MTSS Tier-2 SEL⁷ support for the 2023-2024 year. One member of the leadership team said, "This shift has placed the process with the counselor and the students, rather than the teachers. It has allowed other adult personnel at the school to develop relationships with the students." The Counselor conducts weekly SEL lessons within classrooms and team building activities are built into the weekly lessons.

Staff:

- Faculty participating in the staff focus group indicated morale was 'great' at Coral Tamarus. One staff member said, "We are good at sharing with each other and helping each other. We support each other in our personal life. It is like family. We like to come to work." Several faculty said positive leadership, the open-door policy of the leadership team, their approachability, and active listening contribute to staff morale. One faculty member stated, "I am comfortable here and feeling comfortable at my job is important." A few teachers mentioned that they have worked at various other public schools and were aware of the salary discrepancies between public charter schools and public schools within the school district. "It is the culture of the staff and leadership that makes me stay at Tamarus, not the higher pay at the district," said one staff member. Another veteran teacher agreed, adding, "I worked at district schools for years, regular leadership turnover and staff turnover made it difficult to get to know my colleagues. I stay at the Tamarus campus because I like to know my colleagues. I like the support that brings."
- Faculty focus group participants mentioned several ways in which they engage parents to be involved partners in their children's education. Teachers send home emails every Friday summarizing the activities students completed in class that week and preview the upcoming week's activities and lessons. Quiz and test scores are also included in the Friday communication. If there were larger projects in which a rubric was used for scoring, the rubric is included along with the standards alignment. Teachers also include academic tips that parents can use to help their children at home. Parents have a task to complete with their children at home every week for 15 minutes. Teachers said they also include class pictures of students completing class activities. If a parent reaches out to a teacher, there is a schoolwide expectation that the parent receives a response within 24 hours.
- Members of the faculty found the implementation of Kagan⁸ structures into their classroom activities effective. One faculty member said, "They have been incredible. I was surprised at how well the Kagan strategies have worked. Students are not as reliant on me as they have been in the past." Another teacher said the Kagan structures have allowed her to conduct more partner work in her lessons; "I ask students to complement each other on something they heard when they listen to their partner's

⁵ CHAMPS is an acronym that stands for **C**onversation, **H**elp, **A**ctivity, **M**ovement, **P**articipation, **S**uccess. CHAMPS is a classroom management system that is evidence-based, positive and procedural geared for students in grades pre-kindergarten through eighth grade.

⁶ 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.

⁷ SEL stands for social and emotional learning, an integral part of human development in which students learn to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

⁸ Kagan instructional strategies are designed to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

writing and when they share aloud, so it's not just me doing the complimenting." UFLI Foundations, the continuation and building upon schoolwide MTSS⁹ were other effective programs faculty appreciated.

- Faculty suggestions for areas in which they would like to see improvement centered around spacing. As one teacher stated, "We do not have the classroom space for small group activities. Most classrooms don't even have enough room for one table in which to have an intervention space, let alone five small groups around the room." Another teacher added, "We are cozy here at Tamarus. When the students and backpacks are in the room, we are all squeezed together." Teachers also mentioned the lack of space prohibited conducting some of the STEM¹⁰ projects they would like to do.

⁹ 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.

¹⁰ STEM is an acronym for **s**cience, **t**echnology, **e**ngineering and **m**athematics.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 19 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<p>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.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>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.</p> <p>Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	This criterion was not observed or rated.
	Total: 11	Total: 7	Total: 0	Total: 1	
Establishing a Culture for Learning	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	This criterion was not observed or rated.
	Total: 11	Total: 7	Total: 0	Total: 1	

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	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.
	Total: 5	Total: 11	Total: 0	Total: 1	Total: 2
Students' Cognitive Awareness of Learning Goals/Targets	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.
	Total: 9	Total: 9	Total: 0	Total: 0	Total: 1
Quality and purpose of questions	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.
	Total: 1	Total: 12	Total: 1	Total: 0	Total: 5
Opportunities for student discourse and student use of academic language	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.
	Total: 1	Total: 14	Total: 0	Total: 1	Total: 3

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	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.
	Total: 5	Total: 13	Total: 0	Total: 1	Total: 0
Using Formative Assessment in Instruction	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.
	Total: 3	Total: 13	Total: 0	Total: 0	Total: 3

Additional information about the classroom observations shared here when applicable

1. In one early grades class, the teacher introduced a writing assignment with fairy tales by talking with students about the elements of a fairy tale such as magic, talking animals, a princess, a beginning phrase of, 'Once upon a time,' and an ending phrase of 'They lived happily ever after.' After the teacher introduced the students to the writing assignment, students were eager to write their own fairy tale using complete sentences.
2. In one upper elementary classroom, the teacher led discussions on comparing two decimals to hundredths by reasoning about their size. The teacher used realia for visual learners. Realia is utilizing authentic objects and artefacts external to the classroom used to teach a specific concept. The teacher called on students to explain their thinking for solving equations. Students worked in groups to complete an activity page.
3. Students worked independently completing IXL math assignments on their laptops. Every student was working on a different skillset based on their ability to master competency. The teacher circulated the room, assisting students as needed. Students were quiet and engaged. Students raised their hands when they needed assistance.
4. Students took turns going to the whiteboard and diagramming the grammatical parts of a sentence in one early grades classroom. The teacher encouraged students to try what they were thinking, saying, "This is how we learn. We may not be correct all of the time, but this is how we learn."
5. In one lower elementary classroom, the teacher gave instructions to students before dismissing them to the carpet to watch a learning video. The teacher explained to students that they need to listen for something new they learned about the seasons in the video and then draw a picture of what they learned.
6. The teacher explained how students can compare two decimals using representations such as decimal grids and number lines. The instructor led the majority of the lesson as the material was new and being introduced for the first time. The instructor did ask students for input as he demonstrated procedures on the whiteboard before students practiced on their own.
7. In one classroom, the teacher led discussions about the seasons of the year. The teacher struggled to maintain the students' attention.
8. In one elementary classroom, the teacher led discussions on how to identify pronouns and words that should be capitalized in a text. The teacher worked with the students' whole group to identify pronouns in a text that should be capitalized. A co-teacher worked with a student to provide additional support with completing the task.
9. In one upper elementary school class, the teacher explained to students how to recognize equivalent fractions based on the number of parts to the whole. The teacher used models during the lesson. All students were engaged and participated in discussions.
10. Students shared with a partner what they wrote in their descriptive writing assignment. The prompt was to describe the sounds they hear at home. Students were encouraged to use appropriate punctuation and grammar. Students shared the different languages they spoke at home and spoke about the various food sounds made when their families cooked. The teacher then asked for volunteers to read a sentence from their writing with the whole class. Students were excited and eager to share.
11. Students participated in discourse explaining their thinking on how to verbally describe fractions. The teacher facilitated the conversation. The teacher did not confirm or negate students' comments, but called upon students who had their hands raised to respond to their peers' commentary. Students were highly engaged and eager to share their thoughts, using academic language.
12. In one classroom, students worked to solve math equations. The teacher called on students to explain their thinking.

13. In one classroom, students participated in reading silently then shared with a partner what they read. While students read independently at their desks, another student received reading assistance by reading aloud to an aide at a nearby table. The teacher walked the room handing out a grammar packet on pronouns, which students transitioned to as the next activity. Students were engaged, on-task, and focused. The teacher spoke in a low, comforting voice.

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
<p>Indicator 1: Education Program</p>	<p>Measures 1a and 1b: 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>Measures 1c and 1d: 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>	<p>The programming and materials at CASLV Tamarus are in alignment with both the school’s charter and the Nevada Academic Content Standards (NVACS). The school protects the rights of students with disabilities and those learning to speak English as a new language. The literacy specialist has had extensive training on the Lexia program. Students complete 60 minutes of Lexia minutes weekly. Lexia is a software program supports emergent bilingual students’ English language acquisition through academic conversations. The program integrates speaking, listening, and grammar in the subjects of math, science, social studies, general knowledge, and biographies through adaptive blended learning. Students with an IEP are monitored daily with minutes of services tracked and recorded by date, time, and content area with a brief description of tasks completed. General education classroom minutes are recorded using the Google form with more detailed handwritten notes daily. This data is reviewed quarterly. Student progress towards goals is monitored with weekly grade checks, review of summative and formative assessments weekly and review of MAP data three times a year, along with weekly collaboration with general education teachers.</p>

<p>Indicator 3: Governance and Reporting</p>	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>Members of the CASLV Governing Board and CASLV Tamarus' leadership team report timely notice of Governing Body Meetings. Each board meeting contains an agenda item for public comment for stakeholders to ask questions, provide comments or concerns pertaining to CASLV network as well as each school within the CASLV network. Meeting agendas and minutes are publicly accessible via the CASLV website (CASLV.org) Per the governing board and leadership focus group sessions, the CASLV governing board follows governing board policies. Board composition is aligned with Nevada state requirements.</p>
<p>Indicator 4: Students and Employees</p>	<p>Measure 4a: Student records under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately</p>	<p>The site evaluation team observed student records are maintained under lock and key and stored appropriately. Staff records are held under lock and key at the CASLV network's central office.</p>
<p>Indicator 5: School Environment</p>	<p>Measure 5b: Evacuation plans for classrooms are posted The school has fire extinguishers on all floors which are tagged Active permit for food service (if applicable) Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration</p>	<p>The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers and defibrillators throughout the building and common areas, an active food service permit, and an elevator permit. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the health area.</p>

Measures of Progress from Previous Site Evaluations

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

<p>Self-Assessment of the implementation of prior recommendations by school staff</p>	<ul style="list-style-type: none"> • Continue MTSS • Continue efforts to diversify student populations • Continue to collaborate and analyze data to inform curricular and instructional decisions
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<ul style="list-style-type: none"> • Continue with implementation of MTSS <ul style="list-style-type: none"> ○ CASLV Tamarus is currently in year three (Tier-3) of the MTSS Program • Continue efforts to diversify student populations <ul style="list-style-type: none"> ○ CASLV Tamarus is currently in year two of weighted lottery • Continue to work to move to “distinguished” level on the Classroom Observations Total <ul style="list-style-type: none"> ○ Continuing to work on this with focus on student engagement, higher level thinking skills
<p>Reason’s school believes additional time will be needed to fully address the recommended items, if any.</p>	<p>CASLV Tamarus leadership believes many recommendations from the 2023- 2024 site evaluation will continue to be ongoing items to strengthen the foundational practices of the school and school personnel.</p> <p>SPCSA staff agrees with this assessment and concluded the leadership team and staff continue to diligently assess faculty needs to create PD, and assess student needs to implement appropriate MTSS support.</p>

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 are described within the body of the report and summarized here.

CASLV Network

- **High levels of school safety**

The CASLV network maintains high levels of safety and access to campus buildings and classrooms. High levels of safety are consistently implemented across all Coral schools. Faculty, staff, and students use a badge to gain access to each school and each of the classrooms. To gain access to the office of the school, visitors press an electronic button at the front entrance. Office staff identify who is seeking admittance and their purpose for being on school grounds. Visitors on campus must produce a photo identification and receive a visitor's pass. To access a classroom, a visitor must either be escorted or knock on the classroom door to be granted entry. Prior to school, and during drop-off, adults are highly visible in-front of each of the CASLV schools. Adults greet family members and students by name, open doors to vehicles, and the school building, assist students struggling with a heavy backpack or other classroom materials. Adults are also present to direct car-line traffic as well as escort students through crosswalks.

- **Strong retention of governing board members**

The CASLV governing board demonstrates robust board retention and partnership with leadership. The governing board demonstrates board membership preservation with some members serving since the Committee to Form. Five board members have served on the board since 2013. Both the governing board focus group and the leadership focus group reported an effective rapport between leadership. One board member said, "We are passionate about the school, it's mission, and what the school does for students."

- **Strong recruitment practices**

The CASLV network of schools maintains a rigorous application and interview process with central office leadership personnel to ensure a thorough vetting of any applicant desiring to be an executive director or principal of a Coral school. Members of the governing board as well as members of each campuses' leadership team stated the vision at CASLV is taken seriously and it important to have leadership personnel who have a firm commitment to the CASLV mission, vision, and goals.

- **Strong central office communication**

CASLV is a network of seven schools across the Las Vegas, Nevada valley serving over 5,500 students in kindergarten through 12th grade. There is one central office for the network. Leadership at each Coral schools reported strong communication amongst central office personnel and each network school. School leadership teams said network personnel are easily accessible, responsive, and aware of the individual needs of each of the schools. The central office is in close communication with leadership at each Coral school and on site many times each week.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

CASLV Tamarus

- **Sustained NSPF rating**

CASLV Tamarus demonstrates consistently high academic performance on the Nevada Academic Performance Framework. NSPF index ratings were 100 out of 100 for Tamarus in the 2017-2018 and 2018-2019 reporting cycles. Due to the global pandemic, index scores were not provided during the 2020-2021 school year. Tamarus received an index ranking of 99 for 2021-2022, and a mark of 87 for the 2022-2023 academic year. A score at or above 84 receives a designation of a 5-star rating. CASLV Tamarus has maintained a 5-star rating for five scoring cycles. SPCSA staff highly commend Tamarus' leadership and personnel for their academic commitment to students.

- **Classroom Environment**

The CASLV Tamarus classroom observation results indicate that on the day of the site evaluation, there were “distinguished” ratings within both classroom environment sections on the Classroom Observation and Instructional Learning Rubric (p. 11 of this report). In the first category of the rubric, “Classroom Environment is Conducive to Learning,” 11 of the 19 classrooms observed rated in the “distinguished” category. Classrooms rated in this area indicate students felt free to share their ideas and take risks in learning. Learning experiences guide students to identify their strengths, interests, problem-solve, and ask for support when appropriate. In the second category, “Establishing a Culture for Learning,” 11 of the 19 classrooms rated “distinguished.” This rating indicates that students and teachers responded appropriately when conflicts arose and demonstrated respect for their own and others' differences related to background, identity, language, strengths, and challenges.

- **Staff Morale**

Staff morale is high at CASLV Tamarus. Teacher morale is directly related to teacher retention and student achievement (Campbell, 2023; Earp; 2022; Becker 2021). During the faculty focus group, teachers shared their emotional and mental well-being was very important and although they could make more money by accepting a position at a district position, they preferred the autonomy, respect, and support they receive at Tamarus.

- **Emphasis on writing**

Students in the focus group were appreciative of learning how to improve their writing ability. The attention to bettering one's writing is time intensive and laborious. SPCSA staff want to acknowledge, highlight, and celebrate this accomplishment with the faculty and the students for undertaking writing as a focal point this academic year. Students were vocal regarding the step-by-step process of relearning basic sentence structure, adding descriptive details creating segues, thesis statements, and conclusions. Students now look forward to writing and editing with their peers. Students were overly enthusiastic about writing in the focus group, which is rare. Congratulations on this effort.

- **Strong Leadership Team**

The leadership team has developed strong routines and systems that have allowed the processes and procedures to operate smoothly. The site evaluation team observed the leadership team's ability to be well attuned to the needs of the faculty, staff, families, and students as evidenced by the commentary in each of the focus groups as well as the data provided from the last site evaluation cycle (2021-

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

2022) to this site evaluation cycle (2023-2024). Consistency over time of the NSPF rating at 5-star, family retention of 96%, little to no faculty turnover signal impressive leadership.

- **Continued refinement on data analysis**

One particular strength that should be celebrated speaks to leadership's ability to continually adapt and develop to the needs of the student population. During the 2023-2024 academic year, leadership developed a means of analyzing student data to examine a student's specific academic need and then ways in which to accommodate that need. This is a special point of pride amongst the leadership team. The detailed attention to individuated students' academic needs is a tremendous work effort and deserving of celebration. The SPCSA site evaluation team applauds this effort. As mentioned in prior site evaluations, CASLV Tamarus continues to effectively review data to form instructional and curricular decisions. Tamarus leadership and faculty routinely review student data to provide a wide range of tiered level academic support for all students. Data is analyzed for student placement, not just for support services, and high student needs, but also for accelerated students. WIDA results are examined to determine English Learners (ELs) needs and MAP scores surveyed are for general population needs. Saturday school, weekly tutoring, and after school tutoring are also available.

- **Growing diversified student population**

As reported in the 2021-2022 academic year, CASLV Tamarus continues to grow an ethnically diverse student population. Latino, Asian and students representing two or more races were the predominant ethnicities enrolled at Tamarus during the 2023-2024 academic year. Filipino, Russian, Turkish, Tagalog, and Spanish were only a few of the languages represented among the student population. Students learning English as a new language (ELs) saw the largest growth at Tamarus this academic year. The EL student population represents 13.4% of the overall student population (53 students) with the largest concentration of these students in third grade. The SPCSA's EL population as a whole is 10% statewide.

- **School culture and climate**

The leadership team continues enhancing the culture and climate at CASLV Tamarus. Leadership is keenly aware of students' academic and social-emotional needs (SEL) and teachers' PD needs. Leadership advertised for two months, setting virtual and in-person meetings with parents, to ensure families understood they were learning partners in their child's education. Front office personnel are highly visible, available, and personable. Families and visitors arriving at the school are greeted by someone at the front office and assisted in a quick and timely manner. Parents in the family focus group were complimentary at the accessibility and ease of at which they receive information and assistance from school personnel. Parents were also complimentary to faculty at receiving timely information from teachers regarding their students academic efforts and emotional events throughout the day over electronic notifications or during pick-up and drop-off. The site evaluation team observed leadership, staff, and teachers visibly present and attentive in the common areas before and after school, as students transitioned from one class to another, during lunch, and on the playground. School personnel provided positive feedback to students displaying expected behaviors. Teachers created a safe and positive learning environment where students felt safe expressing themselves with the adults at the school and their peers. The adults at the school model respectful behavior and speech and the students respond in kind.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

- **MTSS Implementation**

MTSS implementation at CASLV Tamarus has showcased remarkable advancement, attaining Gold Level recognition in 2022 and subsequently elevating to the Platinum Level in 2023. MTSS award tiered levels advance from Silver to Gold to Platinum to Diamond. CASLV Tamarus received the Platinum Level award in 2022-2023 and traveled to Reno in January 2024 to receive the certificate from the Nevada MTSS recognition system at the MTSS conference. CASLV Tamarus' dedication to ongoing improvement is apparent as evidenced by their intention to pursue the Diamond Level in 2024, underscoring their commitment to bolstering support systems for every student.

- **Traffic Procedures**

CASLV Tamarus has a small parking lot. The campus resides on Tamarus street bordering a residential neighborhood to the south, a business to the north, and Interstate-215 to the west. The 2021-2022 site evaluation report noted traffic flow being a challenge during drop-off with families turning on hazard lights while waiting to turn onto Tamarus Street from Windmill Lane north of the school. The site evaluation team observed drop-off and pick-up procedures during the 2023-2024 site evaluation. Staff continue to be visibly present, opening car doors and verbally greeting parents and students, facilitating a smooth process in two lanes. Leadership has instituted use of a software application that alerts the school when parents are in the vicinity allowing school personnel to then escort students to their families' vehicles to expedite a safe, timely and fluid pick-up process. Leadership has found this process to be an asset during inclement weather as well.

- **Strategic use of limited space**

As mentioned in the 2021-20233 site evaluation report; "CASLV Tamarus has been thoughtful regarding use of classroom space and creating safe methods for students to pass between classes within the hallways of the school. Physical classrooms are small, and in many cases long and narrow. Faculty, administration, and staff utilize the space well with strategic placement of desks for optimal student visibility. Storage space is optimized." As of the 2023-2024 site evaluation, campus space has been optimized and utilized in a thoughtful, practical, and safe manner.

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.

- **Spacing is at a premium**

While CASLV Tamarus has been thoughtful regarding use of classroom space, there is no room in which to enhance or enrich in the follow desired areas as reported by leadership, faculty, and families:

- Counseling - there is a counselor on campus a day and one-half each week, but no designated space in which that work can be completed. Currently, leadership is displaced when counseling is conducted. If more than one private or confidential meeting needs to occur, strategic maneuvering to accommodate the sensitivity of the circumstances requires immediate action.
- EL services – there is not a designated room or space in the classroom(s) for assessments, services and/or intervention.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

- Classroom centers - Classrooms do not have the physical space to create centers or small group pull out sessions with the instructor. Attempts to do so create traffic impediments, safety concerns, or students are placed too close to each other and then voices distract from the learning.
- GATE- Cannot expand or add programs such as a Gifted and Talented Program (GATE) as there is no physical space in which to add extra specials for students.
Cannot grow the student population – The current wait list for CASLV Tamarus is at 1000. Because families tend to remain at Tamarus once enrolled, open seats happen primarily at the kindergarten level. As there is no space in which to add classrooms or expand grades, there are only 64 slots for the 2024-2025 academic year.
- **Academic Growth**
Leadership reported one challenge in which they are hyper-focused on is academic growth, due to most points missed on the NSPF rating due to academic growth. Leadership has recognized third grade in need of targeted assistance for both EL intervention as well as social-emotional support. Upon the return to school post-pandemic, some students faced challenges regarding behaviors and regressive social skills. Leadership is addressing this challenge through MTSS practices and restorative practices.

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.

Intentional PD on student achievement

SPCSA staff recommend CASLV Tamarus consider PD in which teachers can build toolkits that are strategically designed for their individuated teaching needs in order to enrich their teaching. The toolkits should be developed intentionally, with deep reflection and a deep dive on student achievement. CASLV Tamarus maintains a long-standing reputation and drive to excel in instruction. The school has built a strong foundation for inquiry-based learning and maintains a 5-star status. There is still a desire to improve and refine skills. Tamarus as a whole is at that juncture, where it can now begin to nuance PD, providing differentiated and targeted skills to develop teachers professional toolkits. One resource that may be of help is *Interactions: Collaboration Skills for School Professionals*, 9th ed, (Friend, 2020).

Other considerations that illustrate quick student results include:

- *Gradual release model*- “I do, you do, we do” practices elevate student voice and engagement, undergirding inquiry-based learning.
- *Checking for understanding*- Techniques on developing occasions for students to respond to peer answers to the teacher’s questions prior to the teacher responding is a quick way to gauge students’ mastery of the material as well as a chance for students to have a voice in their own learning.
- *Objectives that are quantifiable*- Objectives that are measurable provide clarity to the students, assist both the teacher and the students with concrete deliverables, and evaluate student mastery.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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