



# **Nevada State Public Charter School Authority**

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

Evaluation Date: 04/25/2022

Report Date: 5/16/2022

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

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# Appendices

## A: Nevada State Performance Framework

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

## B: SPCSA Academic Framework

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

## C: SPCSA Organizational Framework

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

# INTRODUCTION AND SCHOOL BACKGROUND

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on April 25, 2022, at Coral Academy of Science Las Vegas (CASLV) Nellis Air Force Base (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.

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

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

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

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

## SCHOOL BACKGROUND

CASLV Nellis Air Force Base (AFB) is in Las Vegas, Nevada in a facility at 107 Stafford Dr. The school serves 860 students (as of the most recent Validation Day) in 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 2019

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

CASLV Nellis serves 876 students in grades K – 8th.

### Elementary School

#### Coral Academy of SC Las Vegas Nellis AFB

School Year 2018-2019 Nevada School Rating



### Middle School

#### Coral Academy of SC Las Vegas Nellis AFB

School Year 2018-2019 Nevada School Rating



# CASLV Nellis

## Math and ELA Results

### Nevada School Performance Framework

## 2019

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

### Proficiency Rates

#### Elementary School

##### Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	45.5	54.5	48.5	52.5	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	-	75.6	68.8	78.5	75.2	67.2
Black/African American	38.2	31.3	32.3	36.3	30.6	28.8
Hispanic/Latino	39.4	44.6	39.6	46.4	40.2	36.5
Pacific Islander	27.2	48.7	48.3	33.3	48.3	45.6
Two or More Races	35.0	58.2	55.3	57.1	59.0	52.9
White/Caucasian	53.7	62.3	59.3	59.2	61.1	57.2
Special Education	23.9	27.4	28.6	19.0	29.2	24.8
English Learners Current + Former	-	42.3	35.8	-	37.4	32.4
English Learners Current	-	32.4	-	-	25.5	-
Economically Disadvantaged	37.1	39.8	39	49.2	33.1	35.7

##### ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	60.1	60.1	57	61.0	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	71.4	76.3	74.1
Black/African American	51.0	40.9	42.6	52.2	40.5	39.6
Hispanic/Latino	58.2	51.1	48.2	59.1	48.0	45.5
Pacific Islander	36.3	51.8	57.9	72.7	52.6	55.7
Two or More Races	75.0	63.8	64.4	57.1	67.1	62.6
White/Caucasian	63.8	66.8	67.4	64.0	65.0	65.7
Special Education	14.3	26.7	30	25.0	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.4	-	-	22.8	-
Economically Disadvantaged	60.0	45.4	46.8	60.8	40.4	44

#### Middle School

##### Math Proficient

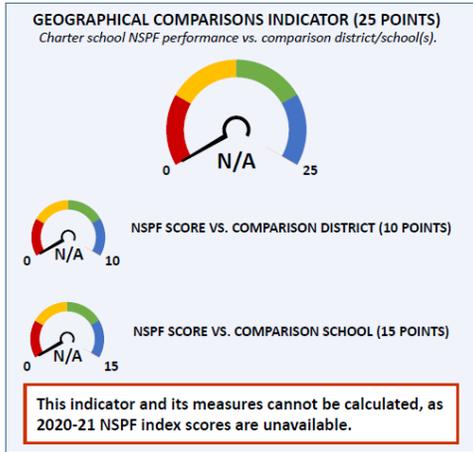
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	48.5	42.6	36.5	-	-	33.2
American Indian/Alaska Native	-	22.7	28.4	-	-	24.6
Asian	-	66.2	58.6	-	-	56.4
Black/African American	25.0	24.2	23.5	-	-	19.5
Hispanic/Latino	33.3	31.9	29.3	-	-	25.5
Pacific Islander	-	44.9	36.9	-	-	33.6
Two or More Races	-	47.3	40.6	-	-	37.5
White/Caucasian	57.2	51.3	47.1	-	-	44.4
Special Education	-	12.1	18.6	-	-	14.3
English Learners Current + Former	-	26.9	20.2	-	-	16
English Learners Current	-	12.6	-	-	-	-
Economically Disadvantaged	66.6	29.0	29.2	-	-	25.5

##### ELA Proficient

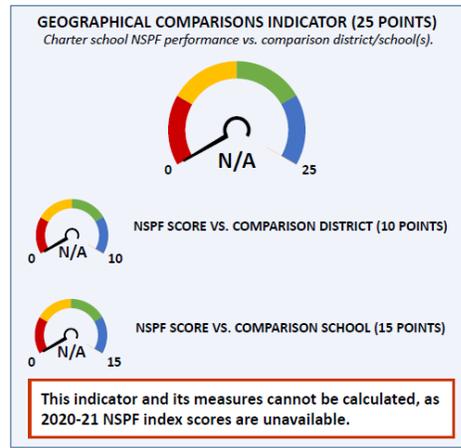
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	68.8	59.6	54.1	-	-	51.7
American Indian/Alaska Native	-	61.3	43.4	-	-	40.5
Asian	-	78.4	75.9	-	-	74.6
Black/African American	56.2	40.1	37.8	-	-	34.5
Hispanic/Latino	66.6	50.3	45.1	-	-	42.2
Pacific Islander	-	61.1	53.2	-	-	50.7
Two or More Races	-	66.7	61.3	-	-	59.2
White/Caucasian	70.9	67.8	66.3	-	-	64.6
Special Education	-	19.9	21.9	-	-	17.8
English Learners Current + Former	-	42.7	24.3	-	-	20.3
English Learners Current	-	22.0	-	-	-	-
Economically Disadvantaged	66.6	46.4	44.4	-	-	41.4

# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School

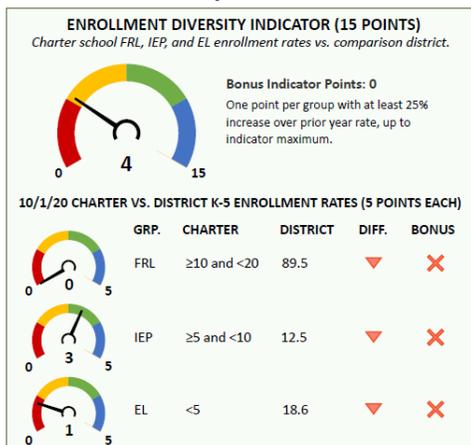


## Middle School

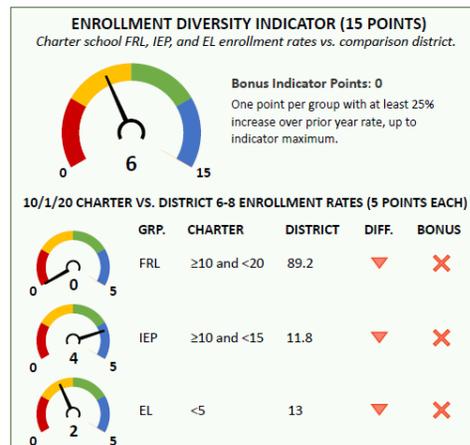


# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School



## Middle School



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	30 minutes
Parents/Families	7	30 minutes
Students	14	30 minutes
School Leadership	6	30 minutes
Staff	14	30 minutes

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

1. Focus group participants of the governing board of CASLV network schools informed the site evaluation team they meet quarterly with six regular meetings scheduled per year. One member of the board said, “We also meet as needed. For example, construction, funding, or discipline concerns in need of immediate attention may require us to meet outside of these meetings. During COVID, we met monthly to stay on top of safety and health protocols for students and staff.” Board members said the governing board has an academic subcommittee with three members reviewing student achievement, growth, and curriculum data. A board member said, “The academic subcommittee focuses on interventions and the Saturday School. This allows members of the board to meet with the academic chair representative of the network to discuss academics in-depth. This also helps to shorten the length of the larger board meetings.” In addition, members of the board said they have a finance and facilities subcommittee. Another board member said, “Subcommittees do not make decisions, only recommendations and provide focused information. Subcommittees are slated to meet once a year, but they do meet more often.” Focus group board participants said an ad-hoc committee was recently formed to encourage board members to contribute their expertise to meet the needs of the school.
2. Focus group board members shared their perspective regarding academics during the 2021-2022 academic year at the Nellis AFB campus. One board member said, “The Nellis AFB campus has been an area of emphasis of the board since the campus opened. The population is unique to the CASLV Nellis AFB campus”. Focus group participants communicated they met with parents on site at the Nellis AFB campus and have been very involved with school leadership and the Nellis AFB intervention plan. Nellis leadership provides student academic report data at every board meeting. The academic subcommittee has information on the granular details. There have been interventions put in place to bring up academic achievement. Nellis has also worked with the military to deliberate attendance challenges. Board member focus group participants communicated leadership works with families to examine other ways to increase school attendance. For example, board members stated that completing coursework online through Canvas rather than taking an absence. CASLV Nellis has increased special education support and have added Saturday school. As world events occur, CASLV Nellis students, families and faculty are impacted in different ways than other campus populations.

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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.

Being able to pivot quickly and consider the social-emotional needs of the school stakeholders is a priority for the governing board and school leadership when world events impact military families.

3. The governing board for the CASLV network of schools indicated they completed required virtual training. The board members said they have access to and can examine Board on Track, a virtual platform and discussion board. They use Board on Track on their own time. There are plans during the 2021-2022 academic year to ask board members what they would like to do regularly for professional development (PD). The president of the governing board suggested, "Perhaps the SPCSA has a menu of professional development choices that can help the board hone in on PD that would be most meaningful for us."

### Parents/Families:

1. Families said they feel the teachers at the school are quality. One family member of the focus group said, "Yes, we moved here from Florida public schools. The teaching in Florida was exceptional and Nellis is comparable to that elementary school. The teachers are achieving what I would hope a teacher would achieve with my children." Another parent said, "We were going to switch schools due to our experience with our child's teacher last year. His teacher was out on maternity leave and the sub was not good. However, the teachers this year are good." Several parents agreed and another parent added, "I had a similar situation where the teacher quit on a Friday and the school had a hard time finding a substitute. They had to split the class into other classrooms." Several parents said, "Sometimes we have to deal with not having a teacher in place and utilizing subs." One community partner said, "As a non-parent, most of the complaints I received are regarding a shortage of teachers. A military spouse who becomes a teacher will likely leave if their spouse gets an assignment somewhere else. This affects the teacher retention and shortage at this school."
2. Families described ways in which they are kept up to date with the progress their child is making academically. Families stated Class Dojo and Infinite Campus software applications are the main platforms teachers use to communicate with families. One parent said, "Quarterly progress reports are sent out, MAP testing results get sent home, and we get immediate response on Class Dojo." Another parent explained, "The general phone number can be a problem. When you come to the school in person however, there are people who can readily assist." Several of the focus group participants communicated the phone lines are often down due to the service provider. The growth of the local community has also taxed infrastructure resources, which has had an impact on CASLV Nellis. Local commerce entities and housing have grown so much around the air force base, items such as internet bandwidth, telephone lines, trash, water, natural gas, and electricity have struggled to keep up with the resource demand.
3. Families provided instances when they were invited to participate in school events. One parent said, "Nellis had a Halloween parade during COVID. The teachers dressed up and drove through the neighborhood. The teachers threw candy out. This was a huge morale boost as the teachers provided candy for all families on the installation." Another parent agreed and stated, "The school provided several opportunities to engage families during COVID. They are still rebuilding from COVID." Families also said CASLV Nellis held a winter festival and a Valentine's Day event for students. Several families expressed concerns about the timeliness of CASLV Nellis AFB asking for parent volunteers to attend events. A parent said, "Sometimes they wait too late to reach out to parents. For example, we didn't know they needed parent volunteers for soccer until two days before the season was to begin." Parents shared hopes that CASLV Nellis will provide a school master calendar with events in the future so they can plan accordingly. Parents indicated CASLV Nellis has a memorandum of understanding (MOU) with the Nellis Air Force Youth Center that offers youth programs and supports for military families. One parent said, "CASLV Nellis has been so helpful in giving our families a safe, high-quality options for activities on base. "

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

### Students:

1. Students shared things they like about attending CASLV Nellis. Several students recomunicated they like making new friends, playing games, and learning. One student said, "I like purple up day where we wear purple shirts for military child day." Another student said, "I like my teacher's method in how she teaches new math concepts." A third student stated, "I like the extra-curricular activities. For example, we have flag football, dance, soccer, basketball, robotics, and student council."
2. Several students reported different things they have learned this year, such as geometric functions, multiplying double digit numbers, converting measurements to the metric system, solving unknown variables, and coordinates. Students shared ways their teachers make sure they know what they are supposed to be learning at the beginning of a lesson. One student said, "We go over the essential questions and the objectives. Other teachers will have them written on the board, but not go over them orally. Some teachers just start the assignment." A few students said the teacher revisits the standards and goes over what they learned for the day. Middle school students in the focus group said teachers never go over the standard, the essential question or revisit what was supposed to be learned during that time period.
3. Students shared things a teacher can do to help students learn. One student said, "Provide examples of the concepts." Several students said, "Read the instructions again and reteach the lesson. Another student said, "The teacher can ask who still needs help and go over it again as a class or in a small group." Multiple students concluded that teachers could provide additional support by working with students individually, build upon prior knowledge, and work out math equations on the board when students are struggling with new math concepts.

### Leadership:

1. Leadership reported they are acutely aware of the necessity to set students up for academic success as students may only attend CASLV Nellis for two to three years at the most due to the military family structure. According to school leadership, students and staff are transient, and this can play into chronic absenteeism. Family members who are being stationed at a different installation will often take two weeks to visit their new base, taking their whole family with them. When family members return from deployment, families typically take leave for vacation. Both these scenarios impact chronic absenteeism. CASLV Nellis has aligned their school calendar with the Nellis AFB military family calendar as well as the federal holiday calendar to ameliorate some of the absentee challenges. By aligning the school calendar with the Nellis AFB military family calendar and the federal holiday calendar, academic days are optimized according to the school leadership team. Professional development occurs on the military calendar dates the school is closed.
2. Leadership discussed challenges in formalizing a plan to increase student enrollment of diverse student groups who receive free and reduced lunch (FRL), are English learners (EL), and/or learners with individualized education plans (IEP). One member of the leadership team said, "Getting students identified is challenging due to the mobility nature of military families. In some cases, once students are identified in need of testing or services, they leave soon after." Leadership also communicated perceptions regarding FRL, stating, "There is a stigma with military families stating they need help and support. There is an unspoken rule that the military should be taking care of

them as a family.” Some families may perceive asking for assistance is a weakness or embarrassing as shared in the focus group. CASLV Nellis AFB strives to educate families concerning FRL documentation and how FRL documentation assists the school with resources to support students rather than exposing families in need.

3. Another leader said, “If a student comes to CASLV Nellis with an out of state 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 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. Nellis Air Force Base provides targeted services for families with special needs. The EMPF designation is designed to support exceptional family needs and provides a counselor to CASLV Nellis to support students with specific military family supports. School leaders noted that EFMP is unique to the CASLV network.
4. Leadership said Reveal Math curriculum from McGraw Hill was introduced during the 2021-2022 academic year. Reveal math replaced the Everyday Math program. The two-star rating from the 2019 Nevada School Academic Performance Framework prompted a change in math curriculum. Leadership said Reveal math contains EL components which asks students questions such as a) how are feeling about this information, and b) do you feel you understand completely how to answer these questions? Leadership noted Reveal Math does not spiral as much as prior curricula.

**Staff:**

1. Staff shared how the school year has been progressing given the return to in-person learning post COVID. A teacher said, “This year was challenging due to a curricular change in math curriculum to Reveal Math. Access to materials and finding what I need has been difficult.” One teacher said, “It has been challenging in that my role at the school has changed multiple times during the year due to staffing shortages.” Many of the faculty indicated staffing shortages have been the biggest challenge during the 2021-2022 academic year. Several staff members in the focus group explained filling open positions is a concern; “They cannot be filled right way.” Some of CASLV Nellis AFB faculty and staff are military personnel or part of a military family and they “take leave during the academic year, or receive orders for deployment, or are reassigned to another installation.” Several faculty members said they cover classes as needed. Many faculty have covered classrooms when substitutes are unavailable or when faculty have been out for an extended period. “There is a tremendous lack of substitute teachers available. When someone is sick it affects us heavily. For example, there were five teachers out for maternity leave all at once.”
2. Staff in the focus group shared ways CASLV Nellis AFB provides student services, interventions, and supports for diverse student groups. Staff 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 who belong to military families “have higher anxiety than schools with other student populations.” Staff went on to note that bad behavior at school can be a reflection upon the military family and therefore, students are acutely aware of their behavior and sometimes it is an added stressor. The campus counselor and interventionists provide students social-emotional supports.
3. Teachers were asked how they differentiate the curriculum based on the learning needs of the students in their classroom. Staff explained differentiated instruction in the classroom is provided through small groups, project-based learning, and centers. Additionally, staff communicated they utilize Measures of Academic Progress (MAP) data for specialized focus assignments three times a week. Staff indicated the Smarter Balanced Assessment Consortium (SBAC) bootcamp is provided to students who test in the 40th percentile and below on the MAP assessment. Students are also

offered after school tutoring and summer school, according to CASLV Nellis staff focus group participants. “Advanced classes are offered for advanced students through electives. The advanced classes also provide targeted differentiation for students.” For students who may need an IEP, a teacher said, “Identifying students who need testing is straightforward and a quick turnaround.” Several staff said the school, PD, and teacher efforts have been focused this year on providing small group instruction to make sure “we hit the deficits and close achievement gaps.” A few teachers in the focus group mentioned learning loss due to COVID restrictions of in-person learning saying, “Having the kids back full-time post COVID has helped to improve academics but there are a lot of gaps to close.”

4. Staff and faculty in the focus group hold weekly Professional Learning Committee (PLC) meetings. One staff member said, “During PLCs we discuss behavioral issues, strategies, and techniques, and analyze data to inform grouping and instructional decisions. Staff told the site evaluation team there was no common planning time at the middle school level. Another staff member said, “We do vertical alignment at the end of the year. We do take the initiative to go to colleagues informally and if students need supplementals we can provide those.” Staff informed the site evaluation team of the various ways the school communicates with parents, such as using Infinite Campus and Class Dojo software applications. “We also communicate with parents during school events, such as parent teacher conferences via zoom two times per year, back to school night, donuts with grown-ups, winter wonderland night, and the Halloween parade.” Zoom meetings, telephone calls, email, and text messages are also frequent modes of communication between the school and families according to focus group participants.

# CLASSROOM OBSERVATION TOTALS

A total of 32 classrooms were observed for approximately 15 minutes on the day of the site evaluation. CASLV Nellis AFB Elementary School was identified as having a rating of a two-star in 2018-2019. Given the Notice of Concern, a majority of the classroom observations were conducted at the elementary classroom level.

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Areas 1 &amp; 2</b>  <b>Creating an Environment of Respect and Rapport</b>  <b>Establishing a Culture for Learning</b>	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	<b>Total: 9</b>	<b>Total: 15</b>	<b>Total: 8</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	<b>Total: 7</b>	<b>Total: 22</b>	<b>Total: 3</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Areas 3 &amp; 4</b>  <b>Managing Classroom Procedures</b>	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	<b>Total: 9</b>	<b>Total: 18</b>	<b>Total: 4</b>	<b>Total: 1</b>	<b>Total: 0</b>
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	<b>Total: 8</b>	<b>Total: 18</b>	<b>Total: 6</b>	<b>Total: 0</b>	<b>Total: 0</b>

# CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 5</b>	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
<b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>					
	<b>Total: 9</b>	<b>Total: 18</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 5</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 6</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>A</b>					
<b>Using Questioning and Discussion Techniques</b>					
	<b>Total: 3</b>	<b>Total: 18</b>	<b>Total: 6</b>	<b>Total: 1</b>	<b>Total: 4</b>
<b>B</b>	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	<b>Total: 3</b>	<b>Total: 19</b>	<b>Total: 4</b>	<b>Total: 1</b>	<b>Total: 5</b>

# CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 7</b> <b>A</b> <b>Engaging Students in Learning</b>	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	<b>Total: 7</b>	<b>Total: 16</b>	<b>Total: 9</b>	<b>Total: 0</b>	<b>Total: 0</b>
	<b>B</b>	Students make contributions to the representation of content.	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.
	<b>Total: 6</b>	<b>Total: 20</b>	<b>Total: 6</b>	<b>Total: 0</b>	<b>Total: 0</b>
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Area 8</b> <b>A</b>	Students are aware of the learning goals/targets for themselves during this instructional timeframe	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	<b>Total: 8</b>	<b>Total: 19</b>	<b>Total: 4</b>	<b>Total: 1</b>	<b>Total: 0</b>
	<b>B</b>	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.
	<b>Total: 8</b>	<b>Total: 18</b>	<b>Total: 0</b>	<b>Total: 1</b>	<b>Total: 5</b>

Additional information about the classroom observations shared here when applicable:

1. In one upper elementary school, students worked in small table groups to identify text structures. Table groups also answered focused questions on the text to summarize, identify the main idea, and make inferences.
2. In one upper elementary classroom students worked as a whole class and in pairs to paraphrase, summarize, actively listen, and respond appropriately. Students practiced turn-taking, listening, and responding appropriately to a variety of situations.
3. In one upper elementary classroom, the teacher led discussions on the standard. The teacher used the think-pair-share strategy to facilitate small group discussions.
4. In one upper elementary classroom, students worked in small groups to use text clues and schema to make inferences about the given text.
5. In one elementary classroom the teacher projected the textbook on the whiteboard and read to the students from the textbook. The teacher read the entire text to the students. Most students were not following along or engaged.
6. In one elementary classroom, students worked in small groups and led discussions on the given standard and activity. Each group worked on a different student led activity. Students rotated and transitioned smoothly at the end of the allotted time.
7. In one elementary classroom, students reviewed and completed math modules over a computer software program. Students worked at their own pace. Students were focused and engaged in the learning.
8. In one elementary classroom, the teacher introduced the purpose of the lesson and led discussions. The teacher used efficient transitioning techniques to move students to independent practice on laptops. The teacher guided students during independent practice by explaining the activity and asking higher level depth of knowledge (DOK) questions.
9. In one elementary classroom students independently developed a narrative that included a hook, and answered who, what, where when and why in their narrative.
10. In one upper elementary classroom students were observed as disengaged with the learning. Some had their heads on their desks, others were playing with items in their desk, and others talked to their nearby peers. The teacher struggled to quiet students down and focus the class on the learning.
11. In one elementary classroom, students worked on their laptops to complete a research project. The teacher led discussions and provided opportunities for students to share their findings. The teacher used visuals to further explain the concept of the lesson. Students completed research on their laptops that addressed cause, effect, and a solution.
12. In one elementary classroom, students made connections from past and current lessons in different content subject areas. As students worked on making inferences about the given text, students were able to make connections to a previous science lesson and recalled facts.

# ORGANIZATIONAL PERFORMANCE

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

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

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

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

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

# ORGANIZATIONAL PERFORMANCE

Measures of Progress from Previous Site Evaluations	
<p>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>	
<p>School staff ability to address previous recommendations</p>	<ol style="list-style-type: none"> <li>1. Special education practices and procedures</li> <li>2. Military unique challenges including transient student &amp; staff population, chronic absenteeism, etc.</li> <li>3. Aligning school calendar with military family days</li> <li>4. Coaching and support</li> </ol>
<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<ol style="list-style-type: none"> <li>1. Special education practices and procedures                             <ul style="list-style-type: none"> <li>• More robust team of special education teachers and paraprofessionals</li> <li>• Addition of Athlos program to align and track services for special education students</li> <li>• Consistent support and training withing special education department and with general education teachers</li> </ul> </li> <li>2. Military unique challenges including transient student &amp; staff population, chronic absenteeism, etc.                             <ul style="list-style-type: none"> <li>• Development of systems and structures to address military related attendance issues</li> <li>• Permanent Change of Station (PCS) Notification surveys</li> <li>• Use of MFLC to support students with military unique challenges</li> <li>• Professional development for teachers and staff specific to military connected children</li> </ul> </li> <li>3. Aligning school calendar with military family days                             <ul style="list-style-type: none"> <li>• PD Days continue to align with major ACC military family days and holidays</li> </ul> </li> <li>4. Coaching and support                             <ul style="list-style-type: none"> <li>• Continued and growing support; coaching cycles from instructional coach</li> <li>• Modeling and guidance from admin team</li> </ul> </li> </ol>
<p>The reasons school will require additional time to fully address the recommended items.</p>	<p>Previous recommendations from the Site Evaluation report have been addressed. Currently, due to the pandemic, new challenges of student learning loss, some unwanted student behaviors and regressive social-emotional learning skills have emerged. The board, leadership team, and staff are working diligently to address the needs of students.</p>

# SITE EVALUATION FINDINGS

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## STRENGTHS

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

### CASLV Network

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

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

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

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

9. The CASLV network has implemented the Character Counts social-emotional learning (SEL) program, which highlights a character trait every month. The CASLV network are implementing multi-tiered system of support (MTSS)<sup>2</sup>. In addition, the CASLV network has integrated the Character Counts SEL program into their MTSS implementation. Leadership reports that MTSS strategies have lessened behavioral problems. There are monthly zoom classes for the students on the monthly pillar. Information on the monthly pillar is updated on the website monthly for family access. Additionally, the Restorative justice plan for each CASLV school is posted on their website and school handbook.

### **CASLV Nellis Strengths**

1. CASLV Nellis AFB has strong community partnerships dedicated to supporting the exceptional needs of military families. CASLV Nellis is one of a handful of military bases designated as an EFMP base. The school receives a counselor from Nellis AFB due to the EMPF designation. Leadership, families, staff, and the governing board focus group participants expressed the EMPF designation as a strength, providing the school's population resource supports that understand the school community. Family and staff focus groups spoke highly of the school's commitment to serving the special needs of military families. Teachers and families expressed their appreciation for the shared dedication to the work being done on behalf of the students at CASLV Nellis AFB. "There is a team culture present throughout the school, with high levels of engagement between students and the adults." SPCSA staff agreed with this sentiment.
2. Families are familiar with drop-off procedures prior to the start of school. Adults are visibly present. Teachers and leadership welcome students with a greeting upon arrival at the school. Students are happy and eager to begin the school day. Conversation between students and CASLV Nellis AFB staff is welcoming and respectful.
3. CASLV Nellis effectively utilizes data to inform instructional and curricular decisions. When asked how data was used to make curricular decisions the leadership team said they look at WIDA for English language learners' needs and MAP for general population needs. Data is used for student placement and student supports. Teachers meet and progress monitor weekly.
4. CASLV Nellis strives to hire teachers and staff that are active-duty military or are part of a military family. Military personnel are very familiar with the lifestyle and culture of military families, including deployment and assignment orders. Faculty and staff 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 strengthens the CASLV Nellis AFB school and indicates intentional support for military families.

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<sup>2</sup> According to the Every Student Succeeds Act (ESSA, 2015), a multi-tiered system of support is a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making.

## CHALLENGES

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

1. Leadership declared chronic absenteeism is an ongoing challenge. Leadership has adjusted the school's academic calendar to address this challenge, by aligning the school's professional development days to the Nellis AFB military family calendar. The school's academic calendar has also been aligned to the federal holiday schedule to further fit the needs of the military families served by CASLV Nellis AFB. Leadership is hopeful that by adjusting the calendar to accommodate families, chronic absenteeism will improve.
2. CASLV Nellis AFB faces challenges with gaps in student achievement stemming from complexities of serving military families. Military families may be stationed at Nellis AFB for two-three years and then move to another installation. Colonel Anthony Figiera, Nellis AFB Commander reported, "On average, military families relocate every 2 to 3 years, a rate three times that of the civilian population." Military school-aged children and youth attend six to nine schools during kindergarten through 12th-grade school years (Department of Defense, 2009). Student mobility can create disruptions in learning, harming both the student moving and the classmates left behind. "Those who change schools four or more times before sixth grade were a year behind their classmates" (Sparks, 2016). COVID also contributed to learning loss. CASLV Nellis AFB leadership reported they are working hard to provide an academic learning environment which challenges students to grow and recover from lost instruction. The principal shared students transferring in from other military installations are sometimes behind or near proficiency. Concerted effort to address math and ELA deficiencies are an on-going conversation with leadership, the governing board, and teachers.
3. In some classroom observed by the SPCSA site evaluation team, there was low level or non-existent engagement, and in some cases, off-task behavior. Teachers did not seem to notice disengaged students or struggled to manage the classroom. In these instances, teachers led the lesson by reading directly to the students from the projected text 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.
4. CASLV network utilizes a weighted lottery to increase student enrollment of diverse student groups who receive free and reduced-price lunch (FRL), are English learners (EL), and/or learners with individualized education plans (IEP). 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. Leadership and the governing board are aware of this challenge and have ongoing conversations on strategies to increase student enrollment.
5. CASLV Nellis AFB is faced with staffing challenges. Faculty and staff openings occur year-round due to military relocation which is the nature of military families. Transfer orders impact faculty stability. CASLV Nellis AFB stated seven to ten teachers will be leaving at the end of the 2021-2022 academic year due to Air Combat Command (ACC) relocation orders. Leadership articulated hiring military personnel or spouses to address staffing challenges does affect staffing when a military family is relocated to a different installation. While CASLV network schools have robust hiring procedures in place, the specialized population and geographical location of CASLV Nellis AFB present a unique challenge to continuous and consistent staffing. Staff explained, "Some of CASLV Nellis AFB faculty and staff are military personnel or part of a military family and they take leave during the academic

year, receive orders for deployment, or are reassigned to another installation.” The salary schedule for CASLV Nellis is a bit higher than other CASLV campuses in part from federal IMPACT grant funding that provides funds for military families and resources.

## RECOMMENDATIONS

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

1. CASLV Nellis AFB has joined the MTSS Cohort through the SPCSA to help improve student engagement, gaps in academic achievement and challenging behaviors. SPCSA staff recommend CASLV Nellis AFB continue to work on the implementation of MTSS through the SPCSA. The foundation is set for CASLV Nellis to move to Tier 2 and Tier 3 MTSS supports. Thoughtful and proactive MTSS supports in terms of planning and building strong instruction will assist the interventionists, counselor and teachers frame effective small group and one to one instruction for further student growth. MTSS appears to be a systematic, dynamic way for improving student outcomes through focused core instruction, preventative and proactive support, and intensive interventions regarding academics, social-emotional learning, and behavior (Buffum et al., 2018).
2. SPCSA staff recommend CASLV Nellis AFB continue to work on ways to address challenges regarding chronic absenteeism. Members of the leadership team said chronic absenteeism is an ongoing challenge. Leadership reported they have aligned their school calendar with the Nellis AFB military family calendar as well as the federal holiday calendar. Professional development occurs on military family calendar dates.
3. The site evaluation team observed 32 classrooms during the site evaluation. SPCSA site evaluation staff observed most classrooms attained in the distinguished and proficient categories on the Classroom Observation Totals rubric (COT). Some classrooms scored in the basic category of the COT during the site evaluation. The SPCSA evaluation team believes CASLV Nellis AFB would like to see a distinguished classroom experience for students schoolwide. Providing opportunities for students to contribute more to their own learning and represent classroom content using questioning, discussion, and engaging strategies (area 6A and 7B of the COT) will assist CASLV Nellis in framing advances in; a) improving the quality of classroom instruction and student learning, b) providing higher level questions and discussion techniques throughout lessons to foster learning for all students, c) implementing new ways of engaging students in the learning process, and d) providing all students with challenging and differentiated instruction.
4. The SPCSA site evaluation team observed classrooms with backpacks and other student belongings stored in the aisles, making it difficult to move around the classroom. SPCSA staff recommend identifying and implementing ways to clear aisles and traffic patterns for student safety.
5. SPCSA staff recommend CASLV Nellis AFB continue to work on efforts to address staffing challenges. SPCSA staff recommend CASLV Nellis continue utilizing teaching staffing platforms to recruit and hire teachers and special needs personnel. SPCSA staff further encourage leadership continue efforts to ensure personnel are available on site to provide IEP and EL services. SPCSA staff encourage CASLV Nellis AFB create a formalized contingency plan should a critical position go unfilled for several months.

6. The CASLV network of schools have implemented a weighted lottery for student enrollment that provides additional enrollment chances for qualifying students, specifically those that are eligible for free or reduced-price lunch (FRL), but remains behind local, county, and statewide averages for this population and other key subgroups. The SPCSA staff understands military families receive priority in accordance with the school's charter, but the weighted lottery can assist the network in its efforts to serve a more representative population as gaps still exist and there is more work to do. Leadership reported that the weighted lottery has helped a good number of economically disadvantaged children to secure an open seat by increasing their chances in the lottery. Five out of six CASLV network schools had a 25% or greater FRL percent change, according to the SPCSA's student enrollment data. These numbers are still well below the SPCSA and statewide averages. The SPCSA site evaluation team recommend CASLV Nellis continue to work on efforts to increase enrollment of diverse student groups who receive free and reduced-price lunch (FRL), are English learners (EL), and/or learners with individualized education plans (IEP). The CASLV network should continue to prioritize community engagement and targeted marketing efforts so as to reduce demographic gaps in the coming academic years. This critical work will provide the network with the best opportunity to maximize the weighted lottery system across all campuses.

## **DEFICIENCIES**

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