



Nevada State Public Charter School Authority

Site Evaluation Report: Coral Academy Nellis AFB

Evaluation Date: 3/27/2024

State Public Charter School Authority
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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 3/27/2024 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.

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



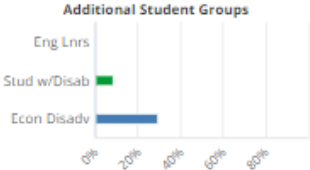
CASLV Nellis AFB is located in Las Vegas, Nevada in a facility at 107 Stafford Dr. The school serves 895 students (as of the most recent Validation Day) in pre-kindergarten through eighth grade. The mission of CASLV Nellis AFB is: "to provide a safe, rigorous college preparatory environment that promotes social responsibility and a culturally diverse community dedicated to becoming lifelong learners bound for success."

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2023



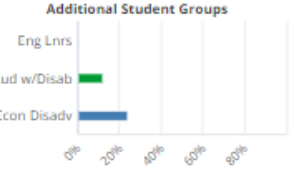
Elementary School

Coral Academy Nellis AFB School Year 2022-2023 Nevada School Rating

<p><i>School Level:</i> Elementary School <i>Grade:</i> PK-08 <i>Levels:</i> <i>District:</i> State Public Charter School Authority <i>School:</i> 107 Stafford <i>Address:</i> Las Vegas, NV 89191</p>	 39.4 Total Index Score	<p><i>School Type:</i> SPCSA <i>School Designation:</i> No Designation 95% Assessment Participation: Met</p>						
 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 40.1% White 14.8% BI/Afr Am 27.0% Hisp/Latino 3.2% Asian 0.5% Am Ind/AK 1.3% Nat 1.3% Pac Isl 12.7% 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>43.8 NR</td> </tr> <tr> <td>2020-2021</td> <td>48.3 ★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	43.8 NR	2020-2021	48.3 ★★	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2021-2022	43.8 NR							
2020-2021	48.3 ★★							

Elementary School

Coral Academy Nellis AFB School Year 2022-2023 Nevada School Rating

<p><i>School Level:</i> Middle School <i>Grade:</i> PK-08 <i>Levels:</i> <i>District:</i> State Public Charter School Authority <i>School:</i> 107 Stafford <i>Address:</i> Las Vegas, NV 89191</p>	 66.1 Total Index Score	<p><i>School Type:</i> SPCSA <i>School Designation:</i> No Designation 95% Assessment Participation: Met</p>						
 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 40.5% White 17.2% BI/Afr Am 26.5% Hisp/Latino 5.4% Asian 0.0% Am Ind/AK 0.4% Nat 0.4% Pac Isl 9.7% 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>68.3 NR</td> </tr> <tr> <td>2020-2021</td> <td>97.7 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	68.3 NR	2020-2021	97.7 ★★★★★	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2021-2022	68.3 NR							
2020-2021	97.7 ★★★★★							

Math and ELA Results Nevada School Performance Framework 2023

Elementary School Proficiency Rates

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	44.6	52.0	53.5	43.6	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	-	74.5	71.9	-	72.8	70.4
Black/African American	28.2	31.4	38.9	22.0	30.3	35.7
Hispanic/Latino	44.9	42.2	45.5	42.8	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	59.3	57.8	59.6	66.6	55.6	57.5
White/Caucasian	47.4	63.7	63.3	49.5	60.7	61.3
Special Education	11.1	29.1	35.5	5.0	26.3	32.1
English Learners Current + Former	-	38.1	42	-	34.9	39
English Learners Current	-	27.6	-	-	25.5	-
Economically Disadvantaged	31.9	39.0	44.9	34.7	35.6	42

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	51.7	54.6	61.2	50.3	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	-	74.1	77.8	-	74.9	76.7
Black/African American	28.2	37.5	48.2	24.4	39.8	45.4
Hispanic/Latino	57.9	45.9	53.2	50.6	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	71.8	60.7	67.9	62.5	61.5	66.2
White/Caucasian	48.9	64.4	70.6	55.9	65.5	69
Special Education	10.7	27.4	36.8	10.0	25.5	33.5
English Learners Current + Former	-	37.6	47.2	-	37.4	44.4
English Learners Current	-	24.1	-	-	24.4	-
Economically Disadvantaged	40.2	42.0	51.9	41.6	42.8	49.4

Middle School Proficiency Rates

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	30.6	38.5	42.7	30.3	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	63.6	62.5	62.6	61.5	62.7	60.6
Black/African American	18.8	19.4	31	9.0	18.2	27.3
Hispanic/Latino	25.0	28.3	36.2	22.7	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	30.0	44.5	46.4	37.5	41.8	43.6
White/Caucasian	35.2	51.4	52.3	38.5	48.1	49.8
Special Education	14.5	11.5	26.5	23.5	9.7	22.7
English Learners Current + Former	-	21.5	28	-	20.1	24.2
English Learners Current	-	6.5	-	-	7.6	-
Economically Disadvantaged	18.6	24.9	36.1	29.2	23.9	32.7

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	46.8	53.4	58.6	48.3	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	54.5	74.7	78.2	76.9	79.0	77.1
Black/African American	35.0	37.4	43.9	27.2	41.1	40.9
Hispanic/Latino	37.5	44.8	50.5	38.6	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	65.0	60.0	65	62.5	64.6	63.2
White/Caucasian	52.9	64.0	69.6	55.7	67.2	68
Special Education	10.8	17.4	29.6	17.6	18.0	25.8
English Learners Current + Former	-	34.0	31.7	-	38.8	28.1
English Learners Current	-	12.0	-	-	16.7	-
Economically Disadvantaged	40.6	40.8	49.8	41.4	45.9	47.1

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

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

17/25 0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

2/10 NSPF score difference of 0.5 between school (39.4 points) and comparison district (38.9 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 29.9 between school (39.4 points) and comparison school (9.5 points).

Middle School

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

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

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

10/10 NSPF score difference of 25.6 between school (66.1 points) and comparison district (40.5 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 44.1 between school (66.1 points) and comparison school (22 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.

8/15 Indicator bonus points for: IEP EL.
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 ≥ 20 to $< 30\%$ compared to district GrK-5 FRL rate of $> 95.0\%$.

3/5 School IEP rate of ≥ 5 to $< 10\%$ compared to district GrK-5 IEP rate of 13.1%.

1/5 School EL rate of $< 5\%$ compared to district GrK-5 EL rate of 18.5%.

Middle School

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

7/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

1/5 School FRL rate of ≥ 20 to $< 30\%$ compared to district Gr6-8 FRL rate of $> 95.0\%$.

4/5 School IEP rate of ≥ 10 to $< 15\%$ compared to district Gr6-8 IEP rate of 12.6%.

2/5 School EL rate of $< 5\%$ compared to district Gr6-8 EL rate of 13.8%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45 minutes
Parents/Families	4	45 minutes
Students	10	45 minutes
School Leadership	3	45 minutes
Staff	6	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 any need arises. 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 have 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:

- The attention faculty, staff, and administration pay to the students and families was the first thing family members mentioned when asked what they considered to be some strengths of CASLV Nellis Air Force Base (AFB). One parent elaborated, "When there are family concerns, leadership pays attention. They investigate and take their time to listen and gather evidence prior to making a determination about how to move forward with a decision." Another parent added, "They get all the facts before they make a decision. I appreciate that." Parents stated the location of the school was a benefit. One parent said, "The building is highly secure being on a military base. We have armed security at the access gates to enter the Nellis Air Force Base, so I know my children are at a very secure school." Parents value the special education aides and support. They recognize there are several aides for kindergarten. Family members appreciated the facilities being clean, having windows, and many wide-open areas for students to be outside. Family members appreciate the many sports choices Coral Nellis AFB offers.
- Parents indicated their children have good relationships with the teachers. Family members said the teachers know exactly how and when to push the students to learn and when the threshold for anxiety is setting in and students are getting stressed. One parent said she appreciates how testing data is used to make a learning plan for each child. Parents reported that when teachers leave or begin teaching mid-year it is challenging for the students and they struggle to adjust to the new teacher's ways of operating the classroom because it is different from the previous teacher. One parent explained, "It takes the new teacher a while to relate to the students, learn their names, establish classroom stability, a routine, and it takes a while for that trust to develop. It just takes an adjustment."
- Some parents reported their children struggle a bit when catching up on content after being absent. As one parent explained, "It depends if they missed the beginning of a unit and content being explained. If they just receive a worksheet, it's problematic. But there are opportunities to connect with the teachers and get assistance." One parent said she has three children at CASLV Nellis AFB, and the two in elementary grades have no challenges in making up work when absent, but the middle school student had difficulty after one particular absence, "It took him almost a month to catch up. He was stressed. It was a lot of work, and he was discouraged for a while." After school tutoring, meeting with teachers, and communicating through ClassDojo² with teachers for assistance were mentioned. Parents stated that teachers do not have issues with make-up work as they know the realities of military families.

² ClassDojo is digital sharing platform allowing teachers to document student behaviors and academic notes for families via a web browser.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

- Students said teachers were good at letting students know how well they were doing on activities in class, as well as their overall grade in a class. One student said, “The teacher explains the directions on how to do something. Then the teacher asks us to explain it.” Most students said the teachers checked their work prior to turning it in to let them know if they were on the right track. Students mentioned several Kagan³ strategies teachers employ in the classroom formatively to assess students awareness of the content during a lesson (rally robin, quiz, match the picture, team charades).
- Students shared what they thought about the level of difficulty of the work they completed for their classes. One student said, “Sometimes the work is just busy work and sometimes the work is challenging.” Many of the students in the focus group felt overall the classwork was relatively easy and felt like busy work. The fifth graders in the focus group said the work they completed in class was redundant with most of the material repetitive from last year, especially the stories in reading. The advanced students in the focus group reported reading the same things and using the same workbooks as they had last year. Students said they had personal connections with most of their teachers.
- Students shared enjoying the arts components of the curriculum and a desire to have more arts infused into the STEM⁴ curriculum to have more of a STEAM⁵ focus at the school. One student said he learned to play the saxophone and was performing in a concert soon. Another said she learned the clarinet. Two other students indicated they developed an aptitude for drawing in their art class.

Leadership:

- Leadership described new initiatives CASLV Nellis AFB put in place for the 2023-2024 year. Some of these included:
 - Applied for and received the ECILP⁶ grant for a four-week integrated literacy summer school.
 - Applied to be a part of the Governor’s STEM leader’s academy.
 - Five teachers participated in Saturday training and work closely with the Nevada Department of Education (NDE) to be designated as a hands-on learning STEM school,
 - Added arts to enhance curricular opportunities. Leadership partnered with Nellis AFB for support.
 - All special education faculty and staff are CPI⁷ trained and certified.Heggerty⁸ supplementals added to kindergarten and first grades. Measurable results observed on fall MAP⁹ scores. Leadership was proud to report that CASLV Nellis AFB had best growth data of all

³ Kagan instructional strategies are designed to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction.

⁴ STEM - science, technology, engineering, and mathematics.

⁵ STEAM science, technology, engineering, arts, and mathematics.

⁶ Early Childhood Innovative Literacy Program (ECILP) through the Nevada department of Education (NDE) is a competitive grant that encourages innovative approaches to early childhood education and prioritizes projects that show success in improving literacy and readiness for children under six years of age, as well as those that serve areas with a higher proportion of children in need.

⁷ Crisis Prevention Institute Certified. Training focuses on prevention and equips individuals with proven strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage.

⁸ Heggerty Phonemic Awareness is part of a Tier-one curriculum that develops a student's decoding and encoding skills.

⁹ Measures of Academic Progress (MAP) is a computer-adaptive assessment utilized to monitor student growth to inform and personalize instruction. MAP was officially adopted by the State Board of Education to assess Nevada students as a part of the Read by Grade Three (RBG3) program.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- The Coral network schools for fall Measured of Academic Progress (MAP) data.
- Participation in the UFLI Foundations¹⁰ phonetics program.
 - Approximately 50% of the teaching staff is new to teaching and/or new to teaching at a Coral network school or a military installation school according to leadership. All of the fifth-grade teachers are new faculty to CASLV Nellis AFB this year. Professional development (PD) was tailored to extensively mentor new teachers. Bi-weekly meetings are held for training, hour long differentiated PD is held every other Friday. Leadership visits classrooms frequently and taps teachers to lead and model PD, motivating teachers to develop their skillset. Teachers frequently visit each other's classrooms to not only observe good teaching, but also as part of onboarding new staff to the culture and climate of the school. CASLV Nellis AFB extended PD Kagan training beyond the CASLV network two-day training that took place prior to the beginning of the school year. Identified faculty who are pursuing Kagan certification provide additional in-house resource support.
 - CASLV Nellis AFB continued to strengthen MTSS¹¹ Tier-Two practices schoolwide through scenario-based PD. PD was conducted with simulations, slide decks, next steps, and best practices. Teachers examined the SEL¹² student survey data that indicated over 50% of the students shut down when they feel frustrated. Consequently, teachers become exasperated, and teaching suffers. After the data was shared with the teachers, video and articles were shared with the teachers. Teachers then used simulations with students asking, 'how would you react' and further discussions for relationship building. A schoolwide book study was held on growth mindset and posters are displayed around the school to encourage students to believe in their effort and persistence abilities. CASLV Nellis AFB has also created student-led restorative practices. The principal shared there is one teacher on staff who is certified in restorative practices and two members of the leadership team trained in restorative practices.
 - SPCSA staff recommended CASLV Nellis AFB offer PD specific to military family support during the 2022-2023 site evaluation. The leadership team provided an update on their progress stating leadership and one to two teachers from each grade level had completed a book study on trauma, what trauma looks like, and informed instructional practices. One member of the leadership team revealed 92% of students from military families have trauma. A schoolwide book study on restorative circles and listening strategies for teachers to utilize in their classrooms is the next phase of PD for campus military support.
 - The leadership team described ongoing efforts to address chronic absenteeism, further enhancing the tiered system implemented last year. A family acknowledgement letter for attendance and legal policy is now included with enrollment documents. The document explains exempt and non-exempt absences because parents thought excused absences meant absences didn't count toward total absences count

¹⁰ 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.

¹¹ 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.

¹² SEL stands for social-emotional learning.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

when they do. Leadership understood that differentiation of language for parents to grasp the meaning of the legal language was needed and created the document. The principal said there was some pushback from parents. Leadership includes attendance graphics in the weekly newsletter this year. Making the data visible on the front page of the newsletter seems to help parents understand the information. The leadership team said a lot of time this year has been concentrated on educating families regarding absenteeism.

There was one very interesting point to note concerning military families and absenteeism that emerged from the data that leadership gathered while collecting attendance data. Students from military families miss one to three months of school depending upon where they PCS¹³, and those missing months are untracked, and not calculated into chronic absenteeism data. The principal said, "All of this information ties into the learning gaps and student achievement data and trauma. It impacts brain development. There is a balance between developing resiliency, establishing stability, and educating families and teachers about what is going on regarding trauma." The principal further explained that Coral Nellis has a 30% transiency rate, and research indicates speech delays are directly related to trauma. "Speech delay impacts young students who had a family member deployed during wartime. Students learn to cope, and it affects speech. We have a lot of students who suffer from high trauma and SEL needs just because they are military children."

- Leadership described the process of evaluating and servicing students with special needs (SPED) as very similar to the processes in place during the 2023-2024 site evaluation. CASLV Nellis AFB serves 192 SPED students¹⁴; 50 students receive speech services. Approximately 25% of the Nellis staff are in special education positions. This includes four designated SPED teachers, two life skills teachers, and 17 aides; some are one-to-one aides, two counselors, and one behavior specialist. A speech and language pathologist will be on staff for the 2024-2025 school year. Students are tested within the first 30 days of school attendance to ensure the student is on an approved Nevada state Individualized Education Plan (IEP). As stated in 2022-2023, "If a student comes to Nellis with an out-of-state or out-of-country IEP, that IEP is put in place" until the student is tested. It may take eight to ten weeks of documentation before special needs testing is conducted.¹⁵

Staff:

The faculty in the staff focus group shared a focus on culture schoolwide has made measurable progress this year. One teacher said, "All of the staff and school leaders agreed we would emphasize classroom culture, and the Kagen training which included cooperative learning has helped greatly. Our social-emotional learning has also improved, and we actively all agreed on working on social-emotional strategies and we are seeing numerous examples of success." Growing restorative practices inside

¹³ Permanent change of station.

¹⁴ CASLV Nellis AFB served 106 SPED students in 2022-2023.

¹⁵ Nellis is one of six military bases worldwide designated as an Exceptional Family Military Program (EFMP). The EFMP designation is intended to support exceptional family needs and provides a counselor to CASLV Nellis AFB to support students with specific military family supports. School leaders noted that EFMP is unique to the CASLV network. The Nellis Air Force Base provides targeted services for families with special needs to the school. If families already have EFMP status, then they look at the base to see if they can be placed at that base. PCS – Not all EFMP bases provide the same services. EFMP services coordinate with families to align with their needs, and once a family is placed at a EFMP base, most families do not PCS again.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

and outside the classroom has also been a major focus this academic year. One teacher shared, “I like hearing what we teach our kids in class about how to treat each other repeated on the playground. This is how I know the lesson got through to our students. I will overhear students say to each other, ‘We don’t talk that way to each other at this school. We don’t say another kid is dumb at this school.’”

- Faculty said they engage students with higher order thinking through several activities. Some have embedded more Kagan strategies, cooperative learning activities, and thinking maps into their daily lessons this year. Some teachers routinely use Socratic seminars. Faculty reported Kagan strategies changed the classroom dynamics in terms of allowing students to engage with their peers more frequently as well as participating in higher order thinking more frequently than in past years.
- Teachers would like to have some amenities at the school such as a science lab, an emergency shower, a gymnasium, and a stage and a theater. Outdoors, they would like to see some more shading to offset the heat that accompanies the desert heat and an additional basketball court stating that students often argue over the one the school currently has.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 26 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: 13	Total: 0	Total: 0	
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: 10	Total: 13	Total: 1	Total: 0	

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: 10	Total: 13	Total: 1	Total: 0	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: 7	Total: 18	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: 2	Total: 16	Total: 1	Total: 0	Total: 7
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: 3	Total: 17	Total: 2	Total: 0	Total: 4

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: 6	Total: 17	Total: 1	Total: 0	Total: 2
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: 21	Total: 0	Total: 0	Total: 2

Additional information about the classroom observations shared here when applicable

1. Students in a mid-level elementary grade classroom were working with a partner to answer questions about the main character. The teacher seemed patient and kind to students. She did call on two students to read out loud and the same student two times in a row. Students grew restless.
2. Students excitedly took a brain break. They were happily doing a variety of activities. Academic learning was not taking place at this time, but students were communicating, making things, and talking with each other.
3. Several students were working together in groups of two to four on a variety of activities. Students seemed intellectually engaged and interested in the topic. Students talked among themselves about the content.
4. Students completed a writing prompt on writing a concluding paragraph in one elementary classroom. Students could confer with a partner on their work. The teacher worked with a small group of students at a table. The teacher also walked the room, assisting students, and checking on the progress of students' work. When students had completed their writing assignment, they logged onto their laptops and practiced math skills.
5. Students completed a math test in one elementary class. The instructor sat with a small group of students, reading the test aloud and giving students time to respond. At the front of the room, directions were clearly provided and numbered for students to follow once they finished the math test. Students were to 1) complete the math test, 2) log onto their laptops and work on XtraMath, 3) IXL. Students were self-directed and on-task. (XtraMath is an online math fact fluency program developed from a 501(c)(3) nonprofit organization that provides an online supplemental math program for students in grades K-8 to develop automaticity with basic math facts).
6. In one upper elementary class, the teacher struggled with pacing and keeping students engaged. The instruction was teacher centered, with the teacher asking questions and calling upon students to respond. There were missed opportunities in having students work in teams to develop the questions and the responses. There was a moment when the instructor didn't know one answer and rather than having the students brainstorm how to find the answer, the teacher looked it up.
7. Two different kinder classrooms were in "free time". One of them was watching a movie, while the other one had students playing with blocks together on the floor. Students were talking and having a great time together. The learning was minimal at this time.
8. Students were learning Algebra in this eighth-grade math class. Students worked on problems and the teacher asked for volunteers to come up and demonstrate how to solve the problem while the teacher narrated the steps. Students worked together and independently but were intellectually engaged.
9. One middle school science class was studying arson. The teacher was humorous, and the students were comfortable and respectful of the teacher.
10. Students were active either jumping rope or using Hula hoops in one PE class. There were no students sitting or misusing equipment. Students were engaged and participating in the class activity. The instructor observed the class from a chair and walked around the students at times.
11. Young elementary-level students were learning about animal habitats. They were comfortable speaking out as prompted by the teacher and seemed comfortable. They were learning through participation.
12. In a self-contained classroom, there were six students. There was one teacher helping students to identify states on a map. One student successfully located all 50 states. There were several adults helping students and the teacher. The atmosphere was positive, and students were learning. It was an excellent set-up at this time.

13. In one elementary classroom, the teacher worked with a small group of students on phonics skills. The teacher walked around the room while students in the small group worked independently on a section of the task. Students raised their hands when they needed help with a task and the teacher came around to support them.
14. Students were working on a concept map about the main character in the story. Students were in groups of four and were engaged in conversations about the character and were using the anthology to gather and write information.
15. Students worked on laptops to complete skills lessons online in one lower elementary classroom. The teacher walked around the classroom to provide support to students as needed.
16. In one middle school classroom, students wrote the definition of given terms and discussed the words with a partner. The teacher walked around the room and worked with students one on one.
17. In one art class, students watch a video about folding paper to make something. Students weren't listening and were making loud noises and preventing others from hearing the video.
18. In one life skills classroom, five co-teachers worked with students on learning tasks. Co-teachers monitored and guided students through educational tasks.
19. In one STEM classroom, students used various supplies like boxes, scissors, paper, tape, etc. to make a solar eclipse viewer.

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>CASLV Nellis AFB implements the material terms of the education program. Curricular materials align to Nevada Academic Content Standards (NVACS). Classroom observations confirmed the educational program conforms with the charter and that curricula aligns to NVACS. CASLV uses a strategic approach to ensure all campus staff who work with students with disabilities, with an IEP or 504 are aware of all decisions, goals, accommodations, modifications, and SDI. Student WIDA reports are accessed to determine levels of listening, speaking, reading, and writing. CASLV also uses MAP data and the diagnostic tool within Lexia.</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>The CASLV board meets at least six times a year for regular board meetings. Special meetings are scheduled as necessary. CASLV does not contract with an Educational Management Organization (EMO) or Charter Management Organization (CMO). The board and its attorney work closely together to ensure all open meeting laws are followed. The 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</p> <p>Measure 4d: Personnel files are under lock and key/stored appropriately</p>	<p>Student and faculty records are stored under lock and key in a secure 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 and tagged fire extinguishers throughout the building and common areas. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the 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>Summary of recommendations from most recent Site Evaluation</p>	<ul style="list-style-type: none"> • Continue implementing Tier-Two MTSS. • Continue efforts to address chronic absenteeism. • Continue its efforts to increase enrollment with special populations. • Stronger classroom instruction to provide greater student engagement. • Implement ways to clear aisles and traffic patterns for student safety. • Offer PD specific to military family support.
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations</p>	<ul style="list-style-type: none"> • Continue implementing Tier-Two MTSS. <ul style="list-style-type: none"> ○ Currently in Tier-Two. ○ Discipline flow chart. ○ Tier-One SEL Instruction - Implementing NV SEL Survey Data as baseline for support ○ Tier-Two Check-In/Check-Out Processes. ○ Tier-Three Behavior Improvement Plans. ○ Restorative practices. ○ Student-led restorative practices (grades seven and eight). ○ Restorative circles (grades three through eight). • Continue efforts to address chronic absenteeism. <ul style="list-style-type: none"> ○ System developed, data tracked. ○ Administration met and spoke with security forces regarding the impact of chronic absenteeism on a student's education. ○ Parent communication and education continue tiered supports. <ul style="list-style-type: none"> ✓ Parent and community meetings. ✓ Weekly newsletter. ✓ Email/phone/in-person communications. • Continue efforts to increase enrollment with special populations. School population is approximately: <ul style="list-style-type: none"> ○ 92% active-duty dependent population. ○ 30% transiency. ○ 17% of the total student population are students with special needs. <ul style="list-style-type: none"> ○ High trauma among students of military families. • Stronger classroom instruction to provide greater student engagement. <ul style="list-style-type: none"> ○ Higher level questions and discussion techniques, implemented new ways of engaging students in the learning process, and provided all students with challenging and differentiated instruction through: <ul style="list-style-type: none"> ✓ Structured PLCs. ✓ Coaching cycles. ✓ Instructional rounds. ✓ Targeted professional learning

	<ul style="list-style-type: none"> • Implement ways to clear aisles and traffic patterns for student safety. <ul style="list-style-type: none"> ○ Backpack hooks installed • Offer PD specific to military family support. <ul style="list-style-type: none"> ○ Schoolwide book study on trauma informed practices among military families. ○ Administrative research studies of military families and impact on children. ○ All SPED faculty are Crisis Prevention Institute Certified ○ Developed and expanded student led restorative practices. ○ Applied for and received a grant for kindergarten through grades four for a month-long summer school early grades integrated innovative literacy program (ECILP).
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>CASLV Nellis AFB leadership believes many recommendations from the 2022- 2023 site evaluation have been addressed and/or continue to be addressed by leadership, the governing board, and faculty by examination of dynamic data.</p> <p>SPCSA staff agrees with this assessment, and concluded the board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students using data to inform decisions.</p>

SITE EVALUATION FINDINGS

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 campus's 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

- **Tailored professional development**

The CASLV network provides tailored PD based on individual school needs. Teachers develop a professional growth plan at the beginning of each academic year, setting individual goals for personal focus and development. Faculty personnel across all seven CASLV schools collectively attend PD at the beginning of each academic year. For the 2023-2024 year, teachers participated in embedding Kagan structures in their teaching practices.

- **Weighted lottery**

In an effort to ensure the student population more closely reflected the communities where CASLV campuses were located, CASLV, as a network, implemented a weighted lottery in the 2022- 2023 academic year. This provides four times the enrollment chances for students eligible for free or reduced-price lunch (FRL).

CASLV Nellis AFB

- **Classroom environment**

The CASLV Nellis AFB 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. 13 of this report). In the first category of the rubric, “Classroom Environment is Conducive to Learning,” 11 of the 26 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,” 10 of the 26 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.

- **Commitment to serving military connected students**

The leadership team at CASLV Nellis AFB leadership exhibit evidence of a high commitment to serving the special needs of military connected students, recognizing that military-connected students will enroll and unenroll in several different schools across the nation and world more frequently than their civilian peers—often six to nine times prior to high school graduation. Leadership has taken great care in obtaining research and disseminating data to build schoolwide foundational culture of military family support. The 2023-2024 academic year framework has been supported by the following efforts:

- Book study on Trauma informed practices with military families
- Identifying indicators of trauma amongst students
- Building trauma informed instructional practices
- Building a foundation of trauma knowledge and understanding
- Awareness of what trauma informed practices are,
- Familiarize personnel on resources available for families.
- Adjusted the hiring process to reflect a candidate’s background knowledge in trauma informed practices. The hiring committee has revised interview questions to now include questions seeking information on which trauma training and PD the candidate has completed. Candidates must submit a video of their teaching and visit the campus for an in-person visit and interview. The in-person

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

invitation follows a video conference interview and is offered only if a candidate meets the criteria for an in-person interview. The Leadership team has developed actionable steps with both short-term and long-term goals to undergird the commitment to serving military family students.

- **Continued effective use of data**

Leadership continues utilizing student data to build student support systems. The leadership team is adept at explaining complex data to a range of audiences. The site evaluation team observed several instances throughout the site evaluation day where student achievement data clearly was used to clearly show the processes for decision making. When asked a question about a certain student population, any member of the CASLV Nellis AFB leadership team was quickly able to disaggregate the data and retrieve the information within seconds. The leadership team demonstrated the ability to present data in a tangible way for the teachers in a manner that allowed them to process the information in a meaningful way for their classroom practice. For example, data from the student SEL survey data was disaggregated and used as the structure for developing targeted PD consisting of immersive SEL simulations and teacher-student relationship building practices followed. The leadership team's ability to examine and utilize data efficiently, effectively and with quick implementation as needed should be commended. The faculty are trained in how to read and make instructional decisions based on qualitative and quantitative data sets. Teacher feedback is provided frequently after classroom walk throughs and formal classroom teaching observations. School-wide trends for instruction are identified for professional development or individual mentoring.

- **Resource management**

The leadership team at CASLV Nellis AFB practices effective resource management. Leadership demonstrates expertise at determining need, acquisition of materials, and allocating appropriate resources to balance and maximize need. For example, all special education faculty are CPI trained and certified. This is very helpful in a school serving students experiencing high trauma. Leadership purposefully identifies and supports personnel for licensed certified training to offer in-house support and training in future years. Building a talent pool within an organization invests in a person's profession, builds morale, and supports those who choose to professionally grow within the organization. The Leadership team at CASLV Nellis AFB is aware of current academic studies and trends and disseminates the information to personnel and families in relatable ways. Leadership is knowledgeable regarding available grants, PD, webinars, and other training offerings. Most recently Coral Nellis applied for and received the ECILP¹⁶ grant which will be offered this summer.

- **School culture and climate**

The leadership team continues to improve the culture and climate at CASLV Nellis AFB by building rapport between families, campus and community, and teachers and students. Parents in the family focus group were complimentary with the intentionality of the leadership team in listening to parental concerns. 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.

¹⁶ Early Childhood Innovative Literacy Program (ECILP) through the Nevada department of Education (NDE) is a competitive grant that encourages innovative approaches to early childhood education and prioritizes projects that show success in improving literacy and readiness for children under six years of age, as well as those that serve areas with a higher proportion of children in need.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

- **Leadership team**

CASLV Nellis AFB leadership continues to have a strong understanding of student academic needs, as well as the social and emotional needs of students. Leadership balances the short-term and long-term needs to capitalize on continuous improvement and growth through strategic planning and targeted deliverables. Coaching protocols, interventions, professional development, and wrap-around services have been targeted to increase student teacher relationships and student learning gains during the 2023-2024 academic year. The leadership team's use of data, commitment to the community it serves, and ability to create and implement PD and solutions in a short timeframe is admirable.

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.

- **Classroom storage**

Space and storage in the classroom are still a challenge – especially when establishing cooperative learning to ensure there is space in the classroom to ensure student space has maximized all physical space. Teachers are sharing classroom space. One teacher floats from classroom to classroom. Student desks are against the walls in many of the classrooms, and when backpacks are in the classroom with students, classrooms are warm and traffic pathways often difficult to navigate. Teaching materials are stored in the classroom, as there is no separate storage space.

- **Chronic absenteeism**

Leadership reported chronic absenteeism as an ongoing challenge. Attendance information from the most recent data (2023-2024) indicates chronic absenteeism for elementary school was 20.1% and 19% for middle school. These percentages increased from 16.3% in elementary grades and 9.1% in middle grades (2022-2023) despite implementing a tiered response system.

- **Sustaining academic learning growth**

Closing learning gaps with SPED students, transient military families, high levels of trauma, and loss of learning time contribute to barriers inhibiting academic learning growth.

- **Anticipating a growing high needs population**

Leadership reported challenges in anticipating the varied special needs of students needs of students prior to their enrollment.

- **Parent engagement**

Leadership reported challenges with low parents engagement and voice in decision making and organizational items. Some parents in the family focus group echoed this as well, lamenting low parent turn-out for Parent Teacher Organization (PTO) meetings, and the need to disband the PTO due to no attendance. Family members are involved in their individual children's activities and intellectual pursuits, but attendance at school-wide events could benefit from greater participation.

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

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.

- **Continue MTSS**

SPCSA staff commend CASLV Nellis AFB’s continued application of MTSS with fidelity. SPCSA staff recommend CASLV Nellis AFB continue to apply MTSS practices schoolwide and consider building capacity by conducting emotional intelligence training based on student’s social-emotional survey data.

- **Chronic absenteeism**

SPCSA staff recommend CASLV Nellis AFB School continue building upon the success of the tiered chronic absenteeism system developed and applied during the 2022-2023 school year. Leadership included a family acknowledgement letter with enrollment documents for 2024, along with updated graphic representation of weekly attendance information in the weekly newsletter. Absenteeism rate has a direct effect on the NSPF index scores for a school. The Nevada State Point Attribution Table (PAT) for chronic absenteeism rates has been provided below. The school index ratings (displayed on page four of this report) could have been up to ten points higher if absenteeism rates were improved.

Chronic Absenteeism Point Attribution Table

Rate	Points	Rate	Points	Rate	Points
<5	10	≥ 11 and < 12	6.5	≥18 and <19	3
≥ 5 and <6	9.5	≥ 12 and < 13	6	≥ 19 and < 20	2.5
≥ 6 and <7	9	≥ 13 and < 14	5.5	≥ 20 and < 21	2
≥ 7 and <8	8.5	≥ 14 and < 15	5	≥ 21 and < 22	1.5
≥ 8 and <9	8	≥ 15 and < 16	4.5	≥ 22 and < 23	1
≥ 9 and <10	7.5	≥ 16 and < 17	4	≥ 23 and < 24	0.5
≥ 10 and <11	7	≥ 17 and < 18	3.5	≥ 24	

For the 2022-2023 academic year, elementary grades elementary grades had a 16.3% chronic absenteeism rate, and middle grades were at 9.1%. In 2023-2024, elementary school absenteeism increased to 20.1% and middle school increased to 19% despite leadership’s implementation of a tiered response system. Leadership at CASLV Nellis AFB was honest with the challenges servicing military families and students. The transiency, the undocumented time away from school when transitioning to a PCS each impact attendance. Clearly work to be accomplished in this area. Please continue efforts to educate families regarding the impact of chronic absenteeism and strive to improve attendance.

- **Utilize bell to bell teaching**

SPCSA staff recommend CASLV Nellis AFB faculty participate in PD designed to maximize learning time from the beginning of the lesson until the close of the lesson. While the classroom environment is a strength, as mentioned on pg. 23 of this report (first bullet point), SPCSA staff observed several

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

classrooms during the site evaluation in which there were a number of students having free time or lengthy time in between transitioning from one activity to another. Please consider the tips that may assist in maximizing learning time:

- *Quantifiable objectives*: Measurable objectives provide clarity to the students. They assist both the teacher and the students with concrete deliverables and evaluate student mastery. Many objectives are written with the word 'understand,' which is not quantifiable.
- *Pacing*: Within several elementary grades slow transitions between activities took students off task and the teacher struggled to re-engage students. In many instances, when the teacher managed to pass out all of the materials, students were so disengaged they could not be brought back to focus on the learning, and it was time to move on to another activity. Utilizing students to assist with transitions, or having students assigned to complete various roles within the classroom could alleviate many of these challenges. Targeted PD on pacing might assist as well.
pacing or a lack of knowledge in ways in which to provide students with positive reinforcement. Teachers struggled in ways to re-teach a concept, or re-direct undesired student behavior such as talking over the teacher or other students or re-focus the learning at hand.
- *Closure activities*: Several classes just ended. When students have an opportunity to refer back to the learning objectives it reinforces the purpose and allows the instructor to students' mastery of the material. Further, it provides students a chance to be a participant in their own learning.

A similar recommendation was made in the 2021-2022 site evaluation report:

In some elementary classrooms ... 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...teachers led the lesson by sitting at their desk ... reading directly to the students...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.

SPCSA staff recommended stronger classroom instruction to provide greater student engagement in 2022-2023 site evaluation report:

SPCSA staff observed several classrooms today in which there were a high number of students having free time or lengthy time in between transitioning from one activity to another.

The site evaluation team did see some classrooms with very high levels of teaching pedagogy and student engagement. Continue to allow strong faculty to model high-quality instruction and high-quality student engagement.

- **Maximize student voice in the classroom**

SPCSA staff recommend CASLV Nellis AFB create ways in which to elevate student voice during class time. The site evaluation team observed classes for a minimum of 15 minutes. In 26 classes observed, the teacher spoke the entirety of the observed time, or the teacher spoke more than the students during the observed time. There were many missed opportunities for students to speak, read, direct, lead, or participate in their own learning. To elevate student voice in the classroom:

- Video record teachers and ask teachers to time how often they are taking center stage.
- Consider partnering a master teacher who maximizes student voice and have them co-teach. (There are seven models of co-teaching. *Co-teaching to improve student outcomes*. Friend, 2019).

As teachers allow students to speak more than the instructor, "students take ownership of their own

SITE EVALUATION FINDINGS

SITE EVALUATION FINDINGS continued

learning” (*Classroom Environment and Instruction Observation Rubric*, p. 13 of this report). When teachers elevate student voice, instructors 1) determine how intellectually engaged students are with the lesson, 2) gauge students appropriate usage of academic vocabulary, 3) comprehend students understanding of concepts or goals of the lesson 4) formatively assess students’ mastery of learning, 5) assess students’ reasoning and higher-order thinking, (*Classroom Environment and Instruction Observation Rubric*, p. 13 of this report). Further, cultivating high levels of student engagement provides the teacher guidelines for lesson pacing and student differentiation.

Parent engagement

SPCSA staff recommend CASLV Nellis AFB consider ways in which to optimize communication platforms to notify families of upcoming schoolwide events and solicit volunteers. If obtaining school clearance is an obstacle, consider offering a day in which parents could get fingerprinted and complete all of the requisite paperwork at one time, such as a day when parents are already scheduled to be on campus.

STRONG RECOMMENDATIONS

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

DEFICIENCIES

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



CORAL ACADEMY of SCIENCE LAS VEGAS

NELLIS AFB

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Dear SPCSA Audit Committee,

Thank you for sharing the findings from the recent audit and focus group sessions held at CASLV Nellis AFB. We appreciate the candid feedback, which provides us with valuable insights into your experiences and perceptions.

Classroom storage:

CASLV has recently been approved to receive a Public Schools in Military Installations (PSMI) grant to expand the existing facilities and increase the enrollment from 900 to 1600 students. The campus expansion/construction will be completed by summer 2026 and this expansion will provide dedicated rooms for each teacher and also additional storage space.

Miadora Nelson

Principal

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