Nevada State Public Charter School Authority

# Coral Academy of Science Tamarus Campus
# Site Evaluation Report: December 3, 2025

# Table of Contents

**Links to Resources:**
- Nevada School Performance Framework (NSPF)
- SPCSA Academic Performance Framework Results
- SPCSA Organizational Performance Framework Results
- SPCSA Financial Performance Framework Results
- Best Practices

# Executive Summary

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

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

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

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

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

# Site Evaluation Findings: Strengths

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

**Star rating and index score**
A key strength of Coral Academy of Science Tamarus (CASLV Tamarus) is its exceptional academic performance, as reflected in the outstanding star ratings for the elementary school. According to the 2024–25 Nevada School Performance Framework[1] (NSPF), the elementary school achieved a five-star rating with an impressive index score of 90 out of 100 points, demonstrating consistently high levels of student achievement and growth across all indicators. The school also received 25 out of 25 points on the Academic Achievement Indicator[2], with a pooled proficiency of 82.4% which is well above the SPCSA district average of 53.2%. The high academic ratings have been sustained since the 2022-2023 school year.

**Low chronic absenteeism rates**
On the Student Engagement Indicator of the NSPF for the 2024–25 school year, CASLV Tamarus earned a full 10 out of 10 points because fewer than five percent of students were identified as chronically absent[3]. This represents an improvement from the prior school year's rate of 6.8% and remains well below the SPCSA district average of 16.4%. The school's success can be attributed to consistent attendance monitoring, proactive family communication, and the implementation of early intervention systems designed to identify and support students at risk of chronic absenteeism.

**Staff morale**
High staff morale is a notable strength at CASLV Tamarus, as evidenced in the staff focus group, where participants consistently described supporting one another, handling challenges with grace, and fostering a collegial environment that feels like a family. Staff shared that this positive culture contributes to strong collaboration, a willingness to go above and beyond for students and colleagues, and a stable, supportive working environment that ultimately benefits the overall school climate and student experience.

**Data analysis and student goal setting**
Another key strength at CASLV Tamarus is the school's intentional and systematic use of data to drive instruction and student growth. Students actively participate in creating and monitoring their own academic goals, demonstrating clear awareness of their progress and areas for improvement. This deep engagement with data helps support targeted interventions, promotes student ownership of learning, and reflects a sustained focus on closing opportunity gaps for all learners.

**New safety measures**
Another strength at CASLV Tamarus is the school's proactive approach to enhancing campus safety and security. Recent safety measures include a redesigned front office with the addition of a secured "buffer"

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[1] NSPF is Nevada's public school rating system designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA) per NRS 385A.600 and classifies schools within a five-star performance rating system.
[2] The Academic Achievement Indicator is a measure of student performance based on a single administration of the state assessment.
[3] Students are considered chronically absent when they miss 10% or more days in a school year.

area to better monitor and control visitor access, a single point of entry, as well as a new fence to fully contain the campus. A single point of entry for visitor management is an approach whereby visitors and parents can obtain screening, information, and potential entry to inside the school from one specific location, usually the front door. The door is supervised by a member of the staff who can control who can and cannot enter the building. In addition, new shade structures have been installed, improving student comfort during outdoor activities and creating safer, more supervised gathering areas. Together, these upgrades reflect a clear commitment to creating a secure, welcoming environment for students, staff, and families.

**Sustained growth despite staff turnover**
A strength at CASLV Tamarus is the school's ability to sustain and improve academic performance despite significant staff turnover. During the 2023–24 school year, seven teachers left the campus; however, the school improved its NSPF star rating from four stars to five stars. This progress was supported by stable leadership from the administration and the literacy strategist, who provided continuity in expectations and instructional practices. CASLV Tamarus maintained its proactive approach to student achievement through detailed long-term planning, including comprehensive documents for each grade level and content area. In addition, leaders were intentional about not overwhelming new staff, thoughtfully phasing in initiatives and supports to ensure successful onboarding and the sustained implementation of schoolwide priorities.

**Revision of the mission statement**
The CASLV network has strengthened its commitment to preparing students for future-ready learning by formally incorporating STEM[4] education into its mission statement. This focus reflects the network's belief in providing students with hands-on, inquiry-based opportunities that promote critical thinking, problem-solving, and innovation across grade levels. School leaders noted that the decision to elevate STEM within the mission was grounded in a desire to align instructional practices with the skills students need for long-term success. As CASLV continues to refine and expand its STEM initiatives, the school remains committed to soliciting and valuing stakeholder feedback from families, staff, students, and community partners to ensure that programming is responsive, inclusive, and aligned with the broader vision for student achievement.

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[4] STEM education is an interdisciplinary approach to teaching that integrates Science, Technology, Engineering, and Mathematics to prepare students for modern careers through hands-on, problem-based learning.

# Site Evaluation Findings: Challenges

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

**Lack of space**
CASLV Tamarus continues to face persistent space limitations, which at times restrict the availability of quiet, dedicated areas for pull-out intervention and small-group instruction. These constraints can make it challenging for staff to provide targeted supports in environments that minimize distractions and maximize student focus, and make storage of materials a challenge.

**Closing the opportunity gap**
CASLV Tamarus continues to face a challenge in narrowing math opportunity gaps for certain student groups, as its performance on the NSPF for the measure in the 2024–25 school year remains slightly below the SPCSA district average. Closing these gaps is essential to ensuring all students have equitable access to rigorous instruction and are on track for long-term academic success.

# Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

**Continue to close opportunity gaps for students in math**

SPCSA staff recommend that the CASLV Tamarus leadership team and staff continue to focus on closing opportunity gaps for math. According to the 2024-25 NSPF, the school earned 16 out of 20 index points on the indicator. The school's Adequate Growth Percentile (AGP) for math is 30.7, compared to the SPCSA district average of 31.2. This is especially crucial for fourth and fifth graders, as they will be the student populations that will show growth on this measure in elementary school on the Nevada criterion-referenced test[5] (CRT), Smarter Balanced Assessment Consortium (SBAC), in the Spring of 2026.

**Sustain five-star rating**

The SPCSA recognizes the steadfast efforts of CASLV Tamarus staff and stakeholders to support high levels of student achievement. To help maintain the school's five-star rating, the SPCSA recommends that school leaders continue to focus on instructional excellence and student outcomes. Suggestions to sustain this performance include:

- Depth of Knowledge (DOK): Continue to design and implement tasks that require higher levels of cognitive demand, pushing students beyond recall to application, analysis, and strategic thinking.
- Student Engagement: Prioritize strategies that actively engage all learners through discourse, collaboration, and meaningful learning activities that promote sustained attention and participation.
- Rigor: Maintain and increase academic rigor by aligning instruction to grade-level standards, incorporating complex texts and challenging problems, and ensuring that all students are held to high expectations.
- Student Feedback: Strengthen the use of timely, specific, and actionable feedback so that students clearly understand their progress, next steps for improvement, and how to take ownership of their learning.

**Parent communication**

The SPCSA recommends that CASLV Tamarus streamline communication about student progress. Some suggestions include adopting a consistent schoolwide communication platform, establishing more uniform expectations and structures for parent–teacher conferences, and ensuring more consistent use of Infinite Campus[6], potentially supplemented by parent classes to help families access and understand student information on the platform.

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[5] A criterion-referenced test (CRT) is a type of assessment that measures a student's performance against a predetermined standard or criteria.
[6] Infinite Campus is a web-based program providing families the ability to view academic information for their children.

# Site Evaluation Findings: Strong Recommendations

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

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

# Site Evaluation Findings: Deficiencies

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

There are no deficiencies for CASLV Tamarus during this site evaluation.

# Focus Group Participation Data

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

| Name of Focus Group | Number of Participants |
|---|---|
| Governing Board[7] | 3 |
| Family Members, Parents, and Guardians | 7 |
| Faculty and Staff | 9 |
| School Leadership | 4 |
| Students | 9 |

[7] Quorum was not met, and Open Meeting Law was not violated.

# Focus Group Summary: Governing Board

Three of the seven Coral Academy of Science Las Vegas Board members participated in the site evaluation at the Tamarus campus, joining both virtually and in person. They characterized their governance role as providing strategic direction for the CASLV network and addressing significant issues as they arise. The board is composed of individuals with professional expertise in law, finance, and higher education, as well as a parent representative, and currently has no vacant seats. Board members indicated that the full board convenes approximately every six weeks and that standing subcommittees focus on facilities and finance, academics, and governance.

During the focus group, board members described Coral Academy's mission as fostering lifelong learning within the Coral Academy community by developing students who are intellectually curious, enthusiastic about the sciences, and inclined to ask thoughtful, probing questions—elements reflected in the network's updated mission statement. They noted that the CASLV network of schools is distinguished by a long-standing, highly engaged community, with many students completing their entire K–12 education within the network. One board member remarked that, "Coral Academy is characterized as a rigorous, STEM-focused, college preparatory system that provides a strong educational foundation and supports high levels of student success."

Board members reported that they remain informed about academic performance through regular updates on student outcomes, including acceleration opportunities and overall achievement data. They expressed confidence that students are performing well and highlighted a variety of academic and co-curricular competitions—such as robotics, mathematics, and speech and debate—as evidence of strong student engagement and enrichment. In addition, they referenced the use of intervention blocks, Saturday classes, and before- and after-school academic supports, noting that the Coral Academy schools proactively communicate with families about the importance of these opportunities in promoting student success.

At the same time, board members identified several areas for continued improvement across the network. These included further strengthening coordination and alignment among campuses, increasing parent engagement and communication, and continuing to prioritize and enhance school safety measures. They also underscored the value of maintaining small class sizes whenever feasible and acknowledged that the CASLV Nellis campus elementary school has encountered particular challenges, especially in supporting students to improve their academic performance.

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

In the parent focus group at CASLV Tamarus, families emphasized that the aspect they valued most about the school was the strong support system and the way students were treated like family. One parent described how, before kindergarten, her children spoke only Mandarin at home and received extensive language support at CASLV Tamarus, resulting in their now speaking fluent English. Another parent highlighted that MTSS[8] groups led by the counselor had been especially beneficial for her two sons, including a reduction in special education minutes for one child, indicating successful service delivery. Families further noted that their children enjoy attending CASLV Tamarus because of the kindness and care shown by teachers and expressed appreciation for the PTO's[9] efforts in organizing events and activities for students.

With respect to communication, parents indicated that information about their children's academic progress was generally consistent and timely, citing the principal's weekly emails and, in some classrooms, the use of digital platforms such as Class Dojo[10]. At the same time, they observed that the frequency and clarity of communication varied by teacher. Some parents shared that older elementary students were expected to monitor their own grades, which they felt was not always developmentally appropriate. As a result, families expressed a desire for more consistent and proactive communication, particularly when a child may be struggling or in need of additional support, as well as the implementation of a schoolwide communication platform. Parents also noted that parent–teacher conferences were offered twice per year, but primarily for students experiencing academic or behavioral difficulties, and recommended expanding these conferences to include all families.

Participants reported feeling comfortable raising concerns or questions with school staff and described the principal as approachable, visible, and responsive. Parents of students receiving special education services stated that they were generally kept informed about goals and progress, noting strong collaboration with the special education team and the use of check-in/check-out systems to monitor student needs. However, one parent observed that "sometimes classroom communication occurs only when there is a problem," suggesting a need for more balanced, ongoing communication. Overall, most families believed their children were appropriately challenged academically and that additional support was available when easier work, reteaching, or extra help was needed.

Looking ahead, parents recommended increasing consistency in communication practices across classrooms, including the adoption of a unified, schoolwide communication platform. They also suggested attaching samples of graded assignments in Infinite Campus[11] so that families can better understand how grades are determined and how to support their children's learning at home on specific tasks and assignments.

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[8] 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.

[9] PTO stands for Parent Teacher Organization, a school-based group made up of parents, teachers and school staff who collaborate to support their school community.

[10] ClassDojo is an online classroom management platform where teachers can record and track student behavior, facilitate classroom activities, curate student portfolios, and engage in school-to-home communication in over 35 languages through photos and videos and direct messaging directly to parents and students.

[11] Infinite Campus is a web-based program providing families the ability to view academic information for their children.

# Focus Group Summary: Faculty and Staff

During the staff focus group, teachers at CASLV Tamarus described staff morale as high, noting that they consistently support one another and feel a strong sense of family on campus. They highlighted the Sunshine Committee[12] for boosting enthusiasm around staff and student celebrations and shared that administration is supportive, providing sincere, individualized attention in classrooms. One staff member said, "While there are challenges, they are addressed with grace and care." They indicated that school leaders do an excellent job of inviting input and making staff feel heard. One staff member shared, "Administration is approachable and open to feedback, and they are willing to adjust deadlines and expectations to better support teachers."

Teachers shared that they support second language learners through a combination of an EL[13] coordinator with push-in and pull-out services, collaborative discussions on effective EL strategies, strong Tier 2[14] reading interventions, and the use of writing supports such as graphic organizers, sentence starters, and Kagan[15] structures. For students with IEPs[16], staff emphasized the importance of meeting students where they are by filling learning gaps, explicitly teaching vocabulary, breaking assignments into smaller, manageable parts, and closely following IEP requirements. Teachers noted there is frequent communication between general education and special education staff, and that the special education team is proactive in addressing student needs before issues escalate.

CASLV Tamarus teachers shared that data is a central part of every PLC[17] meeting, where teams unpack a student-focused data component and analyze specific standards. They noted that their partnership with Raising the Barr[18] supports them in using data to both maintain high achievement for advanced students and promote growth for all learners. Staff explained that students know their own data and goals, and that this information is used to plan instruction, homework, and tutoring support based on what students need most.

During the staff focus group, teachers shared that students are taught respectful talk and positive peer interactions primarily through the MTSS framework, which has transformed the school by creating a universal language and focusing on positive behaviors. A staff member said, "We use weekly community-building time in our classrooms that allows us to address expectations and conflicts right away, including how students make repairs and offer apologies." Staff noted the use of "Bucket Filling" language tied to the book by Carol McCloud, as well as small-group Tier 2 behavior meetings held once a week for students needing additional support. They emphasized that a true growth mindset is being practiced and that they work closely with parents to address concerns, involving administration only as a last resort.

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[12] A school committee that helps with staff morale, recognizing birthdays and other important staff events.
[13] English language (EL) learners, or EL learners, are students learning to communicate fluently or effectively in English.
[14] Tier 2 is the first level of intervention for students who do not show progress in Tier 1. Students are provided with Tier 2 interventions when they need support to meet academic or behavior goals.
[15] Kagan instructional strategies are designed to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction.
[16] An Individualized Education Program (IEP) is a legal document that outlines the special education instruction, services, and support that a student with specific types of disabilities needs to receive in a learning environment.
[17] A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. PLCs can be organized by grade level, content area or an entire teaching staff.
[18] Raising the Barr is a school improvement company that partners with schools for deep data analysis.

# Focus Group Summary: School Leadership

During the leadership focus group, school leaders described a strong and positive school culture characterized by deeply involved families, many of whom have been part of the CASLV Tamarus community for years. They noted that the administrative team has also remained at the school long term, is personally invested in the community, and, in several cases, has children who attend the school. Leaders emphasized that a single guiding principle shapes their work: every decision is made with students' best interests at the forefront.

Leaders also highlighted a clear emphasis on writing instruction, grounded in the Wonders[19] curriculum and intentionally aligned to SBAC expectations. As the assessment window approaches, students engage in additional performance tasks, and the technology teacher reinforces writing skills across content areas. One leader stated, "Through our work with Raising the Barr, the team has engaged in a detailed analysis of SBAC data to develop rubrics aligned to the assessment for both student work and classroom observations." Leaders indicated that data are now used more systematically to inform instructional decisions, with students increasingly aware of their individual goals. Particular attention is given to 4th-grade students identified within the NSPF opportunity gap metric; school staff maintain a focused list of these scholars, identify the specific skills each student needs to strengthen, and provide daily intervention time in both math and reading.

School leaders reported that maintaining chronic absenteeism rates below 5% is the result of consistent, proactive efforts. The team regularly reviews attendance reports, makes frequent phone calls to families, and quickly addresses tardies. "Research shows that schools with low absenteeism rates consistently outperform others academically, as regular attendance directly correlates with improved literacy, math achievement, and long-term graduation outcomes." *(Balfanz & Byrnes, 2012)*

In addition, school leaders described a deliberate strategy to support opportunity gap students, especially in math, to move 42% of these students up at least one performance level. During the prior school year, teachers closely monitored progress and regularly communicated action steps and updates to their supervisor, ultimately coming very close to achieving this target. The addition of an instructional coach, who concentrated her efforts on 3rd and 4th grade, has further strengthened this work by supporting teachers in the classroom environment, rigor, student thinking, and the effective use of feedback. The instructional coach also created a common rubric to help identify and address specific areas where teachers may need additional support. The school's ongoing emphasis on rigor is reflected in the use of exemplars, anchor charts, clearly articulated success criteria, and precise feedback that guides both instructional practice and student learning.

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[19] Wonders is a comprehensive Kindergarten through fifth-grade literacy curriculum designed to enhance reading, writing, and critical thinking skills through evidence-based practices and a variety of engaging resources.

# Focus Group Summary: Students

During the student focus group at CASLV Tamarus, students shared that they appreciate how their teachers take time to explain concepts without getting upset if they do not understand right away, and allow them to work at their own pace. Several students noted that their skills, particularly in math, have improved because of the way teachers present information and the practice they provide. They also enjoyed schoolwide celebrations, such as the schoolwide five-star celebration, where teachers dressed up as Star Wars characters. One student added, "I look forward to seeing my teachers each day, and value spending time with my friends." Students were also excited to share that they had recently been learning new math concepts, including how to use quotients to help with division, working with division problems that have remainders, and building their understanding of fractions and multiplication.

When asked, students at CASLV Tamarus shared that they have several trusted adults on campus they can talk to if they are experiencing a problem at home or at school, including the school counselor, teachers on duty at recess, and their classroom teacher, whom one student described as "a really good listener". They indicated that teachers allow them to take breaks when they need them. Students reported that they feel physically and mentally safe at school most of the time, though a few noted that peers sometimes make rude comments.

When students reflected on the level of challenge and support in their classes, they shared that their teachers are approachable and responsive, allowing them to express when assignments feel either too simple or too difficult. A student shared, "Because I already know much of the content, my teacher allows me to work on advanced coursework, including material from the next grade level." Others noted that when assignments feel difficult, their teacher breaks the steps down, models how to solve problems, and sometimes provides one answer so they can work from that example. Students also mentioned that they have opportunities to help classmates better understand challenging concepts.

Students shared that, if they could change one thing about CASLV Tamarus, they would focus on the playground. They described it as messy and mentioned there are holes in the ground that can make it difficult to play safely. Students said they would like new playground equipment, and some even suggested adding a second playground. One student also shared a lighthearted request, "I would prefer not to earn popsicles as rewards during the winter."

# Classroom Environment and Instruction Observation Rubric

A total of 14 elementary school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

| Classroom Environment | | | | | |
|---|---|---|---|---|---|
| | **Distinguished** | **Highly Proficient** | **Approaching Proficient** | **Unsatisfactory** | **Not Observed** |
| **Classroom Learning Environment is Conducive to Learning** | The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.<br><br>When necessary, students respectfully correct one another.<br><br>Students participate without fear of put-downs or ridicule from either the teacher or other students.<br><br>The teacher respects and encourages students' efforts. | Talk between the teacher and students and among students is uniformly respectful.<br><br>The teacher successfully responds to disrespectful behavior among students.<br><br>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.<br><br>The teacher makes general connections with individual students. | The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.<br><br>The teacher attempts to respond to disrespectful behavior among students with uneven results.<br><br>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. | The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.<br><br>Students' body language indicates feelings of hurt, discomfort, or insecurity.<br><br>The teacher displays no familiarity with, or care about, individual students. | This criterion was not observed or rated. |
| | **TOTAL: 1** | **TOTAL: 13** | **TOTAL: 0** | **TOTAL: 0** | **TOTAL: 0** |
| **Establishing a Culture for Learning** | The teacher communicates passion for the subject.<br><br>Students indicate through their questions and comments a desire to understand content.<br><br>Students assist their classmates in understanding the content. | The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.<br><br>The teacher conveys an expectation of high levels of student effort.<br><br>Students expend good effort to complete work of high quality. | The teachers' energy for the work is neutral.<br><br>The teacher conveys high expectations for only some students.<br><br>Students exhibit a limited commitment to completing the work on their own.<br><br>The teacher's primary concern appears to be to complete the task at hand. | The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.<br><br>The teacher conveys to at least some students that the work is too challenging for them.<br><br>Students exhibit little or no pride in their work. | This criterion was not observed or rated. |
| | **TOTAL: 2** | **TOTAL: 12** | **TOTAL: 0** | **TOTAL: 0** | **TOTAL: 0** |

# Classroom Environment and Instruction Observation Rubric

A total of 14 elementary school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

| Classroom Instruction | | | | | |
|---|---|---|---|---|---|
| | **Distinguished** | **Highly Proficient** | **Approaching Proficient** | **Unsatisfactory** | **Not Observed** |
| **Communicating with Students** | If asked, students can explain what they are learning and where it fits into the larger curriculum context.<br><br>The teacher explains content clearly and imaginatively.<br><br>The teacher invites students to explain the content to their classmates.<br><br>Students use academic language correctly. | The teacher states clearly, at some point during the lesson, what the students will be learning.<br><br>The teacher's explanation of content is clear and invites student participation and thinking.<br><br>The teacher makes no content errors.<br><br>Students engage with the learning task, indicating that they understand what they are to do. | The teacher provides little elaboration or explanation about what students will be learning.<br><br>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.<br><br>The teacher may make minor content errors.<br><br>The teacher must clarify the learning task. | At no time during the lesson does the teacher convey to students what they will be learning.<br><br>Students indicate through body language or questions that they don't understand the content being presented.<br><br>Students indicate through their questions that they are confused about the learning task. | This criterion was not observed or rated. |
| | TOTAL: 1 | TOTAL: 11 | TOTAL: 2 | TOTAL: 0 | TOTAL: 0 |
| **Using Questioning and Discussion Strategies** | Students initiate higher-order questions.<br><br>The teacher builds on and uses student responses to questions to deepen student understanding.<br><br>Students extend the discussion, enriching it.<br><br>Virtually all students are engaged. | The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.<br><br>Discussions enable students to talk to one another without ongoing mediation by the teacher.<br><br>Many students actively engage in the discussion. | The teacher frames some questions designed to promote student thinking, but many have a single correct answer.<br><br>The teacher invites students to respond directly to one another's ideas, but few students respond.<br><br>The teacher calls on many students, but only a small number participate. | Questions are rapid-fire and convergent with a single correct answer.<br><br>The teacher does not ask students to explain their thinking.<br><br>Only a few students dominate the discussion. | This criterion was not observed or rated. |
| | TOTAL: 0 | TOTAL: 10 | TOTAL: 2 | TOTAL: 0 | TOTAL: 2 |

# Classroom Environment and Instruction Observation Rubric

A total of 14 elementary school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

| Classroom Instruction | | | | | |
|---|---|---|---|---|---|
| | **Distinguished** | **Highly Proficient** | **Approaching Proficient** | **Unsatisfactory** | **Not Observed** |
| **Engaging Students in Learning** | Virtually all students are engaged in the lesson.<br><br>Lesson activities require high-level student thinking and explanations of their thinking.<br><br>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. | Most students are intellectually engaged in the lesson.<br><br>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.<br><br>Students are invited to explain their thinking as part of completing tasks.<br><br>The pacing of the lesson provides students with the time needed to be intellectually engaged. | Some students are intellectually engaged in the lesson.<br><br>Learning tasks are a mix of those requiring thinking and those requiring recall.<br><br>Student engagement with the content is largely passive.<br><br>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. | Few students are intellectually engaged in the lesson.<br><br>Learning tasks, activities, and materials require only recall or have a single correct response.<br><br>The lesson drags on or is rushed. | This criterion was not observed or rated. |
| | **TOTAL: 2** | **TOTAL: 8** | **TOTAL: 4** | **TOTAL: 0** | **TOTAL: 0** |
| **Using Assessment in Instruction** | Students indicate they clearly understand the characteristics of high-quality work.<br><br>The teacher uses multiple strategies to monitor student understanding.<br><br>Students monitor their own understanding.<br><br>Feedback comes from many sources. | The teacher makes the standards of high-quality work clear to students.<br><br>The teacher elicits evidence of student understanding.<br><br>Students are invited to assess their own work and make improvements.<br><br>Feedback includes specific and timely guidance. | There is little evidence that the students understand how the work is evaluated.<br><br>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.<br><br>Feedback to students is vague. | The teacher does not indicate what quality work looks like.<br><br>The teacher makes no effort to determine whether students understand the lesson.<br><br>Students receive no feedback, or feedback is global or directed to one student. | |
| | **TOTAL: 0** | **TOTAL: 10** | **TOTAL: 2** | **TOTAL: 0** | **TOTAL: 2** |

# Classroom Observations and Additional Comments

In a kindergarten classroom, students were asked to name pictures and determine whether each word began with the /d/ sound. The lesson then transitioned to identifying how many sounds were in given words. However, the phonemic awareness routine did not appear to be familiar to students, and many struggled to accurately isolate and count the individual sounds. Students were largely passively engaged, with limited opportunities to respond chorally or manipulate sounds themselves. Increased modeling, guided practice, and structured chances for all students to actively participate (for example, by using gestures, manipulatives, or tap-and-say routines) would likely strengthen their understanding of letter-sound correspondence and phonemic segmentation.

In a 4th grade classroom, students were taking part in community building. The teacher asked each student to come up with a funny story to share with the rest. A few of the students were a little bit disrespectful to the students who were sharing. There were seven students who shared with the group during the observational time. As students shared, the teacher walked around and corrected the disrespectful behavior by leaning down and quietly reminding the student what to do when someone is sharing.

Students in a kindergarten classroom were engaged in choral reading of a shared text. However, the flow of instruction was somewhat interrupted because the text was provided in a stapled packet rather than in a book format, making it challenging for students to track pages and follow along independently.

A class was taking part in a push-in computer specials class. The teacher wrapped up the specials by using sticks corresponding to laptops and asked students a variety of questions about the making of music on the computer, like looping. The teacher ended the session by determining the secret student who had done a great job and provided this student with a prize ticket.

In a third-grade classroom, the teacher and students collaboratively worked through a math problem involving money. Students used individual whiteboards to show their thinking, and the routine was well organized with clear expectations, allowing students to demonstrate strong effort and perseverance in solving the problem. Following the activity, the teacher transitioned to a review of the criteria for success on the upcoming winter MAP[20] assessment, explicitly discussing strategies and goal-setting to help students feel prepared and confident. This intentional focus on both academic skills and assessment readiness supported a positive, proactive testing culture in the classroom.

In a second-grade classroom, students were reviewing what they knew about writing a personal narrative. The teacher referenced stories they had written earlier in the year to help students prepare for their upcoming narrative assessment. The prompt for the assessment was, "Think about a time when you had to wait for something. Write a story about how you felt and what happened." The teacher also displayed and explained the rubric that would be used to evaluate their writing, providing clear expectations for success. While the directions and modeling were explicit and well organized, the teacher led most of the discussion, with only a few students briefly sharing ideas for possible writing topics.

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[20] 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.

As students entered the classroom, they reviewed state assessment-aligned questions by reading a short passage and selecting two correct statements. Students showed a thumbs-up when they were ready with their responses. The teacher then solicited feedback from several students regarding which answers they believed were correct, and together they carefully analyzed and discussed each option until the class agreed on the two best choices. This routine supported student engagement and encouraged justification of answers using evidence from the text.

In a music class, students were enthusiastically singing "Jingle Bells" together, with selected students ringing bells at specific points in the song to match the lyrics and rhythm. The words were displayed on the whiteboard, allowing students to read and sing along throughout the activity. Students were highly engaged, participating joyfully and demonstrating focus, coordination, and collaboration as they combined reading, singing, and playing instruments.

# Measures of Progress from Previous Site Evaluation

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

| Prior Recommendation by Site Evaluation Team | School Assessment of Progress | SPCSA Staff Assessment of Progress |
|---|---|---|
| SPCSA staff recommend CASLV Tamarus consider professional development in which teachers can build toolkits that are strategically designed for their individuated teaching needs in order to enrich their teaching. | School leadership reported the addition of a campus-wide instructional coach, classroom observations with specific focuses on classroom environment, rigor, and feedback, and an outside agency to help with in-depth data analysis. | This recommendation has been met with satisfactory progress. |

# Operational Compliance Checks

Fire Extinguisher                    ☒ YES          ☐ NO

Nurse's Station                      ☒ YES          ☐ NO

Evacuation Plan in Classrooms        ☒ YES          ☐ NO

Food Permit                          ☒ YES          ☐ NO          ☐ N/A

Elevator Permit                      ☐ YES          ☐ NO          ☒ N/A

# Appendix A

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