



TEACH LAS VEGAS
 CHARTER SCHOOL CSP SUB-GRANT SCORE REPORT
 MARCH 30, 2021

APPLICATION DETAILS

TEACH Las Vegas CSP Subgrant Score Report	
Contact Person	Matt Brown
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Application ID	CSP-2021-01-5844293295
Application Submission Date	January 27, 2021
Application Type	Replication
Grant Budget	(To be determined)
Grades Served	K - 12
New Seats Created	975
Total Averaged Score	85
Application Status	Approved

RUBRIC

A. Grant Project Goals

Identify 3-5 grant project goals and justify each goal in terms of its value in supporting the planning and implementation of our proposed school. All grant spending, including future revisions to your budget, must fit clearly within one of your stated project goals.

Total Average Points: 10

Reviewer Comments - Grant Project Goals

Strengths	<ul style="list-style-type: none"> ● Demographic needs were addressed in Goal 1. ● The narrative listed five goals: serving educationally disadvantaged students, access to technology and high-quality instructional materials, data-driven instruction, continuity and culture, and home-school connection. ● The grant narrative establishes 5 goals that address all of the requirements for this grant. The school will serve students in an underserved community, address the academic and demographic needs of students both in its recruitment plan and in its instructional program and contains trackable measures for enrollment, student achievement and retention. ● The goals of the grant are very much in alignment with the mission, vision and goals of the school. The activities planned for grant funds will support the school's implementation and meeting of performance goals.
Weaknesses	<ul style="list-style-type: none"> ● The narrative includes student projections for high school students beginning in its third year of operation. The narrative does not mention dropout prevention, recovery or career counseling. It should be noted that grant funds are projected to be spent prior to the school serving high school students. ● The school has a student retention goal of >85%. It is not clear if this is an ambitious goal given lack of comparison data.

B. Educational Philosophy, Instructional Practices, and Curriculum

Fully describe and justify the design of the academic program in terms of the educational philosophy, instructional practices, and curriculum that will be utilized to meet the school’s performance objectives. Be sure to include key design elements, references supporting its validity and alignment to state and federal requirements, and rationale for why this education model was chosen and how it will produce strong outcomes for the unique community and student population the school will be located within.

Total Average Points: 15

Reviewer Comments - Grant Project Goals

Strengths	<ul style="list-style-type: none"> ● Key design elements were listed as culturally responsive teaching, differentiated learning technology, support fo English learners, and tech skills development. ● Design elements were supported by in-text citations, footnotes, and TEACH Public Schools. ● Comparative data were found in Academic Achievement Data. ● The narrative describes the components of the school's instructional approach. Beginning with the personalized educational plan for every student (PEP), the school will utilize technology based curriculum to provide real time data on student skill attainment and content acquisition. The narrative also includes a description of culturally relevant teaching practices in addition to the core curricula platforms it will use. ● The narrative demonstrates the school's commitment to a technology enabled instructional platform that is integrated with traditional curricula for all core subjects. ● The narrative demonstrates the rationale for selecting each curricular platform, which includes research into its efficacy. The narrative also described the research based instructional philosophy which is grounded in student empowering instruction. There is clear alignment between the curriculum and the pedagogy that the school is planning. ● By committing to 1:1 technology, and incorporating online learning, the school is creating the flexibility to operate remotely should this be a necessity. Further, instruction can be continued and supported during non school hours. This will enable families to support student learning which will capitalize on family engagement. The flexibility of incorporating traditional curriculum with an online platform is a great use of the flexibility afforded to charter schools in how they provide instruction to their students.
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<p>Weaknesses</p>	<ul style="list-style-type: none"> ● Materials have the potential to cause knowledge gaps for students. For example, the reviewer deduced that Wit and Wisdom will be used to address comprehension of text. Wit and Wisdom does not include foundational skills lessons. Lexia Core 5 will be used as a supplement to Lucy Calkins. While the Lucy Calkins materials do address foundational skills, deficiencies exist in its principles that misalign with NRP findings. ● Additionally, Eureka Math is selected for grades 6-8 while My Math is selected for K-5. Eureka Math meets expectations while My Math partially meets expectations. My Math does not adequately address aspects of rigor while Eureka Math does. Given the statement in Section C that, "...all curricula include vertical articulation from K-12 grade levels with consistent content, methodologies and pedagogies between grades." the justification for the materials is unclear. ● Similarly, the Budget Narrative lists Everyday Math and ST Math as grant-purchased materials. This does not align with the table provided in the narrative. Also, Everyday Math does not meet expectations or partially meets expectations, depending on the year purchased. ● TEACH Preparatory Elementary School does not have data to support the use of selected materials (attachment, Academic Achievement Data). ● All curricular materials are not research-proven as described in the narrative. ● The narrative lacks a detailed description of its key design elements, though it can be assumed from what is written in the narrative. ● The narrative does not include a description of the arts program they intend to use, citing only that art will be teacher developed.
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C. Teaching and Learning

Fully *describe and justify* the design of the instructional strategy in terms of the educational philosophy, instructional practices, and curriculum that will be utilized to meet the school’s performance objectives. Be sure to include key design elements, references supporting its validity and alignment to state and federal requirements, and rationale for why this strategy was chosen and how it will produce strong outcomes for the unique community and student population the school will serve.

Total Average Points: 4

Reviewer Comments - Teaching and Learning

<p>Strengths</p>	<ul style="list-style-type: none"> • The narrative provided examples of instructional practices. These included CATCH as a close reading strategy, using a student's ZPD for differentiated reading, and TPRS strategies. • Section A listed MAP, DIBELS/DRA, SBAC, and WIDA as assessments. • Tiered support strategies are supported by the Student Support Team (SST). • The narrative describes the data gathering and analysis that will occur through the school's assessment program and online learning platforms. Through the PEP (personal education plan) and the schools multi-tiered intervention program instruction will be differentiated. Students will receive ongoing support based on their literacy and proficiency levels but also on their academic achievement. All students who are below one grade level of proficiency will receive targeted assistance.
<p>Weaknesses</p>	<ul style="list-style-type: none"> • Classroom assessments and differentiated instruction were not addressed as it relates to Tier 1, grade-level instruction. • Depending on student levels when they first arrive at the school, being a year or more behind on proficiency levels may overwhelm the MTSS system and the school may need to address this need within regular classroom activities and instructional modules. The school is planning to enroll 250 students in grades 1-7 in its first year. The narrative does not include discussion of how they will address the needs of these students who will be coming from low performing schools and the percentage of students who will arrive may be substantially below grade level may be high.

D. Student Academic Achievement Standards

As an independently governed public school, charter schools need to ensure plans, systems, and tools for strong oversight and monitoring in the areas of academic performance. In this section, persuade the reader that your school will have rigorous goals and adequate oversight to ensure quality implementation, operation, and accountability.

<p>Total Average Points: 6.5</p>

Reviewer Comments - Student Academic Achievement Standards

<p>Strengths</p>	<ul style="list-style-type: none"> ● The narrative noted an assessment calendar is available. The calendar was included in Attachment 12d (Charter Application). ● Charter Application included a table listing assessments, their purpose, grade levels, and timeline. ● Teachers will receive monthly reports including attendance, enrollment, credit completion, survey results, and intervention data. ● Section A listed MAP, DIBELS/DRA, SBAC, and WIDA as assessments. ● Section F noted quarterly Data Days to analyze data. ● The narrative includes a performance management plan that will provide analyzed data on a monthly basis. This data and the annual data review will support the school's management in making decisions in order to support student achievement but also will suggest changes to the instructional program. The narrative references an assessment calendar that will outline the frequency and times of each assessment listed in its application.
<p>Weaknesses</p>	<ul style="list-style-type: none"> ● The reviewer could not locate interim benchmark performance goals. ● While the table provided the school's purpose for each assessment, it is unclear which assessments serve an evaluative, predictive, and/or instructional purpose; so, it is unclear how well staff will understand the purpose of the assessments and which metrics can be used to inform instruction. ● The narrative communicates the intention of the school to establish a culture of data driven instruction. Through the analysis of online data and interim assessments, the CMO will provide the school with monthly reports based on the data generated each month. These data sets will enable the school to make adjustments to its instructional program and allocation of resources but will also enable PEP's to be edited and changed as needed.

E. Student Demand and Community/Local Support

Schools funded under the CSP subgrant must ensure they are in tune with their communities' needs and priorities. In this section schools will document their vitality and long-term sustainability through demonstrating their dedication to developing and maintaining community partnerships and connections.

Total Average Points: 7.5

Reviewer Comments - Student Demand and Community/Local Support

Strengths	<ul style="list-style-type: none"> ● Section A noted mailings, door-to-door canvassing, and targeted social media as marketing strategies. This section also listed instant messaging and surveys as marketing strategies. The school receives marketing support from Schola. ● School leaders have conducted monthly virtual and in-person meet-and-greet sessions. School leaders have also called interested families. ● Section A noted recruitment was zip-code specific. ● The narrative noted interest from hundreds of families. The school has more than 200 parent interest forms. ● The school has formed partnerships with community organizations. For example, Boys & Girls Club of Southern Nevada, Better 4 You Meals, and Red Hook Capital Partners. ● The school has verbal support from community and political leaders including the mayor of North Las Vegas. ● Parents can play a role in the decision-making process by participating in the School Site Council's monthly meetings. ● The school is projecting a student population that will be 90% disadvantaged, 73% non white and 20% ELL and 18% designated for special education services. ● The narrative describes the engagement of prospective families and is responsive to their concerns regarding transportation. The school will form a parent site council and that will meet with school leadership monthly. The board chair is also a prospective parent at the school and the board will seek out other parents to join the Board of Trustees.
Weaknesses	<ul style="list-style-type: none"> ● Engagement strategies once the school year begins are unclear. ● The narrative does not acknowledge the challenges of recruiting students in grades 1-7, though the enrollment projections call for smaller numbers in grades 2-5.

F. Effectively Serving All Students

Charter schools are obligated to take specific actions to ensure an open, fair, non-selective method of attracting and enrolling students, and all charter schools need to be ready to serve

the group of students that choose to attend. In this section, describe your plan to offer a continuum of services for all types of students, including those that are educationally disadvantaged (such as low-income, special education, English learners, homeless, migrant and other at-risk students) and gifted and talented.

Total Average Points: 9

Reviewer Comments - Effectively Serving All Students

Strengths	<ul style="list-style-type: none"> ● Section A noted 92% of the anticipated student population will qualify for free or reduced meals and 20% of the anticipated student population will identify as an English learner. ● Section B noted, "...each student will be challenged to grow and learn, with high expectations for success." ● Performance Goal Metrics listed goals related to SBAC and CRT. ● Academic and behavioral strategies are addressed in the description of the Student Success Team and MTSS as the processes for students to receive assistance. ● Charter Application listed professional learning that will occur before the school year begins. The attachment also stated follow-up training during the year would be related to the topics listed. ● Section D noted teachers will work collaboratively with special education teachers. ● The school will partner with a vendor to provide meals. NSLP reimbursements will fund the program. ● Budget Narrative includes transportation as a professional service. ● Charter Application indicates the school will use grant funds to partner with a vendor to provide daily transportation services in Y1. ● School Operational Budget 3 Year includes transportation services beyond Y1. ● The school's instructional design will support educationally disadvantaged, at risk student populations. Using an online curriculum that is adaptive along with each student's personal education plan will enable differentiation based on data and service through the school's multi-tiered intervention program. The school also plans to support students with behavior and family challenges through its one to one time with teachers. ● The school's instructional design will support students with disabilities through its support of the IEP process and parent engagement. The ED will provide oversight of all student
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	<p>interventions through her over site of the School's Student Success Team (SST) and monitor student progress towards goals. The SST will monitor student progress in 6 week cycles and make necessary changes to students' PEP as needed.</p> <ul style="list-style-type: none"> • The narrative outlines the school's plan to become its own school food authority and access government funds for approved vendors through this route. Being in control of vendor selection is key to supporting students nutritional needs while adhering to federal nutritional guidelines.
Weaknesses	<ul style="list-style-type: none"> • Support for students with disabilities was embedded in SST and MTSS descriptions but were not explicit. • The narrative does not describe activities specifically addressing student retention, nor does it discuss dropout prevention of its high school grades, which will be served after the grant funds have been expended. The narrative does not indicate how staff will be trained in intervention strategies. • The narrative does not address how the school is preparing to serve incoming students in grades above Kindergarten who may present additional challenges as a result of their prior schooling experiences.

G. Staffing and Professional Development Plan

Describe the approach to staffing, inclusive of ratios, positions, etc. required for effective implementation of the chosen education model. Further, describe the process in which all staff will be supported in their ongoing professional development.

Total Average Points: 3

Reviewer Comments - Staffing and Professional Development Plan

Strengths	<ul style="list-style-type: none"> • The staffing ratio of 25:1 was included in the narrative. • The plan for staffing was found in the 3-Year Operational Budget. • The school has formed relationships with organizations to support recruitment. For example, UNLV, Teach for America, and Nevada Teachers of Tomorrow. • The school began recruiting and interviewing potential candidates. The school used social media, various websites, and job fairs to recruit candidates.
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	<ul style="list-style-type: none"> ● Section A noted teachers will attend conferences, workshops, and visit other school sites to support teachers' learning. Additionally, Section A listed weekly professional learning opportunities. ● Teachers will engage in two weeks of professional learning at the beginning of the school year. ● There are five days of professional learning included in the calendar in alignment with benchmark dates. ● The staffing structure is adequate and is much improved if the school hires more school leaders in year one, pending CSP grant funding. The school's relationships with higher education and professional groups will enable the school to meet its staffing needs as outlined in the school's 3 year budget. ● The school plans to develop its staff through professional learning communities, opportunities for collaboration as well as training on lesson plan development and data analysis. The school will utilize Nevada's Standards for the Teaching Profession as its guiding document for planning and documenting teacher growth.
Weaknesses	<ul style="list-style-type: none"> ● It is unclear how teachers will receive site-based, non-evaluative coaching and feedback to support continuous improvement. ● The narrative does not mention coaching and feedback to teachers, encouraging innovation or continuous improvement specifically. The narrative also does not include an evaluation plan nor mention teacher retention.

H. Financial Management and Monitoring Plan

As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial stability. In this section, explain your school's plan to be compliant, strategic, and responsible with finances and business services.

Total Average Points: 6.5

Reviewer Comments - Financial Management and Monitoring Plan

Strengths	<ul style="list-style-type: none"> ● Personnel and a timeline are included in Budget Narrative. ● The budget and narrative acknowledge additional funding sources. For example, a start-up grant in the amount of \$20,000. ● A property was identified and is ready for Y1.
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	<ul style="list-style-type: none"> ● The school plans to finance the property between Y3 and Y5 with plans for new buildings in Y4. ● The school partnered with Red Hook to develop and lease the property. Red Hook is listed as a partner in Section E. ● Investment in value-added activity is evident in professional learning and technology. ● Enrollment detailed enrollment goals to meet the break-even scenario. ● A mitigation plan for risk associated with under enrollment is described in Section J. Red Hook Capital will defer or abate rent. ● The school's submitted budget is comprehensive and based on the CMO's experience in running a K-12 school in Los Angeles. The Budget and the submitted Grant Project Budget align with the mission of the school and the goals of the grant. The school has received a 20,000 start up grant which it used to support recruitment efforts. The grant budget and timeline will support the smooth opening of the school, and appropriate staffing levels and school supplies and continue to support student recruitment. The budget is sustainable on government funding. ● The application identifies a proposed facility that would be leased from Red Hook Capitol. It is zoned for charter school use. The narrative also includes plans for the CMO to finance a buildout of the property as the school's enrollment grows and uses all available space. The CMO is planning on financing this buildout through tax exempt bonds. The narrative identifies the site at 4648-60 North Rancho Drive. ● The school budget includes 1 special education teacher and 1 ELL coordinator in its first year and adds additional staff as enrollment grows through the years. The commitment to 1:1 laptops ensures that all students will have access to enrichment and acceleration activities that meet each child's instructional needs. The narrative also mentions extracurricular activities that will be based on student interest.
Weaknesses	<ul style="list-style-type: none"> ● The narrative and budgets submitted do not calculate the percentage of facilities costs as compared to overall expenses.

I. Board Capacity and Governance Structure

A competent, trained governing board is essential to the success of a public charter school. In this section the school will demonstrate how it has developed a strong governing board with a diverse set of skills. Board members should understand their roles and responsibilities and have

in place a transition plan and ongoing professional develop to maintain board strength going forward.

Total Average Points: 10.5

Reviewer Comments - Board Capacity and Governance Structure

Strengths	<ul style="list-style-type: none"> ● Skills among board members were found in Board and Leader Bios. Board members possess expertise in the listed areas. ● Bylaws were included as an attachment, the narrative listed how the board will measure success related to governance. ● Governance/management charts will delineate responsibilities of the board, CMO, and Executive Director. ● The bylaws address conflicts of interest. ● Section A noted board members will engage in oversight, OML, and data analysis trainings. ● BoardOnTrack will provide online training through its platform. New board members will use the platform within 30 days for board orientation. ● Outside legal counsel is providing OML training annually. ● The narrative stated board members will review a self-evaluation report during each committee meeting. ● The narrative includes background information on each of the six members of the board. The board is currently looking to add members with human resources background and an additional parent of a child at the school. The board will establish a governance committee that will identify gaps in expertise and skill and recruit new board members. The school has identified Board On Track as its support for board development and training. They will support the orientation of new board members in understanding the role of the board, and the responsibilities of each board member including regulatory responsibilities. The board intends to discuss how it will govern the school with board members and the ED so as to arrive at common understanding.
Weaknesses	<ul style="list-style-type: none"> ● The narrative does not mention conflict of interest. It is noted that the proposed chair of the board will be a parent of a child in the school which could be a conflict of interest if safeguards are not enacted.

J. School Leadership and Management

This section should describe the intended leadership structure of your school and demonstrate a strong leadership and staffing plan that ensures high-quality implementation and sustainability of the school.

Total Average Points: 9

Reviewer Comments - School Leadership and Management

Strengths	<ul style="list-style-type: none"> ● Section C noted the Executive Director will be held accountable for meeting the school's goals. ● The narrative stated the CMO will support the Executive director and ensure curricular alignment between TEACH and TLV. Additional responsibilities of the CMO are listed in CMO Contract. ● The narrative stated the Executive Director is responsible for academics and day-to-day onsite operation of the school. ● (CMO Contract) Listed a timeline for evaluation of the CMO and competencies against which the CMO will be measured. ● Two operational challenges and two risk factors are listed in the narrative with mitigation strategies listed for each. ● The roles of the CMO and the Executive Director are well articulated and complimentary. The CMO's contribution will allow the ED to focus mainly on instruction. The narrative includes the CMO Agreement which clearly articulates the fee structure and services that the CMO will provide to the school and the expectations of what the school will provide to the CMO to support its work. The agreement includes how the Board will evaluate the services of the CMO annually and identifies Board On Track as the facilitator for this process. The Board will also utilize Board on Track's evaluation system of the ED which provides written feedback on an annual basis. It should be noted that the CMO is deferring 50% of its fee over their first three years should the board decide that paying the full amount would sufficiently impact its financial position. ● The narrative mentions the CMO's experience in student recruitment and shortfalls from enrollment projections. The budget has built-in flexibilities and the CMO has established a cooperative relationship with the leaseholder of the facility should rent need to be deferred.
Weaknesses	<ul style="list-style-type: none"> ● Some competencies listed in CMO Contract have the potential to overlap with those of the Executive Director. ● The narrative and budgets submitted did not contain a range of scenarios of student enrollment shortfall and the reductions of

	<p>expenses that would occur. It is unclear if these have been decided or the school will make ad hoc decisions based on what it sees on the ground.</p>
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Overall Comments

Strengths	<ul style="list-style-type: none"> ● Priority 1: Points are awarded based on the partnership with TEACH. Justification is provided in Section K of the narrative. ● Priority 3: Points are awarded based on Section K and Demographics. ● This is a very strong application. Detailed information spoke directly to the criteria, the school meets the goals of the grant program. The school will serve in a designated high needs area and the model as described in the grant application, if implemented with fidelity is likely to be successful.
Weaknesses	<ul style="list-style-type: none"> ● The narrative could be improved by adding additional details regarding professional development and how it will address the unique needs of students who enroll in a new school beyond Kindergarten.

TEACH Las Vegas CSP Application Total Points		
RUBRIC SECTION	(AVERAGE) Points Awarded	Points Possible
A. Grant Project Goals	10	10
B. Educational Philosophy, Key Design Elements, & School Culture	15	20
C. Teaching and Learning	4	6
D. Student Academic Achievement Standards	6.5	9
E. Student Demand and Community/Local Support	7.5	10
F. Effectively Serving All Students	9	12
G. Staffing and Professional Development Plan	3	4
H. Financial Management and Monitoring Plan	6.5	7
I. Board Capacity and Governance Structure	10.5	12
J. School Leadership and Management	9	10
Priority Points: If applicable, 2 Additional Points may be awarded for schools that describe how the school has demonstrated success or evidence-based plans to successfully serve an at-risk student population that is greater than or equal to the average at-risk student population served by the district in which the school is located.	2	2
Priority Points: If applicable, 2 Additional Points may be awarded for schools that describe how the school has demonstrated school turnaround success or evidence-based plans to engage in a transformational partnership to improve struggling charter schools.	0	2
Priority Points: If applicable, 2 Additional Points may be awarded for schools that: <ul style="list-style-type: none"> • Describe the school’s plan to launch in a geographical area of greatest need (a QOZ or a high-poverty neighborhood with high concentrations of overcrowded and underperforming schools). • Provide sufficient evidence to support the school’s justification for eligibility. 	2	2
TOTAL POINTS AWARDED	85	106