

Ironclad Beetle (*Tarphius floresensis*)

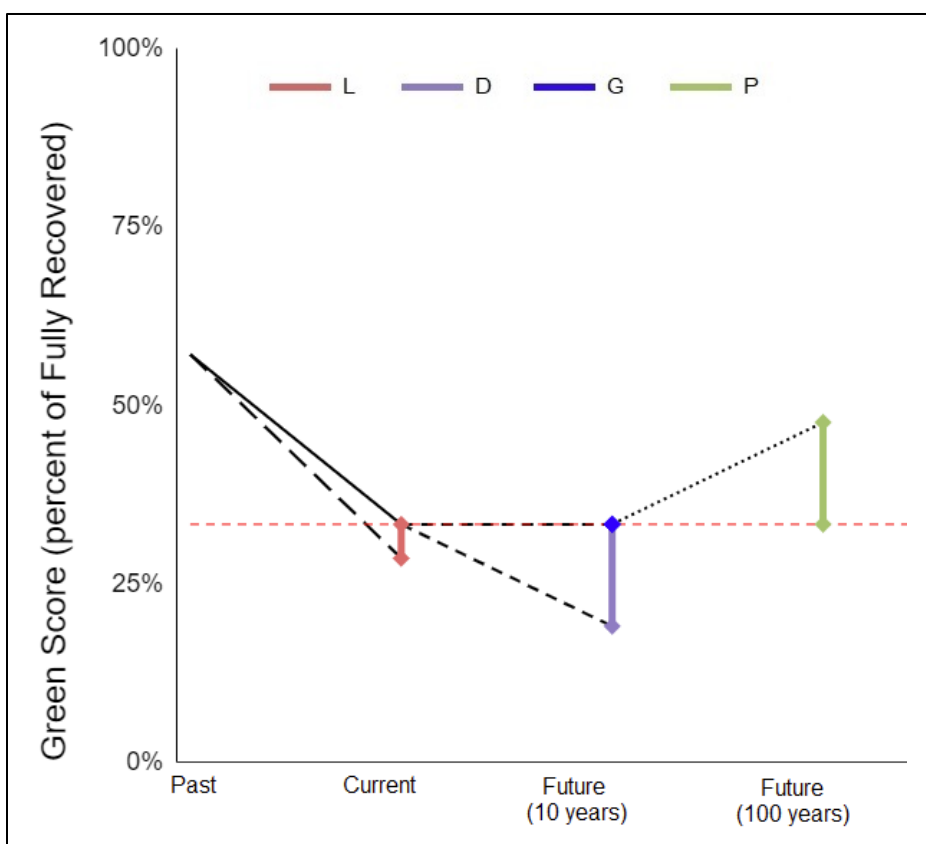


Figure S1. Graphical representation of the conservation metrics based on the Green Scores. Key: Vertical arrows represent the four conservation metrics: L – Conservation Legacy (may not appear if current and counterfactual states are the same); D – Conservation Dependence (may not appear if current and future-without-conservation states are the same); G – Conservation Gain (may not appear if current and future-with-conservation states are the same); P – Recovery Potential (may not appear if current and potential states are the same). The horizontal red dashed line represents the Current Green Score. Solid black line: observed change in the Green Score of the species (ignore it if "Former" state is not specified). Long-dashed black line: (counterfactual) past change expected in the absence of past conservation efforts. Dashed black lines: future scenarios of change expected with and without current and future conservation efforts. Dotted black line: long-term potential change expected with future conservation innovation and efforts.



Figure S2. Diagram of the species' indigenous range (the whole island of Flores) with spatial unit divisions. The Green areas are the native forest fragments that are currently protected. The yellow areas are disturbed exotic forest patches. The orange areas are extinct populations known from historical records.

Appendix 1. Assessor Self-Review

- 1. Disclose any potential conflicts of interest which could bias the assessment.**

We are not aware of any conflicts that could bias the assessment.

- 2. Is there any discrepancy between this assessment and the Red List assessment for the species? If so, comment on the likely reason for this discrepancy.**

None.

- 3. Review the impact that you assigned to the various threats and conservation actions. Would the trajectory of the species be very different if other choices were made? If so, review your justification for these choices. If appropriate, widen the bounds on tabs 4 and 5-8 (change the lower and upper plausible values) to reflect the uncertainty introduced by the possibility of these other choices. How, if at all, did this review question cause this assessment to change? If no changes were needed, please write "no changes".**

No changes.