

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2019 Renewal Report for Mater Academy of Nevada
Per [NRS 388A.285](#) and [NAC 388A.415](#)

Issued June 28, 2019

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1. **School Overview**

a. Address:

- i. Mater Academy Bonanza – 4760 East Bonanza Road Las Vegas, NV 89110
- ii. Mater Academy Mountain Vista – 3445 Mountain Vista Street Las Vegas, NV 89121

b. Campus Location:

- i. Clark County

c. Governing Board Members

- i. President – Ricardo Jasso
- ii. Vice President – Mary Beth Scow
- iii. Treasurer – Robert Anderson
- iv. Secretary – Lisa Satory
- v. Member – Dan Triana
- vi. Member – Patricia Fernandez
- vii. Member – Eva Melendrez

Board Member information based on Epicenter Board Center

d. Academic Data Overview¹

The following data was compiled from the ratings generated by the Nevada State Performance Framework (NSPF) during the current charter term.

Year	NSPF Rating
2015	Elementary: N/A Middle School: N/A- New School High School: N/A- New School
2016	No star rating published by State
2017	Elementary: 2 Star Middle School: 3 Star High School: N/A
2018	Mater Academy - Bonanza Elementary: 1 Star Mater Academy - Mt. Vista Elementary: 3 Star Mater Academy - Bonanza Middle: 3 Star Mater Academy - Mt. Vista Middle: 4 star

¹ For schools applying for a second or third charter term, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

e. Enrollment History

The following data was compiled from the Validation Day for the last five school years, or the years within the current charter contract.

Grade Level	Total Amount Across All Existing Campuses - Number of Students				
	2014-15	2015-16	2016-17	2017-18	2018-19
Pre-K	-	36	7	106	121
K	51	99	104	204	203
1	47	103	104	203	210
2	39	98	104	205	210
3	54	99	103	203	207
4	35	100	107	204	216
5	38	98	104	205	216
6	22	90	124	213	242
7	-	56	92	123	214
8	-	-	62	90	123
9	-	-	-	-	-
10	-	-	-	-	-
11	-	-	-	-	-
12	-	-	-	-	-
Total	286	779	911	1756	1962

2. Summary of Issued Notices and Identified Deficiencies

a. Academic

The Authority has issued the following Notices to Mater Academy of Nevada:

- i. A Notice of Concern for the elementary school. This notice was issued on February 16, 2018 and the minutes of the February 16, 2018 Authority Board meeting are attached as Appendix C.
- ii. A Notice of Concern for the elementary school at the Mater Academy of Nevada – Bonanza campus due to a 1-star rating. This notice is attached as Appendix D.

b. Financial

The Authority issued a Notice of Concern due to financial performance concerns on July 14, 2017. This notice is attached as Appendix E.

c. Organizational

The Authority has not issued any Organizational Notices to Mater Academy of Nevada this charter term.

3. Summary of the Overall Performance of Mater Academy of Nevada

Mater Academy of Nevada currently offers instruction at the elementary and middle school levels across two campuses: Mountain Vista and Bonanza. According to the NSPF ratings for the 2017 – 2018 school year, the elementary school at the Mountain Vista campus was rated as a 3 star program while the middle school was rated as a 4 star program. At the Bonanza campus, the elementary school was rated as a 1 star program while the middle school was rated as a 3 star program according to the 2017 – 2018 NSPF ratings.

As noted in the NSPF guidance document, a 1 star elementary school program identifies a school that has not met the state’s standard for performance. Students and subgroups are inconsistent in achieving performance standards. A 3 star school identifies an adequate school that has met the state’s standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. A 4 star program recognizes a commendable school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. A copy of the NSPF report for the Mater Academy of Nevada campuses for the 2017 – 2018 school year is included as Appendix A within this report.

Prior to the 2017 – 2018 school year, Mater Academy of Nevada received ratings for the 2016 – 2017 school year, earning a 2 star rating for the elementary school and a 3 star rating for the middle school according to the NSPF.

With regards to the financial performance and viability of the school, the Authority issued a Notice of Concern in 2017 due to financial underperformance during the 2015 – 2016 school year. Additionally, SPCSA staff recommended a Notice of Ongoing Concern be issued in 2018 due to continued financial concerns, but the Authority elected to table this agenda item on June 28, 2018².

The organizational health and performance of the school has been strong over the current charter term. The school has not received any notices regarding organizational performance.

Finally, SPCSA staff conducted a site evaluation of Mater Academy of Nevada on January 22, 2019. SPCSA staff found many positive takeaways during the evaluation, including a strong school culture and community, a profound emphasis on student achievement and college preparation and many opportunities for professional development for staff. SPCSA staff also identified some areas of growth for the school to prioritize, including an effort to increase rigor and higher-level questioning within classrooms as well as increasing the consistency of objective communication to students. It should be noted that while site evaluations are important accountability tool, SPCSA staff places a stronger emphasis on student results and performance. A one-day site evaluation does not eclipse the annual performance rating for a school that captures the work of an entire academic year. See Appendix B for more details on the Mater Academy of Nevada site evaluation.

² The Authority directed staff to overhaul the financial performance framework during the June 28, 2018 meeting.

4. Requirements for the Renewal Application

Applicants for renewal will receive an application template to populate and return to Authority staff between October 1 – October 15, 2019. This template will be provided to schools no later than July 31, 2019, and will align to the requirements set forth in [NRS 388A.285](#) and [NAC 388A.415](#).

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision but the SPCSA Board will not give weight to such materials or testimony related to any contemplated changes during the renewal process. The inclusion of amendment materials will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application. Failure to submit the agenda and draft minutes into the appropriate areas in Epicenter prior to filing the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff. The inclusion of the agenda and draft minutes with the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

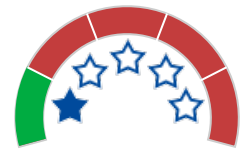
5. Criteria to be used for Making a Renewal Decision

As stated on the previous page, renewal decisions for schools operating under written charters are based on historic performance data as evidenced by both the Nevada State Performance Framework as well as the SPCSA Performance Framework. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the report but will be given less weight when considered by the Authority in making renewal decisions. Additionally, renewal decisions will be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of a school. The Epicenter platform will be used to inform the assessment of the organizational health of a school, and to help determine whether or not the school is compliant under local, state and federal law.

For schools applying for a third charter term, [NAC 388A.415](#) provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

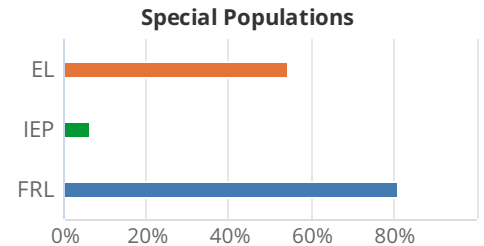
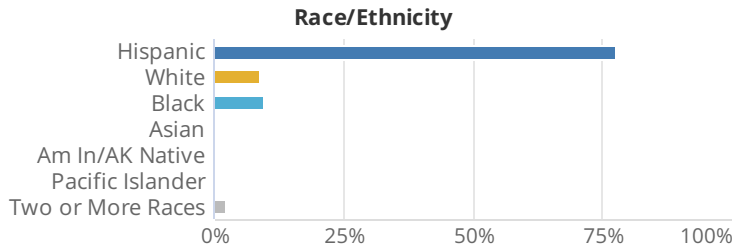
Appendix A

School Year 2017-2018 Nevada School Rating for Mater Academy Bonanza



School Type: Charter SPCSA
 School Level: Elementary School
 Grade Levels: PK-06
 District: State Public Charter School Authority
 Website: <http://www.materbonanza.org/>

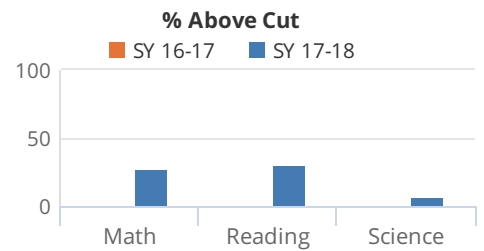
Total Index Score: 21.5
 School Designation: CSI
 4760 E. Bonanza Road
 Las Vegas, NV 89110
 Phone: 702-478-8318



Academic Achievement



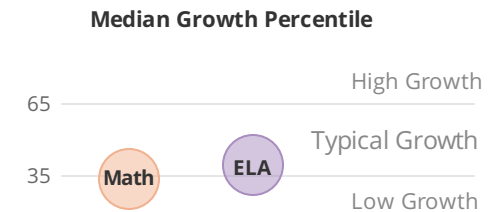
	% Above Cut	% District
Math CRT	27.4	52.8
ELA CRT	30.8	58.6
Science CRT	7.4	35.3
<i>Pooled Average</i>	26.0	52.9
Read by Grade 3	28.7	56.2



Student Growth



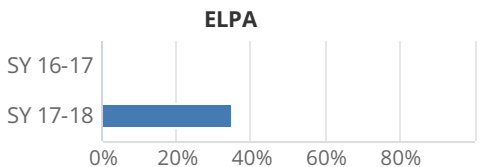
	% SY 17-18
Math CRT MGP	34.0
ELA CRT MGP	39.0
Math CRT AGP	17.6
ELA CRT AGP	36.3



English Language



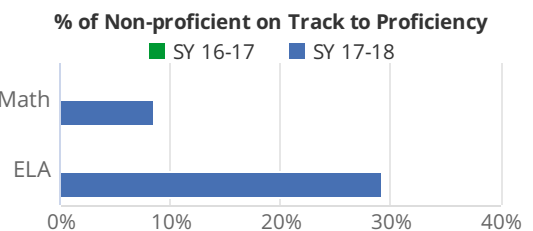
	% of EL Meeting AGP	% District
ELPA	34.7	42.5



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	8.6	~10%
ELA CRT	29.2	~30%



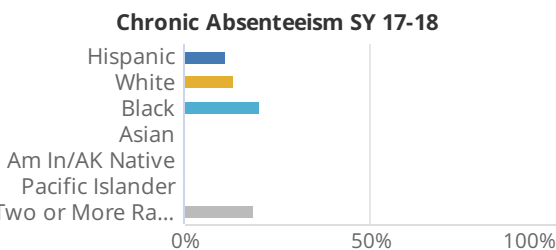
Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	12.6	10.1

	% Participation	Met Target
Climate Survey	89.9	YES



Student CRT Proficiency

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.8	30.9	-	58.3	39.5	-	9	N/A
Asian	-	75.2	67.2	-	76.2	74.1	-	49.2	N/A
Black/African American	7.6	30.6	28.8	11.5	40.5	39.6	0	14.6	N/A
Hispanic/Latino	28.4	40.2	36.5	32.3	48	45.5	6.7	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	-	59	52.9	-	67.1	62.6	-	46.6	N/A
White/Caucasian	22.7	61.1	57.2	22.7	65	65.7	20	43.8	N/A
Special Education	12.5	29.2	24.8	6.2	29.3	26.3	-	19.4	N/A
English Learners Current + Former	25.9	37.4	32.4	27.4	38.9	38.4	3.2	15.2	N/A
English Learners Current	22.5	25.5		19.3	22.8		0	4.8	N/A
Economically Disadvantaged	26.3	33.1	35.7	30.1	40.4	44	4.8	17.3	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	0	34.2
Hispanic/Latino	32.8	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	-	62.6
Special Education	-	29.4
English Learners Current + Former	29.8	33
English Learners Current	24.5	21.8
Economically Disadvantaged	28.2	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	15.5	45.5	21.4	35.7
Hispanic/Latino	36	39	17.4	37.4
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	20.5	19	14.2	21.4
Special Education	-	-	-	-
English Learners Current + Former	35	34.5	14.7	31.1
English Learners Current	32	32	10.5	25.2
Economically Disadvantaged	36	39	17.7	36.7

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	7.8	30.1
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	-	-
Special Education	-	-
English Learners Current + Former	6.6	31.6
English Learners Current	3.3	25.7
Economically Disadvantaged	8.9	30.5

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	-	4.9
Black/African American	20.3	14.5
Hispanic/Latino	11.3	11.5
Pacific Islander	-	12.6
Two or More Races	18.7	9
White/Caucasian	13.7	9
Special Education	15.2	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	12.5	10.4
Economically Disadvantaged	12.7	15.9

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

1 Star school: Identifies a school that has **not met** the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state interventions.

Comprehensive Support and Improvement Designation (CSI): Low performing schools, schools with persistently low performing subgroups and high schools with graduation rates below 67% are designated to be CSI schools.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating



Index Score

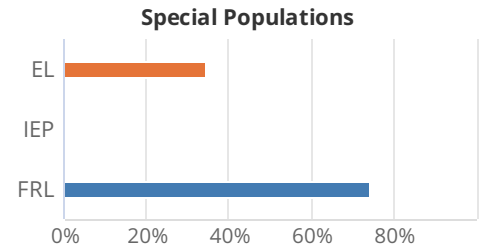
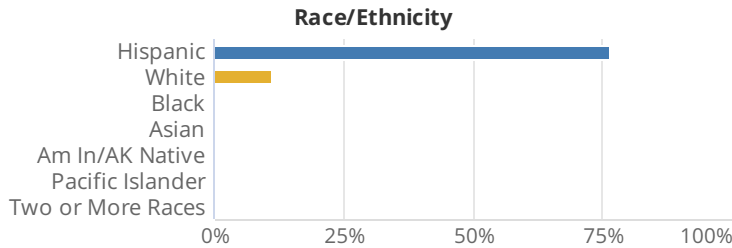
at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27

School Year 2017-2018 Nevada School Rating for Mater Academy Bonanza



School Type: Charter SPCSA
 School Level: Middle School
 Grade Levels: PK-06
 District: State Public Charter School Authority
 Website: <http://www.materbonanza.org/>

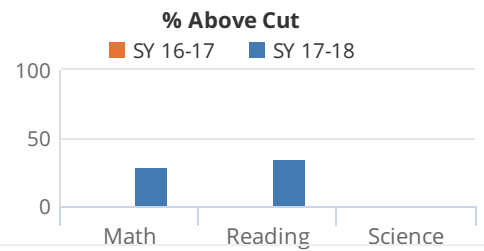
Total Index Score: 63.34
 School Designation:
 4760 E. Bonanza Road
 Las Vegas, NV 89110
 Phone: 702-478-8318



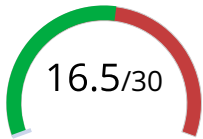
Academic Achievement



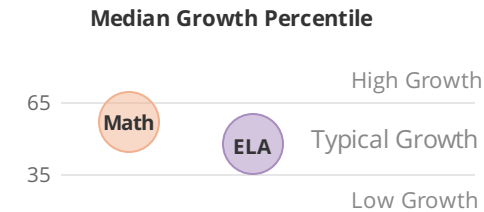
	% Above Cut	% District
% Math CRT	29.0	36.8
% ELA CRT	36.0	56.1
% Science CRT	N/A	45.2
% Pooled Average	32.5	46.3



Student Growth



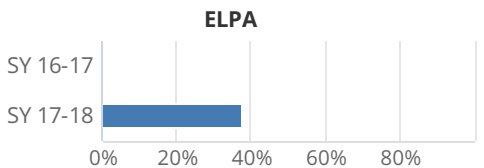
	% SY 17-18
Math CRT MGP	56.5
ELA CRT MGP	47.5
Math CRT AGP	31.7
ELA CRT AGP	42.6



English Language



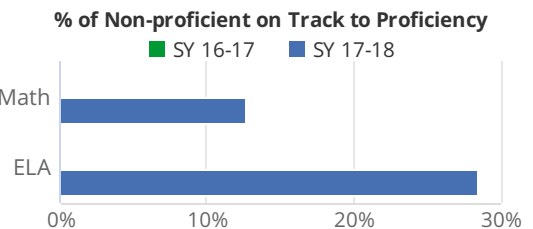
	% of EL Meeting AGP	% District
ELPA	37.5	32.4



Closing Opportunity Gaps



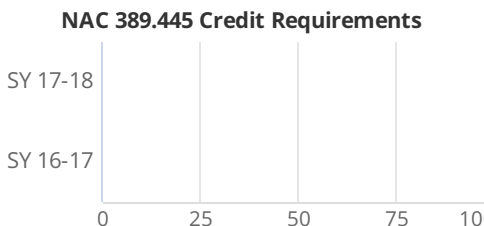
	% Non-proficient	% Meeting AGP
Math CRT	12.7	12.7
ELA CRT	28.5	28.5



Student Engagement



	% School	% District
Chronic Absenteeism	1.0	11.1
Academic Learning Plans	100	97.5
NAC 389.445 Credit Requirements	N/A	91.5



*Bonus points included

	% Participation	Met Target
Climate Survey	95.5	YES

Student CRT Proficiency

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	N/A	38.1	N/A
Asian	-	64.1	56.4	-	77.3	74.6	N/A	62.2	N/A
Black/African American	-	17.7	19.5	-	38.4	34.5	N/A	25	N/A
Hispanic/Latino	32.3	26.1	25.5	40	46.3	42.2	N/A	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	N/A	42.8	N/A
Two or More Races	-	41.5	37.5	-	61	59.2	N/A	51.6	N/A
White/Caucasian	20	44.4	44.4	20	63.5	64.6	N/A	54	N/A
Special Education	-	11.5	14.3	-	20.7	17.8	N/A	14.6	N/A
English Learners Current + Former	25	22.2	16	36.3	34.8	20.3	N/A	25.7	N/A
English Learners Current	11.1	8.5		22.2	15.8		N/A	9.3	N/A
Economically Disadvantaged	26.8	21.7	25.5	34.3	41.5	41.4	N/A	30.7	N/A

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	57	48	36	49.1
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	43	34.5	20	20
Special Education	-	-	-	-
English Learners Current + Former	56.5	47.5	28.5	42.8
English Learners Current	58	46	16	28
Economically Disadvantaged	58	46.5	31.2	40.6

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	11.4	33.3
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	-	-
Special Education	-	-
English Learners Current + Former	12.5	28.5
English Learners Current	12.5	20
Economically Disadvantaged	12.8	25

Student Engagement

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	98	N/A	85
Asian	-	3.6	-	98.4	N/A	99.4
Black/African American	-	12.9	-	96.3	N/A	85.4
Hispanic/Latino	0	11.7	100	97.5	N/A	89.4
Pacific Islander	-	11.9	-	95.9	N/A	91
Two or More Races	-	12	-	97.3	N/A	91.7
White/Caucasian	0	10.9	100	97.8	N/A	93.4
Special Education	0	15.3	-	96.8	N/A	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	0	8.5	100	98.2	N/A	85.6
Economically Disadvantaged	1.2	14.3	100	98.2	N/A	85.6

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

3 Star school: Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

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The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

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The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

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Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating



Index Score

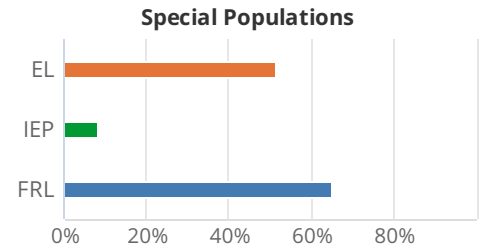
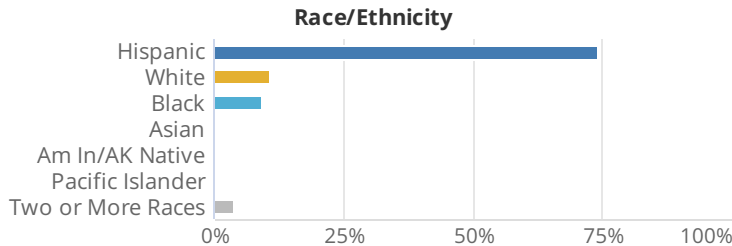
at or above 80
at or above 70, below 80
at or above 50, below 70
at or above 29, below 50
below 29

School Year 2017-2018 Nevada School Rating for Mater Academy Mountain Vista



School Type: Zoom SPCSA
 School Level: Elementary School
 Grade Levels: PK-08
 District: State Public Charter School Authority
 Website: <http://www.matermountainvista.org>

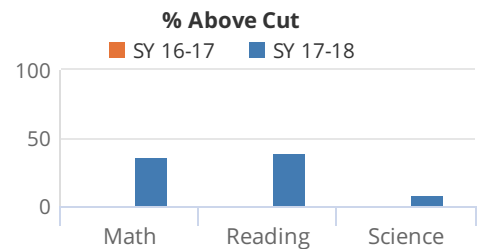
Total Index Score: 56
 School Designation:
 3445 Mountain Vista Street
 Las Vegas, NV 89121
 Phone: 702-485-2400



Academic Achievement



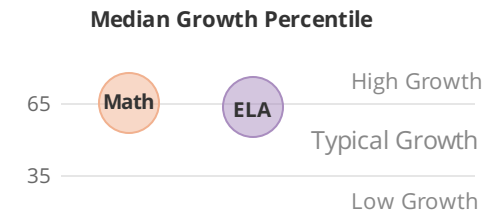
	% Above Cut	% District
Math CRT	36.7	52.8
ELA CRT	39.4	58.6
Science CRT	9.5	35.3
<i>Pooled Average</i>	33.8	52.9
Read by Grade 3	40.3	56.2



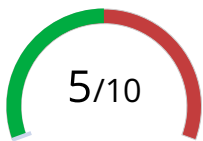
Student Growth



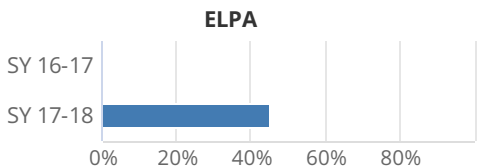
	% SY 17-18
Math CRT MGP	65.0
ELA CRT MGP	63.0
Math CRT AGP	38.1
ELA CRT AGP	49.7



English Language



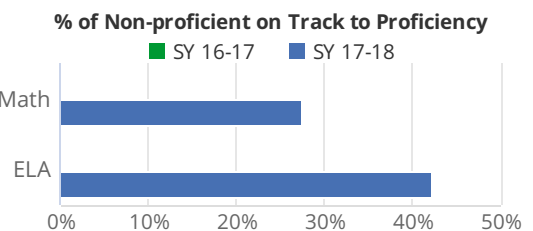
	% of EL Meeting AGP	% District
ELPA	44.9	42.5



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	27.4	~28%
ELA CRT	42.2	~45%

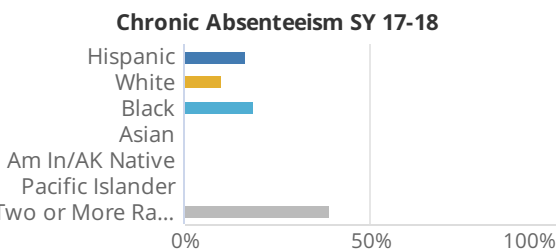


Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	17.3	10.1
	% Participation	Met Target
Climate Survey	95.7	YES



Student CRT Proficiency

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.8	30.9	-	58.3	39.5	-	9	N/A
Asian	-	75.2	67.2	-	76.2	74.1	-	49.2	N/A
Black/African American	23	30.6	28.8	11.5	40.5	39.6	10	14.6	N/A
Hispanic/Latino	33.1	40.2	36.5	38.5	48	45.5	8.2	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	-	59	52.9	-	67.1	62.6	-	46.6	N/A
White/Caucasian	59.3	61.1	57.2	56.2	65	65.7	-	43.8	N/A
Special Education	8	29.2	24.8	12	29.3	26.3	-	19.4	N/A
English Learners Current + Former	33.6	37.4	32.4	37.2	38.9	38.4	9.3	15.2	N/A
English Learners Current	25	25.5		24.2	22.8		3	4.8	N/A
Economically Disadvantaged	33.2	33.1	35.7	35.5	40.4	44	7.6	17.3	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	-	34.2
Hispanic/Latino	35.2	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	72.7	62.6
Special Education	-	29.4
English Learners Current + Former	33.8	33
English Learners Current	25	21.8
Economically Disadvantaged	34.5	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	45	33	5.8	29.4
Hispanic/Latino	66.5	65.5	41.5	52.6
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	72	51	42.8	47.6
Special Education	52	50	6.2	12.5
English Learners Current + Former	66	70	40.1	54.3
English Learners Current	65	68	29.1	44.2
Economically Disadvantaged	62	62	36.8	47.3

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	0	28.5
Hispanic/Latino	30	45.6
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	36.3	30
Special Education	-	-
English Learners Current + Former	25.7	47.1
English Learners Current	24.1	50
Economically Disadvantaged	27.4	42.2

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	-	4.9
Black/African American	19	14.5
Hispanic/Latino	16.6	11.5
Pacific Islander	-	12.6
Two or More Races	39.2	9
White/Caucasian	10.1	9
Special Education	18.4	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	18	10.4
Economically Disadvantaged	17.4	15.9

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

3 Star school: Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Growth

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Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating



Index Score

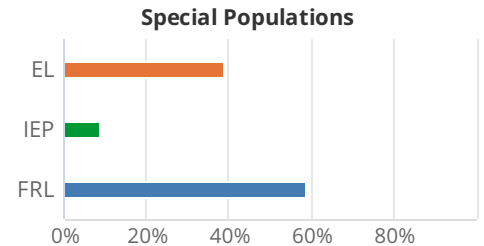
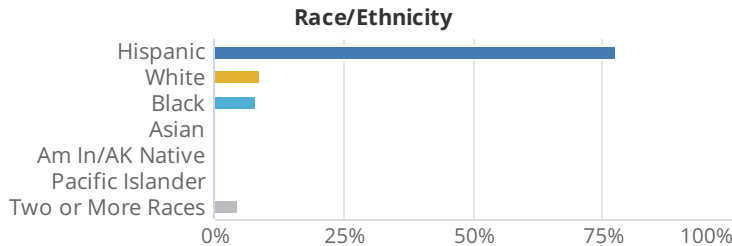
at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27

School Year 2017-2018 Nevada School Rating for Mater Academy Mountain Vista



School Type: Zoom SPCSA
 School Level: Middle School
 Grade Levels: PK-08
 District: State Public Charter School Authority
 Website: <http://www.matermountainvista.org>

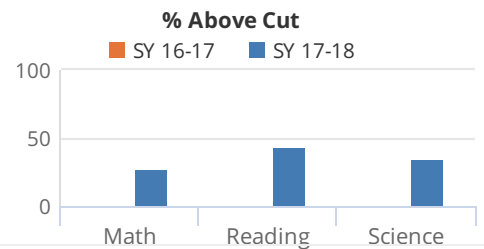
Total Index Score: 79.5
 School Designation:
 3445 Mountain Vista Street
 Las Vegas, NV 89121
 Phone: 702-485-2400



Academic Achievement



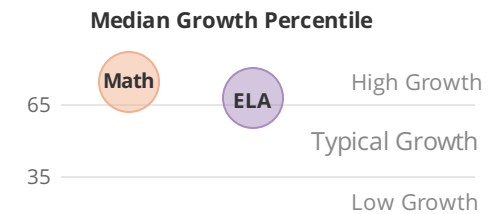
	% Above Cut	% District
% Math CRT	27.4	36.8
% ELA CRT	44.7	56.1
% Science CRT	35.7	45.2
% Pooled Average	36.0	46.3



Student Growth



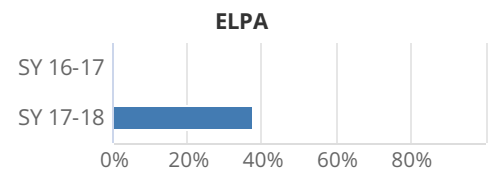
	% SY 17-18
Math CRT MGP	74.0
ELA CRT MGP	67.0
Math CRT AGP	35.6
ELA CRT AGP	47.5



English Language



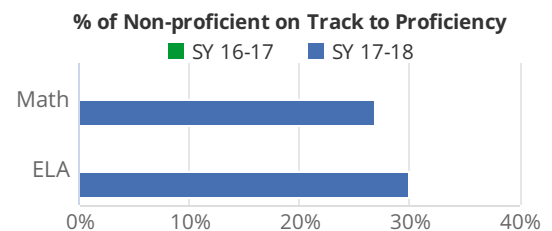
	% of EL Meeting AGP	% District
ELPA	37.5	32.4



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~27%	26.9
ELA CRT	~30%	30

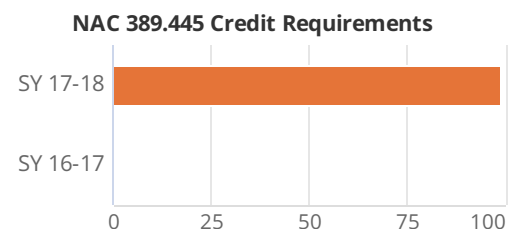


Student Engagement



*Bonus points included

	% School	% District
Chronic Absenteeism	12.6	11.1
Academic Learning Plans	100	97.5
NAC 389.445 Credit Requirements	98.9	91.5
	% Participation	Met Target
Climate Survey	95.0	YES



Student CRT Proficiency

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	-	64.1	56.4	-	77.3	74.6	-	62.2	N/A
Black/African American	29.6	17.7	19.5	55.5	38.4	34.5	-	25	N/A
Hispanic/Latino	25.6	26.1	25.5	41.3	46.3	42.2	31.1	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	33.3	41.5	37.5	53.2	61	59.2	-	51.6	N/A
White/Caucasian	39.2	44.4	44.4	60.7	63.5	64.6	-	54	N/A
Special Education	3.7	11.5	14.3	3.7	20.7	17.8	-	14.6	N/A
English Learners Current + Former	27.5	22.2	16	37.6	34.8	20.3	32.3	25.7	N/A
English Learners Current	9.5	8.5		13.8	15.8		6.6	9.3	N/A
Economically Disadvantaged	27.2	21.7	25.5	45.5	41.5	41.4	33.8	30.7	N/A

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	75	65	34.6	65.3
Hispanic/Latino	74	68	35	44.1
Pacific Islander	-	-	-	-
Two or More Races	66	78	40	53.3
White/Caucasian	69	61	40.7	59.2
Special Education	58	68	8.3	8.3
English Learners Current + Former	75	59.5	37.5	39.7
English Learners Current	72.5	62	18.4	18.4
Economically Disadvantaged	73	68.5	35.8	48.5

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	30.7	43.7
Hispanic/Latino	27.3	26.8
Pacific Islander	-	-
Two or More Races	36.3	-
White/Caucasian	11.7	40
Special Education	0	8
English Learners Current + Former	28.3	23.6
English Learners Current	21.7	21.7
Economically Disadvantaged	26.9	30

Student Engagement

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	98	-	85
Asian	-	3.6	-	98.4	-	99.4
Black/African American	13.7	12.9	100	96.3	100	85.4
Hispanic/Latino	11.8	11.7	100	97.5	98.5	89.4
Pacific Islander	-	11.9	-	95.9	-	91
Two or More Races	23.5	12	100	97.3	-	91.7
White/Caucasian	12.5	10.9	100	97.8	100	93.4
Special Education	25.6	15.3	100	96.8	90.9	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	11.1	8.5	100	98.2	98.9	85.6
Economically Disadvantaged	12.7	14.3	100	98.2	98.9	85.6

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

4 Star school: Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

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Star Rating



Index Score

at or above 80
at or above 70, below 80
at or above 50, below 70
at or above 29, below 50
below 29

Appendix B



Nevada State Public Charter School Authority

To: Renee Fairless, Mater Academy Mt. Vista Principal
Richard Jasso, Mater Academy Mt Vista, Board Chair
From: Sandra Kinne, Education Programs Professional
CC: Jason Guinasso, SPCSA Board Chair
Date: Monday, March 11, 2019
Re: Site Evaluation Report for Mater Academy – Mt. Vista

SITE EVALUATION REPORT MATER ACADEMY – MT. VISTA

Site Evaluations are a critical accountability component to the oversight of schools by the Nevada State Public Charter School Authority (SPCSA) and are fundamental to charter schools' autonomy. As approved by the Legislature [NRS-388A.150] the Authority is to *“provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community.”*

Site Evaluations allow the SPCSA to assess schools' student achievement, progress to goals, and fulfillment of their mission, vision, and educational program outlined in their charter. Improving the learning of pupils, and, by extension, the public education system; increased opportunities for learning and access to quality education; and a more thorough and efficient system of accountability for student achievement in Nevada are all foundational elements of the SPCSA's mission, the legislative intent of charter schools and are central elements of the Authority's on-going evaluation of charter schools.

The SPCSA conducts multiple visits and evaluations throughout schools' charter terms. The cumulative evidence through multi-year oversight measures become part of the record that help inform recommendations put forth by SPCSA staff, specifically renewal recommendations to the Authority Board. The Board of the Nevada State Public Charter School Authority makes all final charter renewal decisions. Site Evaluations are just one criterion considered for renewal; student achievement, financial prudence, and fulfillment of the program outlined in the approved charter are also evaluated by the Authority when making renewal decisions.

Attached is the Site Evaluation Report for Mater Academy – Mt. Vista, which was conducted by SPCSA team members, Sandra Kinne and Selcuk Ozdemir on Tuesday, January 22, 2019 at Mater Academy – Mt. Vista, 3445 Mountain Vista St., Las Vegas, NV 89121. The optional school response is also included. The school is current in its 5th year of its 1st charter authorization term, which expires June 2020. The school leader is Renee Fairless and the board chair is Richard Jasso.

Please contact the Team Lead for this Site Evaluation, Sandra Kinne, with any questions.

SITE EVALUATION REPORT

MATER ACADEMY – MT. VISTA

Campus Name: Mater Academy – Mt. Vista
Grade Levels: K-8
School Leader: Renee Fairless, Principal
Purpose of Site Evaluation: 5th year of charter contract
Date of Authorization: July 2013
Conducted Date: Tuesday, Jan 22, 2019
Conducted By: Sandra Kinne and Selcuk Ozdemir

SUMMARY OF SITE EVALUATION

The mission of Mater Academy of Nevada is to provide an innovative, challenging, multi-cultural education, preparing students to be global citizens and have a competitive edge in the 21st century workforce.

The work toward fulfilling this mission was noted in several observations by the team, including:

- Considerable technology in all classrooms. (21st century skills)
- College focus in environmental elements (posters about “college bound behaviors”, e.g.)
- Pi posted to the 16th number (higher-level thinking)
- Critical thinking through questions
- Clear evidence of CHAMPs (This was consistent in elementary classes.)
- Strategies posters from Spring Board
- Relevant questions in teacher-created questions (i.e., teaching relevancy to cultural events)
- Students generate their Science Fair plan (critical thinking)
- Small group discussion on carpet (collaboration)

The team conducted 13 classroom observations across all grade levels at Mater-Mt. Vista. Team members observed in grades 1, 2, 3, 4, 6, 7, 8. On average, the observation time in each classroom was just under 11 minutes. Observations ranged through the full cycle of observations, with some conducted in each the beginning, middle, and end of the lesson.

Observers noted consistency of posted schoolwide expectations, procedures, and practices throughout the school; similar CHAMPs posters, mission statements, and culture elements of the school were posted regularly in classrooms, hallways, and common areas.

Common trends from stakeholders were noted in focus groups, as well, including the sense of safety of students; the camaraderie and “family” feel that was mentioned by staff, students, and parents; the professional support and development; and the emphasis on academic achievement. All stakeholders spoke positively of Mater Academy-Mt. Vista, and there is a sense of pride in being a student, staff member, parent, and partner in and of the work the school is doing.

While the team identified some opportunities for growth, overall, Mater Academy-Mt. Vista has a strong culture and sense of community, an emphasis on academic achievement, and a commitment to fulfilling their mission for all their students.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	Teachers were positive and respectful in their interactions with students, as were students with one another. While an increase in student-led discourse is needed (see recommendations to consider), the conversations that took place were respectful and age/grade level appropriate in tone, content, and behaviors.	Distinguished Proficient Basic Unsatisfactory
Establishing a Culture for Learning	As noted in the team's summary of the Site Evaluation, there were clear components evident through classroom and schoolwide operations that spoke to a culture of learning. Students also spoke of activities (i.e., Leadership class, afterschool tutoring), and families spoke of monthly cultural events, that are aligned with the mission and create a positive culture of learning.	Distinguished Proficient Basic Unsatisfactory
Managing Classroom Procedures	Teachers consistently demonstrate alignment to class and school procedures, and in most cases, there is no loss of instructional time due to misbehaviors or disruptions (and few misbehaviors or disruptions, if any, were observed by the team).	Distinguished Proficient Basic Unsatisfactory
Managing Student Behavior	Teachers consistently demonstrate proficiency with management of student behavior. There was a little evidence of positive reinforcement or praise of students, but there was also limited evidence of corrective or negative reinforcement.	Distinguished Proficient Basic Unsatisfactory

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	Teachers were generally purposeful in their instructional delivery and the explanation of content. However, a wide-range of instructional strategies was not observed, nor was higher-level questioning (as noted in recommendation to consider). Communication by teachers was positive, though stronger connections and application for students is encouraged in teachers' communication of content.	Distinguished Proficient Basic Unsatisfactory
Using Questioning and Discussion Techniques	Teachers generally led questions and answers, rather than facilitate discussions among students. Many of the questions observed by both teammates were low-level, basic questions, for example, asking students to respond chorally, "Is this correct?" or respond with 'yes/no' answers.	Distinguished Proficient Basic Unsatisfactory
Engaging Students in Learning	In lower grade levels, there was consistent proficient engagement by students. Students actively participated by raising hands, staying on topic/on-task, and demonstrating interest in the topic. In upper grades, however, most students during observations were visibly and audibly disengaged – not participating in either whole group or small group discussion. One teacher visibly struggled with getting responses from students, and another teacher had to remind students multiple times to engage and participate.	Distinguished Proficient Basic Unsatisfactory

Using Assessment in Instruction	There was little observation of teachers using assessment in instruction. When it was noted, it was lower-level question (DOK Level 1, Bloom’s levels 1 and 2). There were few demonstrative pieces of evidence of teachers assessing mastery of the objective throughout the lesson or in a concluding factor, such as an exit slip. Teachers, in focus groups, named exit slips as one such strategy for determining student achievement, and it may very well be that this was simply not observed in the context of the team’s observations and timing of observations.	Distinguished Proficient Basic Unsatisfactory
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III. OPERATIONS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	From the morning arrival gathering, to lunch and other schoolwide procedures, there is a clear focus on maximizing student learning, instructional time, and building community, all with the mission in mind.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Schoolwide Procedures	There were clear classroom and schoolwide procedures, including CHAMPS, evident throughout all grade levels. During schoolwide transitions and transitions specific to middle school, there were clear, consistent practices apparent.	Distinguished Proficient Basic Unsatisfactory Not Observed
Maintaining a Safe Environment	Students and staff demonstrated safety, and, at least in the team’s observations, there was an absence of any security or procedural concerns.	Distinguished Proficient Basic Unsatisfactory Not Observed

IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration
Governing Board	3	45 minutes
Parents/Families	12	60 minutes
Students	13	45 minutes
Staff	12	60 minutes

Site Evaluation team members conducted four Focus Groups, one each with the following groups: Governing Board,¹ Parents/Families, Students, Staff. Participants were asked a series of questions, including common questions across all Focus Groups. All grade levels were represented for the Parents/Families except for 3rd grade and 8th grade; grades 3rd – 8th were represented for the Student Focus Group; and a mix of elementary and middle school grade levels, as well as instructional and support staff were represented on the Staff Focus Group.

¹ Of the full Governing Board of seven members, three members – the Chair, the Secretary, and a board member – participated, so quorum was not met, and Open Meeting Law was not violated.

In general, the common theme threaded throughout all Focus Groups was the sense of community and ‘family feel’ of Mater Academy – Mt. Vista. All stakeholders, particularly families, students, and staff, commented on the sense of community and how it is a compelling feature for retaining them at the school. Additionally, the following themes developed from each of the following Focus Groups:

Governing Board

- The principal is very transparent about the academic progress and success of the schools; she keeps the Board informed of student level academic performance, and they feel assured that the admin team working to improve education.
- Board members recognize the need to retain strong talent and do so by providing small bonuses, supporting teachers. Board members stated the need to replace ineffective teachers with stronger ones.
- The Board is not aware of any unresolved or mitigating parent concerns; members understand parents to be quite satisfied with their choice of Mater Academy – Mt. Vista.

Parents/Families

- Parents and family members overwhelming spoke of the strong culture and welcoming community at Mater Academy – Mt. Vista. Said one parent, *“My son feels like a family here. The way treated us like a family.”*
- There was general appreciation for the focus on academics and student achievement. Said one parent, *“Charter system has so much better teachers and principal. My son had problems previous school (district school) but here the school gives him what he needs and motivates him.”*
- Parents and family members said they feel included, involved, and communicated regularly with by school staff. *“We are treated as staff,”* said one parent. *“We are at home,”* said another.
- Parents also expressed appreciation for the emphasis on student achievement and academic success for all children. *“They care about our kids... my kid is in kindergarten and now we are talking about college. This is great. all kids treated the same. ... They are equal. ...,”* said one parent.

Staff

- Staff echoed the viewpoints of other stakeholders, with the positive emphasis on culture at Mater Academy – Mt. Vista. All staff members in the focus group spoke favorably of the sense of community cultivated by the school’s leadership. Several shared specific stories of students, staff, and family that emulated this. (Some stories were very specific and not captured in notes so as to protect those identified, but a number of stories were shared during the focus group conversation.) Said one staff member of the importance of the school’s community to her, *“If I quit Mater, I wouldn’t stay here. ... Mater is the only reason I’m staying in Nevada.”*
- Staff was generally positive about the opportunities for growth and professional development, citing the attention to curriculum data binders, how teachers ask students questions, and the level of support, including lesson plan and instructional feedback. Staff members also named several ways they appreciated being developed, including the strong partnership with their Florida sister school, professional development workshops like Kagan trainings and “ThinkLaw” (both of which several spoke highly), and the multiple conference options they’ve had. *“If there’s something that hasn’t been offered, (we) ask for it and come back to teach it to peers; Renee is very good at finding the money and letting us go.”*
- At least one staff member expressed concern about diminished opportunities and the role of instructional coaches being split with the Bonanza campus, and there was consensus in follow up commentary to that person’s initial comment. A considerable majority of staff focus

group participants expressed gratitude for the opportunities for growth and development. (No one expressed displeasure or discontentment.) Said one staff member, *"They're going to push you to the next level. Whether you want to go there or not."*

- Staff consistently cited and spoke highly of the school's mission and was able to identify multiple ways they work toward fulfilling it for all students. This included Springboard, multicultural nights, student empowerment, and that all students know their graduation date and speak of going to college. Staff d the pride students have because they know they'll be the first ones in their family to graduate high school and college. *"Students are prideful b/c they know they'll be the first one to graduate HS, graduate college. ... Students build each other up so much,"* said one staff member. *"They believe in us, as much as we believe in them."*

Students

- Students echoed many of the common comments from other stakeholders, including the sense of community in the school and the support that allows them to feel comfortable in their learning environment. *"We're very family orientated. Everyone knows everyone. We're all very close. You can go to anyone,"* said one student. Said another, *"It feels different here than all other schools. You have this positive vibe here. They give you the attention and the help you need."* Said another, *"I like the embrace of diversity. It feels like a family. It feels like everyone fits in."*
- Overwhelmingly, students expressed satisfaction with and spoke favorably of the academics; opportunities for extra learning – including the afterschool and leadership program; and the support they get at the school. There was consensus, however, in one area of improvement – the Specials classes of Art, Music, and Spanish. Multiple students spoke of being bored in these courses, and this was the sole area where there was general less-than-positive consensus. (They all spoke positively of PE and the PE instructional team.)
- Students generally feel challenged in their classes and know they're being prepared for long-term opportunities. *"Mater Academy is a great stepping stone to get into high school, and it prepares you."* Some students, particularly in higher grade levels, expressed boredom in core classes, like Math and English. Students were able to identify and distinguish between being challenged and being engaged and recognized that they were not synonymous. They expressed interest in and appreciation for being challenged but did want to be pushed to be more engaged, especially those students in middle school.
- Students felt safe, supported, and generally respected, though two students noted feeling disrespected when their peers talk over them in class and when their teachers don't curb the extraneous talking. Students named that they are pushed to grow while being supported in doing so, and that the strong, safe, supportive culture is one they like. Said one student, *"This school encourages you to break out of your shell. And make new friends. ... The principal gives a voice to the voiceless."*

V. OVERALL STRENGTHS OF PROGRAM

1. The overwhelming mention of positive culture and community from all stakeholders.

All stakeholders – parents, staff, students – spoke highly and passionately of the school’s culture and community, and while the Board did not speak directly to that, they spoke of the lack of parent concerns raised to their level and the high rates of retention among staff – all indicators of strong culture within a school. Students spoke with pride at being Mater Academy students, and the focus on college preparation and student achievement was emphasized by all stakeholders, especially students, who were able to identify their long-term, professional plans and how Mater Academy was helping them reach those goals. Staff identified the strong culture for reasons for their continued retention, and parents praised the ‘family feel’ of the school and their continued, welcomed presence on the campus.

2. Emphasis on student achievement and college preparation.

In multiple classrooms, through instruction, in focus groups, the emphasis on preparing students to get to and through college was apparent. In classrooms, posters and visuals reminders related to critical thinking and college pathways were apparent. In focus groups, different stakeholders spoke of the emphasis on getting all students ready for college and career. This was especially noteworthy for parents and staff who were grateful for the college preparatory focus in a community of majority-minority students who also come from a low-income background. All students in the focus group were able to identify a specific career option they have for themselves, and, when asked, students were able to make connections to how they’re preparing now for their long-term plans. Students took pride in being in school that challenges them and provides them with opportunities - through their instructional program, extra curriculums like sports and leadership, and afterschool support and tutoring – to do their best.

3. Opportunities for staff and abundance of professional development.

Often schools will rest on laurels or accept mediocre performance for their students and staff. This is not at all the case at Mater Academy – Mt. Vista, as demonstrated through the staff’s comments in the focus group and the discussion with school leadership. There is an evident and conscious effort for continuous learning and constant growth, and this was expressed and appreciated by staff. Staff repeatedly praised the school’s leader for finding and creating opportunities for their growth and development. There was identified disappointment for the sharing of instructional coaching staff with the other Mater Academy campus, which demonstrates the value add of this role at the Mt. Vista campus. The on-going efforts to learn, the continual development of adults of the building, and the shared drive to be better not only indicate a desire to be a stronger, more informed instructional team, but it also sets a clear example of life-long learning and continued growth for students.

VI. RECOMMENDATIONS/ACTION ITEMS

1. Increase rigor and higher-level questioning

In multiple observations, particularly in middle school grades (6th-8th), students were generally disengaged and non-participatory. Students in focus groups from the upper grades discussed being less challenged and less engaged than peers in lower grades. In multiple observations, the team observed low-level DOK and Bloom's questioning, focused more on recall and skills/concepts rather than analysis, application, or extending thinking. In most classrooms the team observed, the teacher led the questioning of students rather than facilitating a discussion between students, and it did not appear that the teacher had pre-drafted or selected questions as part of the lesson planning; rather, they relied on determining the questions in the moment instead of crafting them as related to assessing mastery of the objective or pushing for extended thinking of students. Teachers seems reluctant to turn over the discussion to students and, as observed widely, tend to contribute more 'teacher talk' as a result. A shift in who is engaging in the conversations will shift the 'lift' to students and allow for more student-centered learning.

Action Item

Collectively review the DOK levels and/or Blooms' Taxonomy to push for higher-level, more rigorous questioning throughout all grade levels. Encourage teachers to craft questions, related to the instructional delivery and mastery of objective, as part of the lesson planning process so that teachers may be intentional in their questioning of students to informally assess understanding. Coach and develop teachers to 'let go' of leading the questioning and discussions, and rather work with them to feel comfortable with allowing students to facilitate their own, grade-level appropriate conversations that speak to and provide engagement with the lesson's content.

2. Increase the consistency of objective communication to students.

There were inconsistencies throughout all grade levels as to the placement of the objective for lessons, in part due to a lack of uniformity of the board presentation, including bell work, homework, and essential question. Further, in some classes, the objective was posted and/or stated by the teacher, while in some classes, it was neither posted nor communicated to students at the start of the lesson (or at other observed points in the lesson). While seemingly small, the inconsistency demonstrates a gap in execution of schoolwide plans, but it can also diminish the purpose of the lesson, which can create a lack of urgency or intention for students during the instructional delivery. The absence of purpose for students can lead to an absence of engagement, mastery, and/or application for students, who want to know 'why' they need to know something and how to apply it.

Action Item

Ensure consistency with both placement of the objective on the school-wide uniformed board and ensure teachers name/share the objective with students to help them better understand why what they're learning matters and what they are expected to be able to do as a result of the lesson. Students should be able to explain not only what they are learning by why they are learning in (in a non-generic, not "because we have to" manner) and how it is applicable and leads to students being able to differentiate, analyze, and/or create. School leaders might also consider reviewing with staff how to make state standards and objectives more student-friendly and in language appropriate for the grade level/age of students.

Note

SPCSA School Support Team members will follow up on each of these recommendations during their next site visit, unless otherwise noted.

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MATER ACADEMY
of Nevada

Mater Academy of Nevada

3445 Mountain Vista St.

Las Vegas, NV 89121

Tel: (702) 485-2400 • Fax (702) 485-3322

Materacademynv.org

Renee Fairless, Principal

To: SPCSA Board

From: Renee Fairless, Lead Principal Mater Academy

Regarding: Mater Academy Mt. Vista Site Visit January 2019

In response to our site visit on January 22, 2019. I am concerned that the Site Evaluation Handbook clearly states that the Academic Performance and Data Analysis will be utilized in site evaluations in order to determine the effectiveness of instructional programs, however, it is evident that the evaluators at Mater Academy Mountain Vista did not follow their own clearly outlined process.

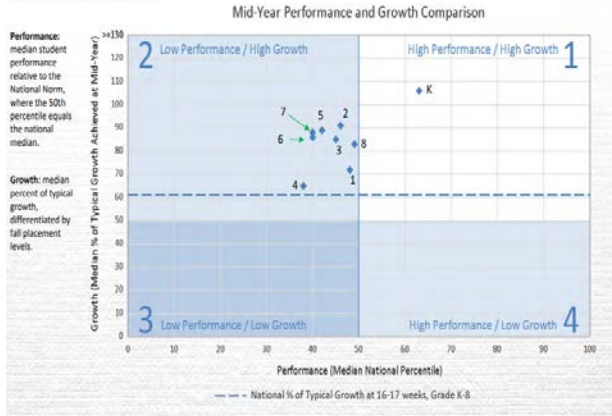
Mater Academy Mt. Vista’s Middle School is rated a strong 4 star with 79.5 on the NSPF. The elementary school is rated a 3 star. Our current data is trending in a similar trajectory as determined by iReady assessments. As you can see in the graph’s below our 7th and 8th grade data shows exemplary high performance and growth. This is obviously a testament to rigor and student engagement.

MATHEMATICS

READING

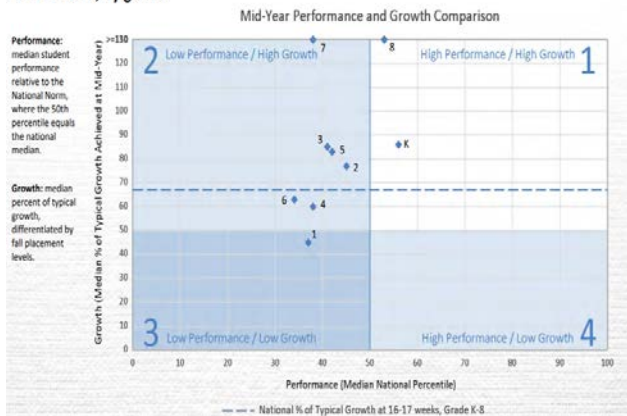
Performance and Growth by Grade

Comparison of median student performance and median percent of typical growth at 16-17 weeks, by grade.



Performance and Growth by Grade

Comparison of median student performance and median percent of typical growth at 16-17 weeks, by grade.



From the SPCSA Site Evaluation Handbook it clearly states that the SPCSA will assess schools’ student achievement, progress towards goals, and fulfillment of their mission, vision, and educational program outlined in their charter. It states that data collection and analysis and



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of Nevada

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Materacademynv.org

Renee Fairless, Principal

document review will be used as evidence which will be examined and considered through the Academic Framework. Unfortunately, as I review the school-wide rating from the site review evidence observed I have to dispute the “basic” rating for engaging students in learning. The reviewer stated “In lower grade levels, there was consistent proficient engagement by students. In upper grades, however, most students during observations were visibly and audibly disengaged – not participating in either whole group or small group discussion.” However, it is clear that if the SPCSA Site Evaluators had focused on the academic performance or detailed data analysis of student achievement, Mater Academy would have received a Proficient or even a Distinguished rating.

The Site Evaluation Report states that the Mission, Vision and Values of Mater Academy Mt. Vista is evident, “from the morning arrival gathering, to lunch and other school wide procedures, there is a clear focus on maximizing student learning, instructional time, and building community all with the mission in mind.” This description supports evidence for a Distinguished school, however we received a Proficient rating. The rubric does not clearly identify what would differentiate Mater Academy from a Proficient to a Distinguished rating.

We would like to be provided a rubric with detailed descriptors for each performance indicator in each category that is evaluated. This would provide clear guidelines on why we received ratings in each indicator.

Sincerely,

Renee Fairless

Lead Principal

Mater Academy of Nevada

702-379-2736

Appendix C

NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY

February 16, 2018

**Nevada Legislature
401 South Carson St.
Room 2135
Carson City, Nevada**

**Grant Sawyer Building
555 East Washington
Room 4412
Las Vegas Nevada**

MINUTES OF THE MEETING

BOARD MEMBERS PRESENT:

In Las Vegas:

Nora Luna
Sheila Moulton
Jason Guinasso
Melissa Mackedon
David Gardner
Stavan Corbett

In Carson City:

None

Teleconference:

BOARD MEMBERS ABSENT

Jeff Hinton

AUTHORITY STAFF PRESENT:

In Las Vegas:

Brian Scroggins, Deputy Director
Mark Modrcin, Director of Authorizing
Patrick Gavin, Executive Director

In Carson City:

Jennifer Bauer, Director of Finance and Operations
Danny Peltier, Management Analyst I
Tanya Osborne, Administrative Assistant III

LEGAL STAFF PRESENT:

In Carson City

In Las Vegas

Ryan Herrick, General Counsel, State Public Charter School Authority
Greg Ott, Deputy Attorney General
Robert Whitney

AUDIENCE IN ATTENDANCE:

In Las Vegas:

Brenda Navas
Claudra Montes
Iaiuva Avendano
Jonathon Hinley
Michael Muehle
Danette Olmos-Green
Ronald Fick
Heather Fisher
AB Denson
Elizabeth Mordon
Deana Villei
Gayle Jefferson
Chad Hinze
Carlos Ramirez
Nathan Rizzo
Michael Conrunza
Carey Preston/Roberts
Ben Salkowe
Shatika Henry
Renee Fairless
Brook Howard
Terry Brianna

In Carson City:

Chris McBride
Jeremy Nork
Patrick Crow
Jay Schuler
Linda Lord

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE; APPROVAL OF AGENDA

Agenda Item 1 – Call to Order, Roll Call, and Pledge of Allegiance**Agenda Item 2 – Public Comment**

Chris McBride and Jeremy Nork spoke about Nevada Connections Academy about the notice of breach. Both spoke about a notice of concern that was addressed by State Public Charter School Authority.

Carlos Ramirez spoke about Equipo and how much he is appreciating the school. Nathan Rizzo is agreement with how the school is run. Michael Conrunza is a senior at Equipo Academy and hopes he can continue at this school. Linda Crow spoke about how much they their children exceled in Nevada Virtual. Jay Schuler spoke about Nevada Virtual, about how the school works for most families.

Patrick Crow is in support of Nevada Virtual and doesn't understand why the school is in jeopardy for closure. Claudia Montez spoke in favor of Equipo. Brenda Navas and Rosa Garcia spoke in favor of Equipo Academy. Linda Lord spoke in behalf of Nevada Virtual. Carey Roberts, the chair of Equipo Academy, spoke in behalf of the school. Ben Salkowe from Equipo Academy spoke in favor of how well the students are doing. Shatika Henry spoke for Nevada Virtual Academy. Renee Fairless spoke in favor for Mater Academy. Brook Howard spoke in favor of Quest. Terry Brianna learning coach for Nevada Virtual Academy spoke in behalf of the charter school. Ronald Fick, spoke in behalf of Founders Academy. Shannon Berry a learning coach for Nevada Virtual Academy spoke in behalf of the school. Heather Fisher speaking on behalf of Nevada Virtual Academy. Christina Kline representing Nevada Virtual. Rose Hase a parent and a learning coach spoke in favor of all online schools today. Rebecca Madamadams spoke in support of online schools.

Agenda Item 3 - Approval of the January 26, 2018 Action Minutes. The Authority will review and possibly approve the meeting minutes from the January 26, 2018 Board meeting.

Member Moulton made a motion to approve the January 26, 2018 action minutes. Member Corbett seconded the motion. The motion carried unanimously.

Agenda Item 4 - SPCSA Staff Report. Staff will provide an update regarding the following:

- **Primavera Preparatory Academy. Staff will provide an update regarding Primavera Preparatory Academy's previously-submitted charter school application.**
- **Nevada State Performance Framework (Star Ratings). Recognition of high performing SPCSA-sponsored charter schools, and update regarding upcoming changes to the Nevada School Performance Framework.**
- **Staffing Update. New information on filling of Agency Staff vacancies.**

Mark Modrcin also discussed applications received for new charters. Director Gavin discussed the State Public Charter School Authority staff report.

Agenda Item 5 - Nevada Virtual Academy. The Authority will review and discuss Staff's report and recommendation, and review, discuss and possibly take action, in regard to Staff's recommendation to issue a Notice of Intent to Terminate Nevada's Virtual Academy's charter school contract.

Counsel Ryan Herrick spoke about Nevada Virtual Academy and how the framework works. The school must meet thresholds remain open. The focus is the elementary K-5. Staff is recommending Notice of Intent to Terminate Nevada Virtual Academy's Charter. Counsel Herrick gives an explanation on how the termination will work. Yolanda Hamilton spoke on behalf of the elementary program for Nevada Virtual Academy. Dr. Andre Denson gave information on the schools behalf and Benjamin Gearheart talks about the schools performance framework and data. Kara Hendricks counsel for Nevada Virtual Academy gave information on the reasons why staff should not give a notice of intent to close.

Member Corbett moved to motion staffs recommendation to issue a Notice of Intent to terminate Nevada's Virtual Academy's charter school contract. Member Moulton seconded the motion. The motion carried unanimously.

Agenda Item 8 - Mater Academy, Equipo Academy, Silver Sands Montessori, Founders Academy, and Nevada Connections Academy. The Authority will review and discuss Staff's report and recommendation, and review, discuss and possibly take action, in regard to Staff's recommendation to either issue Notices of Concern, Notices of Breach, or other action (not including initiating termination of charter school contracts proceedings).

Counsel Herrick, gave information on the schools in question for this agenda item. Director Gavin also spoke about the issues concerning the schools for agenda item 8. Jeremy Nork represents Nevada Connections Academy spoke about notice of concern and notice of breach. Counsel for Nevada Connections states there is no breach currently. Renee Fairless principal from Mater Academy would love to have staff and the board members come to the school to visit. Ben Salkowe principal for Equipo Academy would like to have future discussions if issues are going on with the school. The school is going to focus on graduation rates. Director Gavin stated staff is concerned about the star rating for the middle school. Ronald Fick from Founders Academy spoke about metrics and getting the students to grade level. The school is working on the curriculum.

Member Moulton made a motion to follow staff to give Nevada Connections a Notice of Breach. Member Gardner seconded the motion. The motion carried unanimously.

Member Moulton made a motion to accept staff recommendations of notices of concern to the following schools; Mater Academy, Equipo Academy, Silver Sands Montessori and Founders Academy. Member Gardner seconded the motion. The motion carried unanimously.

Member Corbett left the meeting at lunch.

Agenda Item 6 - Quest Preparatory Academy. The Authority will review and discuss Staff's report and recommendation, and review, discuss and possibly take action, in regard to Staff's recommendation to issue a Notice of Intent to Terminate Quest Preparatory Academy's charter school contract.

Member Gardner recused himself, out of an abundance of caution from consideration of this agenda item.

Counsel Herrick spoke in regard to issuing a Notice of Intent to terminate Quest Preparatory Academy charter contract.

Member Mackedon moved to issue a notice of intent to terminate the charter contract of Quest Academy. Member Moulton seconded the motion. The motion carried unanimously.

Agenda Item 7 - Quest Preparatory Academy Receiver Update and Staff Recommendation. In addition to receiving a report from Joshua Kern, Receiver over Quest Preparatory Academy, the Authority will review and discuss Staff's report and recommendation, and review, discuss and possibly take action, including approving (or possible conditional approval) or denial of the Receiver's request to amend its charter contract allowing Mr. Kern to implement a new, structured school turn-around plan. The Authority may also consider Mr. Kern's amendment application as Mr. Kern's proposal to correct the deficiencies identified as part of the prior agenda item.

Director Modrcin spoke staff approving or denying the receivers request to amend its charter contract to implement a new structured school turn-around plan. Josh Kern, receiver for Quest gave some information on the structuring on Quest Preparatory Academy.

Member Moulton made a motion to approve the amendment application to amend the contract. Member Luna seconded the motion. The motion carried unanimously.

Member Moulton made a motion to have the Authority determine that Quest's amended charter contract corrected the deficiencies identified in the Notice of Intent to Terminate Quest's charter contract.

Agenda Item 9 - Beacon Academy, Argent Preparatory Academy, and Discovery Charter School. The Authority will review and discuss Staff's report and recommendation, and review, discuss and possibly take action, in regard to Staff's recommendation to either issue notices related to performance obligations, or other action (not including Notices of Concern, Notices of Breach, or initiating termination of charter school contracts proceedings).

Director Gavin gave information on the schools listed above and what the plan will be to give school notices related to the school's performance obligation.

Member Mackedon moved to approve staff recommendation, to issue performance obligation notices to Beacon Academy, Argent Preparatory Academy, and Discovery Charter School. Member Luna seconded the motion. The motion carried unanimously.

Agenda Item 10 - Somerset Academy of Las Vegas Amendment Request – Facilities Acquisition (Stephanie and Losee Campuses). The Authority will review and discuss Staff’s report and recommendation, and review, discuss and possibly take action, including approving (or possible conditional approval) or denial of Somerset Academy of Las Vegas’s request to amend its charter contract allowing it to acquire and/or restructure the financing related to its Stephanie and Losee campuses through the Department of Business and Industry’s bond financing program.

Director Modrcin talked about the above amendment request. C.J. Manthe Director of Business and Industry talks about a program that helps issue bonds for charter schools. Gayle Jefferson the Director for Somerset and Trevor Goodsell would like to thank State Public Charter School Authority to possible do an amendment request for the school.

Member Moulton made a motion to follow recommendation of staff approve a change the lease following conditions stated, submission of revised lease payment amount, Business and Industry bond requirements. Member Gardner seconded the motion. The motion carries unanimously.

Agenda Item 11 - Long-Range Board Calendar. The Board will review and discuss its Long-Range Calendar.

Chair Guinasso discussed the long-range board calendar. Member Corbett requested that staff present information related to the demographics of State Public Charter School Authority sponsored charter schools at a future meeting.

Agenda Item 12 – Public Comment

None

Agenda Item 13– Adjournment at 3:45

Appendix D

BRIAN SANDOVAL
Governor

STATE OF NEVADA

PATRICK GAVIN
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

**1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687 - 9174 · Fax: (775) 687 - 9113**

**VIA UNITED STATES POSTAL SERVICE
AND ELECTRONIC MAIL**

October 19, 2018

Ricardo Jasso, Board President
Mater Academy of Nevada
4760 East Bonanza Road
Las Vegas, Nevada 89110
ricardo.jasso@materacademynv.org

Re: Notice of Concern Due to Academic Underperformance

Dear Mr. Jasso:

As you are aware, Mater Academy of Nevada's Bonanza campus's elementary school program received a one-star rating under the Nevada Department of Education's Nevada School Performance Framework for the 2017-2018 school year. As you are also aware, the State Public Charter School Authority voted at its September 28, 2018 Board meeting to issue a Notice of Concern based on the foregoing academic underperformance.

This Notice of Concern serves as a reminder that the Charter School Performance Framework, which is incorporated into Mater Academy of Nevada's Charter School Contract, is meant to provide charter school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time ensuring charter school autonomy. Under the Charter School Performance Framework, a Notice of Concern represents Level 1 in the Authority's Intervention Ladder. Please note that Level 2 in the Intervention Ladder is a Notice of Breach, and that a State Public Charter School Authority-sponsored public charter school entering Level 3 of the Authority's Intervention Ladder may result in Charter School Contract termination proceedings being initiated under NRS 388A.330.

Please note that at this time, no specific actions on the part of Mater Academy of Nevada, including the submission of an academic improvement plan, are being requested by the Authority. However, we note here that both the SPCSA and the Department of Education will

closely scrutinize the annual School Performance Plan that Mater Academy of Nevada is required to submit as a Comprehensive Support and Improvement / Rising Stars School.

Finally, please note that Mater Academy of Nevada's charter school contract will expire at the end of the 2019-2020 school year. As a result, Mater Academy of Nevada may be eligible to apply for renewal of its charter school contract in the Fall of 2019. Note that continued academic underperformance may result in a recommendation from the State Public Charter School Authority staff not to renew Mater Academy of Nevada's charter school contract, or a decision by the State Public Charter School Authority Board to not renew Mater Academy of Nevada's charter school contract.

The SPCSA believes strongly in a quality public school of choice for every Nevada child. We hope that Mater Academy of Nevada will join us by improving its academic performance, thereby increasing the number of high-quality SPCSA-sponsored charter schools.

Sincerely,

A handwritten signature in blue ink, consisting of a stylized 'R' followed by a horizontal line that curves slightly upwards at the end.

Ryan Herrick
General Counsel, State Public Charter School Authority

cc: Renee Fairless, Lead Principal, Mater Academy of Nevada
Amy Gronna, Principal, Mater Academy of Nevada, Bonanza Campus
Jason Guinasso, Chair, State Public Charter School Authority
Patrick Gavin, Executive Director, State Public Charter School Authority
Mark Modrcin, Director of Authorizing, State Public Charter School Authority
(via *electronic mail*)

Appendix E

BRIAN SANDOVAL
Governor

STATE OF NEVADA

PATRICK GAVIN
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

**1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687 - 9174 • Fax: (775) 687 - 9113**

Via Electronic Mail and Epicenter

July 14, 2017

Sheila Moulton
Mater Academy of Nevada
3445 Mountain Vista St.
Las Vegas NV 89121

Dear Ms. Moulton,

This is Mater Academy of Nevada's first Notice of Concern due to financial underperformance as tracked in the 2015-2016 Authority Performance Framework. A Notice of Concern is sent to all charter schools whose financial framework profile results in at least one indicator scoring at "Falls Far Below Standard" or at least three indicators at "Does Not Meet Standard." This analysis is based on the eight financial measures detailed in the [Financial Performance Framework Workbook](#) which can be found on the State Public Charter School Authority [website](#). Your school's 2015-2016 Financial Framework Profile was sent via email on 3/17/17.

In June 2013, the State Public Charter School Authority Board adopted the Performance Framework, which provides charter school boards and leaders with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy. Pursuant to NRS 386.527, the Performance Framework is required to be incorporated into a Charter Contract. Additionally, the Authority utilizes the Performance Framework as the primary means of conducting the financial programmatic audits required of schools operating under written charters.

Financial underperformance is defined as the failure to meet operational standards to which a charter school is accountable to its sponsor and the public. As defined by the Performance Framework, all schools begin outside of the intervention ladder and are considered to be in Good Standing. Schools in Good Standing receive non-intrusive regular oversight and submissions tracking. Schools must meet performance targets and expectations including compliance and maintain open communication with us in exchange for this level of non-intrusive oversight. Schools can enter Level 1 of the intervention ladder if the Authority receives a verified complaint of material concern, or if regular oversight generates significant questions or concerns. If there is any recurrence, Mater Academy of Nevada will enter Level 2, a Notice of Breach due to a failure to comply with applicable statutes and regulation resulting in a pattern of fiscal mismanagement. Failure to meet the requirements specified in the Notice of Breach will result in entry to Level 3, intent to revoke for Persistent Underperformance.

Please note the Performance Framework provides for entry into the Intervention Ladder in the case of more serious performance issues.

To avoid entering Level 2 status, Notice of Breach, Mater Academy of Nevada must:

1. Improve the score of the Unrestricted Days of Cash on Hand and Cash Flow measures while not declining in the score of any other financial measure.

To achieve Good Standing status, Mater Academy of Nevada must:

1. Improve the score of the Unrestricted Days of Cash on Hand and Cash Flow measures from “Falls Far Below Standard” to “Meets Standard” while not declining in the score of any other financial measure.

The State Public Charter School Authority believes strongly in a quality public school of choice for every Nevada child, and we hope that Mater Academy of Nevada will join us in increasing the number of State Public Charter School Authority-sponsored quality charter schools by improving Mater Academy of Nevada’s financial performance.

Sincerely,



Patrick J. Gavin
Executive Director

Enclosure

cc: Renee Fairless, Administrator