STATE PUBLIC CHARTER SCHOOL AUTHORITY

2022 Renewal Report for
Mater Academy of Northern Nevada
Per NRS 388A.285 and NAC 388A.415

Issued June 30, 2022

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1. **School Overview**

    a. Addresses:
        i. 2680 East Ninth Street Reno, NV 89512

    b. County, Campus Locations and Enrollment Caps:
        i. Washoe
        ii. 2022-2023 Enrollment Cap – 480

    c. Governing Board Members
        i. President – Shari Dunn
        ii. Vice President – Luke Welmerink
        iii. Treasurer – Wendy Jauregui-Jackins
        iv. Secretary – Kayla Moynahan
        v. Member – Kristen Conway
        vi. Member – Teresa Benitez-Thompson
        vii. Member – Alexander Velto
        Board Member information based on Epicenter Board Center

d. Academic Data Overview[1] - NRS 388A.285(1)(a)
*The following data were compiled from the ratings generated by the Nevada State
Performance Framework (NSPF) during the current charter term.*

Year	NSPF Ratings[2]
2017 – 2018	Elementary School: 1 star
2018 – 2019	Elementary School: 3 stars Middle School: 5 stars
2019 – 2020	Elementary School: 3 stars Middle School: 5 stars
2020 - 2021	Elementary School: 3 stars Middle School: 5 stars

4-Year Graduation Rate (if applicable)

Class of	Percent of Students Graduating in 4 Years
2017 – 2018	N/A
2018 – 2019	N/A
2019 – 2020	N/A
2020 – 2021	N/A

The SPCSA Academic Performance Framework was updated and approved on June 28, 2019. Due to the COVID-19 pandemic and the waiver granted by the US Department of Education, the first two years of results under this framework were for informational purposes only. Reports for the 2019 – 2020 and 2020 – 2021 school year are included in the Appendix of this document.

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[1] For schools applying for a third charter term and beyond, 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.

[2] Due to COVID-19, the Nevada Department of Education (NDE) did not calculate Nevada School Performance Framework (NSPF) school ratings for the 2019-20 or 2020-21 school years and instead applied NSPF school ratings from the 2018-2019 school year to both the 2019-20 and 2020-21 school years.

e.   Financial Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2017 – 2018	Meets Standard
2018 – 2019	Meets Standard
2019 – 2020	Meets Standard
2020 – 2021	Meets Standard

f. Organizational Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2017 – 2018	Meets Standard
2018 – 2019	Meets Standard
2019 – 2020	Meets Standard
2020 – 2021	Meets Standard

g. Enrollment History

The following data were compiled from the NDE October 1 validation day for the last five school years, or the years within the current charter contract. To protect student privacy, rates associated with FRL, IEP, and ELL populations less than 10 students are displayed with an asterisk (*), and extreme values less than 5 or greater than 95 percent are shown as <5.0 and >95.0, respectively. N/A indicates the population did not exist.

Total Enrollment (Number of Students) Across All Existing Campuses					
Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Pre-K	0	0	0	0	0
K	39	50	49	50	49
1	39	43	52	52	51
2	26	42	41	52	52
3	26	31	52	45	51
4	30	39	44	52	50
5	18	36	40	51	53
6	0	28	40	57	62
7	0	0	21	48	62
8	0	0	0	25	53
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
Total	169	269	339	432	483

Student Group Enrollment Rates										
Year	Enrollment	Asian	Black	White	Hisp.	Amer. Ind.	Two or More	Pac. Isl.	FRL	IEP	ELL
2017-18	169	1.1	8.8	18.9	65.0	0.5	4.1	1.1	76.3	7.6	34.3
2018-19	269	0.7	10.0	16.3	66.1	0.7	3.3	2.6	81.4	10.4	18.5
2019-20	339	0.8	9.4	14.4	68.4	2.0	3.8	0.8	>95.0	10.9	37.4
2020-21	432	1.1	7.1	15.5	68.9	2.3	4.3	0.4	>95.0	15.0	39.1
2021-22	483	1.4	5.1	14.6	72.2	3.1	3.3	0.0	>95.0	14.6	38.0

2021-22 Student Group Enrollment Rates for State, SPCSA, and Local County School District			
Entity	FRL	IEP	ELL
State of Nevada	78.2	12.1	13.7
SPCSA	43.4	9.8	8.8
Washoe County	45.4	13.6	14.1

2. Summary of Issued Notices and Identified Deficiencies – NRS 388A.285(1)(b)

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

    a. *Academic*
        i. A Notice of Concern for the Elementary School on September 28, 2018. This is attached as Appendix D.

    b. *Financial*
    The Authority Board has not issued any Financial Notices to MANN this charter term.

    c. *Organizational*
    The Authority Board has not issued any Organizational Notices to MANN this charter term.

    d. *Site Evaluations*
    No deficiencies have been identified during site evaluations of MANN this charter term.

Each Notice and/or deficiency identified during a site evaluation listed above constitutes a deficiency in school performance pursuant to NRS 388A.285(1)(b).

3. __Summary of the Overall Performance of Mater Academy of Northern Nevada (MANN)__

MANN currently offers instruction at the elementary and middle school levels, grades K-8, at one campus. According to the NSPF ratings for the 2018 – 2019 school year, the elementary school was rated as a 3- star program while the middle school was rated as a 5-star program. As noted in the NSPF guidance document, a 3-star elementary school program 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. Additionally, and as noted in the NSPF guidance document, a 5-star middle school program recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A 5-star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance. A copy of the NSPF reports for MANN for the 2018 – 2019 school year is included as Appendix A within this report.

Prior to the 2018– 2019 school year, MANN received a rating for the 2017– 2018 school year at the elementary school level, earning a 1-star rating according to the NSPF. NSPF guidance documents state that a 1-star school identifies one that has not met the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A 1-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. This resulted in the Authority issuing the school a Notice of Concern, which is attached as Appendix D to this report. A copy of the NSPF report for the 2017 – 2018 school year can also be found within Appendix A.

As noted above, the school demonstrated improvement between the 2017 – 2018 and 2018 – 2019 school years at the elementary level. As a result, the Authority Board removed the Notice of Concern for the Elementary school on October 4, 2019 as the school was determined to be 'Meeting Standards' at that time. A copy of this action can be found as Appendix D within this report.

With regard to the financial performance and viability of the school, currently, staff finds that MANN has exhibited strong financial performance over the current charter term. MANN was found to be 'Meeting Standards' for both the 2019 – 2020 and 2020 – 2021 school years according to the SPCSA Financial Framework. Copies of these results can be found as Appendix E and Appendix F within this report.

The organizational health and performance of the school has been strong over the current charter term. MANN was found to be 'Meeting Standards' for both the 2019 – 2020 and 2020 – 2021 school years according to the SPCSA Organizational Framework. Copies of these results can be found as Appendix G and Appendix H within this report.

Finally, SPCSA staff has conducted two site evaluations of MANN during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including use of data to make instructional and curricular decisions is strong and found that school makes data-based decision to inform flexible leveled grouping decisions for power hour and to determine the level of interventions need for each group. SPCSA staff also identified some areas of growth for the school to prioritize, including continue to collaborate and analyze data to inform curricular and instructional decisions and work on ways to address challenges regarding chronic absenteeism. During this charter term, no deficiencies have been identified during a site evaluation. 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 Appendices B and C for more details on the MANN site evaluations.

Requirements for the Renewal Application – NRS 388A.285(1)(c)

Applicants for renewal will receive an application template to populate and submit to Authority staff between October 1 – October 15, 2022[3]. This template will be provided to schools no later than July 31, 2022.

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 showing a school board's approval will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

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[3] NRS 388A.285(3)

4. Criteria to be used for Making a Renewal Decision – NRS 388A285(1)(d)

As stated on the previous page, renewal decisions for schools operating under charter contracts are based on historic academic, organization, and financial performance data as evidenced by both the Nevada School 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 application but will be given less weight when considered by the Authority in making renewal decisions. In accordance with NAC 388A.415(10) academic performance of pupils as measured by the SPCSA's Academic Performance Framework and the Nevada School Performance Framework will be given the greatest weight in the renewal decision. Renewal decisions will also 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 the public charter school. The SPCSA Organizational Performance Framework will be the primary tool used to inform the assessment of the organizational health of a school. It bears repeating, however, that historical academic performance, as evidenced by the Nevada School Performance Framework and the SPCSA's Academic Performance Framework will be given the greatest weight.

For schools applying for a third charter term and beyond, 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.

Finally, it is noteworthy that SB 451 from the 80th Legislative Session (2019), now codified in NRS 388A285(6) allows the Authority to renew charter schools for variable lengths, from three to ten years. If a school is recommended for renewal, SPCSA staff will generally recommend a six-year term for schools that consistently meet performance expectations according to the Nevada School Performance Framework and the SPCSA's Academic Performance Framework. Schools that exceed expectations may be recommended for a term longer than six years. If recommended for renewal, schools that do not consistently meet expectations are likely to be recommended for a term of less than six years.

Appendix A

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

School Type: Charter SPCSA
School Level: Elementary School
Grade Levels: 0K-05
District: State Public Charter School Authority
Website: http://www.maternorthernnevada.org/

Total Index Score: 15
School Designation: CSI
2680 E. Ninth Street
Reno, NV 89512
Phone: 775-470-8950

Race/Ethnicity

Special Populations

Academic Achievement

2/25
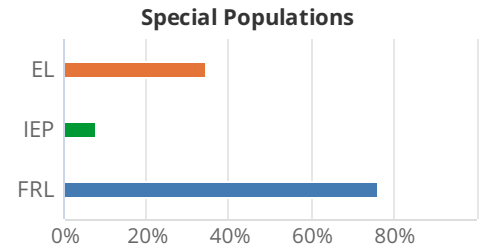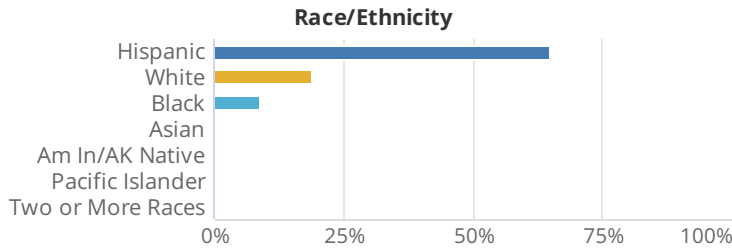
	% Above Cut	% District
Math CRT	17.4	52.8
ELA CRT	17.4	58.6
Science CRT	14.3	35.3
Pooled Average	17.1	52.9
Read by Grade 3	20.0	56.2

% Above Cut

Student Growth

4/35
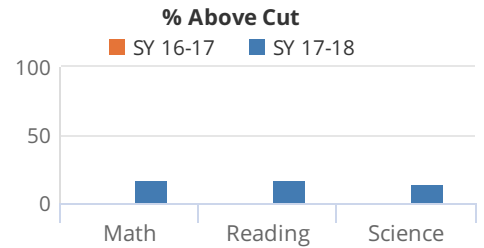
	% SY 17-18
Math CRT MGP	27.0
ELA CRT MGP	35.0
Math CRT AGP	9.3
ELA CRT AGP	25.8

Median Growth Percentile

English Language

4/10
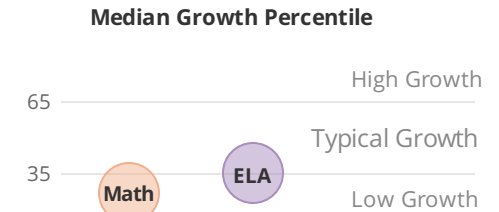
	% of EL Meeting AGP	% District
ELPA	40.0	42.5

ELPA

Closing Opportunity Gaps

2/20
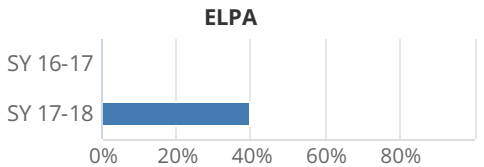
% Non-proficient	% Meeting AGP
Math CRT	4.1
ELA CRT	13.0

% of Non-proficient on Track to Proficiency

Student Engagement

*3/10
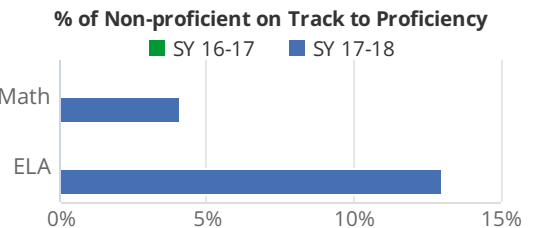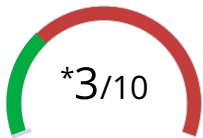
*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	22.3	10.1

	% Participation	Met Target
Climate Survey	93.7	YES

Chronic Absenteeism SY 17-18
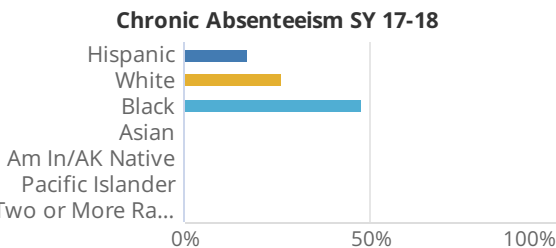
Student CRT Proficiency

						% 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	-	30.6	28.8	-	40.5	39.6	-	14.6	N/A
Hispanic/Latino	11.6	40.2	36.5	11.6	48	45.5	10	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	28.5	61.1	57.2	28.5	65	65.7	-	43.8	N/A
Special Education	10	29.2	24.8	0	29.3	26.3	-	19.4	N/A
English Learners Current + Former	14.2	37.4	32.4	0	38.9	38.4	-	15.2	N/A
English Learners Current	14.2	25.5		0	22.8		-	4.8	N/A
Economically Disadvantaged	14.5	33.1	35.7	8.3	40.4	44	8.3	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	12.5	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	-	62.6
Special Education	-	29.4
English Learners Current + Former	0	33
English Learners Current	0	21.8
Economically Disadvantaged	10.5	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	19	31	8.6	22.7
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	-	-	-	-
English Learners Current + Former	18.5	31	10	20
English Learners Current	18.5	31	10	20
Economically Disadvantaged	32	43	8.3	26

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	6.2	11.7
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	-	-
Special Education	-	-
English Learners Current + Former	8.3	16.6
English Learners Current	-	-
Economically Disadvantaged	4.7	13.6

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	-	4.9
Black/African American	47.8	14.5
Hispanic/Latino	17.2	11.5
Pacific Islander	-	12.6
Two or More Races	-	9
White/Caucasian	26.1	9
Special Education	24	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	15.5	10.4
Economically Disadvantaged	22.1	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 inventions.

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.
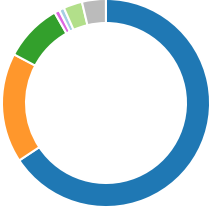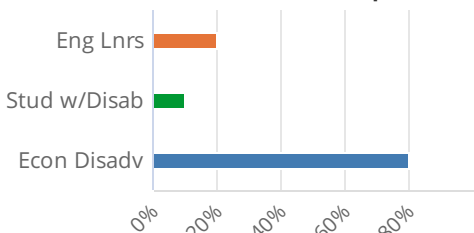
Star Rating	Index Score
★★★★★	at or above 84
★★★★	at or above 67, below 84
★★★	at or above 50, below 67
★★	at or above 27, below 50
★	below 27

Mater Academy Northern Nevada

School Level:	Elementary School
Grade Levels:	0K-08
District:	State Public Charter School Authority
School Address:	2680 E. Ninth Street Reno, NV 89512

63
Total Index Score

School Type: *Charter SPCSA*
School Designation: *CSI*
95% Assessment Participation: *Met*

Student Race/Ethnicity

17%	White
9%	Bl/Afr Am
65.5%	Hisp/Latino
0.8%	Asian
0.8%	Am Ind/AK Nat
2.9%	Pac Isl
3.7%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	15 ★
2016-2017	N/A N/A

Alternative Student Groups

What does my school rating mean?

Three-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.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

CSI designation: This school is one of the lowest performing schools in the state. CSI schools cannot receive more than a two-star rating in the year they are first designated. See the CSI designation report for more information.

2018-2019 School Performance

Academic Achievement Indicator

 3/25

Measure	School Rate	District Rate
Pooled Proficiency	29.3	54
Math Proficiency	33.2	54.5
ELA Proficiency	31.1	60.1
Science Proficiency	12.5	34.7
Read-by-Grade-3 Proficiency	22.1	56.7

English Language Proficiency Indicator

 5/10

Measure	School Rate	District Rate
Met EL AGP Target	43.2	56.7

Growth Indicator

 31.5/35

Measure	School Median	District Median
Math MGP	73	55
ELA MGP	68	52

	School Rate	District Rate
Met Math AGP Target	47.6	49.7
Met ELA AGP Target	53.8	59.7

Closing Opportunity Gaps Indicator

 16/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	36.7	27.8
Prior Non-Proficient Met ELA AGP Target	47	39.2

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

Mater Academy Northern Nevada

School Year 2018-2019 Nevada School Rating

Academic Achievement

3/25

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 Smarter Balanced, Nevada Science, and Nevada Alternate 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). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency Points Earned: 2/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	29.3	54	17.1	52.9

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	33.2	54.5	48.5	17.4	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	-	75.2	67.2
Black/African American	-	31.3	32.3	-	30.6	28.8
Hispanic/Latino	28.3	44.6	39.6	11.6	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	-	58.2	55.3	-	59	52.9
White/Caucasian	41.1	62.2	59.3	28.5	61.1	57.2
Special Education	5.7	27.3	28.6	10	29.2	24.8
English Learners Current + Former	28.1	42.2	35.8	14.2	37.4	32.4
English Learners Current	24.3	32.3		14.2	25.5	
Economically Disadvantaged	28.8	39.7	39	14.5	33.1	35.7

Math Assessments
% Proficient
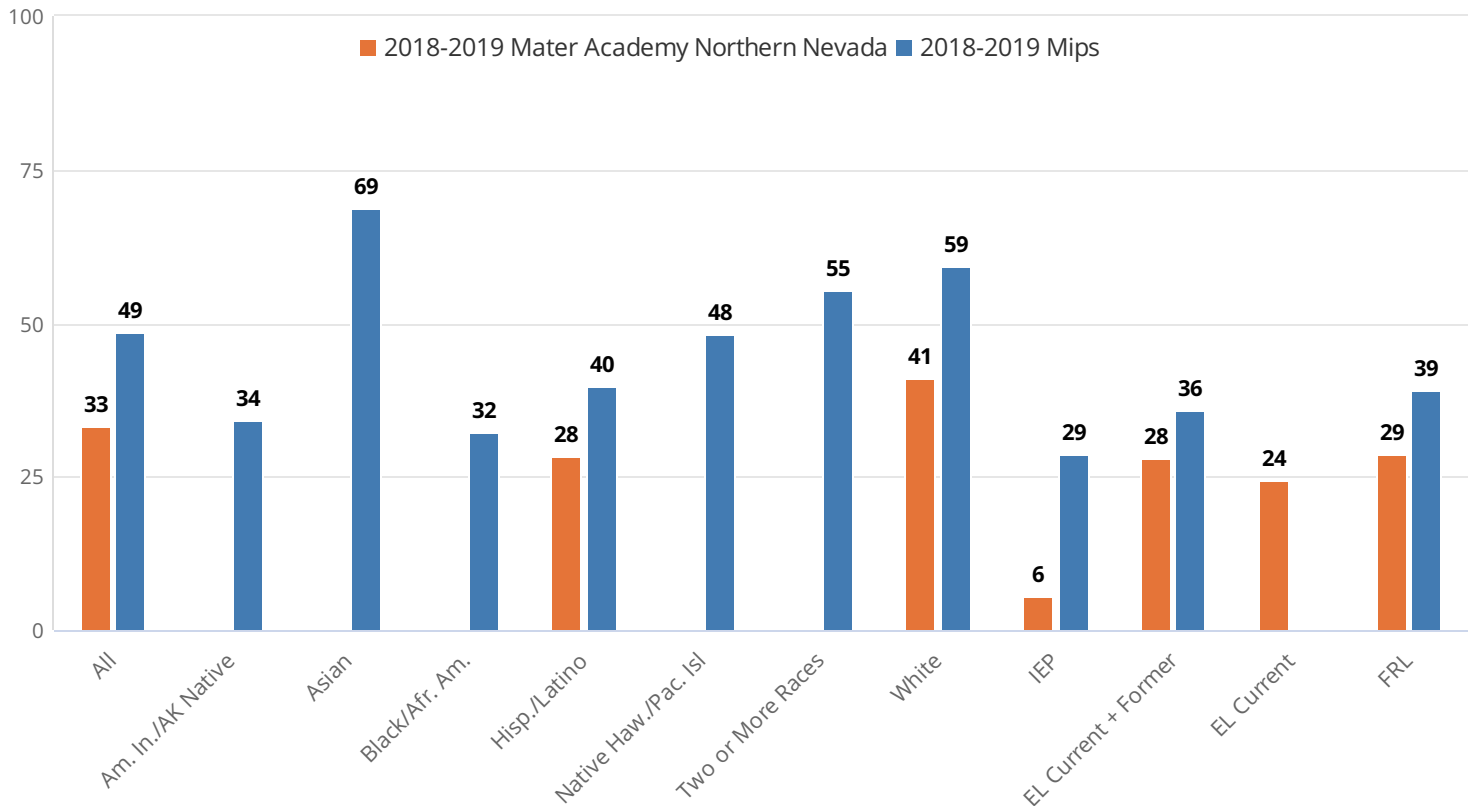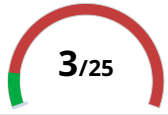
Mater Academy Northern Nevada

School Year 2018-2019 Nevada School Rating

3/25 **Academic Achievement**

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	31.1	60.1	57	17.4	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.2	74.1
Black/African American	-	40.8	42.6	-	40.5	39.6
Hispanic/Latino	30	51.1	48.2	11.6	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	-	63.7	64.4	-	67.1	62.6
White/Caucasian	23.5	66.7	67.4	28.5	65	65.7
Special Education	0	26.6	30	0	29.3	26.3
English Learners Current + Former	21	42.2	41.4	0	38.9	38.4
English Learners Current	16.1	29.3		0	22.8	
Economically Disadvantaged	23.6	45.3	46.8	8.3	40.4	44

ELA Assessments
% Proficient
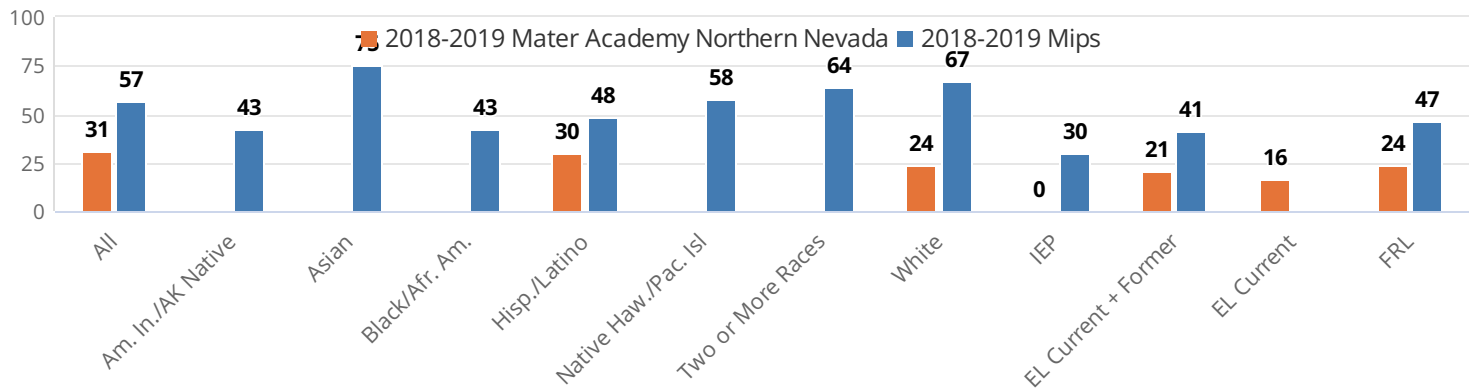
Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	12.5	34.7	14.3	35.3
American Indian/Alaska Native	-	25	-	9
Asian	-	50.5	-	49.2
Black/African American	-	16.6	-	14.6
Hispanic/Latino	9	25.8	10	22.5
Pacific Islander	-	26.1	-	32
Two or More Races	-	37.6	-	46.6
White/Caucasian	-	42.7	-	43.8
Special Education	-	12.5	-	19.4
English Learners Current + Former	0	24.1	-	15.2
English Learners Current	0	7.2	-	4.8
Economically Disadvantaged	3.7	23.8	8.3	17.3

Science Assessments
% Proficient

Mater Academy Northern Nevada
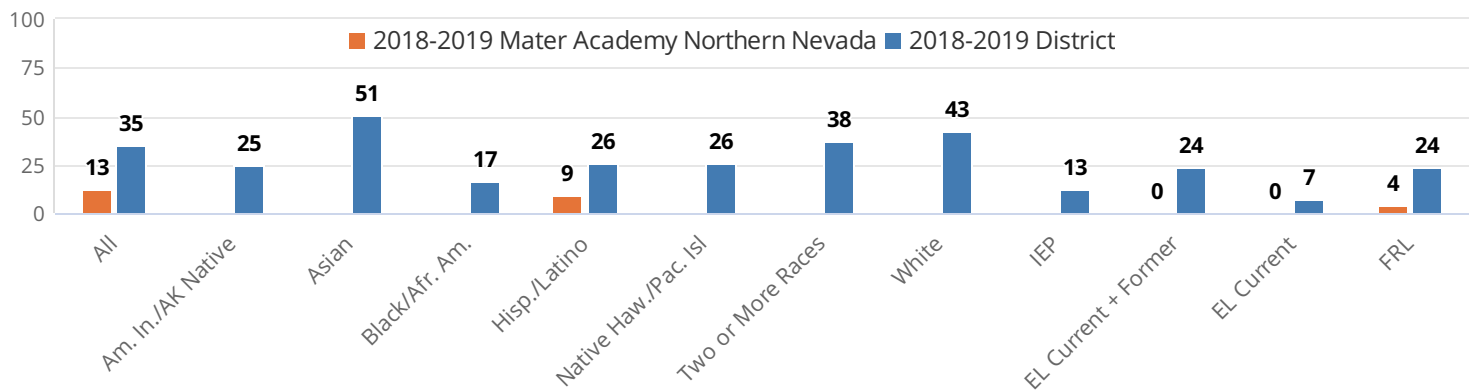
3/25   **Academic Achievement**

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 1/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	22.1	56.7	20	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	-	75.7	-	74.5
Black/African American	-	38.5	-	34.2
Hispanic/Latino	27.6	47.5	12.5	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	-	63.1	-	64.3
White/Caucasian	-	62.6	-	62.6
Special Education	-	26.3	-	29.4
English Learners Current + Former	30	43.6	0	33
English Learners Current	30	36.1	0	21.8
Economically Disadvantaged	20.8	43.2	10.5	37.5

Read by Grade 3 % Proficient
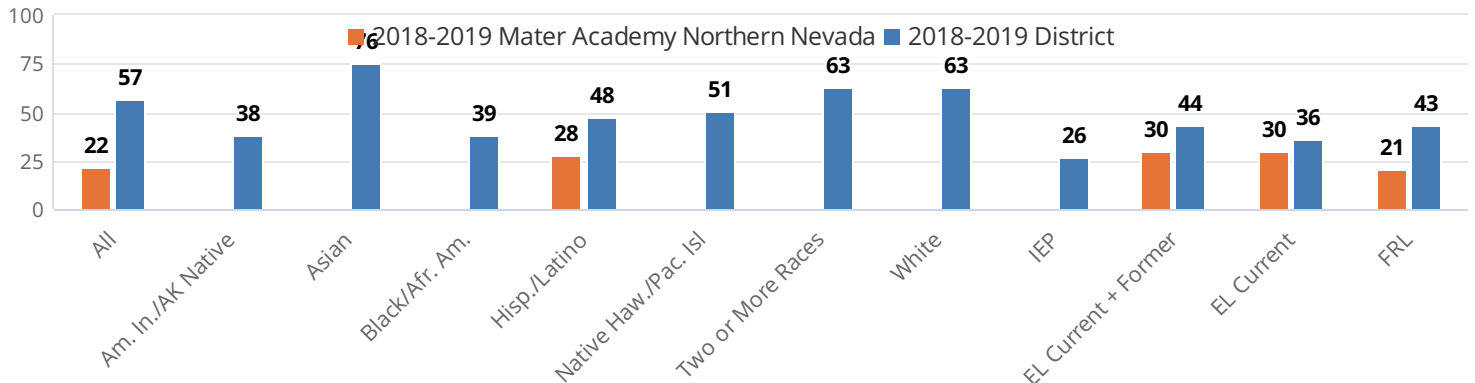
The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40th Percentile	Student Growth Score
2nd Grade	40	49
1st Grade	46.1	39
Kindergarten	N/A	N/A

3/25 **Academic Achievement**

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0 　　　　　**Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	-	-	-	-
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

'N/A' indicates that this population was not present.　　'*' indicates that the data was not available.　　'-' indicates data not presented for groups fewer than 10.

Mater Academy Northern Nevada

31.5/35 **Student 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 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 SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the 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. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data   Math MGP Points Earned: 10/10   ELA MGP Points Earned: 10/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	73	55	68	52	27	53	35	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	-	58	-	59	-	61.5	-	62
Black/African American	-	48	-	43.5	-	45	-	44
Hispanic/Latino	70.5	54	64	51	19	49	31	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	-	53	-	50	-	53	-	51.5
White/Caucasian	73	57	83	54	-	55	-	49
Special Education	52	51	31	42	-	49	-	40.5
English Learners Current + Former	69	59	64	53	18.5	49	31	52
English Learners Current	64.5	56	55.5	49	18.5	43.5	31	44
Economically Disadvantaged	70	53	64	47	32	46	43	46

AGP Growth Data   Math AGP Points Earned: 6.5/7.5   ELA AGP Points Earned: 5/7.5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	47.6	49.7	53.8	59.7	9.3	48.6	25.8	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	-	66.4	-	73.5	-	69.9	-	70.7
Black/African American	-	30.1	-	43.5	-	28.8	-	41.3
Hispanic/Latino	42.5	43	50	54.2	8.6	37.8	22.7	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	-	50.2	-	59.3	-	51.2	-	60.7
White/Caucasian	53.7	56.1	61.5	65	-	53.7	-	58.7
Special Education	7	28.3	14.1	34.5	-	29.5	-	30.5
English Learners Current + Former	34.3	43.8	41.2	48.1	10	35.2	20	44.6
English Learners Current	26.8	34.7	34.6	37.6	10	23.3	20	32.2
Economically Disadvantaged	40.7	38.2	44.7	47.7	8.3	29.8	26	42.2

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.
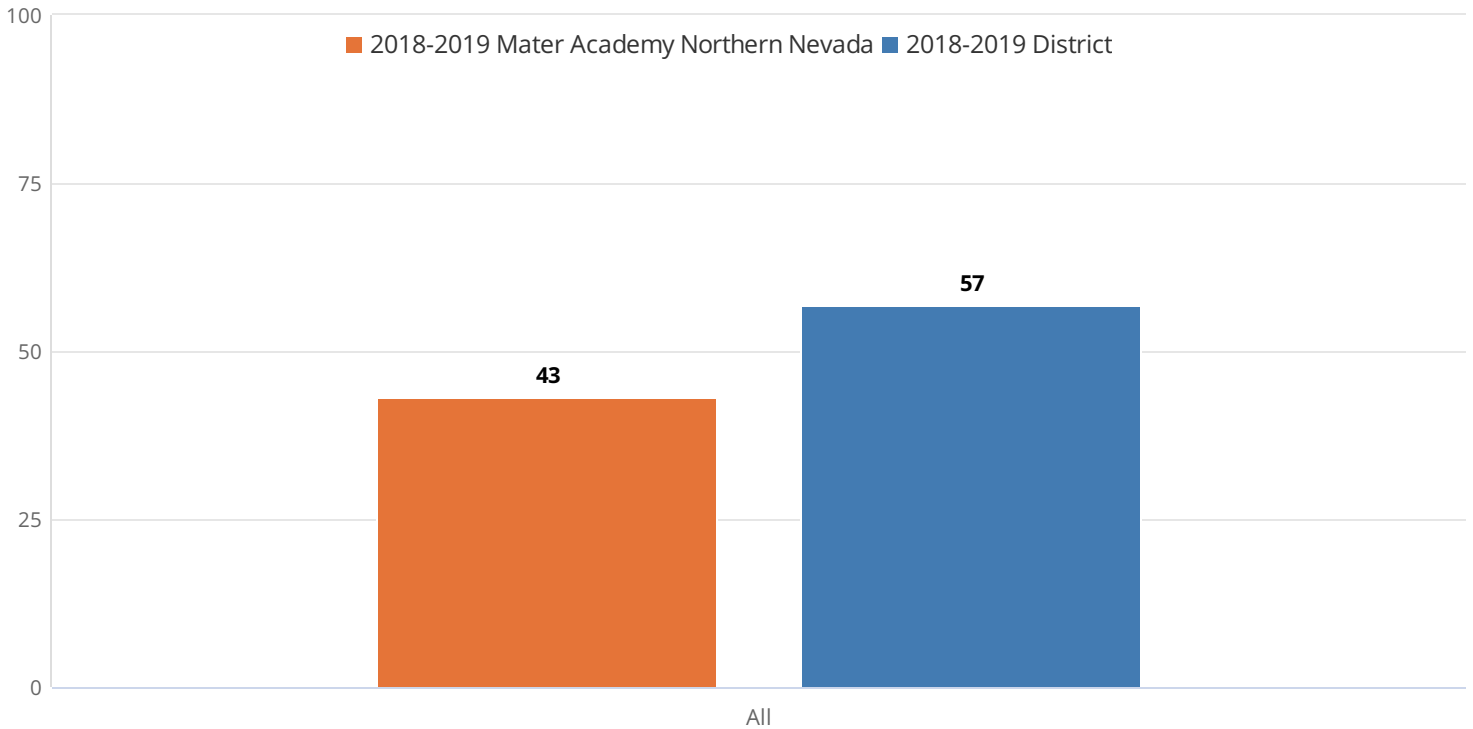
Mater Academy Northern Nevada

5/10 **English Language**

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs 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. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/5

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	67	43.2	56.7	40	40	42.5

% English Learners Meeting AGP on WIDA

■ 2018-2019 Mater Academy Northern Nevada ■ 2018-2019 District

43

57

All

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

16/20 **Closing Opportunity Gaps**

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 target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

					Math AGP Points Earned: 8/10		ELA AGP Points Earned: 8/10	
Groups	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	36.7	27.8	47	39.2	4.1	27	13	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	-	38.5	-	52.3	-	48.6	-	53.5
Black/African American	-	20	-	26.5	-	16.5	-	30.3
Hispanic/Latino	30.3	26	45.7	37	6.2	22.6	11.7	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	-	27.3	-	36.2	-	31.1	-	41.3
White/Caucasian	-	32.2	50	45.7	-	31.5	-	38.7
Special Education	0	16.3	14.1	22.3	-	15.5	-	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	8.3	N/A	16.6	N/A
English Learners Current	13.5	24.1	32	31.6	-	16.8	-	31.3
Economically Disadvantaged	30.6	23	41.7	32.2	4.7	20	13.6	29.8

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

Student Engagement

**7.5/10
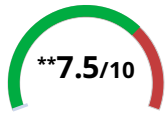
Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.
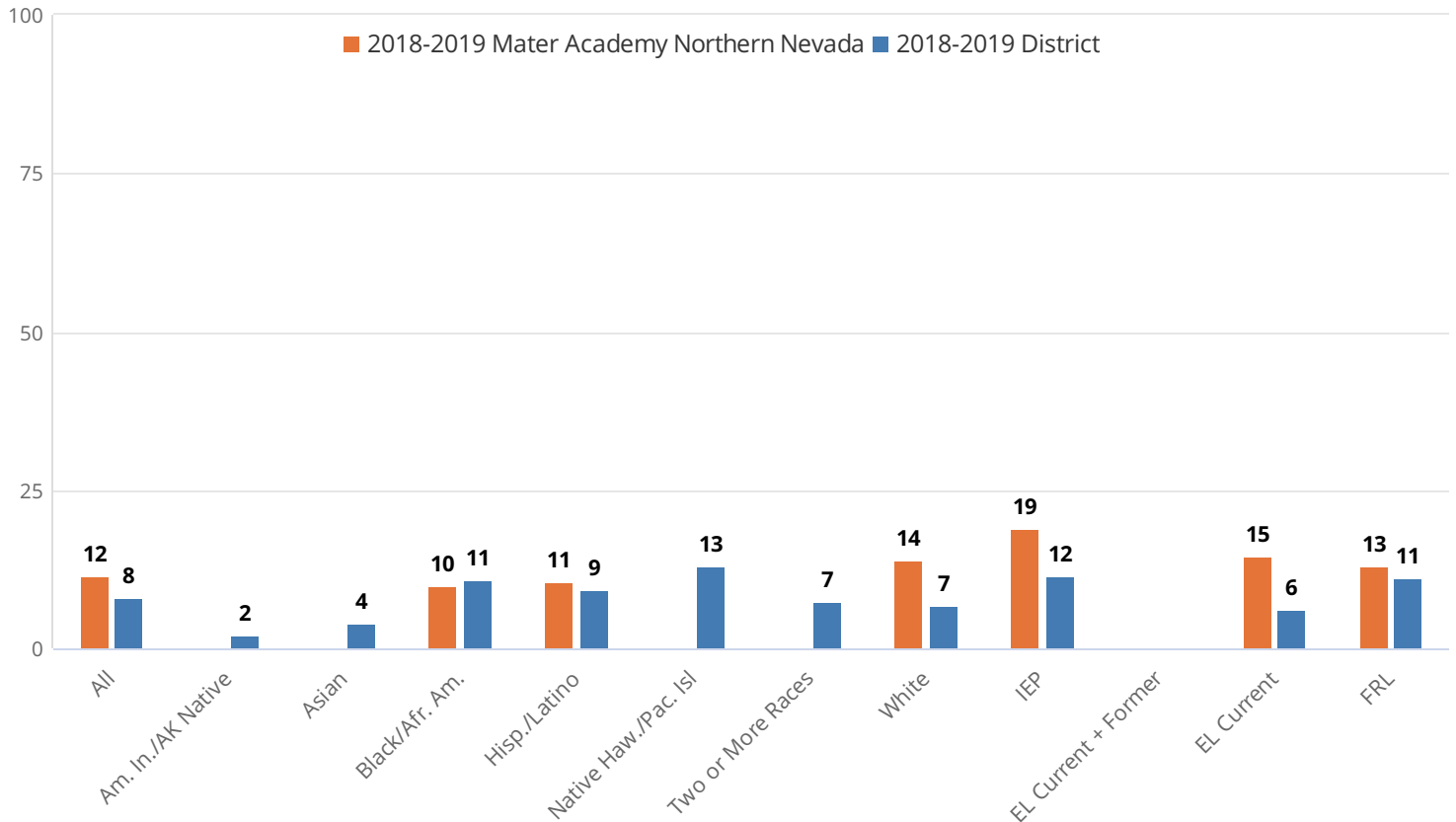
Chronic Absenteeism

Chronic Absenteeism Points Earned: 6.5/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	11.6	8	22.3	10.1
American Indian/Alaska Native	-	2.3	-	14.5
Asian	-	4.2	-	4.9
Black/African American	10	11	47.8	14.5
Hispanic/Latino	10.6	9.4	17.2	11.5
Pacific Islander	-	13	-	12.6
Two or More Races	-	7.4	-	9
White/Caucasian	14.1	6.9	26.1	9
Special Education	19.1	11.5	24	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	14.5	6.2	15.5	10.4
Economically Disadvantaged	13.1	11.1	22.1	15.9

Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)

Legend: ■ 2018-2019 Mater Academy Northern Nevada ■ 2018-2019 District

All: 12, 8
Am. In./AK Native: 2
Asian: 4
Black/Afr. Am.: 10, 11
Hisp./Latino: 11, 9
Native Haw./Pac. Isl: 13
Two or More Races: 7
White: 14, 7
IEP: 19, 12
EL Current + Former: (none)
EL Current: 15, 6
FRL: 13, 11

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

Mater Academy Northern Nevada

School Designation	NSPF Designation Year	Exit Evaluation
CSI	2017-2018	Summer 2022

What is a Comprehensive Support and Improvement (CSI) Designation?

Schools with a CSI designation meet the following criteria:

- Among the lowest-performing rated schools (bottom 5th percentile of adjusted NSPF index scores)
- One-star rated school
- High schools with a four-year adjusted cohort graduation rate below 67% (rating not needed) or
- School that did not exit a Targeted Support and Improvement (TSI) and/or Additional Targeted Support and Improvement (ATSI) Designation after a three-year improvement plan.

A school designated as CSI cannot be classified higher than a two-star school in the designation year--the year the school is first designated. A school designated as CSI must work with their LEA to develop a plan to exit the CSI designation within three years. The plan must be approved by NDE. The school is evaluated for exit at the end of this three year period.

Why did this school receive a CSI Designation?

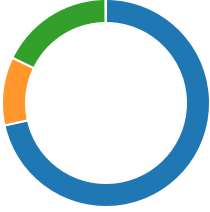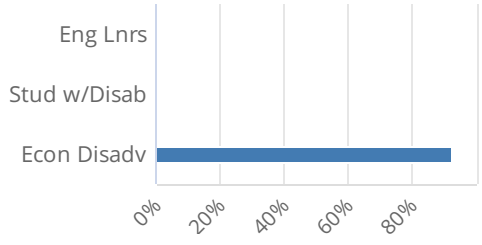| CSI Criteria Met in Designation Year	Low-Performing School One-Star School

What is required for exit from the CSI Designation and how is the school progressing toward exit?

To exit a CSI designation, a school must achieve a three-star rating and have sustained improvement in index scores over the most recent three years of their identification. CSI schools must also meet both CSI and TSI exit criteria to exit from the CSI designation.

The table below displays the school's progress toward achieving exit from CSI. In "Improvement Year 3", the school must have met the exit criteria outlined above to exit the CSI Designation.

Criteria	Designation Year	Improvement Year 1	Improvement Year 2	Improvement Year 3
Star Rating	1	3	TBD	TBD
Index Score	15	63	TBD	TBD
TSI Criteria Met	N/A	N/A	N/A	TBD
Graduation Rate	N/A	N/A	N/A	N/A

Mater Academy Northern Nevada

School Level:	Middle School
Grade Levels:	0K-08
District:	State Public Charter School Authority
School Address:	2680 E. Ninth Street Reno, NV 89512

85.6
Total Index Score

School Type: *Charter SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*

Student Race/Ethnicity

10.6%	White
17.8%	Bl/Afr Am
71.4%	Hisp/Latino
0%	Asian
0%	Am Ind/AK Nat
0%	Pac Isl
0%	Two or More

School Performance History

School Year	Index Score/ Star Rating	
2017-2018	N/A	N/A
2016-2017	N/A	N/A

Alternative Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

0% 20% 40% 60% 80%

What does my school rating mean?

Five-Star school: Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 29	★
At or above 29 but less than 50	★★
At or above 50 and less than 70	★★★
At or above 70 and less than 80	★★★★
At or above 80	★★★★★

2018-2019 School Performance

Academic Achievement Indicator

14/25

Measure	School Rate	District Rate
Pooled Proficiency	39.5	50.2
Math Proficiency	33.2	42.6
ELA Proficiency	45.7	59.6
Science Proficiency	N/A	44.7

English Language Proficiency Indicator

N/A

Measure	School Rate	District Rate
Met EL AGP Target	-	38.3

Student Engagement Indicator

12/15

Measure	School Rate	District Rate
Chronic Absenteeism	4	7.9
Academic Learning Plans	100	99.5
8th Grade Credit Requirements	N/A	92.7
Climate Survey Participation	92	N/A

Student Growth Indicator

28.5/30

Measure	School Median	District Median
Math MGP	91	58
ELA MGP	81	56

Measure	School Rate	District Rate
Met Math AGP Target	61.8	44.3
Met ELA AGP Target	52.2	61.3

Closing Opportunity Gaps Indicator

20/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	55.5	21.8
Prior Non-Proficient Met ELA AGP Target	43.7	32.7

Climate Survey Participation is not a point-earning measure.

Mater Academy Northern Nevada

Academic Achievement

14/25

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 Smarter Balanced, Nevada Science, and Nevada Alternate 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). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency   Pooled Proficiency Points Earned: 14/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	39.5	50.2		

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	33.2	42.6	36.5			33.2
American Indian/Alaska Native	-	22.6	28.4			24.6
Asian	-	66.2	58.6			56.4
Black/African American	-	24.1	23.5			19.5
Hispanic/Latino	23.5	31.8	29.3			25.5
Pacific Islander	-	44.8	36.9			33.6
Two or More Races	-	47.2	40.6			37.5
White/Caucasian	-	51.2	47.1			44.4
Special Education	-	12	18.6			14.3
English Learners Current + Former	-	26.8	20.2			16
English Learners Current	-	12.5				
Economically Disadvantaged	30.3	29	29.2			25.5

Math Assessments
% Proficient
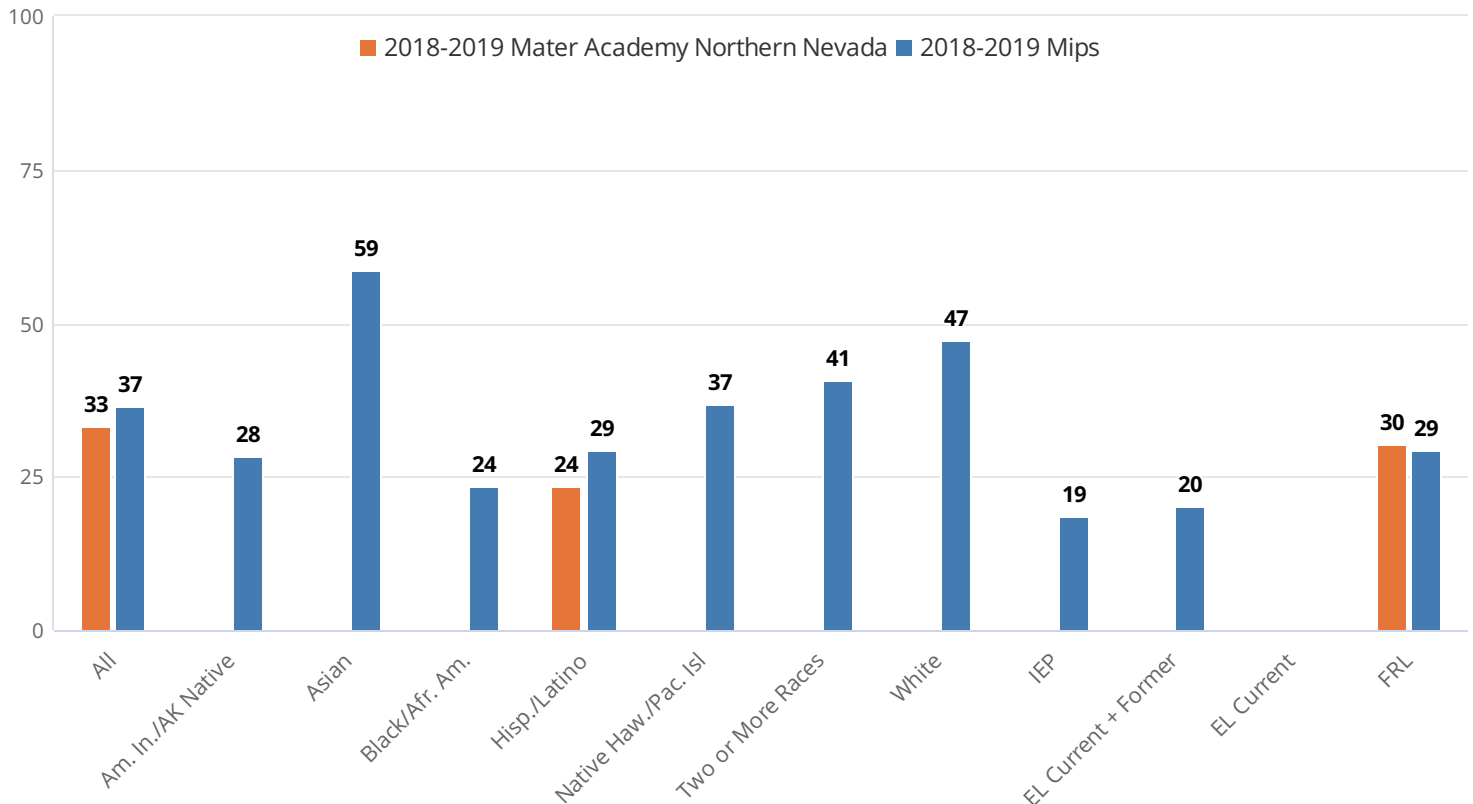
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Mater Academy Northern Nevada
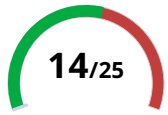
14/25   **Academic Achievement**

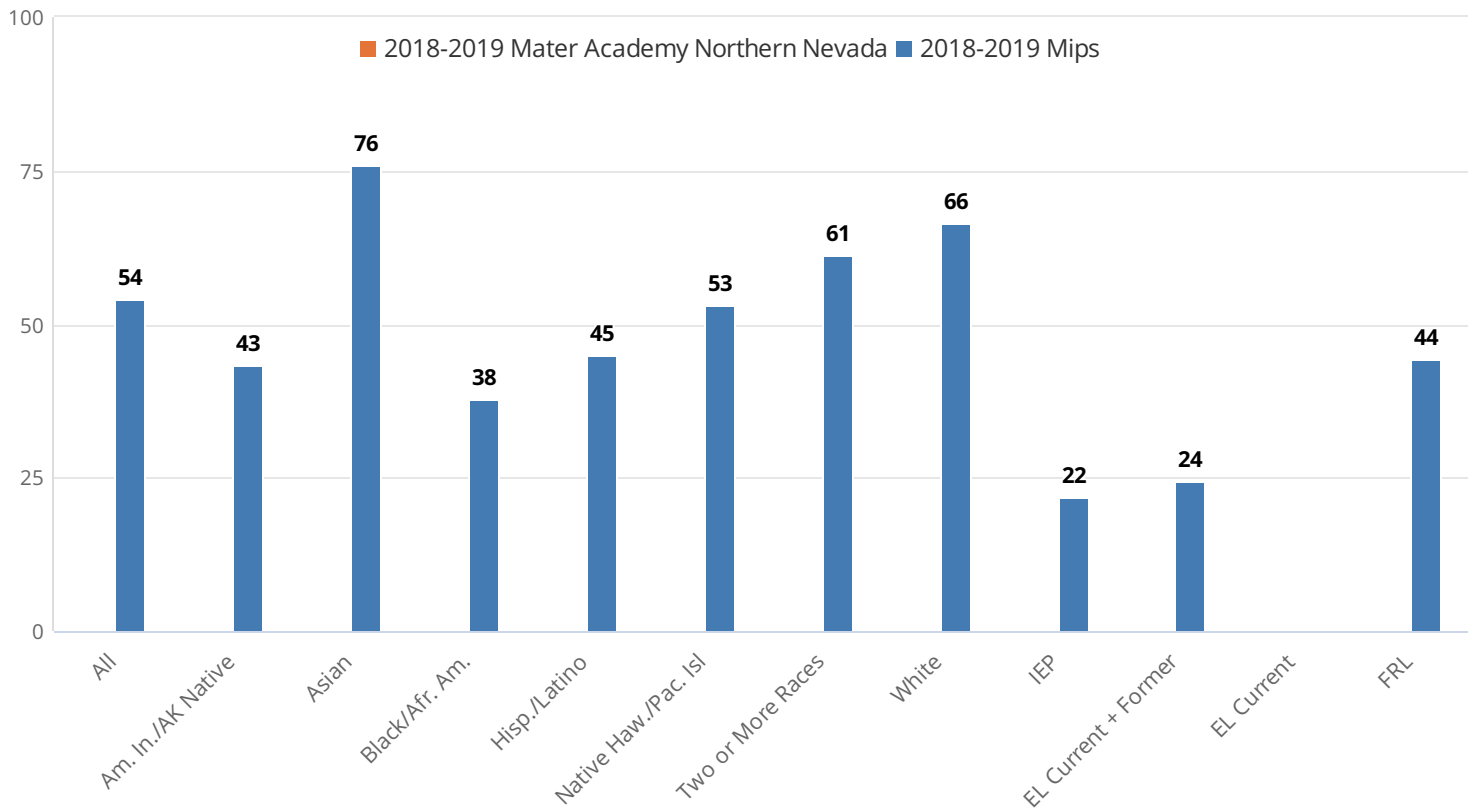## ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	45.7	59.6	54.1			51.7
American Indian/Alaska Native	-	61.2	43.4			40.5
Asian	-	78.4	75.9			74.6
Black/African American	-	40.1	37.8			34.5
Hispanic/Latino	41.1	50.2	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7
Two or More Races	-	66.7	61.3			59.2
White/Caucasian	-	67.7	66.3			64.6
Special Education	-	19.8	21.9			17.8
English Learners Current + Former	-	42.7	24.3			20.3
English Learners Current	-	22				
Economically Disadvantaged	43.3	46.3	44.4			41.4

ELA Assessments
% Proficient

Legend: ■ 2018-2019 Mater Academy Northern Nevada ■ 2018-2019 Mips

Bar values (2018-2019 Mips): All 54, Am. In./AK Native 43, Asian 76, Black/Afr. Am. 38, Hisp./Latino 45, Native Haw./Pac. Isl 53, Two or More Races 61, White 66, IEP 22, EL Current + Former 24, EL Current (none), FRL 44
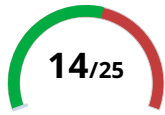
14/25 **Academic Achievement**

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	N/A	44.7		
American Indian/Alaska Native	N/A	33.2		
Asian	N/A	62		
Black/African American	N/A	23.1		
Hispanic/Latino	N/A	35.2		
Pacific Islander	N/A	35.7		
Two or More Races	N/A	52.2		
White/Caucasian	N/A	54.5		
Special Education	N/A	13		
English Learners Current + Former	N/A	26		
English Learners Current	N/A	12.6		
Economically Disadvantaged	N/A	33.7		

Science Assessments
% Proficient

■ 2018-2019 Mater Academy Northern Nevada ■ 2018-2019 District

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0   Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	>=95%	>=95%
Asian	-	-	>=95%	>=95%
Black/African American	-	-	>=95%	>=95%
Hispanic/Latino	-	-	>=95%	>=95%
Pacific Islander	-	-	>=95%	>=95%
Two or More Races	-	-	>=95%	>=95%
White/Caucasian	-	-	>=95%	>=95%
Special Education	-	-	>=95%	>=95%
English Learners Current + Former	N/A	N/A	>=95%	>=95%
English Learners Current	-	-	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

28.5/30 **Student 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 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 SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the 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.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data Math MGP Points Earned: 10/10 ELA MGP Points Earned: 10/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	91	58	81	56				
American Indian/Alaska Native	-	61	-	66.5				
Asian	-	63	-	57				
Black/African American	-	53	-	51				
Hispanic/Latino	91	59	80	57				
Pacific Islander	-	63	-	57				
Two or More Races	-	56	-	54				
White/Caucasian	-	58	-	56				
Special Education	-	55	-	55				
English Learners Current + Former	-	64	-	64				
English Learners Current	-	61	-	62				
Economically Disadvantaged	90	59	80.5	57				

AGP Growth Data Math AGP Points Earned: 5/5 ELA AGP Points Earned: 3.5/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	61.8	44.3	52.2	61.3				
American Indian/Alaska Native	-	28.1	-	68.4				
Asian	-	65.9	-	78.5				
Black/African American	-	27.5	-	44.2				
Hispanic/Latino	57.1	35.5	42.7	53.6				
Pacific Islander	-	47.2	-	59.7				
Two or More Races	-	47.1	-	66.2				
White/Caucasian	-	51.8	-	68.4				
Special Education	-	16.8	-	25.3				
English Learners Current + Former	-	32.7	-	48.3				
English Learners Current	-	17.3	-	28.1				
Economically Disadvantaged	60	33.3	50	50.3				

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.
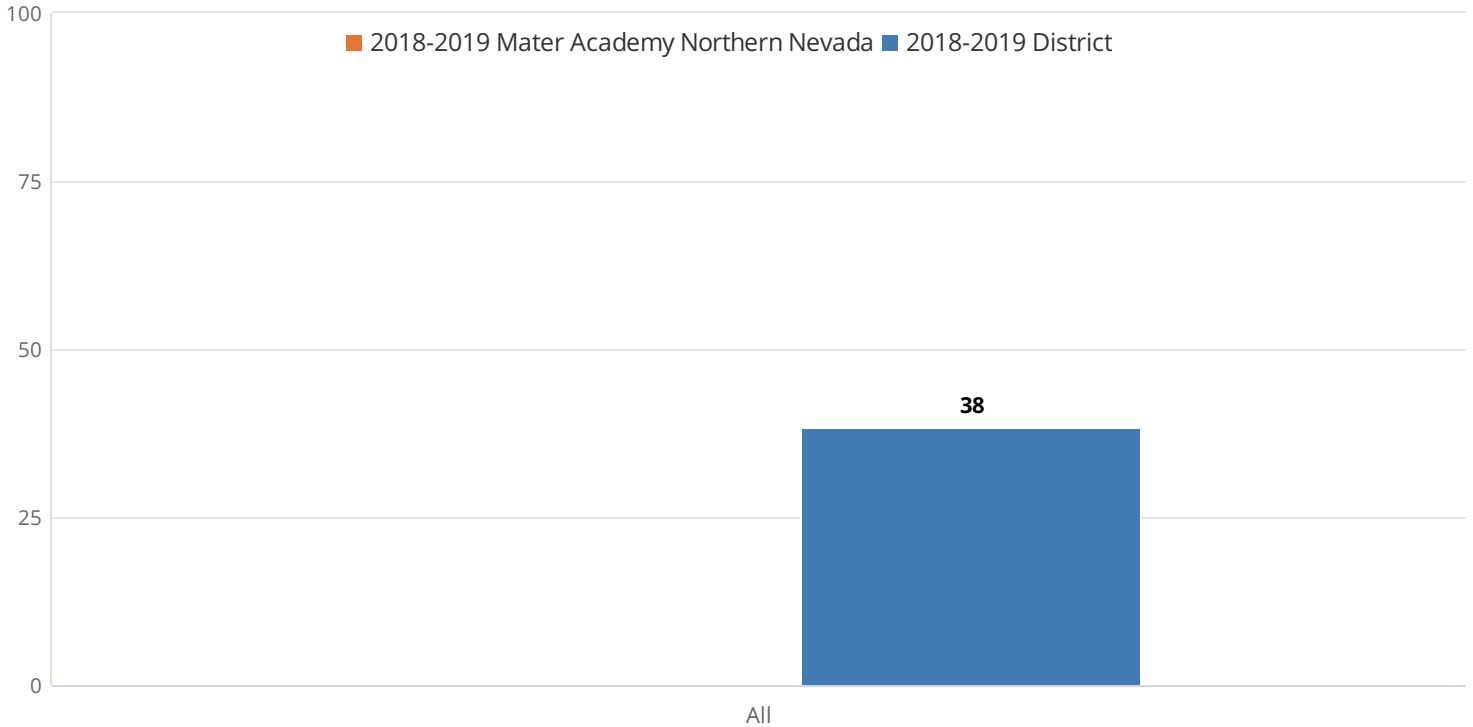
Mater Academy Northern Nevada

N/A

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	38.3			

% English Learners Meeting AGP on WIDA

■ 2018-2019 Mater Academy Northern Nevada ■ 2018-2019 District

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

Mater Academy Northern Nevada

School Year 2018-2019 Nevada School Rating

20/20 **Closing Opportunity Gaps**

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 AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 10/10   ELA AGP Points Earned: 10/10

Groups	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	55.5	21.8	43.7	32.7				
American Indian/Alaska Native	-	25	-	64.7				
Asian	-	28.6	-	40.2				
Black/African American	-	15	-	22				
Hispanic/Latino	53.7	21.5	36.2	31.1				
Pacific Islander	-	21.1	-	23				
Two or More Races	-	19.8	-	32.8				
White/Caucasian	-	24.8	-	38.3				
Special Education	-	9.6	-	16.8				
English Learners Current + Former	N/A	N/A	N/A	N/A				
English Learners Current	-	12.5	-	22.1				
Economically Disadvantaged	55.5	19.5	43.7	29.1				

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

12/15

Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. 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. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.
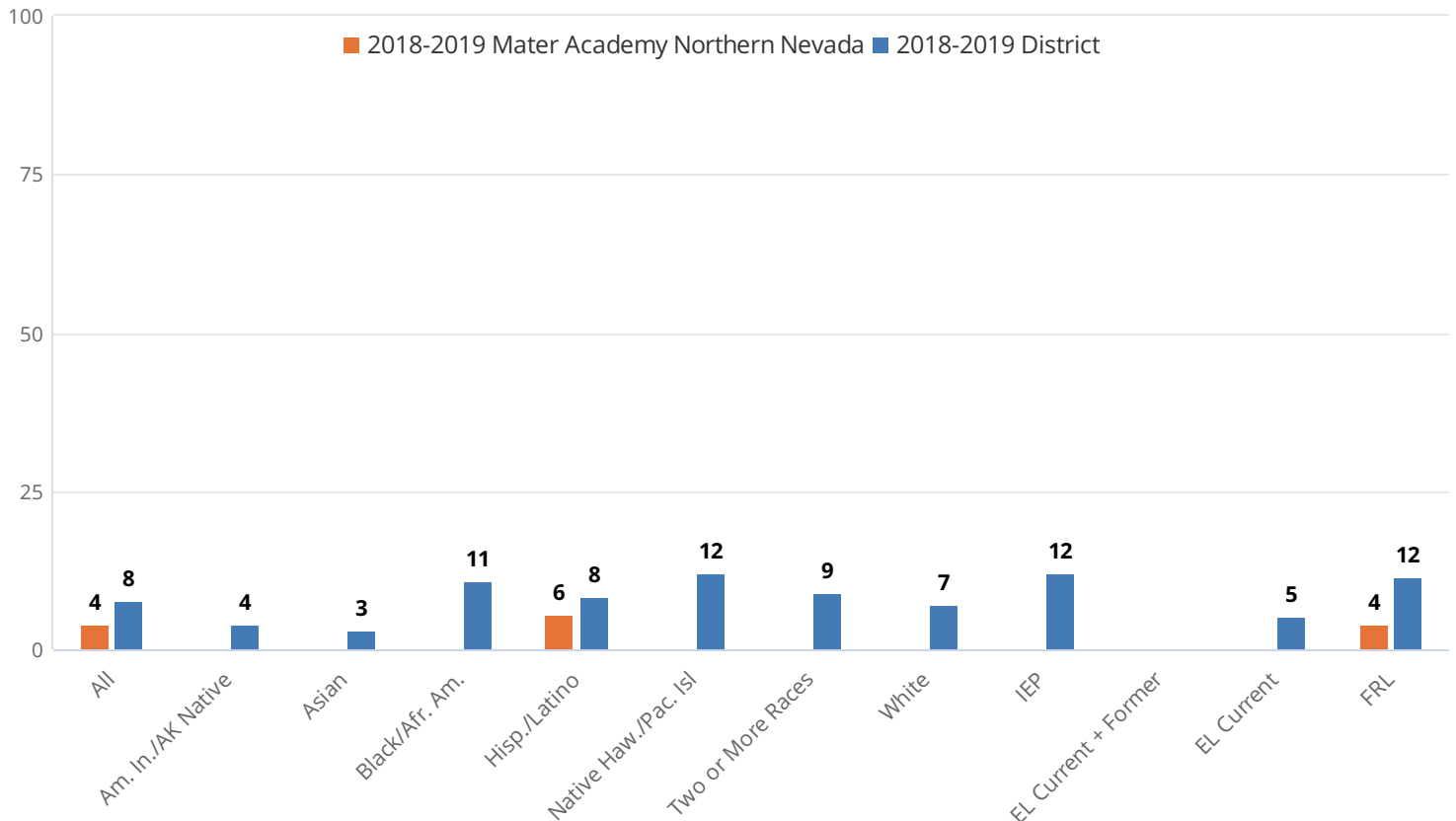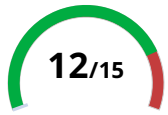
Chronic Absenteeism   Chronic Absenteeism Points Earned: 10/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	4	7.9		
American Indian/Alaska Native	-	4.2		
Asian	-	3		
Black/African American	-	11		
Hispanic/Latino	5.7	8.4		
Pacific Islander	-	12		
Two or More Races	-	8.9		
White/Caucasian	-	7.2		
Special Education	-	12.1		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	5.2		
Economically Disadvantaged	4.2	11.5		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)

Legend: 2018-2019 Mater Academy Northern Nevada | 2018-2019 District

Group	Mater	District
All	4	8
Am. In./AK Native		4
Asian		3
Black/Afr. Am.		11
Hisp./Latino	6	8
Native Haw./Pac. Isl		12
Two or More Races		9
White		7
IEP		12
EL Current + Former		
EL Current		5
FRL	4	12

12/15   **Student Engagement**

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	100	99.5		
American Indian/Alaska Native	-	100		
Asian	-	99.7		
Black/African American	-	99.2		
Hispanic/Latino	100	99.5		
Pacific Islander	-	99.5		
Two or More Races	-	99.7		
White/Caucasian	-	99.4		
Special Education	-	99.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	100	98.5		
Economically Disadvantaged	-	99.4		

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned NA/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	N/A	92.7		
American Indian/Alaska Native	N/A	93.7		
Asian	N/A	97.9		
Black/African American	N/A	90.5		
Hispanic/Latino	N/A	92.2		
Pacific Islander	N/A	88.5		
Two or More Races	N/A	93.7		
White/Caucasian	N/A	93.2		
Special Education	N/A	93.9		
English Learners Current + Former	N/A	N/A		
English Learners Current	N/A	92.7		
Economically Disadvantaged	N/A	89.7		

% of Students Meeting 8th Grade Credit Requirements
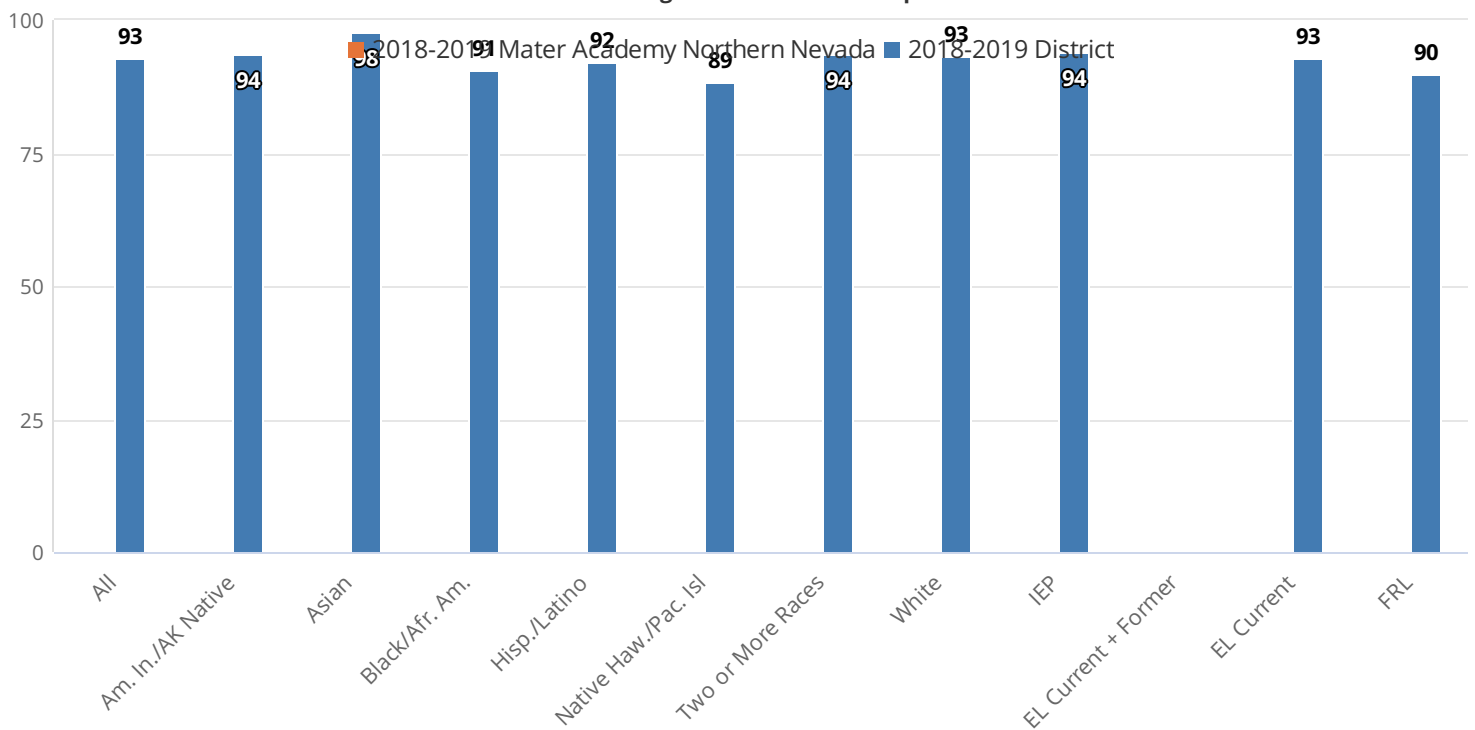
Legend: 2018-2019 Mater Academy Northern Nevada | 2018-2019 District

Bar values: All 93, Am. In./AK Native 94, Asian 98, Black/Afr. Am. 91, Hisp./Latino 92, Native Haw./Pac. Isl 89, Two or More Races 94, White 93, IEP 94, EL Current + Former (none), EL Current 93, FRL 90

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

Appendix B

To: Prim Walters, Principal, Mater Academy Northern Nevada
From: Sandra Kinne, Education Programs Professional
CC: Jason Guinasso, SPCSA Board Chair
        Luke Welmerink, MANN Board Chair
Date: Monday, March 11, 2019
Re: Site Evaluation Report for Mater Academy Northern Nevada

SITE EVALUATION REPORT
MATER ACADEMY NORTHERN NEVADA

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 fulfilment 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 NORTHERN NEVADA, which was conducted by SPCSA team members SANDRA KINNE and SELCUK OZDEMIR on Thursday, Jan. 31, at MATER ACADEMY NORTHERN NEVADA, Boys & Girls Club, 2680 E. NINTH St., Reno, NV 89512. The optional school response is also included. The school is current in its 2nd year of its first charter authorization term, which expires June 30, 2023. The school leader is Prim Walters, and the board chair is Luke Welmerink.

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

SITE EVALUATION REPORT
MATER ACADEMY NORTHERN NEVADA

Campus Name: Mater Academy of Northern Nevada (MANN)
Grade Levels: K-6
School Leader: Prim Walters, Principal
Purpose of Site Evaluation: 2nd year of charter contract
Date of Authorization: July 2017
Conducted Date: Thursday, Jan. 31, 2019
Conducted By: Sandra Kinne and Selcuk Ozdemir

SUMMARY OF SITE EVALUATION

The mission of Mater Academy of Northern 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:

- Use of tablets for activities and independent work (21st Century workforce)
- Small groups and focused instructional activities (global citizenry)
- "Secret password" of sight word on way out door (innovative)
- Peace Corner in room (global citizenry, innovative)
- Departmentalized instruction in 1st grade – ELA and math taught by separate teachers (challenging, innovative)
- Use of Dojo throughout the school (technology, innovative)

The team conducted 13 classroom observations across all grade levels at Mater Academy Northern Nevada. Team members observed in grades K-6. On average, the observation time in each classroom was just over 14 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, use of technology, and, in lower elementary classrooms, the "secret password".

Common trends from stakeholders were noted in focus groups, as well, including the sense of familiarity with staff and the identification of at least one staff member with whom they feel most comfortable; the camaraderie and "family" feel discussed by staff; and the positive shifts from Year 1, named by the Board and the staff, to ensure fulfillment of the mission.

Teams spoke of a commitment to getting students in a low-income community prepared for college, the small staff willingness to do whatever work needs to be done, and the influence of the school's leader on staff and families' decision to work at or enroll students in MANN.

I.   CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	In multiple observations, particularly in upper elementary and lower middle school grades, there was noted continuous unkind language within small groups. Teachers either did not hear the interactions or chose to not address the behavior, which led to continued off-task behavior during small groups.	Distinguished Proficient **==Basic==** Unsatisfactory
Establishing a Culture for Learning	In multiple observations by both team members, there were noted behavior management concerns raised (across grade levels) with teachers seeming hesitant to correct behavior and/or teachers demonstratively unsuccessful with redirection and behavior correction. In one classroom, in particular, and in multiple observations, students consistently spoke over the teacher, engaged in off-task behavior, and generally were unresponsive to the limited attempts to correct behavior. In another, students in small groups engaged in off-task conversation and demonstrated uncaring language. The behavior was unchecked by the teacher.	Distinguished Proficient Basic **==Unsatisfactory==**
Managing Classroom Procedures	In general, teachers had strong classroom procedures throughout the school, including the 'secret password' in Kindergarten classrooms; CHAMPS throughout the school (though, inconsistently used); and common practices for concluding technology use, including where to put laptops/computers and earphones.	Distinguished **==Proficient==** Basic Unsatisfactory
Managing Student Behavior	There was inconsistency throughout the school with both addressing negative student behavior and consistency with consequences. Staff members were consistent in their use of Class Dojo for positive behavior and reinforcement of desired outcomes. But, it was either unclear what negative/corrective consequences there were and/or limited impact on student behavior with administration of negative consequences (typically, loss of a Dojo point). As noted above, in multiple classrooms, students' behavior went unchecked by teachers and/or teachers' efforts to correct behavior were unsuccessful.	Distinguished Proficient **==Basic==** Unsatisfactory

II.   INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	There was inconsistency in observations throughout the school. In some cases, teachers proficiently communicated with students and students spoke appropriately with each other. In other cases, teachers were unclear or lacked purpose related to the lesson.	Distinguished Proficient **==Basic==** Unsatisfactory

Observations	Evidence Observed	School-wide Rating
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 solicited yes/no or recall responses. In several observations, the lack of questioning and discussion was noted; students were simply not engaged enough for the teacher to successfully ensure their participation.	Distinguished Proficient **Basic** Unsatisfactory
Engaging Students in Learning	As discussed in the recommendations, there was limited engagement with students and most questions were DOK level 1 or Bloom's levels 1 or 2, resulting in students not actively participating in the lesson or discussion. In some classes, where students were working in small groups, there was considerable off-task behavior and limited engagement related to the topic and lesson.	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.	Distinguished Proficient **Basic** Unsatisfactory

III.   OPERATIONS

Observations	Evidence Observed	School-wide Rating
Mission-driven operations	There do not seem to be strongly designed or implemented school-wide procedures that are all mission-aligned. While in about half of the classrooms there is evidence of such operations, they are not implemented or executed school-wide with fidelity, leading observers to wonder how the day-to-day operations lead to contributing toward the fulfillment of the mission. While systems appear to focus on student safety, we see limited connection to operations and the school's mission.	Distinguished Proficient **Basic** Unsatisfactory Not Observed
Managing Schoolwide Procedures	While there was evidence of school-wide processes or procedures, such as CHAMPS and lining up procedures, they were generally inconsistently implemented and/or did not contribute to a protection of instructional time. In one class, for example, the transition from a Specials class took longer than one would expect for the grade level; students took about 3-4 minutes to transition into the class because of socializing, despite reminders from the teacher. In a lower grade level, the extended brain break – nearly 10 minutes – seemed to be an inefficient use of time as students began disengaging from the 'wiggle' break, and their behavior needed to be corrected.	Distinguished Proficient **Basic** Unsatisfactory Not Observed

		Distinguished
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. The majority of students in the focus group noted they feel safe at school.	Distinguished **Proficient** Basic Unsatisfactory Not Observed

IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration
Governing Board	3	45 minutes
Parents/Families	6	60 minutes
Students	7	45 minutes
Staff	7	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 grades 2nd and 4th; grades 3rd – 6th 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.

In general, the common theme threaded throughout all Focus Groups was the sense of community and 'family feel' of MANN. 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
- Board members spoke of the mission of the school to ensure students from low-income and ELL backgrounds have the skills necessary to be college ready. Board members also spoke of the need to have skills for the 21st Century as a focus of the school's mission.
- There was recognition and discussion of the need to make gains quickly. Board members named the low achievement and growth in the school's first year and cited the focus on weekly data and academic progress reports, as well as the support of a data analyst who provides regular reports, as steps they, as a board, as well as the school team has taken to address the concerns from Year 1. Said one board member, *"First year was a rough start. Now we are data centric. We learned from first year now we are ready to make it better. Academic performance is (the) board's number one focus now."*
- Board members spoke frequently of their "reliance" on Academica for reports, data, and guidance particularly on legal compliance. Board members said the principal works closely with the EMO to create and set agenda, and it is distributed to them from the EMO. Said one board member of the financial management, *"We rely on Academica for significant portion."* Said another, *"Academica takes care of the significant portion of the budget issues."*

Parents/Families
- Parents spoke positively of the school's support for and assurance that students with specials or diverse needs, such as ELL or Special Education, receive the support and

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

attention they need. Parents and family members said staff is responsive to their students' needs. Said one parent with a Special Education-identified student, *"I communicate with his teacher related to his progress so often. She is responsive and great. Whenever I step into office I know I can get my answers."*

- The school is warm and welcoming, and staff is responsive to parents' questions. All parents in the focus group spoke to the positive, communicative nature of the staff, and the welcoming environment the staff creates.
- Parents and family members had mixed responses and thoughts on their children being challenged appropriately in their classrooms. One parent noted inconsistencies in the rigor and challenge of the work, sharing that some days the work seems to hard and other days, too easy. Said another parent, *"My kid's previous school was more challenging in terms of projects. They are not getting enough homework here. Sometimes I feel they are not challenged enough. On the other hand, I have noticed huge jump in (student's) confidence since they enrolled to Mater Academy."*
- Parents consistently said there is strong and regular communication from the school, and they feel informed. They also said there is plenty of opportunity to volunteer and be a part of the school.

Staff

- Staff spoke extensively of the multi-cultural aspect of the school's mission and work, as well as the small school feel that creates a sense of family. Multiple staff members in the focus group specifically praised the school's principal for her commitment to students, the community, and to the individuals of staff. Said one staff member, *"Prim is amazing. She has a heart for this school. For the kids here. For the teachers here. She has a wonderful vision that brings people here. It was a no brainer"* (to come work with her).
- Staff members acknowledged the challenges from the first year and discussed changes made as a result of low student achievement and a single-star rating in Year 1. Staff said curriculum changes were made by the Mater parent organization in Florida, and the consensus from staff was the new, current curriculum was much stronger for students.

Students

- Students were familiar with the star-status of the school and raised the issue on their own, without prompting. One student named it as her/his least favorite thing, but added the school has that status *"Because not a lot of students are putting their full potential to the test."* S/he said it means, *"That I probably have an opportunity to excel."*
- Students identified their favorite subjects, said they generally feel challenged by their teachers and instruction, and said they feel comfortable going to staff members at the school if they have a concern or personal problem. Said one student, *"I would go to my teachers. Because they can always help us if we need help on something."*
- Students reported feeling bullied and all students said they had been called dumb by a peer for an incorrect answer and the comment had gone unchecked by teachers. Multiple students said bullying and disrespect by peers were their least favorite things about their school. But, they did say they feel comfortable addressing with adults, and they each have a least one adult at school with whom they feel comfortable sharing these concerns.

V.   OVERALL STRENGTHS OF PROGRAM

1.   Strong appreciation for and recognition of the school leader.

Students, staff, and parents all spoke positively of the school and the school's leader, with several staff and students naming the school leader as their reason for being at Mater Academy. Students

who had been at her prior school, as well as staff who had previously worked with her, specifically named Ms. Walter as their reason for attending/working at Mater Academy. The attributed the sense of familiarity with the school leader, one another, and the shared mission-driven work as reasons for either working at or attending Mater. Students in the Focus Group especially seem to appreciate her and be closer to her than is often heard by students of their principal. Multiple staff members cited the school leader's passion for and commitment to the community as inspiring them to leave the district and/or work in a school serving a predominantly low-income community. The frequent recognition of and the unprompted discussions of the school leader demonstrate a community who believes in its leader and would likely transition without her presence and leadership.

2. **The emphasis of positive culture and community from all stakeholders.**

Stakeholders spoke highly and passionately of the school's culture and community, and the Board spoke of the lack of parent concerns raised to their level and the high rates of past and expected retention among staff – all indicators of strong culture within a school. Staff spoke of the small, family feel at the school and the strong culture that exists at the school, as did parents. Students discussed their sense of safety, and each student was able to identify at least one staff member with whom they feel most comfortable reaching out to with a concern or challenge. Students said they felt their teachers knew the well and named the familiarity several of them have with each other given prior work at other schools. Parents were appreciative of the sense of community and named the consistency communication by families as a strong piece of the culture of the school.

VI.   RECOMMENDATIONS/ACTION ITEMS

1. Increase rigor and higher-level questioning

In multiple observations, including all grades but especially in 5th and 6th grades, students were generally disengaged and/or off task.

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 seem reluctant to turn over the discussion to students and, as widely observed, tend to contribute more 'teacher talk" (teachers leading the conversation, teachers' voice being more frequently heard than students') 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 board training around their responsibilities.
Board members spoke favorably of their EMO, Academica, including sharing some of the tasks and responsibilities their EMO takes on. It is helpful to any school to have an engaged EMO. However, board members need to be cognizant of their roles and responsibilities as board members; the Board holds the charter and is legally and responsible for its execution and the fiscal management of the school's funds. The EMO serves in a contractual, vendor relationship, and should not be driving the decisions, responsibilities, or obligations of the Board nor should the Board or school administration become overly-reliant on the EMO to make decisions that overstep their role.

Action Item
Partner with an external organization, such as Charter Board Partners or National Charter School Institute, to provide in-depth board training to ensure board members understand their roles and responsibilities as members of the legal entity for the execution of the charter. An external training will also help board members to better understand the working relationship with their EMO to ensure there is an appropriate balance of accountability and the EMO, as a vendor with the school, functions in response to the needs of the Board and the school rather than conversely. Board members may also consider observing other non-EMO related boards' meetings and/or speaking with other board members at independent, unaffiliated charters.

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

\###

Thank you, Sandra and Selcuk, for your report. We appreciate your input and audit of MANN.

Here is my rebuttal to your audit:

We certainly appreciate your input and will learn and grow from this visit. I have listed below my evidence appealing your evaluation of the school. I would like to note MANN had another audit in February from the Nevada Department of Education and their audit was vastly different than this audit. Here are the discrepancies: (Scale: Ineffective, Developing, Effective, HE)
- Operations: Effective for State, Basic for Charter Authority
- Instructional: Effective for State, Basic for Charter Authority
- Leadership: Highly Effective
- Outcomes: Effective

I was concerned about your report that all of the students had been bullied so I asked them if they were okay and who was bullying them. Three of them said they have not been bullied and everything was fine. One student told me that he is being bullied by another student. I asked if he had told anyone and he said, "Yes," and named his 5th grade teacher. I asked, "Did she do anything? Has it stopped?" His answer was, "Yes." I then asked the last two students and they were involved in conflicts earlier this year. Both sides of the conflict were at fault and were resolved.

My point to this is out one of the six students had actually been bullied and the one that had been bullied was handled and he no longer has any issues. A side note, he started at MANN when we first opened, then his mom moved and had to take him out of our school. They were gone maybe a month before she enrolled him back at our school because the school he was out they did nothing to students that were bullying him.

Another important note is that my progressive discipline plan in my parent handbook states specifically how we deal with bullying and if bullying persists, the student can be expelled. We do not tolerate bullying at MANN.

As for students being called dumb and unchecked by staff, that is not okay and we will do a better job on monitoring student behavior and engagement.

We will address your concerns and use your recommendations to improve our instruction, culture, and rigor. I do believe our school is running better than basic and unsatisfactory, as you can see below my evidence to prove this. These issues in the classroom you speak of are a constant battle for teachers with high number of students and issues. It is hard to make a fair assessment of how consistently our teachers are engaging and managing students in a 15 minute visit per classroom. We certainly are not distinguished yet, but unsatisfactory and basic is pretty harsh. The data points to tremendous growth with my students, and satisfaction with

parents. Yes, we need to improve in the areas that you suggest, and we will continue to strive towards distinguished.

Establishing a Culture for Learning	In multiple observations by both team members, there were noted behavior management concerns raised (across grade levels) with teachers seeming hesitant to correct behavior and/or teachers demonstratively unsuccessful with redirection and behavior correction. In one classroom and in multiple observations, in particular, students consistently spoke over the teacher, engaged in off-task behavior, and generally were unresponsive to the limited attempts to correct behavior. In another, students in small groups engaged in off-task conversation and demonstrated uncaring language. The behavior was unchecked by the teacher.	Distinguished Proficient Basic **Unsatisfactory**
Creating an Environment of Respect and Rapport	In multiple observations, particularly in upper elementary and lower middle school grades, there was noted continuous unkind language within small groups. Teachers either did not hear the interactions or chose to not address the behavior, which led to continued off-task behavior during small groups.	Distinguished Proficient **Basic** Unsatisfactory

In our 4th, 5th and 6th grade classrooms, our data shows how much we have grown since the beginning of the year. Students cannot grow and learn if our classroom environments are not respectful and there is off-task behavior. I am in the classrooms every day, and I see well managed classrooms and environments that lead to learning and growth. Here is the data (evidence) from our upper grade level classrooms to prove my point. I strongly believe we are proficient if not distinguished in this category. This data shows the growth from our Fall to our Winter Diagnostic: 4th grade Reading 164% Annual Typical Growth, 4th grade Math 95% Annual Typical Growth. 5th grade Reading 138% Annual Typical Growth, 5th grade Math 124% Annual Typical Growth.

Managing Student Behavior	There was inconsistency throughout the school with both addressing negative student behavior and consistency with consequences. Staff members were consistent in their use of Class Dojo for positive behavior and reinforcement of desired outcomes. But, it was either unclear what negative/corrective consequences there were and/or limited impact on student behavior with administration of negative consequences (typically, loss of a Dojo point).	Distinguished Proficient **Basic** Unsatisfactory

You state that it was unclear what negative/corrective consequences there were and/or limited impact on student behavior with administration of negative consequences. All my teachers submit a progressive discipline plan at the beginning of each year. When students are sent to administration, we check documentation to make sure those plans are followed and the teacher has been handling the behavior progressively. I can submit to you each teachers' plan if you would like evidence. I know it must be hard to see that in a 15 to 20 minute observation. I strongly believe we are proficient with room to grow to distinguished.

Communicating with Students	There was inconsistency in observations throughout the school. In some cases, teachers proficiently communicated with students and students spoke appropriately with each other. In other cases, teachers were unclear or lacked purpose related to the lesson.	Distinguished Proficient <mark>Basic</mark> Unsatisfactory

All teachers must have a focus wall that states the EQ or Objective with the standards posted. Each student can tell you what the focus of the lesson or the essential question is they are working on. Did you have a chance to ask a student this question? I believe over all we are proficient on their purpose, while others have room to grow here.

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	There was inconsistency in observations throughout the school. In some cases, teachers proficiently communicated with students and students spoke appropriately with each other. In other cases, teachers were unclear or lacked purpose related to the lesson.	Distinguished Proficient <mark>Basic</mark> 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 solicited yes/no or recall responses. In several observations, the lack of questioning and discussion was noted; students were simply not engaged enough for the teacher to successfully ensure their participation.	Distinguished Proficient <mark>Basic</mark> Unsatisfactory

After my last round of observations, I noted the same concern. We need to be better about asking higher level questions. I noted in my observations that we need to ask more open ended questions and the up the DOK Level to 3 and 4. I agree with your rating.

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.	Distinguished Proficient <mark>Basic</mark> Unsatisfactory

My teachers use assessments on a weekly basis from both the math and reading programs as well as Iready. They give pre assessments in the beginning of each unit and then a post to see how much of the standards have been mastered. Administration meets with teachers weekly to discuss the assessments and help them drive their lessons. I can submit to you our weekly assessments to prove we are using the assessments to drive instruction. I strongly believe we are distinguished in using the data to drive our instruction. We also have a data binder if you would like to see that as well.

Mission-driven operations	There do not seem to be strongly designed or implemented school-wide procedures that are all mission-aligned. While in about half of the classrooms there is evidence of such operations, they are not implemented or executed school-wide with fidelity, leading observers to wonder how the day-to-day operations lead to contributing toward the fulfillment of the mission. While systems appear to focus on student safety, we see limited connection to operations and the school's mission.	Distinguished Proficient <mark>Basic</mark> Unsatisfactory Not Observed

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

Mater Academy of Northern Nevada aspires to have students obtain a thirst for knowledge and a belief in the students' self-efficacy. We strive to have the Mater Academy of Northern Nevada community actively involved in the learning of its students.

Innovative:
- Creating specials of Art and Music taught in Spanish
- Using Google Expeditions to take students on a virtual field trip
- Using one on one technology for instruction and research

Challenging:
- Springboard Curriculum in 6th grade
- Based on the data from above, we have closed the yearly gap already in our half way point
- Go Math and Wonders are rigorous programs that are followed with fidelity

Multicultural Education:
- Creating specials of Art and Music taught in Spanish
- Monthly School Projects based on the different cultures at our school
- Daily Morning Assembly where administration shares with the students the different heroes around the world and how they can be one of them some day

21st Century Workforce:
- Rigorous Programs that prepare them for the real world
- FOSS Science Kits that encourages creativity and problem solving skills
- One to one technology

Student Self Efficacy:
- Student Led Conferences
- Students have data portfolios that they maintain weekly

Managing Schoolwide Procedures	While there was evidence of school-wide processes or procedures, such as CHAMPS and lining up procedures, they were generally inconsistently implemented and/or did not contribute to a protection of instructional time. In one class, for example, the transition from a Specials class took longer than one would expect for the grade level, while in a lower grade level, the extended brain break – nearly 10 minutes – seemed to be an inefficient use of time, and students began disengaging from the 'wiggle' break.	Distinguished Proficient **Basic** Unsatisfactory Not Observed

Teachers are to do Brain Breaks with their students to keep them moving and to get the wiggles out. They know to only use this for 5-10 minutes. The teacher you observed that you are concerned about, here is the teacher's data. She has moved from 8% proficient to 38% proficient in math. That would be hard to do if she is doing too much "wiggle" breaks. She teaches only math:

I would agree our upper grade levels need to be more proficient on their transitions to Specials. However, overall I believe my staff deserves a proficient. You can't have growth if we are wasting instructional time.

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. The majority of students in the foucs group noted they feel safe at school.	Distinguished **Proficient** Basic Unsatisfactory Not Observed

I agree with your rating here, in that, we are proficient but strive to be distinguished in this category.

I appreciate your acknowledgment of our strengths and your recommendations. We believe in a growth mindset at MANN and will strive for distinguished in all categories. This staff has worked tirelessly to open this school, give at risk students a choice, and provide a safe environment where their child can flourish. Our enrollment number from 150 from last year, to 260 this year and close to 340 already enrolled for next year would not be happening if we were an unsatisfactory or basic school. I hope that you would reconsider your basic and unsatisfactory ratings based on the evidence that I have provided.

Appendix C

Site Evaluation Report
Mater Academy Northern Nevada
Evaluation Date: 2/17/2022
Report Date: 3/28/2022

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

Contents

Appendices

A: Nevada State Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on February 17, 2022, at Mater Academy Northern Nevada (MANN). The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

This evaluation has been designed to focus on teaching and learning (e.g., curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

Mater Academy of Northern Nevada is located in Reno, Nevada in a facility at 2680 E. Ninth Street. The school serves 483 students (as of the most recent Validation Day) in kindergarten through 8th grade. The mission of name of school is: "Mater provides a safe learning environment where Academics are facilitated by Teachers, administrators, parents, and the community which Enable students to become confident, self-directed learners in a technology rich college preparatory environment through Rigor, Relevance and Relationships."

ACADEMIC PERFORMANCE
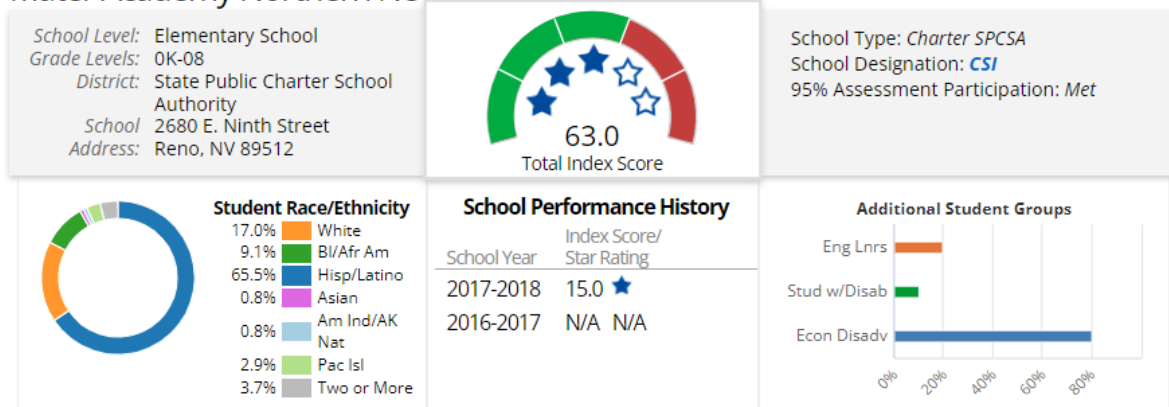
Nevada School Performance Framework
2019

This information is provided to assist in understanding the data sets impacted by the pandemic.

Mater Academy Northern Nevada serves 483 students in grades Kindergarten through 8th grade.

Elementary School

Mater Academy Northern Nevada — School Year 2018-2019 Nevada School Rating

School Level: Elementary School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 2680 E. Ninth Street Reno, NV 89512

63.0 Total Index Score

School Type: *Charter SPCSA*
School Designation: *CSI*
95% Assessment Participation: *Met*

Student Race/Ethnicity
17.0% White
9.1% Bl/Afr Am
65.5% Hisp/Latino
0.8% Asian
0.8% Am Ind/AK Nat
2.9% Pac Isl
3.7% Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	15.0 ★
2016-2017	N/A N/A

Additional Student Groups
Eng Lnrs
Stud w/Disab
Econ Disadv

Middle School

Mater Academy Northern Nevada — School Year 2018-2019 Nevada School Rating

School Level: Middle School
Grade Levels: 0K-08
District: State Public Charter School Authority
School Address: 2680 E. Ninth Street Reno, NV 89512

85.6 Total Index Score

School Type: *Charter SPCSA*
School Designation: *No Designation*
95% Assessment Participation: *Met*

Student Race/Ethnicity
10.7% White
17.8% Bl/Afr Am
71.4% Hisp/Latino
0.0% Asian
0.0% Am Ind/AK Nat
0.0% Pac Isl
0.0% Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	N/A N/A
2016-2017	N/A N/A

Additional Student Groups
Eng Lnrs
Stud w/Disab
Econ Disadv

Mater Academy Northern Nevada
Math and ELA Results
Nevada School Performance Framework
2019

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	33.3	54.5	48.5	17.4	52.8	45.8
American Indian/Alaska Native	-	45.8	34.3	-	44.9	30.9
Asian	-	75.6	68.8	-	75.2	67.2
Black/African American	-	31.3	32.3	-	30.6	28.8
Hispanic/Latino	28.3	44.6	39.6	11.6	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	-	58.2	55.3	-	59.0	52.9
White/Caucasian	41.1	62.3	59.3	28.5	61.1	57.2
Special Education	5.8	27.4	28.6	10.0	29.2	24.8
English Learners Current + Former	28.2	42.3	35.8	14.2	37.4	32.4
English Learners Current	24.3	32.4		14.2	25.5	
Economically Disadvantaged	28.9	39.8	39	14.5	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	31.1	60.1	57	17.4	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.3	74.1
Black/African American	-	40.9	42.6	-	40.5	39.6
Hispanic/Latino	30.0	51.1	48.2	11.6	48.0	45.5
Pacific Islander	-	51.8	57.9	-	52.6	55.7
Two or More Races	-	63.8	64.4	-	67.1	62.6
White/Caucasian	23.5	66.8	67.4	28.5	65.0	65.7
Special Education	0.0	26.7	30	0.0	29.3	26.3
English Learners Current + Former	21.0	42.2	41.4	0.0	38.9	38.4
English Learners Current	16.2	29.4		0.0	22.8	
Economically Disadvantaged	23.6	45.4	46.8	8.3	40.4	44

Middle School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	33.3	42.6	36.5			33.2
American Indian/Alaska Native	-	22.7	28.4			24.6
Asian	-	66.2	58.6			56.4
Black/African American	-	24.2	23.5			19.5
Hispanic/Latino	23.5	31.9	29.3			25.5
Pacific Islander	-	44.9	36.9			33.6
Two or More Races	-	47.3	40.6			37.5
White/Caucasian	-	51.3	47.1			44.4
Special Education	-	12.1	18.6			14.3
English Learners Current + Former	-	26.9	20.2			16
English Learners Current	-	12.6				
Economically Disadvantaged	30.4	29.0	29.2			25.5

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	45.8	59.6	54.1			51.7
American Indian/Alaska Native	-	61.3	43.4			40.5
Asian	-	78.4	75.9			74.6
Black/African American	-	40.1	37.8			34.5
Hispanic/Latino	41.1	50.3	45.1			42.2
Pacific Islander	-	61.1	53.2			50.7
Two or More Races	-	66.7	61.3			59.2
White/Caucasian	-	67.8	66.3			64.6
Special Education	-	19.9	21.9			17.8
English Learners Current + Former	-	42.7	24.3			20.3
English Learners Current	-	22.0				
Economically Disadvantaged	43.4	46.4	44.4			41.4

SPCSA Academic Performance Framework
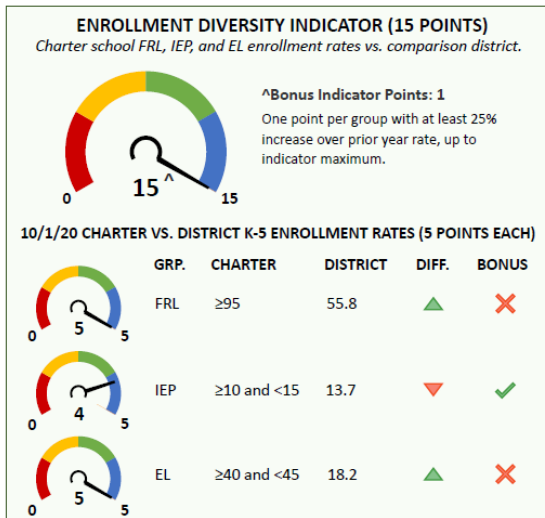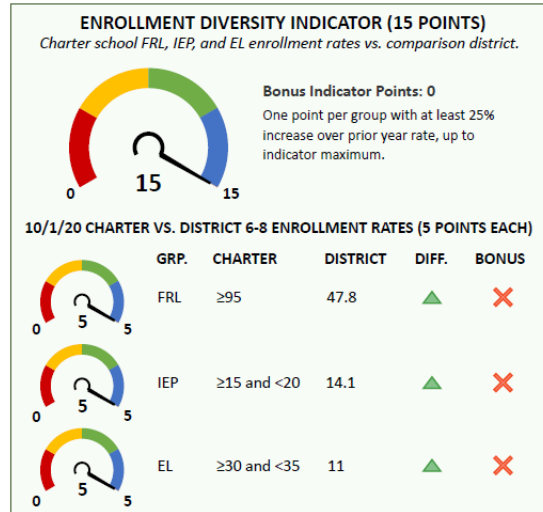## Geographic Comparison Report

Elementary School

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

N/A (0–25)

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS) — N/A (0–10)

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS) — N/A (0–15)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

Middle School

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

N/A (0–25)

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS) — N/A (0–10)

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS) — N/A (0–15)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary School

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

15 ^ (0–15)

^Bonus Indicator Points: 1
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT K-5 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
5	FRL	≥95	55.8	▲	✗
4	IEP	≥10 and <15	13.7	▼	✓
5	EL	≥40 and <45	18.2	▲	✗

Middle School

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

15 (0–15)

Bonus Indicator Points: 0
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT 6-8 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
5	FRL	≥95	47.8	▲	✗
5	IEP	≥15 and <20	14.1	▲	✗
5	EL	≥30 and <35	11	▲	✗

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board[1]	3	30 minutes
Parents/Families	7	30 minutes
Students	9	30 minutes
School Leadership	5	30 minutes
Staff	13	30 minutes

Governing Board:

1. Board members shared they formally evaluate the school leader and use the eight-section rubric from the Nevada Department of Education (NDE) for leaders. A board member explained that because it may be difficult to focus on all eight areas within the rubric, the principal selects two focus areas for the year. A plan is created for those two focused areas for the year. The plan is presented by the principal to the board in October. Members of the board shared that given COVID, the principal selected an emphasis that is considered continuous improvement. Members of the board shared they meet about every other month and stay up to date with academics. One board member said, "At each board meeting, a time is planned on the agenda to talk about academic data. Updates about progress monitoring of individual student data is provided and discussed as the year progresses. In addition, the principal attends each meeting and talks about her response to newest academic data." Board members shared the school is currently trending back to three-star status at this time. Another board member said, "The school leaders and staff have developed a plan to meet the gaps in learning. For example, students spend time learning in small groups, and this is based on their achievement levels via the i-Ready data. The interventions are responsive to each child's needs."

2. At the time of the site evaluation, the board did not have any special committees although they indicated that committees can be created if necessary. All board members stated that they usually participate fully, and the board has developed a "member comment section" so they can bring up or discuss something at a future meeting. The board has participated in training and new members receive training on a routine basis. One board member said, "We meet every other month. Sometimes we meet more frequently during auditing times, finalizing enrollment, or to accept grants."

3. Board members shared current training and expertise each board member brings. One board member said, "There was training at the inception of the board. Intermittent training yearly has occurred and this year we had one on law via Zoom. Another training was on Open Meeting Law." Another board member said, "There are procedures in place with the help of Academica to on-board new board members." Board members stated that, collectively, the board has expertise in many areas such as legal, education, parental, financial, social worker, and financial expertise. Another board member said, "One board member has extensive grant experience. Two board members are educators. Three board members are the founding

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[1] Three members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARY continued

board members and were part of the framing committee. One member is a medical social worker. One board member has a financial/assessor background, and two board members are attorneys."

Parents/Families:
1. Families shared reasons why they chose to send their child to MANN. One family member remarked that the school is highly responsive to their family specifically. Families explained they have met with teachers several times per the individual requests. Another family member shared she was very pleased with the way the school responded to the virtual learning and the transition happened very quickly and effectively due to COVID. Families reported the school provided opportunities for students to interact with each other during the pandemic, such as at lunch time. Families agreed this is important and goes to show how quickly the staff and teachers adapted both last year and this year. Parents said the individualized instruction at the school is amazing, and the staff is highly dedicated to meeting each student where they are at. Another parent said, "The social emotional skills taught at the school are extremely high level and the students learn how to listen to each other and get along with each other." Families shared teachers and leaders know each student by name and are outside greeting them every morning, dancing, and welcoming students. Families continued to say they see the principal each day and parents know they can talk to her. Families agreed that this smaller school environment at MANN is amazing for students.

2. Families explained they are kept up to date regarding their child's progress and student achievement through ClassDojo[2], Infinite Campus, and email. Families agreed that staff and school leaders are highly accessible. One parent commented, "I roll down my window and ask the principal about my student's achievement and I can do this with the teachers as well." Families said they feel very welcome at MANN. One family member said, "I feel welcome because the staff is always interacting with the parent and the child, and this constant communication makes me feel welcome." One parent said her son has made such great progress in his ability to speak and express himself. Another parent likes that her child attends a diverse school that is representative of the community that it serves.

3. Families explained how their children are academically challenged at MANN. One parent said, "My child has a speech delay and has progressed so much. He can come home now and communicate and tell me about his day." One parent said, "I do have questions occasionally about how much the students are challenged. My child is a high achiever and is sometimes placed in groups where they can work on higher concepts. One parent said, "At times, my daughter could be challenged a bit more. I do understand that it is a smaller school, so it is more difficult to provide the challenging levels." Families shared the school provides explanations to the parents regarding the curriculum and why students are completing certain tasks. Families shared they receive information about the after-school tutoring program offered at the Boys and Girls Center, which shares the same building as MANN.

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[2] ClassDojo is an online educational technology platform. It connects primary school teachers, students and families through communication features, such as a feed for photos and videos from the school day, and messaging that can be translated into more than 35 languages.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Students shared they know what they are expected to learn because the teachers provide warm up lessons. Students said if a peer doesn't understand a concept, the teacher reteaches by providing examples or working through the concept as a class. One student said, "The teacher asks do you understand, or do you want me to explain more to you?" Students shared they know they have learned because the teacher checks their work and gives feedback. Students shared they track their learning by reviewing grades, i-Ready curriculum work, and their individual classwork binder. Students indicated that they keep everything in the binder, including bathroom passes, assignments, assessments, and updated calendars.

2. Students reported they learned the schoolwide expectations for the different locations of the school. Students shared expectations for behaviors are taught by the older students. Students said while they walk in the hallway, teachers remind the students how to behave in the hall. Students shared they are taught the pride values and it reminds them how to act. Students reported there are posters in the hallways and classrooms with the expectations for the different areas of the school. Additionally, students shared they receive rewards for following expectations. Students shared they get a prize after they complete ten lessons on their i-Ready tracker. One student shared they have stickers, and if they have passed with ten stickers, they get a free dress day. Another student said, "There is a school store to buy things. We call it the PBIS store, and we can buy things like markers."

3. Students shared they like coming to school because of their teachers and friends. One student said, "I love coming to school because my teachers tell me they are happy to see me, and they ask how I am doing." Another student said, "I get to see my friends and learn something new every day." A third student said, "I learn more here than I did at my previous school, like long division and multiplication." One student said, "My teachers are kind and accepting of all the students."

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:
1. Leadership reported teachers collaborate during their Professional Learning Community (PLC) time every day to analyze data and develop ways to improve student achievement. According to school leaders, on Mondays, MANN staff attends small group professional development (PD). On Tuesdays, MANN staff analyze data and adjust instruction. On Wednesdays, MANN content area staff meet as a grade level/department to develop lesson plans for the following week. On Thursdays, MANN staff continues to analyze data and adjust instruction. On Fridays, school leadership stated that MANN teachers meet with other support staff and SPED staff.

2. Leadership shared teachers have worked hard this year to recover learning loss, improve unwanted student behaviors and regressive social-emotional learning skills. MANN has implemented MTSS through the SPCSA to address student needs, and leadership reported that staff has implemented school-wide Positive Behavior Interventions and Supports (PBIS), morning meetings, restorative justice practices, and Power Hour[3] academic intervention groups. Additionally, every elementary classroom has instructional assistants to provide extra support to students according to school leadership.

3. MANN's chronic absenteeism is 13% at the elementary level and 17% at the middle school level. Leadership explained they plan to improve chronic absenteeism by adjusting the school calendar to fit the needs of the families. For example, the school leadership team shared that MANN took the full week of Thanksgiving off and embedded weeks off for families to travel to Mexico. Leadership reported MANN has a high English leaner (EL) student population that travels frequently to visit extended family, most commonly in Mexico. Leadership is hopeful that by adjusting the calendar to accommodate families, chronic absenteeism will improve.

Staff:
1. Teachers shared that many students at the school are classified in one of the reported special populations in routine demographic reports: English Language Learners, students with an IEP, or students qualifying for free or reduced-price lunch. Staff reported various strategies are used to meet the needs of all students. For example, MANN staff utilizes the Total Physical Response (TPR)[4] strategy, visuals, scaffolding techniques, sentence starters, Zoo-phonics[5] in the lower grades and translating services. In middle school, students receive small group instruction to work on reading, writing, speaking, and listening skills. Students with an IEP,

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[3] Power Hour is a block of time used during the school day designed to support learning and maintain a positive culture for students.
[4] Total Physical Response is a language-learning approach based on the relationship between language and its physical representation.
[5] Zoo-phonics is a multi-sensory Language Arts Program used to teach early childhood reading and writing by making abstract letters concrete and interesting giving them a personality of an animal that is shaped that way.

receive push in and pull out depending on the minutes within their IEP. For lower grades there is push in support. Middle school students attend resource class to work on mastering the content within their grade level classes and IEP goals.

2. MANN staff expressed their affinity for the school and leadership. Staff shared the small school has allowed the staff to build good relationships with colleagues. Staff reported the school principal is good at balancing management and giving guidance. Staff agreed the principal does not micromanage, and she trusts trust her staff. One teacher said the administrative team is there to support staff with everything from talking with a parent to having a student with challenging behaviors. One teacher shared, "With the support from the school leader, it allows me as a teacher to pour my passion into teaching." One staff said, "I like the feedback Fridays and have found the principal so easy to talk to, and she is highly supportive." Staff said they feel the school leader wants staff to be happy. Staff mentioned the instructional coach and the dean are right there when needed. Staff reported teachers seek employment from charter schools because teachers have the autonomy to make decisions. This keeps teachers coming back. For example, MANN staff created a ski club and a soccer club to provide extracurricular opportunities to students.

3. Staff shared ways they make sure each student is aware of what they are learning during each lesson. Staff reported essential questions are used to begin and close each lesson. One staff said, "Students are asked to analyze the objective. They are also asked to circle the verb to assess if they know what they are being asked to do." One middle school teacher says they use an exit ticket almost daily to assess student progress.

CLASSROOM OBSERVATION TOTALS

A total of 30 classrooms were observed for approximately 15 minutes on the day of the evaluation.

I. Classroom Environment

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 5	Total: 24	Total: 1	Total: 0	Total: 0
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 6	Total: 23	Total: 1	Total: 0	Total: 0

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 Managing Classroom Procedures	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instructio1n time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 4	Total: 20	Total: 6	Total: 0	Total: 0
Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 1	Total: 24	Total: 5	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 **Purpose and Explanation of Content, Lesson, Unit or Classroom Activity**	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 4	Total: 26	Total: 0	Total: 0	Total: 0

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 6 **A** **Using Questioning and Discussion Techniques**	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total: 2	Total: 23	Total: 0	Total: 0	Total: 5
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total: 2	Total: 20	Total: 0	Total: 0	Total: 8

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 **A** **Engaging Students in Learning** **B**	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 7	Total: 18	Total: 5	Total: 0	Total: 0
	Students make contributions to the representation of content.	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.	This criterion was not observed or rated.
	Total: 5	Total: 22	Total: 3	Total: 0	Total: 0

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 **A**	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 5	Total: 20	Total: 4	Total: 0	Total: 1
Using Formative Assessment in Instruction **B**	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 6	Total: 22	Total: 1	Total: 0	Total: 1

Additional information about the classroom observations shared here when applicable

1. MANN is a one-to-one technology school. In one middle school classroom, students worked on the i-Ready online platform to complete a diagnostic assessment and targeted skills.
2. In one elementary classroom, the teacher led a whole group lesson on the use of punctuations. Students sat on carpet squares and recorded their answers on a whiteboard. Students read aloud their sentences inflecting their voices appropriately for a period or exclamation. The teacher provided positive and timely feedback and encouragement, using academic language, and high levels of vocabulary. For example, the teacher asked, "Do we all concur?" The whole class was engaged and participating.
3. In grades three, four and five, class sizes were at about 17-25 students. In each classroom, there were two adults, and classrooms were highly interactive and student focused classroom learning activities taking place. In one classroom, students individually presented using a power point about a previous U.S. president. In another classroom, students were writing and taking turns correcting grammar with each student explaining to their peers. Teachers walked around the classroom and provided writers individual feedback regarding their writing.
4. In one middle school classroom, the teacher provided higher level math questions and encouraged student discourse. The teacher built in wait time during the lesson to give students time to think about their thinking and practice metacognition skills. The teacher referred back to the classroom expectations while redirecting unwanted behaviors.
5. In one special education math classroom, students were working on dividing fractions. Students worked in small groups to solve math equations. The teacher used academic language and asked leading questions. Students worked to solve the problems and determined if the answers were correct by discussing their thought process with the group.
6. In one middle school classroom, students listened to an audio book and followed along in their own personal book. The teacher paused throughout the book to ask higher level questions.
7. In one special education classroom, the special education coordinator provided one-on-one interventions to a student.
8. In one upper elementary classroom, the teacher provided small group instruction and reviewed math strategies. The other students worked on i-Ready activities.
9. In one middle school classroom, the teacher reviewed the classroom expectations and daily activities. The teacher pulled a small group and provided math interventions.
10. In one lower-level elementary classroom, the teacher introduced the purpose of the lesson and reviewed the expectations.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected
1a	The school implements material terms of the education program. Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area. The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.	This year the school moved to Ready Math curriculum for 3rd - 5th grade, but the school reported being very familiar with i-Ready and the scope, sequence and NVACS alignment of the lessons in each grade. When MANN decided to look at making a switch in programs, they used a document to help see the alignment with NVACS. MANN has relied on the 20-21 Priority Instructional Content to help determine essential learning targets within each curriculum. Kindergarten and 1st grade are standalone classrooms. 2nd through 5th Grade is departmentalized. Middle School has students in different classes for every subject.
1b	The school complies with applicable education requirements. Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements	Teachers are recruited through job fairs, online employment programs, word of mouth from other teachers, career pipeline. Teaching assistants who have enough credits are encouraged to get their sub license with a pay incentive attached. Additionally, MANN assists in tuition reimbursement to pursue their teaching degree. MANN also offers teacher tuition reimbursement for teachers to pursue advanced degrees. MANN recruit's practicum students in classrooms through different college programs. MANN has partnered with 21st Century staff to participate in curriculum programs.

1c	The school protects the rights of students with disabilities. Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student. A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.	MANN was observed to meet the individual needs of all students, including students on IEPs. IEPs are shared with instructional support staff during the weekly PLC time. Student IEPs and accommodations are shared by the Special Education Teacher at the beginning of the year. The Special Education Teacher checks in weekly to see if the student needs some additional support. Teachers are involved in the IEP process, during the school year, and an active participant in determining the learning supports and goals each student needs.
1d	The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologie3s to provide EL students with meaningful access to content. A description of how EL students are acquiring English language skills in all four domains (e.g., listening, speaking, reading, and writing) A description of how EL student progress within the four domains is monitored.	Educational staff are trained in the following educational strategies to support students who are language learners: 1) WIDA Rubric and various levels of learning along with individual student scores and placement on the rubric. 2) Effective Ways to Formatively Assess students. 3) Discussion Stems and how to use them to get students talking. 4) Guided Reading Summer PD with monthly follow up sessions to maximize small group learning. 5) Using Explicit Instruction to address every student's needs. 6) Audio books paired with printed text. 7) Grade level writing assessment, along with Jane Schaffer writing organizer, to help students grow their writing skills. 8) Cognitive Science to boost learning

Measure	Description	Evidence Collected
3a	The school complies with governance requirements. Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.	MANN reported that board meetings are held every other month on the second Wednesday. All meetings are posted and conducted in accordance with the Nevada Open Meeting Law. All board meeting agendas and support materials are available on the Mater website. The MANN board has adopted a comprehensive set of policies to protect the school, our students and employees and ensures the board meets all compliance requirements. The MANN board performs annual evaluations of the school's Educational Management Organization, Academica. The comprehensive process solicits feedback from staff, administration, and board members across Academica's sixteen service areas.
4a	The school protects the rights of all students. Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.	Mater Academy of Northern Nevada works to ensure the rights of all students through the recruitment and admissions process through the following ways: Admission policy is based on a school lottery and waiting lists. Waiting lists are maintained in the school enrollment data base. Recruitment happens through various events in the community, school choice fairs and through social media and flyer outreach programs. The enrollment process is detailed on the school's website.
5b	The school complies with health and safety requirements. Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.	Mater Academy of Northern Nevada has a variety of systems in place to ensure the health and safety of students. Emergency Operations Plan developed under the guidelines provided by the state. The plan includes: 1) Emergency procedures for all scenarios. 2) Regular monthly drills. 3) Debrief and analysis of procedures following an event. Mental Health Appendix Nursing Services: Onsite nurse and/or FASA Hazel Health on-site Food Services: Collaboration with the Boys and Girls Club. Free and Reduced Lunch Grant Health and Safety: Regular cleaning and deep cleaning COVIC-19 precautions.

ORGANIZATIONAL PERFORMANCE

	Measures of Progress from Previous Site Evaluations The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation	
School staff ability to address previous recommendations	1. Work on higher-level questioning, students driven discussion and student ownership in learning 2. Improve student engagement and respect 3. Train board members have been around their responsibilities	
Evidence the school can provide to support the implementation of previous recommendations.	PREVIOUS RECOMMENDATIONS AND ACTIONS: 1. Continuing to work on higher-level questioning, students driven discussion and student ownership in learning 2. Joined the PBIS Cohort through the SPCSA to help improve student engagement and respect 3. Board members have been trained around their responsibilities	
Reasons the school will require additional time to fully address the recommended items.	Recommendations from the Site Evaluation have been addressed. Currently, due to the pandemic, new challenges of student learning loss and decreasing enrollment numbers have risen to the forefront. The board, leadership team and staff are working diligently to address the needs of students and, as things start to stabilize, MANN hopes to see their enrollment numbers and student performance data climb back to their norms.	

SITE EVALUATION FINDINGS

STRENGTHS

Summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

1. MANN's use of data to make instructional and curricular decisions is strong. MANN makes data-based decision to inform flexible leveled grouping decisions for power hour and to determine the level of interventions need for each group. MANN utilizes data binders that are student owned in efforts to teach student advocacy. Additionally, MANN has implemented PLC days dedicated to analyzing data to make instructional and curricular decisions as a staff. PLCs typically use data to guide the creation of more effective interventions (DuFour et al., 2016).

2. MANN has taken a proactive and preventative approach to address student behavior and social-emotional concerns by displaying clear school-wide expectations for students throughout the school. For example, expectations were posted in the hallways, classrooms, and bathrooms. SPCSA staff observed students following the school-wide expectations throughout the school. Additionally, SPCSA staff observed MANN staff redirecting unwanted behaviors by restating the desired expectation. SPCSA staff also observed MANN staff providing positive feedback and rewards to students who demonstrated the school-wide expectations.

3. MANN offers students, families, and staff a close community and small learning environment which was frequently cited by students and families as reasons for attending. During the multiple focus groups, many stakeholders spoke to the family feel of the MANN community, small class sizes, and staff going the extra mile as key reasons for choosing this school. MANN has a strong, positive, well informed, and cohesive governing board that collaborates with the principal. The governing board, leadership team and staff should feel confident in their approach.

4. The leadership at MANN is perceived to be a strength by SPCSA staff. MANN's ability to address the recommendations from the previous site evaluation demonstrates effective leadership. Leadership reported they are working to address challenging behavioral and social-emotional needs by implementing MTSS through the SPCSA. Leadership shared they are addressing chronic absenteeism by working with families and adjusting the master calendar. Leadership reported they are addressing gaps in student achievement by building capacity through training, PD, PLC, leadership, and use of technology. MANN is a recipient of a Verizon iPad grant for middle school and is currently a one-to-one technology school. Leadership explained how they utilize multiple avenues for analyzing and communicating student progress, such as class dojo, Infinite Campus, email. Effective leadership is demonstrated by MANN's leadership team as they consistently and purposefully utilize data to inform instructional and curricular decisions. Besides classroom instruction, school leadership has a strong influence on student learning and achievement (Dodman, 2014).

5. MANN has established strong community partnerships, such as with The Boys and Girls Club and Hazel Health. Hazel Health provides on-site medical services to MANN students. MANN is part of the 21-century program and has partnered with the Boys and Girls club. The Boys and Girls Club feed students and provide food for MANN's family events.

6. MANN has a diverse student population that aligns with the spirit of the SPCSA Academic and Demographic Needs Assessment. Validation day information indicates that over 95% of currently enrolled students qualify for Free or Reduced-Price lunch, and that over 38% of students identify as English Language Learners, both of which are above the SPCSA average. The school is to be commended for being representative of the community it serves.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

1. Leadership expressed challenges in supporting students with their social and emotional needs to help encourage healthier children and more positive student behaviors. MANN's challenges with student behavior includes student respect toward peers and adults, off-task behaviors in class, and distracted learning with technology. MANN has implemented MTSS through the SPCSA to support them in addressing this challenge.

2. Leadership reported challenges with chronic absenteeism at MANN. MANN's chronic absenteeism is 13% at the elementary level and 17% at the middle school level. Leadership has developed a plan to address this challenge. Leadership reported they plan to improve chronic absenteeism by adjusting the school calendar to fit the needs of the families. Leadership is hopeful that by adjusting the calendar to accommodate families, chronic absenteeism will improve. Leadership shared their goal for chronic absenteeism is 7%.

3. MANN faces challenges with gaps in student achievement that are a result of the COVID-19 pandemic. Leadership reported they are working hard to provide an academic learning environment which challenges students to grow and recover from lost instruction over the last two years. Leadership reported teachers collaborate during their Professional Learning Community (PLC) time every day to analyze data and develop ways to improve student achievement. Staff shared they have implemented power hour to provide differentiated instruction and intensive interventions to meet the needs of students.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation.

1. SPCSA staff recommend MANN continue to collaborate and analyze data to inform curricular and instructional decisions. Through active collaboration, teams of educators may combine expertise and develop shared knowledge to overcome complex learning problems (Schmuck, Bell, & Bell, 2012). SPCSA staff recommend MANN continue to; a) work on improving the quality of classroom instruction and student learning, b) implement higher level questions and discussion techniques throughout lessons to foster learning for all students, c) implement new ways of engaging students in the learning process, and d) provide all students with challenging and differentiated instruction.

1. MANN has joined the MTSS Cohort through the SPCSA to help improve student engagement, gaps in academic achievement and challenging behaviors. SPCSA staff recommend MANN continue to work on the implementation of MTSS through the SPCSA. The foundation is set for MANN to move to Tier 2 and Tier 3 MTSS supports. Thoughtful and proactive MTSS supports in terms of planning and building strong instruction will assist the interventionists, counselor and teachers frame effective small group and one to one instruction for further student growth. MTSS appears to be a systematic, dynamic way for improving student outcomes through focused core instruction, preventative and proactive support, and intensive interventions regarding academics, social-emotional learning, and behavior (Buffum et al., 2018).

2. SPCSA staff recommend MANN continue to work on ways to address challenges regarding chronic absenteeism. Members of the leadership team reported their goal for chronic absenteeism is 7%. Leadership reported they have developed a plan to improve chronic absenteeism at MANN. Chronic absenteeism predicts low academic success and eventually is a predictor of students who may drop out of school (Sugrue, Zuel, & Laliberte, 2016).

DEFICIENCIES

There were no deficiencies identified for Mater Academy Northern Nevada during this site evaluation.

Appendix D

BRIAN SANDOVAL
Governor

PATRICK GAVIN
Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY

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BRIEFING MEMORANDUM

TO:	SPCSA Board
FROM:	Patrick Gavin, Executive Director
	Mark Modrcin, Director of Authorizing
SUBJECT:	Agenda Item No. 8: Recommendations to Issue Notices of Concern Based on the 2017 – 2018 Nevada School Performance Framework Results and Participation Rates
DATE:	September 28, 2018

As the Authority is aware, the Nevada Department of Education recently released the Nevada School Performance Framework results for the 2017 – 2018 school year. All public schools in the state of Nevada are issued a star rating when all data points are available. The 2017 – 2018 school year is also the first year that high school ratings will be released after the ratings freeze during the 2014 – 2015 school year and it is the first year that all charter school campuses received separate ratings.

Additionally, the State of Nevada is required to "annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students who are enrolled in public schools…" (ESSA 1177-35(E)). These subgroups are as follows:

State of Nevada ESSA Subgroups	
American Indian/Alaska Native	Two or More Races
Asian	White/Caucasian
Black/African American	IEP
Hispanic/Latino	Economically Disadvantaged (ED)
Pacific Islander	English Learner (EL)

The following schools earned a 1 or 2-star rating based on the final ratings released on September 14, 2018 and/or received a participation warning or penalty due to not meeting the thresholds described above:

Elementary Schools	**2017 – 2018 Index Score**	**2017 – 2018 Star Rating**
Coral Academy of Science Las Vegas – Centennial Hills*	81	4-star
Freedom Classical Academy (f.k.a. American Leadership Academy – North Las Vegas)	28.5	2-star
Learning Bridge Charter School	44.11	2-star
Legacy Traditional Schools – North Valley	34.5	2-star
Mater Academy of Nevada – Bonanza	21.5	1-star
Mater Academy of Northern Nevada	15	1-star
Somerset Academy of Las Vegas – North Las Vegas	40	2-star

Middle Schools	**2017 – 2018 Index Score**	**2017 – 2018 Index Score**
Equipo Academy*	50.5	3-star
Freedom Classical Academy (f.k.a. American Leadership Academy – North Las Vegas)	47.5	2-star
Leadership Academy of Nevada*	36.11	2-star
Legacy Traditional Schools – North Valley	43.67	2-star
Sports Leadership and Management of Nevada (SLAM NV)	47.5	2-star

Schools with an asterisk above received a participation warning or penalty. The Every Student Succeeds Act (ESSA) requires 95 percent participation on the state Mathematics and English Language Arts (ELA) assessments. Given the requirement to measure ELA and Mathematics participation for all students <u>and</u> each of the ten subgroups over two content areas, there are twenty-two (22) distinct participation measures (11 Mathematics and 11 ELA) determined for each school. Schools must meet participation requirements for all measures.

Participation on the State assessments is important because it helps ensure equal access to educational opportunity as well as enable meaningful measurement of academic performance. To ensure that this high standard continues, Nevada has established three levels of participation rate penalties for schools that test fewer than 95% of its eligible student population:

Participation Penalties and Impact	
Participation Warning	Schools failing to meet the overall and subgroup participation rate of 95 percent and failing to meet the average calculated participation rate of 95 percent over the most recent two or three years for the first year will be identified as failing this important metric. No points are deducted for a participation warning.
Participation Penalty	If the school fails to meet overall and subgroup participation rate of 95 percent and fails to meet the average calculated participation rate of 95% over the most recent two or three years <u>for a second consecutive year</u>, the Academic Achievement Indicator will be reduced by 9 index points, up to the maximum possible points for the Indicator. The subgroup(s) identified as not meeting the 95% requirement in the year the Participation Penalty is determined do not have to be the same subgroup identified in the previous year.
Continuing Participation Penalty	If a school fails to meet the overall and subgroup participation rate of 95 percent and fails to meet the average calculated participation rate of 95 percent over the most recent two or three years <u>for a third consecutive year</u>, the school will be identified as and subjected to a "Continuing Participation Penalty." Schools designated as such will earn zero points for the Academic Achievement Indicator. The subgroup(s) identified as not meeting the 95% requirement in the year the school is determined to have a Continuing Participation Penalty do not have to be the same subgroup identified in the previous years.

Per NRS 388A.367, low performing schools are required to notify the parent or guardian of each pupil enrolled in a qualifying public charter school. Additionally, qualifying schools are required to post written notification of this performance according to the statewide system of accountability on their website, as well as the scores of neighboring zone traditional public schools. Finally, NRS 388A.367 requires the governing body of qualifying public charter schools to hold a public hearing within 30 days of sending out the required notice so as to provide all stakeholders and opportunity to discuss actions and solicit feedback for continued growth and improvement based on the statewide accountability rating system.

Given the above performance deficiencies and the requirements of NRS 388A.367, staff recommends that the SPCSA Board delegate to Staff the authority to monitor the requirements of NRS 388A.367. This includes ensuring that all parents and guardians are notified, notice is posted on the school's website, and a public hearing is held by the school within 30 days of the required notice being sent.

Recommendation: Approve SPCSA Staff Recommendation to Issue Notices of Concern and monitor the implementation of NRS 388A.367.

Appendix E

2019-20 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.

Nevada State Public Charter School Authority

Mater Academy of Northern Nevada

Address: 2680 East 9th St., Reno, NV 89512

Website: http://www.maternorthernnevada.org

Enrollment: 339

Grades Served: K-8

2019-20	2018-19
In Good Standing	N/A

1. CURRENT RATIO

Meets Standard

Is the school's Current Ratio at least 1.1?

2. UNRESTRICTED DAYS CASH ON HAND

Meets Standard

Is the school's UDCOH at least 60 days or 30 days with a positive trend?

3. ENROLLMENT FORECAST ACCURACY

-

Is the school's Forecast Accuracy at least 95% for the most recent and three prior years?

4. DEBT DEFAULT

Meets Standard

Is the school in default of loan covenant(s) or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN

Meets Standard

Is the school's current year and three year aggregate Total Margin positive?

6. DEBT TO ASSET RATIO

Meets Standard

Is the school's Debt to Asset Ratio less than 0.90?

7. CASH FLOW

Meets Standard

Is the school's most recent year and three year aggregate cash flow positive?

8. DEBT OR LEASE SERVICE COVERAGE RATIO

Meets Standard

Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

* Enrollment Forecast Accuracy ratings were not reported for the 2019-20 school year.

Appendix F

2020-21 Fiscal Year: Financial Performance Framework

Nevada State Public Charter School Authority

The Financial Performance Framework provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for Details.

Mater Academy of Northern Nevada

Address: 2680 East 9th St., Reno, NV 89512
Website: http://www.maternorthernnevada.org
Enrollment: 432
Grades Served: K-8

2020-21

Meets the Standard

2019-20

Meets the Standard

1. CURRENT RATIO	2. UNRESTRICTED DAYS CASH ON HAND	3. ENROLLMENT VARIANCE	4. DEBT DEFAULT
Meets Standard	**Does Not Meet Standard**	**-**	**Meets Standard**
Is the school's Current Ratio at least 1.1?	Is the school's UDCOH at least 60 days or 30 days with a positive	Is the school's Enrollment Variance 95% or greater?	Is the school in default of loan covenant(s) or delinquent with debt service payments?
5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL	6. DEBT TO ASSET RATIO	7. CASH FLOW	8. DEBT OR LEASE SERVICE COVERAGE RATIO
Meets Standard	**Meets Standard**	**Does Not Meet Standard**	**Meets Standard**
Is the school's current year and three year aggregate Total Margin positive?	Is the school's Debt to Asset Ratio less than 0.90?	Is the school's most recent year and three year aggregate cash flow positive?	Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

* Enrollment Variance ratings were not reported for the 2020-21 school year.

Appendix G

Nevada State Public Charter School Authority

2019-20 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.

Mater Academy of Northern Nevada

Address: 2680 East 9th St., Reno, NV 89512

Website: http://www.maternorthernnevada.org

Enrollment: 339

Grades Served: k-8

2019-20

100.00
Meets Standard

2018-19

N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD

1. EDUCATION PROGRAM	2. FINANCIAL MANAGEMENT	3. GOVERNANCE & REPORTING	4. STUDENTS & EMPLOYEES	5. SCHOOL ENVIRONMENT
20 out of 20	**20 out of 20**	**20 out of 20**	**20 out of 20**	**20 out of 20**
The Education Program section assesses the school's adherence to the material terms of its proposed education program.	While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizaitonal Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.	In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.	In this section, the SPCSA mesaures charter school compliance with a variaty of laws related to students and employees.	This section addresses the school's facility, transportation, food service, and health services, among other things.

Appendix H

Nevada State Public Charter School Authority

2020-21 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.
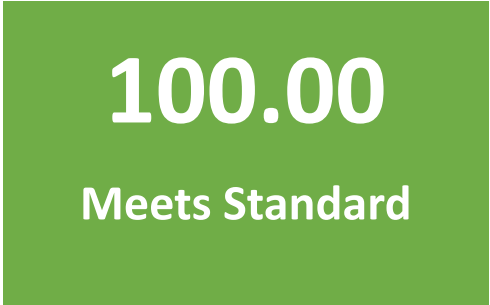
Mater Academy of Northern Nevada

Address: 2680 East 9th St., Reno, NV 89512

Website: http://www.maternorthernnevada.org

Enrollment: 432

Grades Served: K-8

2020-21

100.00
Meets Standard

2019-20

Meets Standard

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD

1. EDUCATION PROGRAM	2. FINANCIAL MANAGEMENT	3. GOVERNANCE & REPORTING	4. STUDENTS & EMPLOYEES	5. SCHOOL ENVIRONMENT
20 out of 20	**20 out of 20**	**20 out of 20**	**20 out of 20**	**20 out of 20**
The Education Program section assesses the school's adherence to the material terms of its proposed education program.	While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizatonal Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.	In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.	In this section, the SPCSA mesaures charter school compliance with a variaty of laws related to students and employees.	This section addresses the school's facility, transportation, food service, and health services, among other things.