Nevada State Public Charter School Authority

Site Evaluation Report
Mater Academy of Nevada - Bonanza
Evaluation Date: 12-2-2020
Report Date: 1-19-2020

State Public Charter School Authority
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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/2019/19062 8-Academic-Performance-Framework-Guidance-Document.pdf

C: SPCSA Organizational Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062 8-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 12-2-2020 at Mater Academy Bonanza. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1st, 3rd, and 5th 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 operational 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 Bonanza is located at 4760 E Bonanza Rd, Las Vegas, Nevada. The school serves 1,071 (as of the most recent Validation Day) in Kindergarten – 8th grade. The mission of Mater Academy Bonanza 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".

ACADEMIC PERFORMANCE

Mater Academy Bonanza
Nevada School Performance Framework
2019

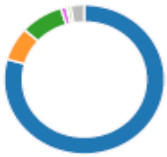
Mater Academy Bonanza serves 1,071 students in grades Kindergarten – 8th grade

Elementary

School Level: Elementary School
Grade Levels: PK-07
District: State Public Charter School Authority
School Address: 4760 E. Bonanza Road Las Vegas, NV 89110

52
Total Index Score

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



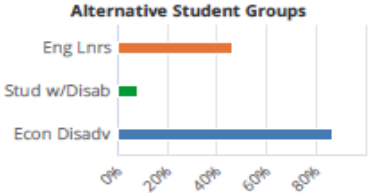
Student Race/Ethnicity

7.2%	White
8.6%	Bl/Afr Am
78.9%	Hisp/Latino
1.1%	Asian
0.2%	Am Ind/AK Nat
0.7%	Pac Isl
2.7%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	21.5 ★
2016-2017	N/A N/A

Alternative Student Groups



Middle

School Level: Middle School
Grade Levels: PK-07
District: State Public Charter School Authority
School Address: 4760 E. Bonanza Road Las Vegas, NV 89110

78.3
Total Index Score

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

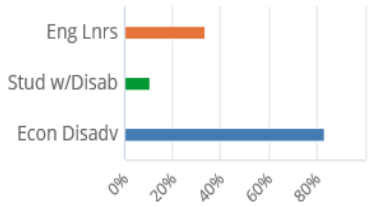
Student Race/Ethnicity

9.5%	White
11%	Bl/Afr Am
77.5%	Hisp/Latino
0%	Asian
0.4%	Am Ind/AK Nat
0.4%	Pac Isl
0.9%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	63.3 ★★★
2016-2017	N/A N/A

Additional Student Groups



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

Elementary

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	31.5	54.5	48.5	27.4	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	7.5	31.3	32.3	7.6	30.6	28.8
Hispanic/Latino	33.5	44.6	39.6	28.4	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	23	62.2	59.3	22.7	61.1	57.2
Special Education	0	27.3	28.6	12.5	29.2	24.8
English Learners Current + Former	31.6	42.2	35.8	25.9	37.4	32.4
English Learners Current	25.1	32.3		22.5	25.5	
Economically Disadvantaged	31.1	39.7	39	26.3	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	36.7	60.1	57	30.8	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	23	40.8	42.6	11.5	40.5	39.6
Hispanic/Latino	38.2	51.1	48.2	32.3	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	30.6	66.7	67.4	22.7	65	65.7
Special Education	6	26.6	30	6.2	29.3	26.3
English Learners Current + Former	34.8	42.2	41.4	27.4	38.9	38.4
English Learners Current	25.6	29.3		19.3	22.8	
Economically Disadvantaged	35.7	45.3	46.8	30.1	40.4	44

Middle

Math Proficient

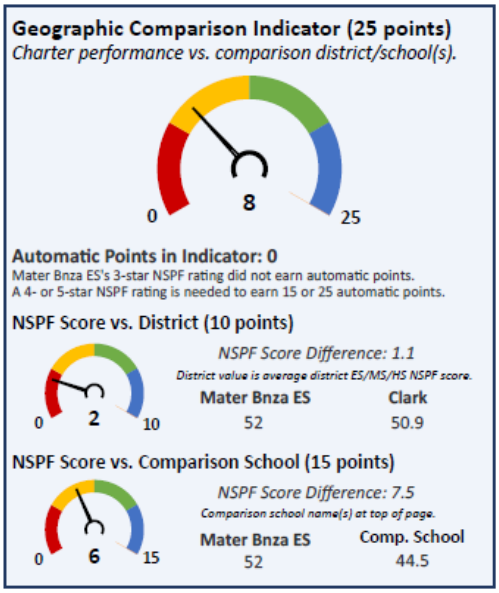
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	24.5	42.6	36.5	29	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	19	24.1	23.5	-	17.7	19.5
Hispanic/Latino	26.3	31.8	29.3	32.3	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	-	47.2	40.6	-	41.5	37.5
White/Caucasian	15	51.2	47.1	20	44.4	44.4
Special Education	0	12	18.6	-	11.5	14.3
English Learners Current + Former	22.8	26.8	20.2	25	22.2	16
English Learners Current	8.9	12.5		11.1	8.5	
Economically Disadvantaged	24.3	29	29.2	26.8	21.7	25.5

ELA Proficient

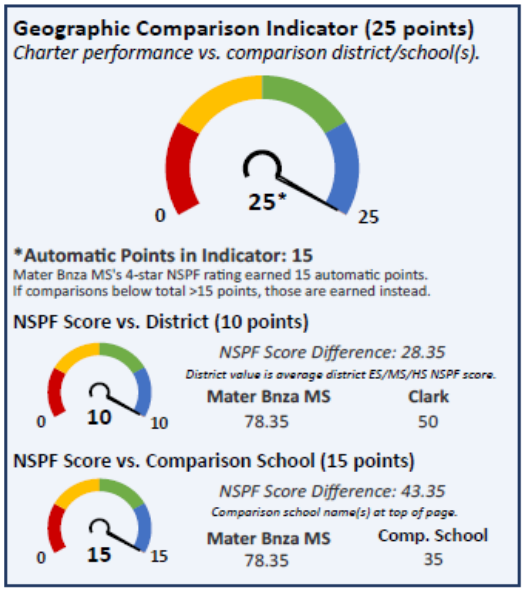
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	41.2	59.6	54.1	36	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	28.5	40.1	37.8	-	38.4	34.5
Hispanic/Latino	41.7	50.2	45.1	40	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	-	66.7	61.3	-	61	59.2
White/Caucasian	50	67.7	66.3	20	63.5	64.6
Special Education	9	19.8	21.9	-	20.7	17.8
English Learners Current + Former	40.7	42.7	24.3	36.3	34.8	20.3
English Learners Current	22.3	22		22.2	15.8	
Economically Disadvantaged	39.2	46.3	44.4	34.3	41.5	41.4

SPCSA Academic Performance Framework
Geographic Comparison Report

Elementary

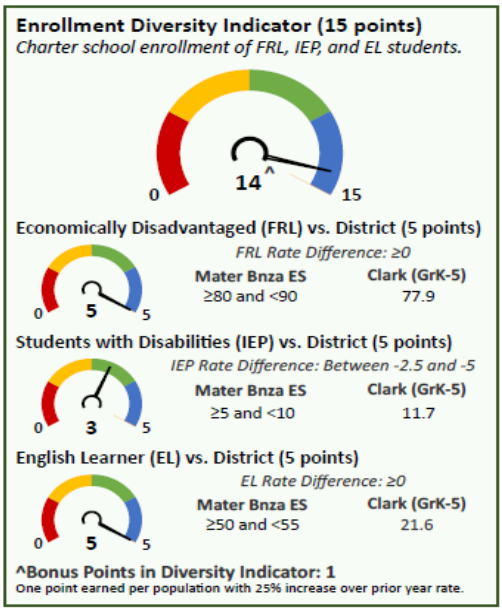


Middle

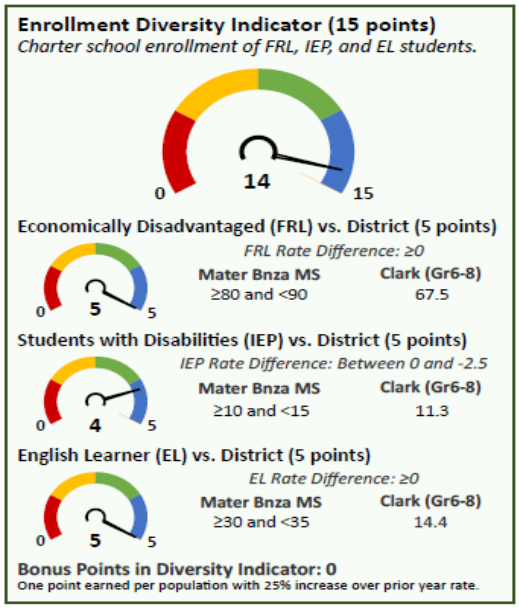


SPCSA Academic Performance Framework
Diversity Comparison Results

Elementary



Middle



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board[1]	3	30 minutes
Parents/Families	5	30 minutes
Students	12	30 minutes
School Leadership	5	30 minutes
Staff	8	30 minutes

Governing Board:

- Members of the Mater Academy Board reported that they are kept up to date with academic achievement levels on a regular basis. They compare data from their own schools and those in the surrounding area. In addition, each school principal is evaluated by the Mater board. Board members reported that there have been recent improvements to the way principal evaluations take place as the actual instrument used is different than before. The current information gives the board an idea of how communication, climate and retention of employees is going. Next year, the expectations for the school, including the vision, will be further incorporated into the evaluation system. The annual evaluation of Academica is done through a survey which is distributed to all Mater Academy staff. The survey has questions broken into the areas served and is given so that all responses are anonymous. Board members shared that from their perspective, Academica has been reflective and responsive to the results of the annual survey. One board member shared that she believes that Academica is highly supportive and has helped in the acquiring of new schools especially in the area of securing the bonding of employees. Another member of the board said that she appreciates having a great resource like Academica to ask legal questions and receive feedback in a timely manner.

- The board takes an active role in supporting and monitoring all three Mater campuses. One board member remarked that, "There is a good deal of collaboration among the separate campuses and [the lead principal] does a great job in that role." The board receives positive feedback from building principals that Mater teachers collaborate as do the administrators and they believe this helps the operation move ahead. Board members said that all three Mater Principals provide great detail about what is going on at each campus so that all board members get a good perception of what is happening at each one. One member commented, "Having the lead principal helps because she coordinates everything such as training, curriculum and so on."

- The board said that they review a site-based budget for each campus. One member commented, "[Academica personnel] meets with each campus as the school year begins to determine which adjustments must be met." The board members reported that they are very stable, with little turnover at the governance level. But there is a procedure in place to fill vacancies which includes each member relies on each other to source applicants for nominees that would complement the board, reviewing the potential board member resume, conducting an interview, and then making a

[1] Three members of the 7-member board participated. Quorum was not met, and Open Meeting Law was not violated.

collaborative decision to fill. The board rotates leadership positions based on open communication and a clear understanding of each role. Each member brings their own strengths and experience to the table.

- Regarding the strategic plans for the network, the board shared that the board members appreciate the passion of leadership and the importance of positively impacting the community. One member said she believes that the Mater schools have uplifted education for students in need. One member commented, "Next year we can look at the expectations and how we want to grow. Before it was moving from 2 and 3 stars but now, we need to look at what is the vision and it needs to start with the board." With the opening of the high school there is strong alignment between elementary, middle, and high school. When it comes to parents, the board engages with families by having a parent on the board and get feedback from this member, but also by attending school events, and sharing emails and contact information. Many families within this demographic are working two jobs and are less available/able to attend board meetings, according to focus group participants.

Parents/Families:

- Families shared that they have many reasons for attending Mater Academy Bonanza. One family member shared that she greatly appreciates what her daughter is getting at Mater including one on one, instruction and high levels of learning, communication and care. Another parent commented that she has students attending Mater and she has noticed that there is a great deal of parent engagement and involvement. One parent said that she has chosen this school due to the uniform expectations as well as the location as it is convenient and close to her home. This parent added that the teachers are available for help and the school has the ability to communicate with her in her native language.

- Families were asked about how the virtual or distance learning has worked for their child. One family member said that she works from home so having her child learn from home works well. She has her child set up in the garage and her child knows how to login and out on her own. This parent commented, "The teacher has been amazing, and showed the students how to log on to the system." Another parent said that she has three students enrolled at the school and has found distance learning to be difficult. She is thankful that her job has been flexible and allows her to adjust her work schedule to come in later. Because she is working until 12:00 midnight she is not home to help with homework. At times the Infinite Campus grades post and she is notified all at once. She said that with three children it is hard for her to know what her children should be doing, or which grades should be a focus. She explained that assignments come into the system and she is at work and she is frustrated and does not feel entirely free to assist her children. In addition, the level of bandwidth at home with three children can cause connection problems. A third parent said that for her daughter going to school one week and being home one week is troubling for her daughter. She found it was easier when she dropped her daughter off in person.

- As a whole, the members of the focus group are very pleased with the teachers at the Mater Bonanza campus. One parent commented that her son is focused, but her daughter is the opposite. She explained that the teachers reach out to her about her daughter to work together to optimize the learning. She said, "My daughter needs to stay and be at school and socialize with the students. I don't want her to fall behind because the home learning is not good for her. I appreciate that the teachers said to take her to school, and now that she is in school, I see a lot of positive change." One family member shared that she is able to reach out even at night and will get a response. She is very thankful for this school and the teachers.

- When it comes to activities, families shared that the 21st century afterschool program is an option. According to parents, students watch different videos and get homework help. One parent shared that the afterschool program offers tutoring, and this is appreciated, but the activity afterwards have been problematic. The parent said, "My son was trying to get into a sport, but there was not enough room and my daughter wanted to be in the photography class and it got canceled. This is hard because both of my students did not get to participate." This is in contrast to the events at the school and a family member said that her daughter was able to participate in sports and dance when not in distance learning mode and she is hopeful her children can go back to school soon.

Students:

- Students said that they like attending Mater Bonanza because the staff are nice and help students when they are in trouble. Students commented that the environment of the school such as the lessons and teachers make school fun. Students shared that even in the virtual setting, the teachers try to make it fun, but there are some problems with the computer lagging and other technical issues. One student said she liked being home and being comfortable, but the computer can definitely lag. Another student shared that she prefers face-to-face learning. Students all agreed that the teachers try their best to make the learning fun in both face-to-face and virtual settings.

- Students were asked about what options they have if learning is difficult. Students responded by explaining that if they are having difficulty or earned a poor grade, the teachers will help them learn to improve. The teachers allow them to take the test again at times, and the students like that the teachers will go over the content again. Another student said she contacts her friend to see if the friend can help. Other times the students said they can re-read, talk to parents, and talk to teachers if they don't understand. When it comes to working in small groups the students shared that they have science fair projects and students can have a partner or work individually. One student said that they occasionally have projects with others.

- Students shared that they know they have learned on a regular basis. One student shared that she learned about planets while another said she learned how to use "Cornell" notes, and another said she is working on learning division. One person said she learned how to multiply decimals, and this could be used when going shopping. When describing teachers, the students said that their teachers are talkative, funny and nice. Another student said that he has eight teachers and some teachers are more likely to push you to succeed and others are nicer and they help you along the way step by step. One student remarked, "My teachers are caring, nice and they want me to succeed in life and if I have a problem, I talk to the teacher about school related issues."

- When it comes to asking questions in class, students said they can either be put into a chat room or go on the group chat when they are attending classes virtually. Students said they usually have just two to five people who answer questions, but the same people call out. Students would like things to be better explained at times and be allowed more time to think about and understand the content before taking the test. A student commented, "One thing I don't like is being given a random assignment and then left on your own to answer and complete the assignment."

FOCUS GROUP SUMMARY continued

Leadership:

- The school leaders were asked about the challenges of virtual learning. They commented that it has been handled, for the most part, the same way at all three Mater campuses. School leaders explained that for some of the new teachers, it has been a struggle because they try to keep all students paced (and learning) the same curriculum. In addition, leaders shared that they have noticed that break out rooms don't seem to work without an adult. Leaders noted that the school offers small group learning settings later in the day to accommodate students in this manner.

- Regarding the change in NSPF star rating status, the leaders said, "We think the jump between one to three stars had many factors. When we did get the first year of SBAC data and were able to sit down and look at the data, we looked at specific domains and then structured the classes to meet the specific needs of our students. One thing that helped was our interaction with Florida and the suggestion to implement a double dose program. This design has allowed students to catch up by having core focuses on grade level and then a second, 'double dose' which uses the iReady to design instruction for the needs of the individual student." School leaders were very supportive of the partnership with the Florida schools, noting that it has been helpful in providing training to teachers and staff. Leaders shared that the Mater network sends people from Nevada to Florida to observe and assist in school improvement. In addition, the strong teachers and trainers from Florida come and walk through the school to help determine what improvements or changes could be made. One leader said this is particularly helpful because Florida has a similar population including many second language learners.

- With the current distance learning situation, the full teaching happens in the morning, and there is one interventionist per grade level providing support. School leaders said they are adjusting the schedule to accommodate the math and small group instruction and are looking at ways to distribute themselves to increase engagement. School leaders noted that the 3rd, 4th, and 5th grades are departmentalized with one person teaching math, another ELA , and others teaching double dose math and ELA.

- When leaders were asked what they hoped SPCSA evaluators would see at the school, they had several thoughts. One leader said they hoped that white boards would be used in classes, and that high levels of student engagement were observed. Another leader added that SPCSA evaluators should see cameras on and students following along. The leaders expected that teachers would be active and if a student's camera is off, teachers should be aware of this and reinforce schoolwide camera expectations. Finally, school leaders hoped that SPCSA evaluators would see high levels of rigor, strong relationships, and relevant learning for all students.

Staff:

- The Mater Bonanza staff was asked about how the virtual learning was taking place, and they shared that they have received some professional development which included support for teaching virtually at the beginning of this school year. This training allowed for collaboration between the staff and time to discuss and plan for the online format. However, staff noted that no matter how strong of a teacher you are, and how engaging you may be, it is challenging to maintain this in a virtual setting. As one educator remarked, "There are many distractions including family members, pets, and technology glitches that may happening every day." Teachers said that Pear Deck[2] has allowed them to have more control as well as assisting them in monitoring student engagement while teaching. The staff mentioned other strong supports such as "Tune-up Tuesdays" which allows teachers to collaborate and share how to use important resources such as a tablet. A grant was obtained and used to purchase online curriculum for specialists such as Music. Finally, *Kahoot*[3]has been a great tool to engage students and has worked because students are competitive and enjoy this tool according to staff members.

- Regarding data, the staff reiterated the importance that data plays in terms of understanding where a student needs assistance. Staff agreed that data helps them understand where they may need to improve their teaching. One educator remarked, "If the data isn't improving, this is likely a sign that teachers need to change the delivery or approach in order to help the student succeed. If a teacher sees that a student has failed multiple quizzes, it can also indicate that more work is needed to help that student achieve." Instructional staff agreed that iReady promotes student learning and expressed appreciation of the extra help that interventionists and aides have contributed to successfully working in small groups on individual goals. Teachers commented that the historical data has helped them too. One teacher explained, "I can look back on what a student maybe didn't master in prior years to alter my instructional approach to meet students where they are." Teachers said that the double dose classes have been a helpful structure, and that they didn't have these structures and classes at first when the school opened.

- The staff explained that the goals at this school are still the same, but with different obstacles. For example, the mission and vision are still the same and staff are all responsible for helping students improve. Staff agreed that they are all aware that growth is key. One person said, "As long as our students are growing, then we are doing our best because this is our ultimate goal. The data we have that shows growth despite the time outside of the classroom is encouraging." One staff member commented, "Our campus wants to be a 5-star like the others". The non-instructional staff said that they check on grades, call home, determines absences, meet with families face-to-face and support students in any way that they can. A staff member shared that, " Mater is like a big family and we are close. This helps us be successful with our families and to overcome obstacles."

[2] Pear Deck is an educational technology company offering a web-based application to K-12 schools and teachers. Pear Deck is an interactive presentation tool used to actively engage students in individual and social learning. Teachers create presentations using their Google Drive Account.

[3] Kahoot is a game-based learning platform, used as educational technology in schools. It's learning games, "kahoots", are user-generated multiple-choice quizzes that can be accessed via a web browser or the Kahoot app.

- Staff shared that they are eager to improve and said that they believe that they need to work more on parent engagement and social and emotional learning/supports. Staff went on to say that they plan to continue to hold students accountable for their own learning, especially during the pandemic. The staff is proud of the non-instructional engagement with scholars such as Halloween-Trunk or Treat, Thriller dance and other plans for the holiday season. Staff said that this is an important part of their commitment to the school and a great way for them to express care for the well-being of students. For some of the newer members of the staff, this year was described as "A little chaotic" given the virtual world. Yet one newcomer remarked, "I've received a lot of help from the community in our school and it is what keeps us going."

CLASSROOM OBSERVATION TOTALS

A total of 14 classrooms were observed for approximately 25 minutes each 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**	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: 6	**Total: 8**	**Total:**	**Total:**	**Total:**
Establishing a Culture for Learning	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:	**Total: 14**	**Total:**	**Total:**	**Total:**
	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 instruction 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: 2	**Total: 12**	**Total:**	**Total:**	**Total:**
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: 4	**Total: 10**	**Total:**	**Total:**	**Total:**

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 explanations are 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: 3	**Total: 5**	**Total: 1**	**Total: 1**	**Total: 4**
Area 6 **A** **Using Questioning and Discussion Techniques**	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
	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:	**Total: 11**	**Total: 2**	**Total:**	**Total: 1**
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:	**Total: 11**	**Total: 1**	**Total: 1**	**Total: 1**

II. CLASSROOM INSTRUCTION (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	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: 8	**Total: 5**	**Total: 1**	**Total:**	**Total:**
B	Students make contributions to the representation of content.	There are appropriate activities and materials 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: 6	**Total: 7**	**Total: 1**	**Total:**	**Total:**
	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: 3	**Total: 8**	**Total:**	**Total:**	**Total: 3**
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: 3	**Total: 9**	**Total:**	**Total:**	**Total: 2**

The purpose of this portion of the report is to provide a numerical value to the total number of best practices seen during the classroom observational portion as a whole. This number is indicated at the end of each best practice descriptor/line.

Evidence of adapted materials/assessments: Area # 5

☒ Lessons are designed to encourage student curiosity and learning beyond classroom time: 4
☒ The explanation of the content is imaginative: 5

Evidence of questioning and discussion techniques: Area # 6

☒ Questions are planned ahead of time and tied to learning target(s): 4
☒ Teacher questions are open ended: 4
☒ Teacher allows time for students to answer — 3 seconds or more: 5
☒ Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 1
☒ Teacher purposefully signals to entire group of students to wait/think before volunteering a response: 1
☒ Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 5

Evidence of engaging students in learning area: Area # 7

☒ Active learning is taking place (rather than just listening or viewing): 4
☒ Students are using reasoning and critical thinking: 3
☒ The lesson is rigorous and includes cognitively complex tasks: 3
☒ Students engage in several types of activities during the lesson including:
☒ Speaking ☒ Writing ☒ Reading ☒ Listening ☐ Discussing ☒ Creating ☒ Problem Solving
☐ Cooperative groups:
☐ Student-led classroom:
☒ Technology is integrated into learning/outcomes: 6
☐ Project-based learning:

Evidence of Formative Assessment During Instruction: Area # 8

☒ Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 2
☒ Students incorporate the feedback by revising their work: 2
☒ Students receive frequent and meaningful feedback regarding their work: 4
☒ A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 3

Other:

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 Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation Classroom Observations	CTE Courses 1:1 devices Integrated technology Multicultural Nights Project Lead the Way-STEM Initiative Accelerated Classes AVE Online Courses Rigorous and Engaging Curriculum Collaborative learning environments
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	Recruitment Events Community Outreach Events hosted by Schools Mailers Neighborhood Canvassing Social Media Radio Stations Materials such as: pamphlets, mailers, pens, shirts etc.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	All services, including related services (OT, PT, Adapted PE, speech) and extended school year (ESY) are based on students' current present academic and behavioral levels and are IEP team decisions. They are

			provided as needed for each student based on the team's decisions. These professionals communicate and collaborate across domains, reporting progress at least quarterly, to ensure all necessary supports and structures are in place based on student needs.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	The Schools/Mater Network have an updated comprehensive EL Policy Framework. This 28-page document includes welcoming, identification, screener assessments Placing ELS, classroom expectations, and a long term framework for EL students.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	Board Meetings SPCSA Meetings Compliance with all SPCSA and NDE guidance and regulations Reviewing the school charter with stakeholders.
3b	The school holds management accountable.	School Presentation	Teacher/Staff Evaluations completed by Administration using *Observe4Success*. Principal Evaluations are conducted by Mater Board and School Administration completes Evaluation of EMO and CMO Services.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	CTE Courses 1:1 devices Integrated technology Multicultural Nights Project Lead The Way-STEM Initiative Accelerated Classes AVE Online Courses Rigorous and Engaging Curriculum Collaborative learning environments CHAMPS Drive-Thru Resource Fairs Equity Sticks (popsicle sticks, “pick-me” sticks) Growth Mindset & Morning Mindfulness Home Visits Novel Studies Real-world issues into the classroom Restorative Justice.

5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	School Procedures clear (beginning of the year training) Crisis Plan team meets regularly and practices safety procedures Morning announcements and weekly communication Nurses, COVID, guidance lessons about wearing masks and social distancing Safe Voice - encourage reporting Signs of Suicide - teachers are trained and Middle school students trained Sanford Harmony - resources provided - SEL team - Mindfulness Culture Survey each year to get students feedback.

SITE EVALUATION FINDINGS

STRENGTHS

A Summary of Strengths as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Evidence are found within the body of the report and summarized here.

1. Mater Bonanza staff frequently incorporate data-based decision making to inform their instruction. Staff consistently track student progress as it relates to student achievement goals.

    - This historical data base has provided a firm foundation for the school to draw upon during this time of uncertainty and necessary COVID related responses to education.
    - School leaders explained that part of the reasons they believe the school went from a one-star rating to a five-star rating was due to knowing both the levels of student achievement as well as understanding where gaps exist.
    - As the campus undertakes this school year with baseline data that is lower when compared to previous years, staff is already responding by making sure that a number well-thought out plans to respond to the achievement levels dips obtained from the fall data.
    - The school campus is allowing all students time each day to check in with teachers to voluntarily ask questions or receive instructional assistance.
    - The school has implemented a “double dose” process and students are purposefully scheduled to receive additional subject matter support with either their teacher or an interventionist. The school has one interventionist per grade level.

2. Levels of student engagement, even in the virtual environment were found to be high according to classroom observations, and information obtained from focus group participants.

    - Students names were used regularly.
    - Teachers smiled often.
    - Cameras were on and students verbally participated.
    - There were multiple chat questions with high number of student responses in the chat.
    - Students shared that even in the virtual learning setting the teachers try to make learning fun.

3. The Mater Academy Board appears to be exemplary and governs with best practices for a highly effective set of charter schools, (Mater East, Bonanza, and Mountain Vista).

        - The board is continuously updated with school level and student level achievement data.
        - The recruitment of successful leaders has been successful time after time.
        - With very little turnover and well credentialed members, this board has managed themselves by investing in proven governance bet practices regarding committee structure, meetings, and dynamics.
        - This charter school board has effectively addressed several challenging issues that have arisen and has high levels of confidence and trust in the school leaders.
        - The board has taken time to reflect, self-evaluate, and implement changes in order to remain a high-performing board driven by mission.

4. Mater Bonanza exhibits a strong sense of community.
    - Students, parents, teachers, and administrators shared that there is a strong sense of community.
    - One staff member commented, “Mater is like a big family and we are close. This helps us be successful with our families and to overcome obstacles.”
    - Students indicated that they love attending Mater Bonanza, with one student remarking, “My teachers are caring, nice and they want me to succeed in life and if I have a problem, I talk to my teachers”.
    - Parents spoke of having strong relationships in a warm atmosphere and a clear road to helping all learners (and their children) to be successful.

5. The Bonanza campus has a diverse student population as well as a diverse staff which reflects the demographics of the community.

    - Demographic data indicates that this campus is one of the most diverse charters within the SPCSA portfolio.
    - SPCSA staff noted that the staff at the campus appear to be diverse as well.

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. Mater Bonanza has operated under Notices issued by the Authority in the past due to academic underperformance. The ongoing pandemic presents a challenging academic environment for students, families and staff. The Bonanza community will need to continue its focus on maintaining and improving current performance levels.

2 The school is operating under a hybrid learning model due to the COVID-19 pandemic.

RECOMMENDATIONS

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

1. To increase the levels of "learning relevance" with students, consider making a point of communicating the "why" for each instructional staff. Consider allowing time to have students talk about and share the relevance of the learning to their real situations in life.

2. It is recommended that Mater Academy board examine their current method of evaluating the EMO, Academica. Although the survey method provides information regarding the perception of effectiveness, a more comprehensive, and objective evaluation tool has the potential to guide the Mater Board in assessing achievements, improving upon effectiveness, and ensuring that the EMO is functioning as effectively as possible. SPCSA staff would be happy to work with the Mater Academy board regarding this recommendation to ensure that the current evaluative method is enhanced.

3. It is recommended that school staff continue to work on a variety of distance learning practices to become even more schooled, purposeful, and intentional with this platform. In both distance learning and in person platforms, research has shown (*Fisher, Frey & Hattie, 2020*) that he following best practices apply.

    - Fostering student self-regulation is crucial for moving learning to deep and transfer levels.
    - Learning accelerates when the student, not the teacher, is taught to be in control of his or her learning.
    - There needs to be a diversity of instructional approaches.
    - Well-designed peer learning impacts understanding.
    - Feedback in a high-trust environment must be integrated into the learning cycle. *(Fisher et al.,2020)*

    This recommendation is provided so that Mater would consider using newly published materials based on Hattie's 2020 research to further strengthen the online instruction even more than it is now. As virtual learning decreases, the same strong strategies will apply to the in-person learning environment as well.

4. While the COVID pandemic has significantly impacted the instructional delivery methods of brick-and-mortar schools, Mater Academy – Bonanza can continue to improve daily instruction by fostering more student discussion throughout lessons. SPCSA staff did not observe many classrooms where students where students were engaging with one another or making collective representations of content mastery. SPCSA staff recognizes that this can be difficult to do under the current circumstances but note that this could be an area of focus for the second semester so long as virtual instruction is ongoing. It will also likely lead to higher levels of student engagement.

DEFICIENCIES

There were no deficiencies identified for the Mater Academy – Bonanza campus during this site evaluation.

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