



Nevada State Public Charter School Authority

Site Evaluation Report
Mater Academy of Nevada - East
Evaluation Date: 12-1-2020
Report Date: 1-19-2021

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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

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 12-1-2020 at Mater Academy East. 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 East is at 3900 E. Bonanza Rd. Las Vegas, Nevada. The school serves 1143 as of the most recent Validation Day which is October 2020 in K-9th grade. The mission of Mater Academy East 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. Mater Academy East Campus aspires to have students obtain a thirst for knowledge and a belief in the students' self-efficacy. The Mater Academy East campus community strives to be actively involved in the learning of its students."

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

ACADEMIC PERFORMANCE

Mater Academy East
Nevada School Performance Framework
2019

There is no available academic performance data through the NSPF as the campus opened in fall 2020.

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

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

There is no available academic performance data through the NSPF as the campus opened in fall 2020.

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

SPCSA Academic Performance Framework
Geographic Comparison Report

N/A

SPCSA Academic Performance Framework
Diversity Comparison Results

N/A

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

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	10	30 minutes
School Leadership	4	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 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.

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

FOCUS GROUP SUMMARY continued

- 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:

- From a parent perspective the families are not in favor of the virtual learning platform. However, parents shared that they feel the school is doing a great job under the circumstances. Families look forward to a time when the school can take place in person again. Parents shared that they want to see the students out of the house and feel they are easily distracted at home in front of the computer screen. Parents stated that they appreciate that if their student is falling behind, teachers will let the parents know. One parent shared that with her first grader she can hear what is going on each day, and the teacher communicates through class dojo with parents regarding progress and behavior. With her high schooler her student will show her what she learned through Collegia. Another parent said that her son started failing doing virtual learning. When the parent contacted the school with the concern, the school told the parent to bring the student right into the school and now her son does in person learning. He is doing much better. The parent shared an appreciation in the responsiveness of staff.
- The relationship between students and teachers has remained strong according to parents. One parent shared that she has received personal text messages to explain how her son was doing in school. She commented, "I can't even express my gratitude to the administration and staff at this school. I've never felt so included and if I'm in the dark and I know I can reach out." Another parent said that there are very strong relationships and levels of communication between parent, student, and family members and the caring comes through. Families said that expectations for behavior are made clear. For example, one parent received a notice that her son was not able to be seen on camera, the parents were able to fix the situation so her son could be seen on camera. Parents shared that it is communicated that Mater students should wear their uniform or a Mater Academy t-shirt and be ready to learn with the cameras on. One parent shared that when her teenager complained about having to wear the uniform, it gave her an opportunity to talk about having the correct mindset for learning which includes wearing a uniform. Another parent said they agree with setting the expectation of feeling good and respecting the teachers and students is a positive one that fosters learning. Additionally, parents agreed that the teachers motivate the students each day and wearing the uniform is a part of this.

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FOCUS GROUP SUMMARY continued

- Parents stated that if students don't understand the material or feel they need help, there is an after-school program that they can attend. According to focus group participants, some students make a point of going each week to the tutoring Mater Academy East opened in the fall of 2020. One parent shared that her son (who has an IEP) can call or connect with staff. At one time, the family lost connectivity and she called the school and they said to come right in and get connected at the school. In the end, however, very little learning time was lost. Parents noted that Mater East will offer cheerleading once the school is more in person. Another parent said her son plans to participate in Basketball, noting that they passed up a seat at another really good school due to the family nature of Mater East, the positive communication, and how well the school treats students and families. At this time, parents stated that there are no school sponsored sports due to COVID, but the school encourages physical activity. Other options include mechanics, and culinary.
- When families were asked about what they would like the evaluation team to know about the school, they had several statements. One person said that they like Mater because all the schools including this newly opened campus, are family oriented. The family member stated, "I would like to see the PTA come back. I love that this school is family based. I feel like a super star at this school when I walk into the front doors because everyone is waving and we are positive with each other during pick up and drop off." Another parent commented, "[The staff] know every student's name, the parent's names, and we are all so involved. We are one big team trying to get everyone moving forward. I like it because college is talked about and a definite possibility now." One parent said, "I feel welcome and [the principal] will give you her phone number and she will call you back. My kids are challenged and I feel welcome always. If there are any problems, [the principal] is available to help. I've never seen another school like that, they take your call, they handle it. I would follow [the principal] anywhere, including to Reno. She talks to politicians about changing laws and making sure each student has a fair shot." Another parent said she feels the school is run like a community and the staff take steps that are above and beyond to meet all needs. Another parent shared that that her son was having reading issues and in 2013 she picked Mater and the leadership team's passion won her over. A parent said, "The school embraces diversity. I felt I had to learn the hard way what education is in the U.S. and the mindsets that my children have is that the bar has been set high and they have plans to go to college. They are also teaching students how to be great citizens of the world, and that is embraced by all staff and leaders. The staff give everything from the bottom of their hearts."

Students:

- Students shared that with regard to virtual learning they prefer attending school in person. They said that the internet lags and makes it difficult to learn. Some students said that they have a hard time knowing what they are supposed to be doing in a virtual class. Students said that Zoom gets boring and they miss seeing each other, but if they have trouble understanding concepts in school they can re-read, email the teachers, re-take a test, and study more. In the virtual setting students said that if they are stuck they will chat with their teachers alone, send a private chat, or attend office hours. According to students, office hours are offered each day at the end of the day so that students can ask for support or get small group one-on-one instruction. One student said that he doesn't learn at home, and while he said he completes assignments, he doesn't think he is learning. Another student said that when they are at home it is easy to get distracted. Students reported that they are able to go to school to learn based on a Core Schedule. The students explained that "Core C" is offered to some students if they really need it, and it is offered to teachers' kids. Another student said, "EL students go on C because it gives that extra support."

FOCUS GROUP SUMMARY continued

- Many students within the group said that that they have learned some new things this year. For example, one student said that he answers many of the questions and therefore knows he has learned. Another student said he goes into the school for his Biology class and he believes he has learned quite a bit from this class. A third student said that he has learned in math and is able to help other kids who themselves are having trouble. Students take iReady and math checks and reported that they know they are doing well if they are able to move on based on the i-ready results.
- Students shared that as far as teachers are concerned, the students appreciate that they are always able to get assistance and seek support from teachers. One student commented, “The teachers are wonderful and available, and they want you to succeed. I can e-mail them or contact them in many ways and receive help.” The teachers will “stay on us” for a while if we don’t have the work completed. I can always attend office hours if I still don’t understand I go to office hours.”
- Students said they decided to go to Mater East for many reasons. One student said they wanted to go because of the school leadership team as they knew the school leaders would help and do everything the could to get the school off to a great start. Another student commented, “The teachers go back and explain things here.” Still another student said that “The other Mater campus helped me with academics and sports and I decided it would be great to continue here at the Mater East campus.”

Leadership:

- School leaders reported that the move to distance learning took place quickly. They worked with Collegia to prepare teachers for what on-line teaching looks like. One leader commented, “Our coaches teach as well. They are hands-on and real time and are consistent and strong. The coaches trouble-shoot where the most coaching is needed. The coaching team looks at best practices and then implements hands on modeling or co-teaching to improve instructional techniques.”
- Regarding using data to drive instruction, the school has discovered that the students enter the Mater Academy one to three grade levels behind. According to the leadership team, one way the school supports data driven instruction is through strong communication between all stakeholders. For example, the school celebrates success with students and families. Each student has a data binder, and data walls are used to track progress and to visually display how each individual student is doing academically. Students know exactly where they are with iReady, according to school leaders.
- School leaders shared that the school is responsive to embedding equity into the campus, and they have focused on conducting data chats to talk with students and families in a routine manner. Leadership noted that the school makes a point of celebrating success as well, and the school has several staff who are fluent Spanish speakers and work as a team to make families feel at home from the minute they walk in the door. Leaders noted that the new concern with COVID is the social emotional needs of the students. The school has reached out doing home visits and looking for what is needed and providing whatever it is that may be to mitigate these concerns to the best of their abilities. One leader commented, “We are constantly reaching out and using community resources, food, clothing, and SEL strategies.”

- School leadership noted that there have been challenges to expansion. Leaders reported that these include working with an older building, having sufficient technology available to students and staff, fine-tuning new and old wiring in the building, and continuing to reach out to the community and build new relationships. One person remarked, “We have had to make several adjustments in the area of Special Education. Teachers use break out rooms, conduct tutoring at the end of the day and meet the needs of students no matter where they are in the program.” Another leader praised the school staff and said, “The school staff has worked diligently to make the school the center of the community. We all try to have families come to the school for resources.” When school leaders were asked about what they hoped the SPCSA team would see, they said they hoped that it would be evident that the school puts students first. In addition, leadership hoped that their staff’s passion for teaching, the implementation of best practices, and amazing opening to lessons which include the lesson objectives and essential questions would all be prevalent.

Staff:

- Staff shared that they have made several adaptations to teach virtually. One person said that as a new teacher at Mater East, she has received an abundance of support. She added that there are many supports in place technologically, and the school is quick to provide materials and assistance to help build engagement within the classrooms. A staff member commented, “We stick to what we expect, and the bar is set very high. There are community resources available to families such as medical experts, dentists, flu shots, and food. We do our best to support our families.” Another educator commented, “As a teacher, I see the difference at Mater and I see how connected our families are. At Mater the teachers reach out to the families rather than the other way around. We have a refreshing culture and an environment of high expectations. The support we receive as teachers is amazing and I feel supported, respected, and cared about.”
- The staff was asked about how the school supports their students learning a second language. Staff reported that there is an entire team of people for EL Students. One teacher shared that as soon as she found out that she could bring her Special Education students onto campus, that is exactly what she did and did it quickly. She said, “We have seen such a spark in our students who are learning on campus with us. For those students unable to come to campus, we schedule zoom calls and facilitate the learning. We do whatever it takes.” One teacher shared that sometimes students want to play or may get distracted online, and she explains to her students that she cares so much and enjoys seeing the students. Staff said that there is a big focus on building relationships with the families. Another teacher chimed in that she greets her students with positive messages every day by greeting students by name and saying she is so glad [everyone] is here today.
- Staff was asked about iReady and testing students to determine levels of achievement, and they responded by sharing that they were able to bring in a big bulk of students to test in-person. One teacher commented, “We drive our instruction using the data in order to fill the existing learning gaps. One teacher was able to compare the iReady and the MAP data and reached out to the coach and school leaders to work one on one with those students who are significantly behind their grade level peers. She explained, “I can pull some small groups and work with students. In addition, our teachers have a double class for math and provide formative assessment to use springboard.” Staff explained that double classes take place at the middle and school grade levels and this allows students to get grade level content and either above or below grade level support as needed. This same format takes place within in the lower grades and is called, “Power Hour”.

- The staff at Mater East expressed that the support staff at the campus are so important to the success of the school, noting that they help teachers make things appear seamless. Using an all hands on deck approach makes students feel the love, and a fluid family feel according to both instructional and non-instructional staff. One person commented, “Everyone is willing to help out and support each other.”
- The staff shared a sense of pride about teaching robotics, math, engineering, and the 21st century skills. As one staff member put it, “I know that at Mater we are operating in a culturally diverse environment and we truly want our students to be successful. I know I can go to my grade level, team lead, my coach, or the school leader so that I can be the best possible teacher for students. Should we (teachers) need training, materials, or support, there is always a way to get us what we need.”

CLASSROOM OBSERVATION TOTALS

A total of 13 classrooms were observed for approximately 25 minutes each on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Distinguished Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Proficient Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Basic Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Unsatisfactory Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	Not Observed This criterion was not observed or rated.
	Total: 5	Total: 8	Total:	Total:	Total:
	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: 1	Total: 12	Total:	Total:	Total:
Areas 3 & 4 Managing Classroom Procedures Managing Student Behavior	Distinguished Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Proficient Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Basic Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Unsatisfactory Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	Not Observed This criterion was not observed or rated.
	Total: 3	Total: 10	Total:	Total:	Total:
	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: 3	Total: 10	Total:	Total:	Total:

II. CLASSROOM INSTRUCTION

Area 5					Not
	Distinguished	Proficient	Basic	Unsatisfactory	Observed
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: 10	Total:	Total:	Total:
Area 6	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Using Questioning and Discussion Techniques	A 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.
	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: 12	Total:	Total:	Total: 1	

II. CLASSROOM INSTRUCTION (continued)

II. CLASSROOM INSTRUCTION (continued)						
Engaging Students in Learning	Area 7 A	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
		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: 2	Total: 11	Total:	Total:	Total:	
	Area 7 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: 2		Total: 11	Total:	Total:	Total:	
Using Formative Assessment in Instruction	Area 8 A	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
		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: 2	Total: 11	Total:	Total:	Total:	
	Area 8 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: 10	Total:	Total:	Total:	

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: 5
- The explanation of the content is imaginative: 4

Evidence of questioning and discussion techniques: Area #6

- Questions are planned ahead of time and tied to learning target(s): 5
- Teacher questions are open ended: 5
- Teacher allows time for students to answer – 3 seconds or more: 9
- Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 4
- Teacher purposefully signals to entire group of students to wait/think before volunteering a response:
- Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 7

Evidence of engaging students in learning area: Area #7

- Active learning is taking place (rather than just listening or viewing): 5
- Students are using reasoning and critical thinking: 4
- 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: 13
- 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: 3
- 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: 5

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 Teacher Evaluation Principal Evaluations conducted by Mater Board 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 are clear (beginning of the year training). The Crisis Plan team meets regularly and practices safety procedures Morning announcements and weekly communication. Nurses, COVID, guidance lessons about wearing masks and social distancing Safevoice - encourage reporting. Signs of Suicide - teachers are trained and Middle school students trained. Sanford Harmony - resources are provided. SEL team - Mindfulness Culture Survey each year to get student's feedback.
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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. The school leader and leadership team are highly responsive to staff and families.
 - During the family focus group, one parent commented, “I can’t even begin to express my gratitude to the administration and staff at this school. I’ve never felt so included and if I’m in the dark and I know I can reach out.”
 - Staff members overwhelmingly commented that they feel supported and able to express thoughts, even during the pandemic. Staff members shared an appreciation that the leader and the leadership team have an open-door policy. During the staff focus group, one educator remarked, “I know I can go to my grade level, team lead, my coach, and our leadership team at the school and express my concerns and needs so that I can be the best possible teacher for students.”
2. The 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 and is representative of the community it serves.
 - SPCSA staff noted that the staff at the campus appear to be diverse as well.
3. Mater East exhibits a strong sense of community.
 - Students, parents, teachers, and administrators shared that there is a strong sense of community present at Mater East.
 - Several stakeholders cited that this school is a strong alternative to other available public schools.
 - Students indicated that they feel accepted, welcome, and safe at the school.
 - Parents spoke of having strong relationships in a warm atmosphere and a clear road to helping all learners to be successful.
4. The school maintains high expectations for all students.
 - Educators work together to meet the many challenges and improve educational outcomes for all students.
 - Not only has the school implemented a rigorous curriculum, multiple stakeholders appreciated the expectation that students must work hard to master the content.
 - The research on high expectations is widely accepted and research demonstrates that children achieve better outcomes in learning environments where teaching professionals have these expectations for each student. This is especially true for students who are considered ‘at risk’.

5. The Mater Academy Board appears to be exemplary and governs with best practices for a highly effective network 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 practices such as established committees.
 - This charter school board has effectively addressed several challenging issues that have arisen and has a high level 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.

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. The school is operating under a hybrid learning model due to the COVID-19 pandemic.
2. Mater East is in its first year of operation with 1143 currently enrolled students. These students have transferred from several other public and private schools. With this comes the challenge of creating new cultural norms and operational shifts, all within the current 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. 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 the 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.

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.

DEFICIENCIES

There were no deficiencies identified for Mater Academy East campus during this site evaluation.