



Nevada State Public Charter School Authority

Site Evaluation Report: Mater Academy of Nevada – Bonanza

Evaluation Date: 2/9/2023

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Appendices

A: Nevada School Performance Framework

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

B: SPCSA Academic Framework

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

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 2/9/2023 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 first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

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

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

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

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

SCHOOL BACKGROUND

Mater Academy Bonanza is located in Las Vegas, Nevada in a facility at 4760 East Bonanza Road. The school serves 1,081 students (as of the most recent Validation Day) in pre-kindergarten through 8th grade. The mission of name of school 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."

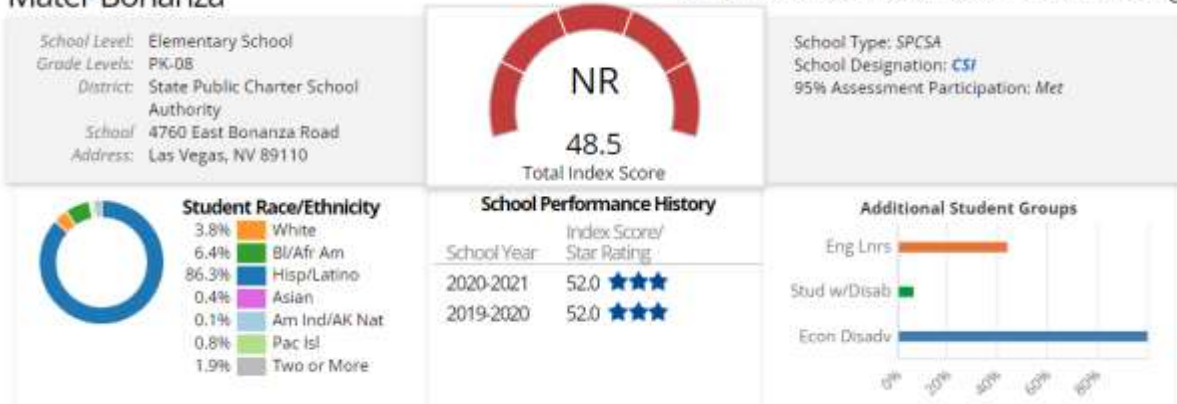
ACADEMIC PERFORMANCE

Nevada School Performance Framework 2022

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

Elementary School Mater Bonanza

School Year 2021-2022 Nevada School Rating



Middle School Mater Bonanza

School Year 2021-2022 Nevada School Rating



Math and ELA Results Nevada School Performance Framework 2022

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

Proficiency Rates

Elementary School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	34.6	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	-	72.8	70.4			
Black/African American	20.8	30.3	35.7			
Hispanic/Latino	35.0	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	-	55.6	57.5			
White/Caucasian	44.4	60.7	61.3			
Special Education	13.7	26.3	32.1			
English Learners Current + Former	33.2	34.9	39			
English Learners Current	26.3	25.5				
Economically Disadvantaged	34.4	35.6	42			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	41.0	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	-	74.9	76.7			
Black/African American	29.1	39.8	45.4			
Hispanic/Latino	39.6	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	-	61.5	66.2			
White/Caucasian	61.1	65.5	69			
Special Education	20.6	25.5	33.5			
English Learners Current + Former	39.4	37.4	44.4			
English Learners Current	29.4	24.4				
Economically Disadvantaged	41.1	42.8	49.4			

Middle School

Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	15.7	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	-	62.7	60.6			
Black/African American	<5	18.2	27.3			
Hispanic/Latino	15.9	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	-	41.8	43.6			
White/Caucasian	-	48.1	49.8			
Special Education	<5	9.7	22.7			
English Learners Current + Former	14.5	20.1	24.2			
English Learners Current	<5	7.6				
Economically Disadvantaged	15.7	23.9	32.7			

ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	36.4	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	-	79.0	77.1			
Black/African American	19.0	41.1	40.9			
Hispanic/Latino	36.9	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	-	64.6	63.2			
White/Caucasian	-	67.2	68			
Special Education	<5	18.0	25.8			
English Learners Current + Former	33.6	38.8	28.1			
English Learners Current	16.1	16.7				
Economically Disadvantaged	36.4	45.9	47.1			

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

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

18/25 0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

3/10 NSPF score difference of 2.3 between school (47 points) and comparison district (44.7 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 29 between school (47 points) and comparison school (18 points).

Middle School

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

17/25 0 automatic points in indicator.
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

2/10 NSPF score difference of -0.6 between school (48.5 points) and comparison district (49.1 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

15/15 NSPF score difference of 26 between school (48.5 points) and comparison school (22.5 points).

SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School

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

14/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5 School FRL rate of $\geq 95\%$ compared to district Gr6-8 FRL rate of $>95\%$.

4/5 School IEP rate of ≥ 10 to $<15\%$ compared to district Gr6-8 IEP rate of 11.9%.

5/5 School EL rate of ≥ 25 to $<30\%$ compared to district Gr6-8 EL rate of 13.6%.

Middle School

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

13/15 0 bonus points in indicator.
One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5 School FRL rate of $\geq 95\%$ compared to district GrK-5 FRL rate of $>95\%$.

3/5 School IEP rate of ≥ 5 to $<10\%$ compared to district GrK-5 IEP rate of 11.9%.

5/5 School EL rate of ≥ 45 to $<50\%$ compared to district GrK-5 EL rate of 19.3%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	7	30 minutes
Students	11	30 minutes
School Leadership	6	30 minutes
Staff	15	30 minutes

Governing Board¹:

- Board members reported that there haven't been any changes with the board members since the previous 2021 site evaluation. One board member stated, "The Mater board still has seven board members and there have not been any changes. We have a range of expertise, such as two board members with educational experience, one board member served as a county commissioner for 12 years, a parent representative and paralegal, and a board member with accounting and finance experience."
- Board members discussed financial reports that are discussed at board meetings. A member of the board shared, "An Academica² representative presents a balance sheet, a net-position review, and an income statement each month. Monies from grants are always a challenge as grant monies do not always come in in a timely manner. Academica presents an overall financial outlook as well as each individual school. The board will ask the principals of each school within the network questions regarding individual campuses. The board will also ask Academica questions about finances."
- Members of the board shared the school's greatest strengths from a board perspective. One board member stated, "Extra staffing has been beneficial as many personnel were stretched thin last year and we have made good strides in providing extra staffing. Continuing to hire for greater resource support is ongoing. Marketing and streamlining travel to be more efficient have made gains this year."

Parents/Families:

- Parents shared why they chose Mater Bonanza, given that the Mater network offers multiple campuses. "It is closest to our home as it is the furthest east of the Mater school," one parent mentioned. Another parent explained, "At the time, we saw the 5-star school rating online and I wanted to enroll my child here at this campus." "I heard about it from a friend and all of her children attend this campus," a third focus group participant added. A fourth parent said, "I am happy there is a variety of sporting events and academics that appeals to all my children's interests." One parent said, "I heard good things about charter schools and enrolled my child here as a pre-K student and we have been here since."

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

² Academica is an education management organization (EMO). An EMO is a for-profit firm that provides "whole-school operation" services to public school agencies.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Parents of the focus group reported they are invited to attend school events often. “Teachers welcome parent volunteers regularly,” one family member shared. “Calendars and information are published in both English and Spanish,” a parent indicated. Several family members reported that Mater Bonanza is very communicative when it comes to keeping families up to date on updates, events, and information.
- Family member focus group participants named some opportunities for improvement at the Mater Bonanza campus. For example, several parents suggested that Mater Bonanza elicit more parent involvement at school events. “I would like to see a little more organization at events. Some of the events do not have the best structure or backup plan so things operate more smoothly,” one parent pointed out. “Sometimes the teachers were not communicated with clear instructions and were confused as to what they should be doing during said event,” another parent indicated.

Students:

- Students shared how the school helped students to feel a part of things. One student said, “There was a tour the day before school where they showed us what to expect and where things are around the school campus.” Another student shared, “We received a handbook, we got to meet our teachers and get our books.” “There was an assembly that went over the school-wide expectations and all students attended,” one student explained.
- Students reported they often get to speak with peers, lead a discussion, and explain their thoughts to others during class time. One student said, “I get to explain my thinking and help students understand concepts.” Another student shared, “We did a group presentation and presented it to the class.” “We presented our poems and inventions in STEM class,” a third student added. “We take annotated notes on the presentations and provide feedback,” a fourth student added.
- Student participants in the student focus group explained the most important things a teacher can do in the classroom. “Help me learn, teach, be explicit, encourage, get us ready for the next grade level, and explain what we don’t understand in a kind way,” one student disclosed. All student focus group participants reported their teachers are doing this in their classrooms.

Leadership:

- Leadership shared how they support teachers in making sure that learning targets are clear to students. “The school uses common configuration boards. We make sure that we continue to go back to the objective throughout the lesson,” school leaders explained. “With the special education (SPED) population, we break down the objectives into chunks for students. SPED teachers work in small groups so that by the end of the lesson the whole objective is understood by the students,” one member of leadership indicated.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Members of the leadership focus group reported how they are addressing chronic absenteeism at their school. “We make phone calls home to parents and conduct home visits if family members don’t pick up the telephone,” one member of leadership explained. Another leadership representative shared, “We have attendance incentive posters outside classrooms to encourage perfect attendance. We have a belt similar to one you would see in the World Wrestling Entertainment (WWE) that a class can earn for having perfect attendance.”
- Members of leadership shared ways they are working to increase student proficiency in order to achieve higher NSPF index scores at Mater Bonanza. “We’ve added instructional coaches and set academic goals. Now, staff meet regularly and set personal goals,” one member of leadership added. Another member of leadership explained, “Anytime we can, we talk data. We ask students where they are on i-Ready³, and the teachers have data chats weekly with students. If students meet their academic goals, they can have free dress on Wednesday. In addition, we have incentives for teachers. Teachers can earn one hour of paid time off (PTO) if their students meet their participation goal.” A school leader added on, “We have Friday ceremonies to recognize students for their academic achievements in math and reading. We also ensure that i-Ready goals are aligned with their Individual Educational Plan (IEP) goals. These gaps are addressed during push-ins. We also have Power Hour in grades kindergarten through three and double dose⁴ in grades four and up for math and reading. We have also changed the math program at the suggestion of our data specialist to align the math curricula closer to assessment-type questions.”

Staff:

- Given that the Mater network offers a variety of campuses, staff shared what motivated them to work at Mater Bonanza. One staff member explained, “The pay and compensation are better than the other campuses.” Another staff member added, “We have loyalty to the principal who hired us. They support us and take care of us. One teacher came out of retirement to work with others who also work at Mater Bonanza.” Others said they left the school district and followed friends who work at this campus.
- Staff members shared ways they foster academic talk in the classroom. “We use Kagan strategies⁵, think-pair-share, anchor charts, word walls, and sentence starters to foster academic talk,” one staff member pointed out. Another staff member explained, “I implement academic language because it is an important part of learning.” “I foster academic language in the classroom by modeling the language and checking that students are using the vocabulary in their discussions,” a third staff member clarified.
- Staff disclosed professional development (PD) opportunities they’ve had around student

³ I-Ready is an online assessment and instruction that helps teachers provide all students a path to proficiency and growth in reading and mathematics.

⁴ Double dose is an extra class to support academic growth.

⁵ Cooperative Learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal (Kagan, 1994).

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

engagement and student-led instruction. For example, several staff members reported they've attended a Kagan conference and have had PD on how to engage students in mathematic discourse through the utilization of the i-Ready curriculum. "Mater schools are the recipients of the Verizon grant. Through the Verizon grant, Mater schools receive extensive teacher training, support, and the opportunity to engage in a unique, immersive curriculum to leverage technology in their classrooms," one staff member indicated.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 27 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 17	Total: 8	Total: 1	Total: 0	Total: 1
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 18	Total: 9	Total: 0	Total: 0	Total: 0

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not 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 life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 8	Total: 18	Total: 0	Total: 1	Total: 0
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 3	Total: 23	Total: 1	Total: 0	Total: 0
Quality and purpose of questions	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: 0	Total: 23	Total: 0	Total: 0	Total: 4
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 2	Total: 23	Total: 0	Total: 0	Total: 2

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and 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 differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 8	Total: 17	Total: 2	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 3	Total: 21	Total: 1	Total: 0	Total: 2

Additional information about the classroom observations shared here when applicable.

- In one elementary classroom, students choral read with the co-teachers. The teachers walked around to provide support.
- In one elementary classroom, students worked in small groups. The teacher worked with a small group on phonics skills.
- In one middle school music classroom, students were self-directed in warming up their instruments while the instructor took attendance and set up the projector. Students assisted each other in tuning up, configuring the classroom, and warming up their hands and their instruments.
- In a few middle school classes, instruction was slow to start. Even though a bell ringer was in place, students took quite a bit of time to settle into their class routine. In some classes, students talked back to the teacher when the teacher tried to get the students on task.
- In one elementary classroom during power hour, two co-teachers each met with small groups to review words with r-controlled vowels. The other students worked on i-Ready lessons.
- In one pull-out targeted intervention, students completed mathematical problems in small groups with the teacher's assistance.
- In one middle school classroom, co-teachers worked with small groups to examine informative texts. The teacher-reviewed best practices for test taking on the SBAC.
- In one upper elementary class students located and represented points on a coordinate plane. The teacher called the students one by one to his desk to have 1:1 conferences with students about their grades and any missing assignments.
- In one middle school classroom, students built models of different mechanisms and answered questions as a group.
- In one elementary class students transitioned from one activity to another by being called upon by the teacher to gather materials. The transition time was lengthy and there was a substantial loss of learning time. Many students became restless and appeared to be off-task.

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, visual inspection 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.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>Mater provides a safe learning environment where academics are facilitated by teachers, administrators, parents, and the community which enables students to become confident, self-directed learners in a technologically rich, college preparatory environment through rigor, relevance, and relationships. Mater uses a curriculum that is aligned with the Nevada Academic Content Standards.</p>
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>Per the governing board and leadership focus group sessions, the Mater Charter School Governing Board is following governing board policies.</p>
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately</p> <p>Measure 4d: Personnel files are under lock and key/stored appropriately</p>	<p>Student files are digitized in Infinite Campus. Hard files have been sent to Academica for storage. Student's Individual Educational Plan (IEP) or 504 plan files are kept under lock and key.</p>
Indicator 5: School Environment	<p>Measure 5b:</p> <ul style="list-style-type: none"> • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration 	<p>The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, as well as an active food service permit. The site evaluation team visually checked and located cots, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.</p>

Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

Self-Assessment of the implementation of prior recommendations by school staff

- 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.
- It is recommended that Mater Academy board examine their current method of evaluating the education management organization (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.
- 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. 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.
- 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 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.

<p>Evidence the school can provide to support the implementation of previous recommendations.</p>	<ul style="list-style-type: none"> • The school has implemented several strategies since the last site evaluation, including Kagan, Teach Like a Champion⁶, CHAMPS⁷, and STEAM practices. • According to information collected as part of the site evaluation, every year, Academica sends out an evaluation to administrative teams to evaluate current services. An Academica liaison reviews the feedback with the site administrators and then evaluates vendor systems based upon the school’s feedback and formal evaluation. • Information collected during the site evaluation process indicates that teachers learn how to utilize, and build in, opportunities for student discourse through weekly professional development. Curriculums like Ready Math and Amplify are designed to engage students by utilizing STEAM strategies and small groups in the classroom.
<p>Reason’s school believes additional time will be needed to fully address the recommended items, if any.</p>	<ul style="list-style-type: none"> • Mater Bonanza leadership believes that recommendations from the 2020- 2021 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address specialized populations are ongoing. • SPCSA staff agrees with this assessment and concluded that the board, leadership team, and staff have developed a more robust evaluation for Academica Nevada and have increased student-level discourse in classrooms.

⁶ Teach Like a Champion provides educators with a set of techniques, a shared vocabulary, and a framework for practice that equip teachers to achieve dramatic results with their students.

⁷ CHAMPS is a proactive approach to classroom management. The acronym stands for Conversation, Help, Activity, Movement, Participation, and Success. The teacher must address these different elements before starting any activities to ensure smoother lessons and effective learning.

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 Framework are described within the body of the report and summarized here.

Mater Network

- Each Mater campus has strong leadership in place. Every leader demonstrates significant competencies of effective leadership as well as in-depth knowledge of network educational programs, data-driven decision-making, the establishment of a strong school environment, and intense devotion to the Mater mission. This leadership approach to instruction establishes a purpose along with concrete goals for each school community. School leaders promote the Mater mission by offering teachers the resources needed to improve their methods of instruction. Professional development and training, technical assistance, and mentoring are examples of instructional resources.
- According to the Classroom Observation Rubrics for all three campuses, both the Classroom Learning Environment and Establishing a Culture for Learning were rated at the Distinguished level in a majority of cases. Although each of the campus ratings differed, there was a consistent pattern of strong learning environments throughout all of the Mater campuses. This indicates that teachers created a classroom environment conducive to learning. In addition, students felt free to share their ideas and take risks in their learning. Overall, during instruction, teachers invested in continually improving student achievement. High levels of student and teacher engagement were observed by the SPCSA site evaluation team. Students were observed to be comfortable within their learning environments.
- The Mater network provides access to a wide range of tiered-level supports and interventions to meet students' academic and social-emotional learning needs. In addition to providing tiered-level support for low-achieving students, Mater schools provide support and interventions for academically advanced students as well. SPCSA staff observed teachers using academic vocabulary and modeling academic vocabulary during several lessons. SPCSA staff observed staff using high-level DOK questions during many lessons. Leadership shared they utilized WIDA⁸ data to inform their decision to infuse more writing opportunities into the curriculum for students.
- The Mater network has taken a proactive and preventative approach to address student behavior and social-emotional concerns by displaying clear school-wide expectations for students throughout the school. For example, expectations were posted in the hallways, classrooms, and bathrooms. The SPCSA site evaluation team observed students following the school-wide expectations throughout the school. Additionally, the SPCSA site evaluation team observed staff redirecting unwanted behaviors by restating the desired expectation. The SPCSA site evaluation

⁸ WIDA MODEL (Measure of Developing English Language) is a suite of English language proficiency assessments for grades k-12. As a flexible, on-demand language proficiency assessment, WIDA MODEL can be administered at any time during the school year, depending on the needs of the district, school, teacher, or student.

SITE EVALUATION FINDINGS

Site Evaluation Findings continued

team also observed staff providing positive feedback and rewards to students who demonstrated school-wide expectations. The Mater network is implementing a Multi-Tiered System of Support (MTSS). In addition, the Leadership reports that MTSS strategies have lessened behavioral problems.

The Mater Network is committed to serving a diverse population of students and addressing the needs of those who may require additional support. It's important for schools to recognize the unique needs and backgrounds of their student population and provide resources and services that help them thrive academically and socially. Students who receive free or reduced-priced lunch may come from families with lower incomes and providing them with nutritious meals can help ensure they have the energy and focus they need to succeed in school. Similarly, students on an Individualized Educational Plan (IEP) may require specialized instruction and support to help them achieve their academic goals and it's important for schools to provide those resources to ensure all students have equal access to education. English learners (EL) may face additional challenges in the classroom if they are not yet proficient in the English language. Schools can support EL students by providing language support services, such as English as a Second Language (ESL) classes or bilingual instruction, to help them develop the language skills they need to succeed in all areas of their education. Members of leadership across the Mater network reported several supports in place to meet the needs of diverse student groups, such as differentiated instruction, wraparound services, community partnerships, tutoring, etcetera. That said, by recognizing and addressing the unique needs of its diverse student population, the Mater Network is helping to create a more inclusive and equitable learning environment that supports the success of all students.

Mater Bonanza

- The observations made by the SPCSA staff at Mater Bonanza are indicative of a positive school culture that emphasizes strong relationships between students and teachers. The fact that students felt comfortable asking for academic support from their peers and teachers is a testament to the trust that has been established in the classroom. The teachers' dedication to student learning and engagement is also notable, as evidenced by their responses to student questions and the level of interest displayed by the students in the learning material. The students' desire to know the "why" and "how" of things suggests that they are not only interested in learning for the sake of learning, but also in developing a deeper understanding of the material. Overall, the positive interactions observed by the SPCSA staff suggest that Mater Bonanza is an environment where students feel supported and motivated to learn. This type of positive school culture is essential for promoting academic success and fostering the social-emotional development of students.
- The community and parent engagement at Mater Bonanza is a significant strength, as evidenced by the increase in attendance at family meetings, participation in school events, and consistency in school fundraisers. When parents are engaged in their children's education, it helps to create a supportive learning environment for students, and it contributes to their academic and social-

SITE EVALUATION FINDINGS

Site Evaluation Findings continued

emotional development. The increase in attendance at family meetings suggests that parents are interested in being involved in their children's education and in staying informed about school policies and procedures. It also provides an opportunity for parents to connect with teachers and other school staff, which can lead to better communication and collaboration. The increased participation in school events, such as Fall Festival, sporting events, and STEM Day, suggests that parents are invested in their children's extracurricular activities and want to support their school community. This not only benefits the school and its programs, but it also provides an opportunity for parents to engage with other families and build relationships within the school community. Lastly, the consistent participation in school fundraisers is a testament to the commitment of the families at Mater Bonanza to support the school and its programs. This helps to provide additional resources and opportunities for students, and it also demonstrates the importance of working together as a community to achieve common goals. The strong community and parent engagement at Mater Bonanza is a significant strength and a key component in creating a supportive learning environment for students.

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.

- Chronic absenteeism is a challenge for Mater Bonanza. According to the 2021 - 22 NSPF, Mater Bonanza's chronic absenteeism is 8.1% at the elementary level and 6.7% at the middle school level. Staff reported ways they are addressing chronic absenteeism through phone calls home to families and incentives for attendance. Leadership shared, "When sick, many of our families keep their children home and do not provide doctor's notes to verify absences. Post-COVID, many families will keep their children at home for a week without verification they have COVID. Absences affect overall achievement in class and state assessments. Additionally, students identified as English learners (EL) often have difficulty acclimating to the culture, curriculums, and language since exposure is limited."
- The math, science, and English language arts (ELA) student proficiency are a challenge for Mater Bonanza. According to the 2021 - 22 NSPF, Mater Bonanza's student proficiency at the elementary level is 34.6 percent in math, 41 percent in ELA, and 20.5 percent in science. Mater Bonanza's index score at the elementary level is 48.5 and does not meet the standard as the school would have been rated as a two-star school had ratings been issued. Mater Bonanza's student proficiency at the middle school level is 15.6 percent in math, 36.3 percent in ELA, and 17.3 percent in science. Mater Bonanza's index score at the middle school level is 47 and does not meet the standard as the school would have been rated as a two-star school had ratings been issued.

RECOMMENDATIONS

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

- The Mater governing board includes two individuals that are affiliated with other entities that have a contractual relationship with Academica Nevada. Notwithstanding the qualifications of these individuals, this raises concerns about the ability of these members to be independent and impartial. While the bylaws provide for recusal in the event of a real or perceived conflict of interest, it is concerning that the board's voting membership would be noticeably diminished for key decisions regarding the EMO. Ultimately, while it may be appropriate for a single member of the board to have a connection to the EMO, multiple members with a relationship to Academica Nevada raise concerns about the board's overall independence and ability to hold the EMO accountable. SPCSA staff recommends that when these board members term off of the Mater board or resign, at least one of these positions be filled by an individual with no affiliation to Academica Nevada. This will increase the board's capacity to effectively evaluate this service provider.
- SPCSA staff recommend Mater Bonanza develop a plan to improve chronic absenteeism at the elementary and middle school levels. The plan may include calling families and providing family workshops to explain chronic absenteeism and the importance of attending school. As noted in the challenges section on page 20 of this report, chronic absenteeism is high at the elementary and middle school levels. In 2021, the Nevada Legislature passed [Senate Bill 249](#) which requires absences due to physical/mental health (when a professionally written excuse is provided) to be excluded from chronic absenteeism calculations in the NSPF. Appropriate use of MDP⁹ codes may lower a school's chronic absenteeism rate and result in more points in the NSPF. It is recommended that Mater Bonanza make sure to mark student absences with the MDP code when the student/family provides a professional note excusing attendance (i.e., from a doctor, mental health professional, etc.). This includes keeping accurate records and only marking MDP when you have a note as the SPCSA and/or NDE may request documentation. SPCSA staff recommend school personnel attends weekly assessment and accountability technical assistance (TA) calls with the SPCSA. Additionally, the SPCSA offers resources, updated information on Nevada state attendance laws, and recordings of the assessment and accountability TA calls in the SPCSA's Canvas repository. The following websites below may be of support in the planning process.
 - <https://www.attendanceworks.org/chronic-absence/the-problem/>
 - <https://www2.ed.gov/datastory/chronicabsenteeism.html>
 - https://doe.nv.gov/SafeRespectfulLearning/Chronic_Absenteeism/
- SPCSA staff recommends that Mater Bonanza creates a robust plan to increase student proficiency rates. As mentioned in the challenges section on page 20 of the report, Mater Bonanza's ELA, math, and science proficiency rates are low in math, ELA, and science. As a result, Mater Bonanza's NSPF index score has been negatively impacted at the elementary school level and does not meet the standard. Mater Bonanza earned an index score of 48.5 at the elementary level and 47 at the middle school level for the 2021 – 2022 school year, which is the equivalent of a two-star rating. Without improvement during the 2022 – 23 school year, this puts the school at an increased risk for SPCSA intervention.

⁷ The MDP code is a Nevada attendance code and is an indication of the contribution to the calculation of chronic absenteeism. Attendance codes are used in tracking attendance in Nevada.

SITE EVALUATION FINDINGS

Site Evaluation Findings continued

- According to the Classroom Observation Data on page 11 of this report, it is recommended that the Mater Bonanza campus focus efforts on improving instructional levels from proficient to distinguished. Focus may include ensuring all students can explain the purpose of a lesson and are aware of the learning goals during each learning activity. In addition, students may be more intellectually stimulated by engaging in a greater number of high-level questions on a daily basis. It may be helpful to provide students with additional opportunities for discourse and create more rigor in the classroom to bolster student intellectual engagement in learning. In efforts to move staff to distinguished from proficient, it is recommended by SPCSA staff that Mater Bonanza continues to provide PD on improving classroom instruction in the areas listed above.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Mater Bonanza during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for Mater Bonanza during this site evaluation.