



# **Nevada State Public Charter School Authority**

Site Evaluation Report

**Mater Academy of Nevada - Mountain Vista**

Evaluation Date: 12/3/2020

Report Date: 1/19/2020

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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](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](http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-OPF-Att-1-Ratings-Scorecard.pdf)

# INTRODUCTION AND SCHOOL BACKGROUND

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 12-3-2020 at Mater Academy Mountain Vista. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1<sup>st</sup>, 3<sup>rd</sup>, and 5<sup>th</sup> 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

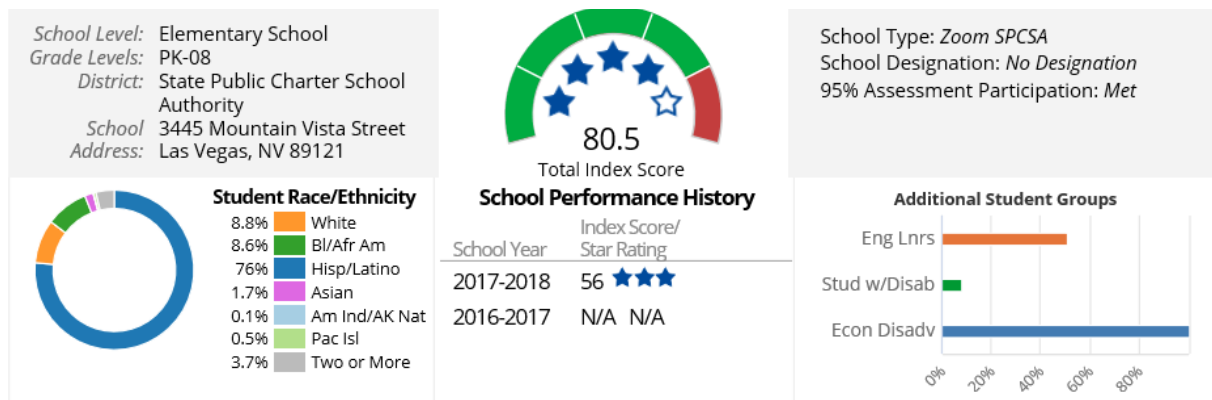
Mater Academy Mountain Vista is at 3445 S. Mountain St., Las Vegas, Nevada. The school serves 1,049 students as of the most recent Validation Day in October 2020 in Kindergarten – 8th grade. The mission of Mater Academy Mountain Vista is: "To provide an innovative, challenging, multi-cultural education, preparing students to be global citizens and have a competitive edge in the 21st century workforce."

# ACADEMIC PERFORMANCE

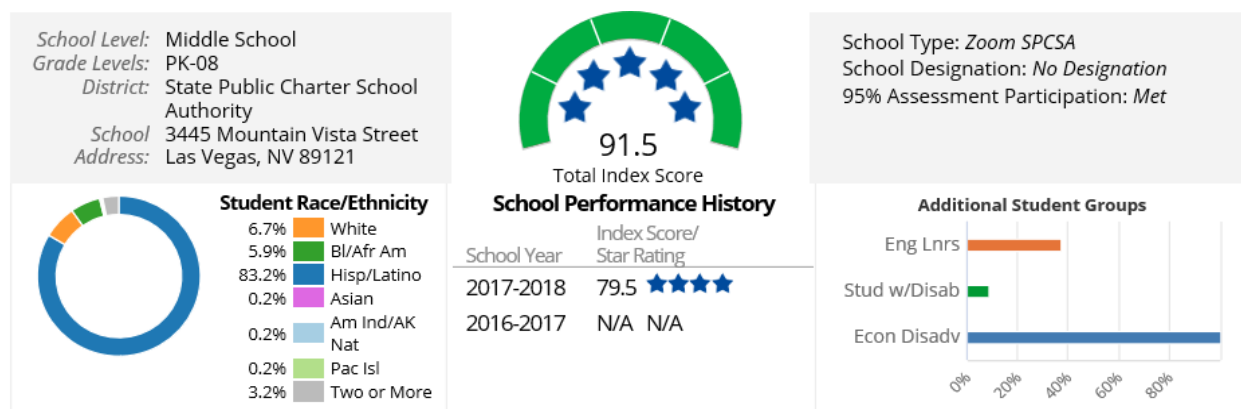
## Mater Academy Mountain Vista Nevada School Performance Framework 2019

Mater Academy Mountain Vista serves 1,049 students in grades Kindergarten – 8<sup>th</sup> grade

### Elementary



### Middle



Mater Academy Mountain Vista  
Math and ELA Results  
Nevada School Performance Framework  
2019

Elementary

**Math Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	51.8	54.5	48.5	36.7	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	-	75.5	68.8	-	75.2	67.2
Black/African American	29	31.3	32.3	23	30.6	28.8
Hispanic/Latino	51	44.6	39.6	33.1	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	-	58.2	55.3	-	59	52.9
White/Caucasian	79.2	62.2	59.3	59.3	61.1	57.2
Special Education	27.5	27.3	28.6	8	29.2	24.8
English Learners Current + Former	55.2	42.2	35.8	33.6	37.4	32.4
English Learners Current	44.2	32.3		25	25.5	
Economically Disadvantaged	51.8	39.7	39	33.2	33.1	35.7

**ELA Proficient**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	46	60.1	57	39.4	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	-	78.5	75.4	-	76.2	74.1
Black/African American	19.3	40.8	42.6	11.5	40.5	39.6
Hispanic/Latino	45.3	51.1	48.2	38.5	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	-	63.7	64.4	-	67.1	62.6
White/Caucasian	72.4	66.7	67.4	56.2	65	65.7
Special Education	17.1	26.6	30	12	29.3	26.3
English Learners Current + Former	48.7	42.2	41.4	37.2	38.9	38.4
English Learners Current	33.2	29.3		24.2	22.8	
Economically Disadvantaged	46	45.3	46.8	35.5	40.4	44

Middle

**Math Proficient**

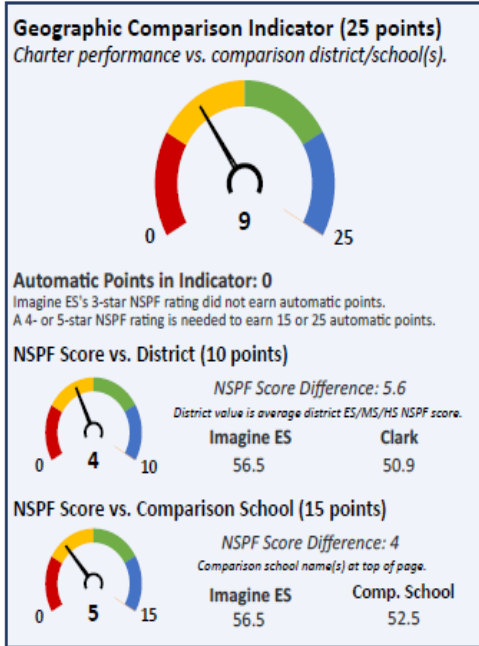
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	33.2	42.6	36.5	27.4	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	-	66.2	58.6	-	64.1	56.4
Black/African American	18.1	24.1	23.5	29.6	17.7	19.5
Hispanic/Latino	33.2	31.8	29.3	25.6	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	54.5	47.2	40.6	33.3	41.5	37.5
White/Caucasian	39.1	51.2	47.1	39.2	44.4	44.4
Special Education	0	12	18.6	3.7	11.5	14.3
English Learners Current + Former	35.2	26.8	20.2	27.5	22.2	16
English Learners Current	12	12.5		9.5	8.5	
Economically Disadvantaged	33.2	29	29.2	27.2	21.7	25.5

**ELA Proficient**

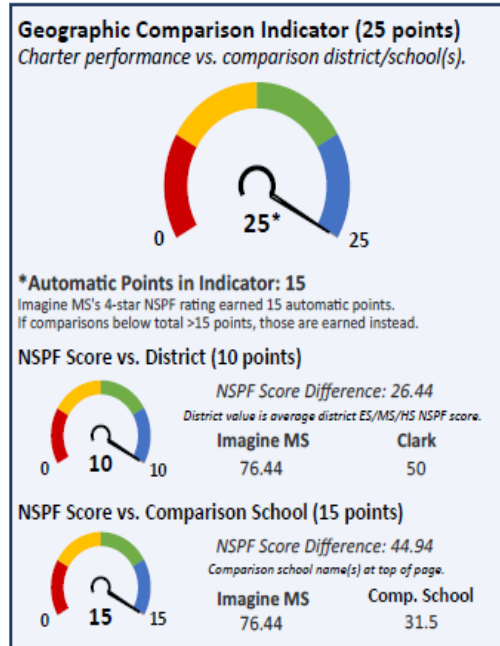
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	54.5	59.6	54.1	44.7	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	-	78.4	75.9	-	77.3	74.6
Black/African American	45.3	40.1	37.8	55.5	38.4	34.5
Hispanic/Latino	54	50.2	45.1	41.3	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	72.7	66.7	61.3	53.2	61	59.2
White/Caucasian	63.6	67.7	66.3	60.7	63.5	64.6
Special Education	3.5	19.8	21.9	3.7	20.7	17.8
English Learners Current + Former	58.6	42.7	24.3	37.6	34.8	20.3
English Learners Current	26.8	22		13.8	15.8	
Economically Disadvantaged	54.5	46.3	44.4	45.5	41.5	41.4

# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary

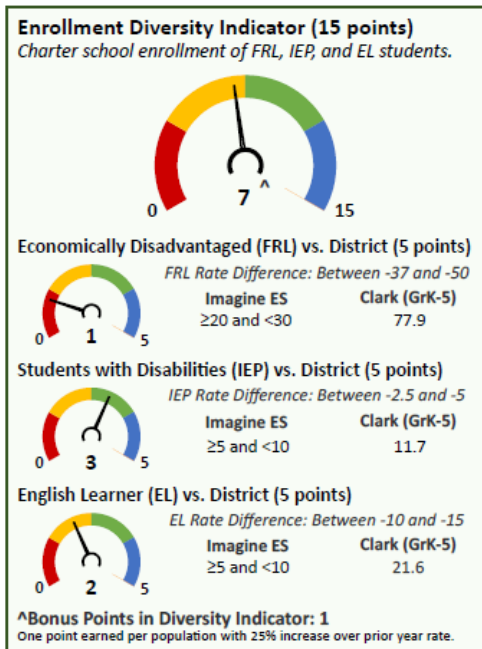


## Middle

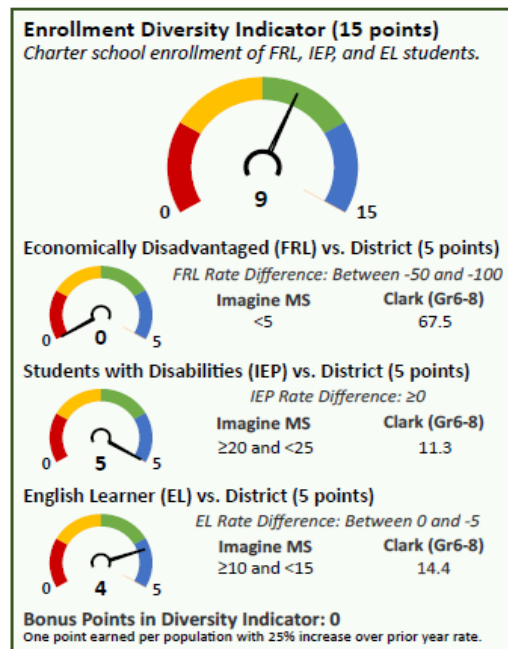


# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary



## Middle



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board <sup>1</sup>	3	30 minutes
Parents/Families	8	30 minutes
Students	7	30 minutes
School Leadership	7	30 minutes
Staff	9	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

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<sup>1</sup> Three members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated.

and a clear understanding of each role. Each member brings their own strengths and experience to the table.

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

### **Parents/Families:**

- Parents shared information about why they choose to have their children attend Mater Academy Mountain Vista. One parent commented that her son has been attending this school since Kindergarten and is now in seventh grade. This parent said she loves that the school operates like a family. She continued by sharing that one teacher reached out to the family because her son was having a hard time understanding ratios and the teachers worked alongside the parent to figure out improve the situation and to ultimately make sure her son understood the concept. This parent said that the curriculum and the inspiration the teachers show, even now within the Zoom platform, has been incredible. Another parent agreed and added that the village concept, “it takes village to raise a child”, applies at this school. She shared that she felt like every single person she came into contact with helped to provide assistance to both her child and the family. She commented, “I talk about this school all the time wherever I go. Everyone at the school knows both of my daughters by name.” A third parent said that they also love this school and the school has helped her child to transition out of having an IEP. A different parent commented, “The overall love at this school is incredible.”
- When asked about the relationship between family members, students and teachers, parents in the focus group said that these relationships are amazing at the Mountain Vista campus. According to parents, the teachers at this school reach out and parents stay informed about what is happening. One family member commented, “I’m at the point that my two daughters are doing their own thing, students are allowed to have their own mind and identity, and this means so much for our family.” Another parent said that with her own four children, the teachers have been amazing. She said, “There is so much support! The Zoom stuff is difficult, but the teachers are right there supporting us parents.” Another parent said that her boys love their teachers.
- Families shared that communication happens via the school’s DOJO, e-mails, and telephone calls. Three members of the 7-member board participated in the focus group explained that the teachers are constantly sending e-mails and questions as well as updates about students missing class, or not paying attention. Families said that the staff find ways to problem solve and let parents know what is going on. One parent said, ‘I ask myself; do they sleep? It might be on the weekend or in the evening, and if I miss something, the teachers follow-up and I love it, it works for me.’ Another parent said that the communication is beyond basic and on-point. For example, parents said that Mater was so on top of what had to happen last March to get the virtual learning going. A parent commented, “Staff got us on Zoom and supplied laptops. There are absolutely no negatives to the communication.”



- The family members had a few suggestions for improvement. One parent suggests that with the increased use of Chromebooks, there may be a need for replenishing as the Chromebooks are not always functioning or may be breaking down. Another parent said that the homework outside of school is difficult. She remarked, “I may get some push back on this but I think the work (including homework) should be done at school.”

**Students:**

- Students shared that there are several reasons why they like this school. One student said, “I have been at the school for seven years and the school is beyond amazing. The teachers are kind, caring, and at times a little strict if they need to be. But teachers have helped my self-esteem, and this warms my heart.” Another student said she appreciates that when she has questions, the teachers stop and help. A third student said the teachers help students find the courage to do well in class and on tests. Students said that they feel like the teachers are pretty nice overall. One student said she has had some trouble with teachers not showing up for office hours, and was waiting for 20 minutes, but no one was there. This student went on to say, “At times the office hours can be a mess with everyone asking questions and I did not get the chance to ask my questions.” Another student said her teachers are amazing and things are going very well for her. A final student said the teachers are super helpful and give as much encouragement as possible and they try their best to make sure students all understand, with high expectations.
- Students shared that there are a number of things they like and don’t like about distance learning. One student said that the Zoom platform can be frustrating because it can freeze, which prevents the teachers and students from seeing each other. Students added that they miss not seeing friends on the playground and in class. Some students did mention that it is nice to keep on pajama bottoms but they miss the social interactions with teachers and other students.
- Students shared that they have learned many things this year. One student said that she has been learning about adding and subtracting decimals and this is useful because at some point we will have to pay our bills. Another middle school student said that she is taking Algebra and she is learning many techniques to solve the problems and this will help throughout the high school and into college. Another student commented that she learned in science about molecules how they mix and even though students can’t be face to face. A third student said that it can feel like a long day and it is important that students have breaks in looking at the screen.
- Students said that if they have a problem or question, they will go to the teacher’s office hours. Another student said he would raise his hand or type a question in the chat and if they still don’t understand, he would go to office hours from 1:30-3:00pm. Most students agreed that they could type in the chat and could ask other students for clarification. Students added that this school is very good, and they receive answers to questions, but most students agreed that a longer lunch break would be nice as well as higher-quality food. One student said, “Before the pandemic, the school held field day, a traditional day set aside for competitive games. It was fun and sometimes we had free hot lunch.”

## FOCUS GROUP SUMMARY continued

### Leadership:

- The leaders at the Mountain Vista campus explained that they implement several strategies to support teachers. These include weekly Professional Learning Community meetings, consistent walk throughs, support with technology, and an instructional coaching model that builds upon the strengths of instructors. An instructional coach explained that they use a research based instructional model, breaking teaching improvement goals into bite size mini goals. For example, one coach might role play students while the teacher practices responding and improving the teaching skill. The instructional coach went on to say, “We use humility, and we don’t pretend we know everything. We meet the teacher where they are and solve online situations together.” School leaders emphasized that maintaining four and five star ratings is an expectation at the Mountain Vista campus. One school leader commented, “We don’t allow for excuses, and it is important to get to the high star level and maintain it. Our leader supports the administration and coaches with problems and the teachers come to us with issues so that we can problem solve and create positive circumstances for the learning to continue. We are a team in this.”
- Leaders shared that they analyzed the recent iReady data and noticed that math in certain grade levels are having difficulty. Leaders went on to say that they noticed a definite downward trend and determined what content/skills students may have lost at the beginning of the pandemic. With 22 new teachers coming to Mater Mountain Vista this year, the school started to put interventionists into place considering that there are many gaps to fill. One school leader remarked, “What has made the difference is that we have at least two teachers in a grade level team who stayed at this campus at the end of the last school year. Recruitment happened, in many cases, through word of mouth. We looked at who we lost, for example an outstanding English teacher, and we as a leadership team worked and found it to be fun to sit and talk about who we are looking for as a replacement and who would be the best fit. We had the leads at grade levels sitting in on those interviews. This was a big bonding opportunity for our team.” We have many systems in place to fill achievement gaps including interventionists, an after school program, and Saturday school.” One leader explained that her goal is to be there for the teachers, work with the coaches, and provide teachers what they need. She said, “The relationships with the teachers are key. I tell them that I might not have all the answers but I’m going to figure it out solutions.”
- School leaders expressed that they hoped the SPCSA team would see high levels of student engagement, the atmosphere of working technology, and teachers excited about lessons. School leaders added that they hoped the team would see students connecting with teachers. One person remarked, “I hope you observe that our students are engaged, even those who may not turn on the camera. I hope you see that they students are interacting.”
- The topic of asking questions of students came up and members of this focus group said that they like to see questions posed in a certain way. There are questions that provide students more routine in the lesson. The school emphasizes the importance of having systems in place, the curriculum taught with fidelity, and a CBC Board: Common Board Configuration. According to school leaders, the CBC is a school wide way of providing students information about the learning objectives for the day as well as those actions that will lead to learning success. With regard to math, leaders are looking for deep levels of understanding. Instructional staff want to see that students understand so well that they can actually teach another how to do master the skill.

## FOCUS GROUP SUMMARY continued

### Staff:

- Staff members at the Mater Mountain Vista campus shared that the school has been great at providing teachers with ways to connect and engage students. Some of the online learning platforms have been very helpful to teachers. One teacher commented, “I feel what has helped the most is *Go Guardian*<sup>2</sup> because it helps students stay track.” Teachers attribute the 4 and 5-star NSPF rating to using iReady to help adjust their instruction as well as to implement small groups. One teacher explained that, “The kid specific data has been very helpful. This year, we are not able to be so hands on, but are still data driven.” Another teacher said that, “For middle school, we do double dose classes to specifically target content and skills that students need to work on. The after-school program, Motivated Mustangs, also provides strong support aimed at providing homework help. From there, students move on to extra-curricular fun activities. It is free and parents, students, and school staff find it very helpful.”
- When staff members were asked about how they meet the needs of the school’s ELL and Special Education students, they explained how this is working this year. One teacher said, “Our Special Education and ELL students continue to come into the school in order to meet the IEP and language goals. While at school, students are provided support so that they have an in-person adult provide small group, repeated information, or items broken down to get to the level of understanding depending on their needs. In addition, we have people push into classrooms. Classes are provided an extra teacher with a small set of students going in to a separate chat room. This is one way the extra teacher can help break down the content.”
- Teachers provided insight into how different classroom management is to achieve in a virtual setting. One teacher said that students had to learn how to behave in school and online. One kindergarten teacher said, “I established reward systems such as a point system, and if there is a behavior issue in the class I try to reach out to the parent, to have the parent sit with the student. The relationship with the parent is very helpful to ensuring instruction can be delivered effectively for some students.” Another staff member said, “As a school counselor, I try to have a strong relationship with the teachers, who can bring me into the learning setting and I talk to the student. I attempt to find out if something specific is happening at home that I may help with.” One teacher shared how important it was to set the expectations at the beginning of the school year. Teachers agreed that communication has been important because some students at the middle school level are trying to learn themselves and oversee the learning at home of their younger siblings. One teacher commented, “I’ve called more parents this year than I’ve ever called in my life. The parents really appreciate it. We try to keep in mind how important it is to remember that students are impacted not only by the on-line learning but by the pandemic in general.”
- As a staff, the staff participating in the focus group said that the school-wide goals are constant. One staff member said that, “The Mater way is to have high expectations, relationships, and to be a family for our students. We teachers set really high expectations for our students. For me that means setting really high goals and my expectation is that my students make astronomical growth in their achievement levels.” The non- instructional staff in the focus group indicated that they are definitely tied to the academic as well as non-academic goals of the school. When a student needs therapy, staff shared that the whole SEL team responds. Members of the group suggested that the

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<sup>2</sup> GoGuardian is an educational technology company which offers digital learning for schools. The software helps schools manage their devices and better understand students. It allows real-time views into student activity.

school continue to work on STEM certification as well as ways to implement more instances of student led classrooms. One person said, “We have to allow the students to have more control of their learning.”

# CLASSROOM OBSERVATION TOTALS

A total of 14 classrooms were observed for approximately 25 on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
<b>Areas 1 &amp; 2</b> Creating an Environment of Respect and Rapport  Establishing a Culture for Learning	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	<b>Total: 7</b>	<b>Total: 6</b>	<b>Total: 1</b>	<b>Total:</b>	<b>Total:</b>
	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.
	<b>Total: 1</b>	<b>Total: 13</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>
<b>Areas 3 &amp; 4</b> Managing Classroom Procedures  Managing Student Behavior	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	<b>Total: 3</b>	<b>Total: 9</b>	<b>Total: 2</b>	<b>Total:</b>	<b>Total:</b>
	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.
	<b>Total: 2</b>	<b>Total: 11</b>	<b>Total: 1</b>	<b>Total:</b>	<b>Total:</b>

## 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.
	<b>Total: 3</b>	<b>Total: 6</b>	<b>Total:</b>	<b>Total:</b>	<b>Total: 5</b>
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>Total:</b>	<b>Total: 11</b>	<b>Total: 1</b>	<b>Total:</b>	<b>Total: 2</b>
	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.
<b>Total: 2</b>	<b>Total: 7</b>	<b>Total: 1</b>	<b>Total:</b>	<b>Total: 4</b>	

## II. CLASSROOM INSTRUCTION (continued)

II. CLASSROOM INSTRUCTION (continued)						
Engaging Students in Learning	Area 7 A	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
		Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	<b>Total: 5</b>	<b>Total: 8</b>	<b>Total: 1</b>	<b>Total:</b>	<b>Total:</b>	
	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.
<b>Total: 8</b>		<b>Total: 6</b>	<b>Total:</b>	<b>Total:</b>	<b>Total:</b>	
Using Formative Assessment in Instruction	Area 8 A	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
		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.
	<b>Total: 2</b>	<b>Total: 11</b>	<b>Total: 1</b>	<b>Total:</b>	<b>Total:</b>	
	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.
<b>Total: 4</b>		<b>Total: 7</b>	<b>Total: 2</b>	<b>Total:</b>	<b>Total: 1</b>	

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

**Evidence of adapted materials/assessments: Area #5**

- Lessons are designed to encourage student curiosity and learning beyond classroom time: 4
- The explanation of the content is imaginative: 3

**Evidence of questioning and discussion techniques: Area #6**

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

**Evidence of engaging students in learning area: Area #7**

- Active learning is taking place (rather than just listening or viewing): 1
- Students are using reasoning and critical thinking: 2
- The lesson is rigorous and includes cognitively complex tasks: 1
- Students engage in several types of activities during the lesson including:
  - Speaking  Writing  Reading  Listening  Discussing  Creating  Problem Solving
- Cooperative groups: 1
- Student-led classroom: (#)
- Technology is integrated into learning/outcomes: 6
- Project-based learning: (#)

**Evidence of Formative Assessment During Instruction: Area #8**

- Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 3
- Students incorporate the feedback by revising their work: (#)
- Students receive frequent and meaningful feedback regarding their work: 1
- A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 3





# 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.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	All services, including related services (OT, PT, Adapted PE, speech) and extended school year (ESY) are based on students' current present academic and behavioral levels and are IEP team decisions. They are

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

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	Board Meetings SPCSA Meetings Compliance with all SPCSA and NDE guidance and regulations Reviewing the school charter with stakeholders
3b	The school holds management accountable.	School Presentation	Teacher/Staff Evaluations completed by Administration using Observe4Success 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 clear (beginning of the year training) Crisis Plan team meets regularly and practices safety procedures. Morning announcements and weekly communication Nurses, COVID, guidance lessons about wearing masks and social distancing. Safevoice - encourage reporting. Signs of Suicide - teachers are trained and Middle school students trained. Sanford Harmony - resources provided - SEL team - Mindfulness Culture Survey each year to get students feedback.
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# SITE EVALUATION FINDINGS

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## 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 Mountain Vista campus has strong academic outcomes.
  - The Nevada School Performance Framework data indicates that the Mountain Vista campus operates as a 4-star elementary school and a 5-star middle school. The levels of proficiency from the 2018-2019 data indicate high levels of proficiency in the areas of Math and English Language Arts, especially in the middle school.
  - Although the leadership team is new this school year, students, teachers, and families expressed that the campus is moving forward in a positive direction. There were several instances of relationship building noted during the focus groups. Staff, in particular, said that they feel the levels of support from the coaching and administrative staff is helpful and meaningful.
  - Several academic supports are offered to students. These include a strong after school program which provides support to complete homework, grade level interventionists, formative assessment practice via coaching for teachers, and strong relationships between instructional staff and students.
  - Teachers are highly motivated to meet students wherever they may be academically. The instructional staff as well as the front office, and counseling personnel work together, putting students and their needs first to make it possible for learning to continue even under trying circumstances such as the COVID Pandemic. School staff was observed to be patient, calm, kind, caring and dedicated to their work throughout the site evaluation.
2. The Mountain Vista campus has a diverse student population as well as a diverse staff that reflects the demographics of the community.
  - Demographic data indicates that this campus is one of the most diverse charters within the SPCSA portfolio.
  - SPCSA staff noted that the staff at the campus appear to be diverse as well.
  - EL Support is planned for and implemented in every grade level.
  - There are high levels of coordination of services for FRL, EL and students with IEPs.
  - The Mater Mountain Vista campus has one of the highest FRL populations in the SPCSA portfolio at 100%.

3. The Mountain Vista Campus has several best practices in place to manage, in a virtual setting, higher than average levels of student engagement.
  - Teachers used a variety of strategies to engage students. These include having students on camera and asking questions of students by addressing them by name.
  - Learning was consistently monitored through the use of formative assessment techniques such as exit tickets, white boards, (virtual- writing and showing on camera at the same time), and having students enter information into the on-line chat.
  - Teachers appeared to be well-aware of those students who struggle and knew how to provide students with additional support.
  - There were high levels of student's using oral language, cooperative groups in chat rooms, students working together with science vocabulary, and use of academic language modeling.
  - Teachers were thoughtful and secure in the relationships with students. They appeared to know each student very well and knew how to push certain students to listen or have others try out a new strategy.
  - Although teachers were kind and caring, they showed ample evidence of high expectations for all students at the campus and in their own classroom environments.
  
4. The Mater Academy Board appears to be exemplary and governs with best practices for a highly effective set of charter schools, (Mater East, Bonanza, and Mountain Vista).
  - The board is continuously updated with school level and student level achievement data.
  - The recruitment of successful leaders has been successful time after time.
  - With very little turnover and well credentialed members, this board has managed themselves by investing in proven governance best practices regarding committee structure, meetings, and dynamics.
  - This charter school board has effectively addressed several challenging issues that have arisen and has high levels of confidence and trust in the school leaders.
  - The board has taken time to reflect, self-evaluate, and implement changes in order to remain a high-performing board driven by mission.
  
5. The Mountain Vista campus has been flexible and open to fine-tuning the use of data at the campus.
  - Using historical and newly retrieved data, the team is aware of possible indicators of achievement gaps and have been proactive in making changes to the current learning environment for positive outcomes this school year.
  - When hiring new teachers, the team looked at what types of strengths would be needed to fill gaps left behind from other strong educators.
  - The school staff works together to meet the needs of students both academically and in the social emotional realm.

## 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. There is a challenge to maintaining current high levels of academic outcomes during the current COVID Pandemic.
2. The school is operating under a hybrid learning model due to the COVID-19 pandemic and has been called upon to adjust instruction, communication, and interventions accordingly.

## 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. Continue to work to become STEM designated school. STEM learning teaches students about the importance of technology and innovation. Students tackle problem solving, real-life scenarios and are called upon to use their critical thinking skills. The SPCSA recommends this campus continue their initial steps to become a STEM certified school. Here is a link to additional information.

[https://osit.nv.gov/STEM/Gov\\_Designated\\_STEM\\_Schools/](https://osit.nv.gov/STEM/Gov_Designated_STEM_Schools/)).

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

3. The Mater Academy Mountain Vista campus, displayed a distinct difference between discussion and student-centered teaching methods as compared to the other campuses. It is recommended that this campus share videos, testimonies, training techniques, and coaching platforms with the other two campuses in the Las Vegas area.

## DEFICIENCIES

There were no deficiencies identified for the Mater Academy Mountain Vista campus during this site evaluation.