



Nevada State Public Charter School Authority

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

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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/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

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

INTRODUCTION AND SCHOOL BACKGROUND



INTRODUCTION

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

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

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

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

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

SCHOOL BACKGROUND

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

ACADEMIC PERFORMANCE

Nevada School Performance Framework 2019

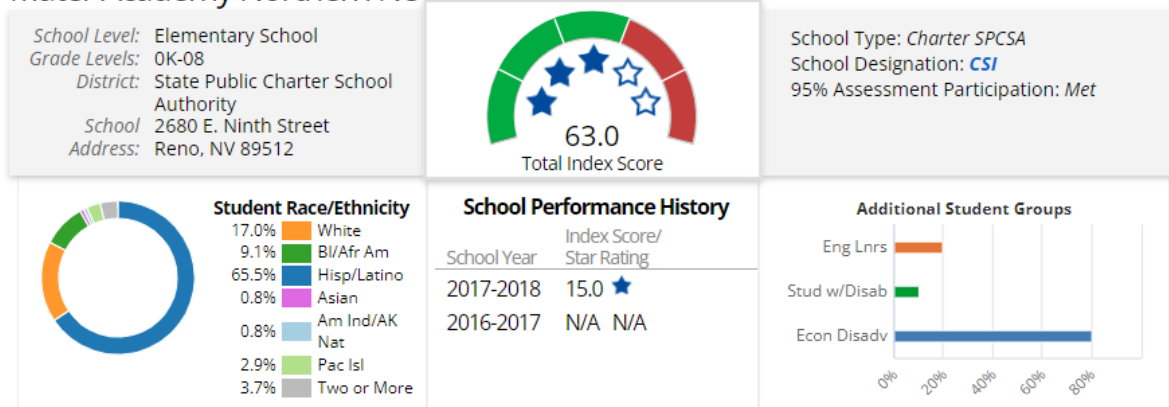
This information is provided to assist in understanding the data sets impacted by the pandemic.

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

Elementary School

Mater Academy Northern Nevada

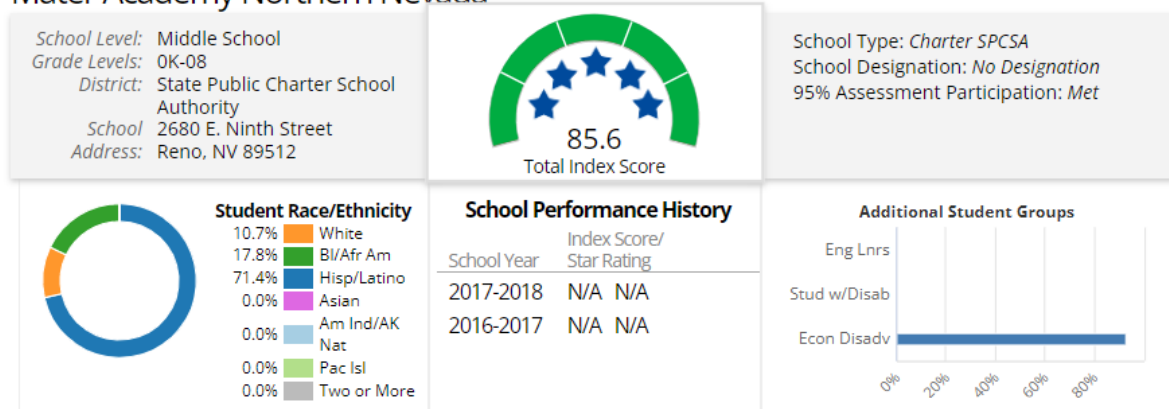
School Year 2018-2019 Nevada School Rating



Middle School

Mater Academy Northern Nevada

School Year 2018-2019 Nevada School Rating



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

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

Proficiency Rates

Elementary School

Math Proficient

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

ELA Proficient

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

Middle School

Math Proficient

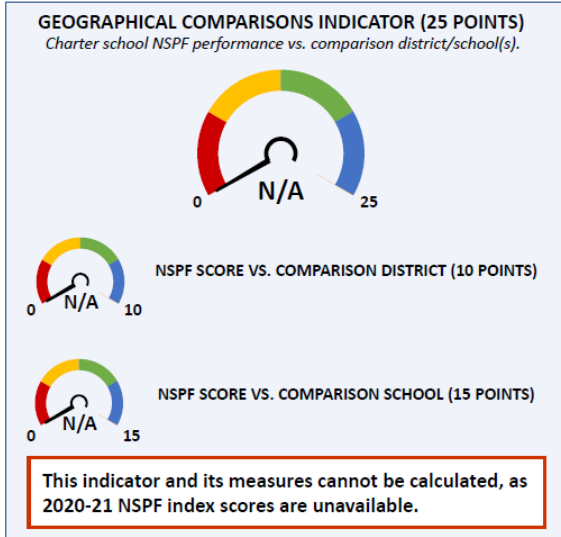
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	33.3	42.6	36.5	-	-	33.2
American Indian/Alaska Native	-	22.7	28.4	-	-	24.6
Asian	-	66.2	58.6	-	-	56.4
Black/African American	-	24.2	23.5	-	-	19.5
Hispanic/Latino	23.5	31.9	29.3	-	-	25.5
Pacific Islander	-	44.9	36.9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

ELA Proficient

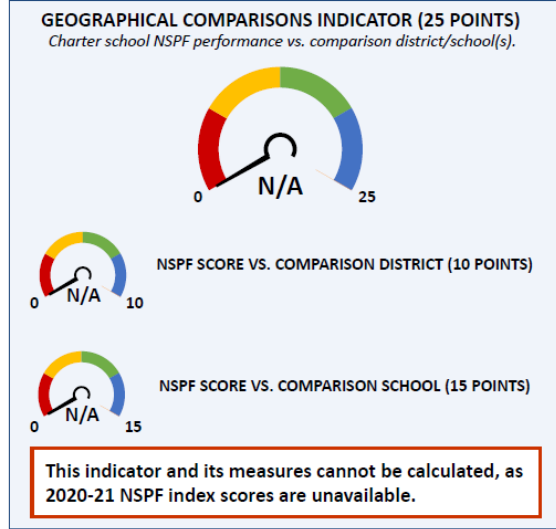
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	45.8	59.6	54.1	-	-	51.7
American Indian/Alaska Native	-	61.3	43.4	-	-	40.5
Asian	-	78.4	75.9	-	-	74.6
Black/African American	-	40.1	37.8	-	-	34.5
Hispanic/Latino	41.1	50.3	45.1	-	-	42.2
Pacific Islander	-	61.1	53.2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

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

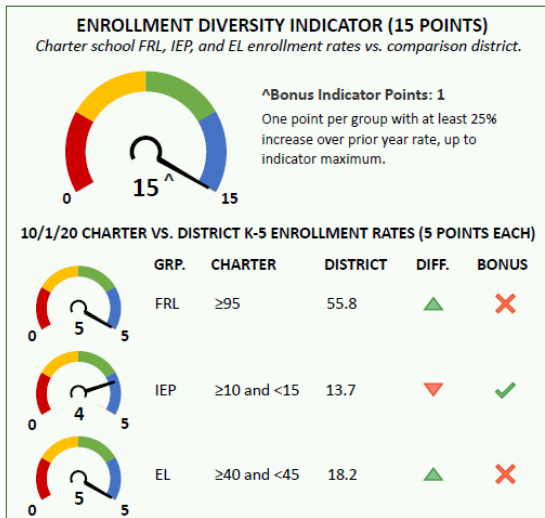


Middle School

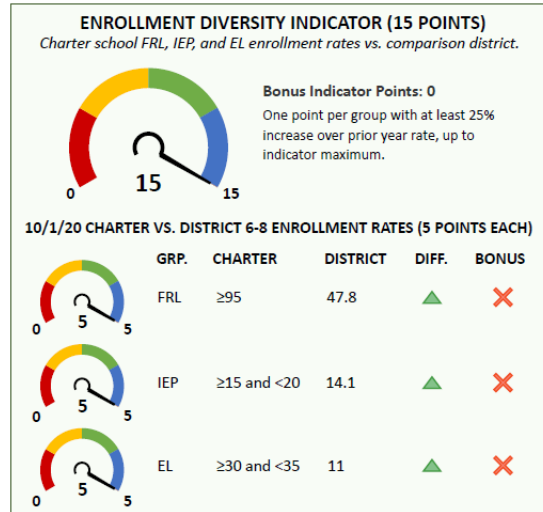


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

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

Governing Board:

1. Board members shared they formally evaluate the school leader and use the eight-section rubric from the Nevada Department of Education (NDE) for leaders. A board member explained that because it may be difficult to focus on all eight areas within the rubric, the principal selects two focus areas for the year. A plan is created for those two focused areas for the year. The plan is presented by the principal to the board in October. Members of the board shared that given COVID, the principal selected an emphasis that is considered continuous improvement. Members of the board shared they meet about every other month and stay up to date with academics. One board member said, "At each board meeting, a time is planned on the agenda to talk about academic data. Updates about progress monitoring of individual student data is provided and discussed as the year progresses. In addition, the principal attends each meeting and talks about her response to newest academic data." Board members shared the school is currently trending back to three-star status at this time. Another board member said, "The school leaders and staff have developed a plan to meet the gaps in learning. For example, students spend time learning in small groups, and this is based on their achievement levels via the i-Ready data. The interventions are responsive to each child's needs."
2. At the time of the site evaluation, the board did not have any special committees although they indicated that committees can be created if necessary. All board members stated that they usually participate fully, and the board has developed a "member comment section" so they can bring up or discuss something at a future meeting. The board has participated in training and new members receive training on a routine basis. One board member said, "We meet every other month. Sometimes we meet more frequently during auditing times, finalizing enrollment, or to accept grants."
3. Board members shared current training and expertise each board member brings. One board member said, "There was training at the inception of the board. Intermittent training yearly has occurred and this year we had one on law via Zoom. Another training was on Open Meeting Law." Another board member said, "There are procedures in place with the help of Academica to on-board new board members." Board members stated that, collectively, the board has expertise in many areas such as legal, education, parental, financial, social worker, and financial expertise. Another board member said, "One board member has extensive grant experience. Two board members are educators. Three board members are the founding

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

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

Parents/Families:

1. Families shared reasons why they chose to send their child to MANN. One family member remarked that the school is highly responsive to their family specifically. Families explained they have met with teachers several times per the individual requests. Another family member shared she was very pleased with the way the school responded to the virtual learning and the transition happened very quickly and effectively due to COVID. Families reported the school provided opportunities for students to interact with each other during the pandemic, such as at lunch time. Families agreed this is important and goes to show how quickly the staff and teachers adapted both last year and this year. Parents said the individualized instruction at the school is amazing, and the staff is highly dedicated to meeting each student where they are at. Another parent said, “The social emotional skills taught at the school are extremely high level and the students learn how to listen to each other and get along with each other.” Families shared teachers and leaders know each student by name and are outside greeting them every morning, dancing, and welcoming students. Families continued to say they see the principal each day and parents know they can talk to her. Families agreed that this smaller school environment at MANN is amazing for students.
2. Families explained they are kept up to date regarding their child’s progress and student achievement through ClassDojo², Infinite Campus, and email. Families agreed that staff and school leaders are highly accessible. One parent commented, “I roll down my window and ask the principal about my student’s achievement and I can do this with the teachers as well.” Families said they feel very welcome at MANN. One family member said, “I feel welcome because the staff is always interacting with the parent and the child, and this constant communication makes me feel welcome.” One parent said her son has made such great progress in his ability to speak and express himself. Another parent likes that her child attends a diverse school that is representative of the community that it serves.
3. Families explained how their children are academically challenged at MANN. One parent said, “My child has a speech delay and has progressed so much. He can come home now and communicate and tell me about his day.” One parent said, “I do have questions occasionally about how much the students are challenged. My child is a high achiever and is sometimes placed in groups where they can work on higher concepts. One parent said, “At times, my daughter could be challenged a bit more. I do understand that it is a smaller school, so it is more difficult to provide the challenging levels.” Families shared the school provides explanations to the parents regarding the curriculum and why students are completing certain tasks. Families shared they receive information about the after-school tutoring program offered at the Boys and Girls Center, which shares the same building as MANN.

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

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Students shared they know what they are expected to learn because the teachers provide warm up lessons. Students said if a peer doesn't understand a concept, the teacher reteaches by providing examples or working through the concept as a class. One student said, "The teacher asks do you understand, or do you want me to explain more to you?" Students shared they know they have learned because the teacher checks their work and gives feedback. Students shared they track their learning by reviewing grades, i-Ready curriculum work, and their individual classwork binder. Students indicated that they keep everything in the binder, including bathroom passes, assignments, assessments, and updated calendars.
2. Students reported they learned the schoolwide expectations for the different locations of the school. Students shared expectations for behaviors are taught by the older students. Students said while they walk in the hallway, teachers remind the students how to behave in the hall. Students shared they are taught the pride values and it reminds them how to act. Students reported there are posters in the hallways and classrooms with the expectations for the different areas of the school. Additionally, students shared they receive rewards for following expectations. Students shared they get a prize after they complete ten lessons on their i-Ready tracker. One student shared they have stickers, and if they have passed with ten stickers, they get a free dress day. Another student said, "There is a school store to buy things. We call it the PBIS store, and we can buy things like markers."
3. Students shared they like coming to school because of their teachers and friends. One student said, "I love coming to school because my teachers tell me they are happy to see me, and they ask how I am doing." Another student said, "I get to see my friends and learn something new every day." A third student said, "I learn more here than I did at my previous school, like long division and multiplication." One student said, "My teachers are kind and accepting of all the students."

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

1. Leadership reported teachers collaborate during their Professional Learning Community (PLC) time every day to analyze data and develop ways to improve student achievement. According to school leaders, on Mondays, MANN staff attends small group professional development (PD). On Tuesdays, MANN staff analyze data and adjust instruction. On Wednesdays, MANN content area staff meet as a grade level/department to develop lesson plans for the following week. On Thursdays, MANN staff continues to analyze data and adjust instruction. On Fridays, school leadership stated that MANN teachers meet with other support staff and SPED staff.
2. Leadership shared teachers have worked hard this year to recover learning loss, improve unwanted student behaviors and regressive social-emotional learning skills. MANN has implemented MTSS through the SPCSA to address student needs, and leadership reported that staff has implemented school-wide Positive Behavior Interventions and Supports (PBIS), morning meetings, restorative justice practices, and Power Hour³ academic intervention groups. Additionally, every elementary classroom has instructional assistants to provide extra support to students according to school leadership.
3. MANN's chronic absenteeism is 13% at the elementary level and 17% at the middle school level. Leadership explained they plan to improve chronic absenteeism by adjusting the school calendar to fit the needs of the families. For example, the school leadership team shared that MANN took the full week of Thanksgiving off and embedded weeks off for families to travel to Mexico. Leadership reported MANN has a high English learner (EL) student population that travels frequently to visit extended family, most commonly in Mexico. Leadership is hopeful that by adjusting the calendar to accommodate families, chronic absenteeism will improve.

Staff:

1. Teachers shared that many students at the school are classified in one of the reported special populations in routine demographic reports: English Language Learners, students with an IEP, or students qualifying for free or reduced-price lunch. Staff reported various strategies are used to meet the needs of all students. For example, MANN staff utilizes the Total Physical Response (TPR)⁴ strategy, visuals, scaffolding techniques, sentence starters, Zoo-phonics⁵ in the lower grades and translating services. In middle school, students receive small group instruction to work on reading, writing, speaking, and listening skills. Students with an IEP,

³ Power Hour is a block of time used during the school day designed to support learning and maintain a positive culture for students.

⁴ Total Physical Response is a language-learning approach based on the relationship between language and its physical representation.

⁵ Zoo-phonics is a multi-sensory Language Arts Program used to teach early childhood reading and writing by making abstract letters concrete and interesting giving them a personality of an animal that is shaped that way.

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

2. MANN staff expressed their affinity for the school and leadership. Staff shared the small school has allowed the staff to build good relationships with colleagues. Staff reported the school principal is good at balancing management and giving guidance. Staff agreed the principal does not micromanage, and she trusts trust her staff. One teacher said the administrative team is there to support staff with everything from talking with a parent to having a student with challenging behaviors. One teacher shared, "With the support from the school leader, it allows me as a teacher to pour my passion into teaching." One staff said, "I like the feedback Fridays and have found the principal so easy to talk to, and she is highly supportive." Staff said they feel the school leader wants staff to be happy. Staff mentioned the instructional coach and the dean are right there when needed. Staff reported teachers seek employment from charter schools because teachers have the autonomy to make decisions. This keeps teachers coming back. For example, MANN staff created a ski club and a soccer club to provide extracurricular opportunities to students.
3. Staff shared ways they make sure each student is aware of what they are learning during each lesson. Staff reported essential questions are used to begin and close each lesson. One staff said, "Students are asked to analyze the objective. They are also asked to circle the verb to assess if they know what they are being asked to do." One middle school teacher says they use an exit ticket almost daily to assess student progress.

CLASSROOM OBSERVATION TOTALS

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

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 5	Total: 24	Total: 1	Total: 0	Total: 0
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 6	Total: 23	Total: 1	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 Managing Classroom Procedures	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instructional time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 4	Total: 20	Total: 6	Total: 0	Total: 0
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 1	Total: 24	Total: 5	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 4	Total: 26	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 6 A Using Questioning and Discussion Techniques	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total: 2	Total: 23	Total: 0	Total: 0	Total: 5
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total: 2	Total: 20	Total: 0	Total: 0	Total: 8

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 7	Total: 18	Total: 5	Total: 0	Total: 0
	Students make contributions to the representation of content.	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.	This criterion was not observed or rated.
Total: 5	Total: 22	Total: 3	Total: 0	Total: 0	
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 5	Total: 20	Total: 4	Total: 0	Total: 1
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 6	Total: 22	Total: 1	Total: 0	Total: 1

Additional information about the classroom observations shared here when applicable

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

ORGANIZATIONAL PERFORMANCE

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

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

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

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

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

ORGANIZATIONAL PERFORMANCE

Measures of Progress from Previous Site Evaluations	
The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation	
School staff ability to address previous recommendations	<ol style="list-style-type: none"> 1. Work on higher-level questioning, students driven discussion and student ownership in learning 2. Improve student engagement and respect 3. Train board members have been around their responsibilities
Evidence the school can provide to support the implementation of previous recommendations.	<p>PREVIOUS RECOMMENDATIONS AND ACTIONS:</p> <ol style="list-style-type: none"> 1. Continuing to work on higher-level questioning, students driven discussion and student ownership in learning 2. Joined the PBIS Cohort through the SPCSA to help improve student engagement and respect 3. Board members have been trained around their responsibilities
Reasons the school will require additional time to fully address the recommended items.	<p>Recommendations from the Site Evaluation have been addressed. Currently, due to the pandemic, new challenges of student learning loss and decreasing enrollment numbers have risen to the forefront. The board, leadership team and staff are working diligently to address the needs of students and, as things start to stabilize, MANN hopes to see their enrollment numbers and student performance data climb back to their norms.</p>

SITE EVALUATION FINDINGS

STRENGTHS

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

1. MANN's use of data to make instructional and curricular decisions is strong. MANN makes data-based decision to inform flexible leveled grouping decisions for power hour and to determine the level of interventions need for each group. MANN utilizes data binders that are student owned in efforts to teach student advocacy. Additionally, MANN has implemented PLC days dedicated to analyzing data to make instructional and curricular decisions as a staff. PLCs typically use data to guide the creation of more effective interventions (DuFour et al., 2016).
2. MANN has taken a proactive and preventative approach to address student behavior and social-emotional concerns by displaying clear school-wide expectations for students throughout the school. For example, expectations were posted in the hallways, classrooms, and bathrooms. SPCSA staff observed students following the school-wide expectations throughout the school. Additionally, SPCSA staff observed MANN staff redirecting unwanted behaviors by restating the desired expectation. SPCSA staff also observed MANN staff providing positive feedback and rewards to students who demonstrated the school-wide expectations.
3. MANN offers students, families, and staff a close community and small learning environment which was frequently cited by students and families as reasons for attending. During the multiple focus groups, many stakeholders spoke to the family feel of the MANN community, small class sizes, and staff going the extra mile as key reasons for choosing this school. MANN has a strong, positive, well informed, and cohesive governing board that collaborates with the principal. The governing board, leadership team and staff should feel confident in their approach.
4. The leadership at MANN is perceived to be a strength by SPCSA staff. MANN's ability to address the recommendations from the previous site evaluation demonstrates effective leadership. Leadership reported they are working to address challenging behavioral and social-emotional needs by implementing MTSS through the SPCSA. Leadership shared they are addressing chronic absenteeism by working with families and adjusting the master calendar. Leadership reported they are addressing gaps in student achievement by building capacity through training, PD, PLC, leadership, and use of technology. MANN is a recipient of a Verizon iPad grant for middle school and is currently a one-to-one technology school. Leadership explained how they utilize multiple avenues for analyzing and communicating student progress, such as class dojo, Infinite Campus, email. Effective leadership is demonstrated by MANN's leadership team as they consistently and purposefully utilize data to inform instructional and curricular decisions. Besides classroom instruction, school leadership has a strong influence on student learning and achievement (Dodman, 2014).
5. MANN has established strong community partnerships, such as with The Boys and Girls Club and Hazel Health. Hazel Health provides on-site medical services to MANN students. MANN is part of the 21-century program and has partnered with the Boys and Girls club. The Boys and Girls Club feed students and provide food for MANN's family events.

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

CHALLENGES

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

1. Leadership expressed challenges in supporting students with their social and emotional needs to help encourage healthier children and more positive student behaviors. MANN's challenges with student behavior includes student respect toward peers and adults, off-task behaviors in class, and distracted learning with technology. MANN has implemented MTSS through the SPCSA to support them in addressing this challenge.
2. Leadership reported challenges with chronic absenteeism at MANN. MANN's chronic absenteeism is 13% at the elementary level and 17% at the middle school level. Leadership has developed a plan to address this challenge. Leadership reported they plan to improve chronic absenteeism by adjusting the school calendar to fit the needs of the families. Leadership is hopeful that by adjusting the calendar to accommodate families, chronic absenteeism will improve. Leadership shared their goal for chronic absenteeism is 7%.
3. MANN faces challenges with gaps in student achievement that are a result of the COVID-19 pandemic. Leadership reported they are working hard to provide an academic learning environment which challenges students to grow and recover from lost instruction over the last two years. Leadership reported teachers collaborate during their Professional Learning Community (PLC) time every day to analyze data and develop ways to improve student achievement. Staff shared they have implemented power hour to provide differentiated instruction and intensive interventions to meet the needs of students.

RECOMMENDATIONS

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

1. SPCSA staff recommend MANN continue to collaborate and analyze data to inform curricular and instructional decisions. Through active collaboration, teams of educators may combine expertise and develop shared knowledge to overcome complex learning problems (Schmuck, Bell, & Bell, 2012). SPCSA staff recommend MANN continue to; a) work on improving the quality of classroom instruction and student learning, b) implement higher level questions and discussion techniques throughout lessons to foster learning for all students, c) implement new ways of engaging students in the learning process, and d) provide all students with challenging and differentiated instruction.
1. MANN has joined the MTSS Cohort through the SPCSA to help improve student engagement, gaps in academic achievement and challenging behaviors. SPCSA staff recommend MANN continue to work on the implementation of MTSS through the SPCSA. The foundation is set for MANN to move to Tier 2 and Tier 3 MTSS supports. Thoughtful and proactive MTSS supports in terms of planning and building strong instruction will assist the interventionists, counselor and teachers frame effective small group and one to one instruction for further student growth. MTSS appears to be a systematic, dynamic way for improving student outcomes through focused core instruction, preventative and proactive support, and intensive interventions regarding academics, social-emotional learning, and behavior (Buffum et al., 2018).
2. SPCSA staff recommend MANN continue to work on ways to address challenges regarding chronic absenteeism. Members of the leadership team reported their goal for chronic absenteeism is 7%. Leadership reported they have developed a plan to improve chronic absenteeism at MANN. Chronic absenteeism predicts low academic success and eventually is a predictor of students who may drop out of school (Sugrue, Zuel, & Laliberte, 2016).

DEFICIENCIES

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