



# Nevada State Public Charter School Authority

Site Evaluation: Mater Academy Northern Nevada  
Evaluation Date: 11/7/2023

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# Appendices

## A: Nevada School Performance Framework

<https://doe.nv.gov/accountability/nspf/>

## B: SPCSA Academic Framework

[https://charterschools.nv.gov/Performance\\_Reports/2020-2021\\_Academic\\_Reports/](https://charterschools.nv.gov/Performance_Reports/2020-2021_Academic_Reports/)

## C: SPCSA Organizational Framework

[https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062\\_8-OPF-Att-1-Ratings-Scorecard.pdf](https://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 11/7/2023 at Mater Academy of 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.

Members of the SPCSA staff will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately following the classroom rubric readings. Using information gathered from 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 (MANN) is located in Reno, Nevada in a facility at 2680 E 9th St. The school serves 490 students (as of the most recent Validation Day) in kindergarten through eighth grade. The mission of MANN is: "to provide an innovative, challenging, multi-cultural education, preparing students to be global citizens and have a competitive edge in the 21st century workforce. Mater Academy of Nevada aspires to have students obtain a thirst for knowledge and a belief in the students' self-efficacy. We strive to have the Mater Academy of Nevada community actively involved in the learning of its students."

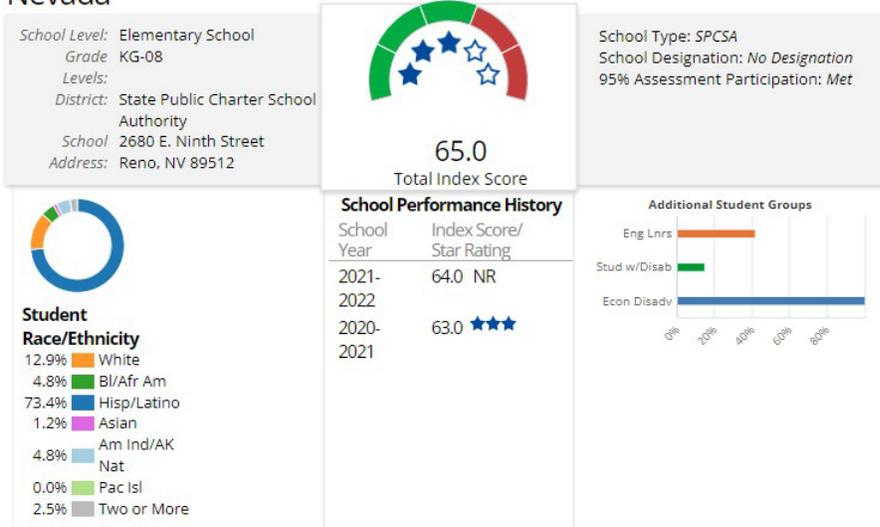
# ACADEMIC PERFORMANCE

## Nevada School Performance Framework 2023

Elementary School

Mater Academy of Northern  
Nevada

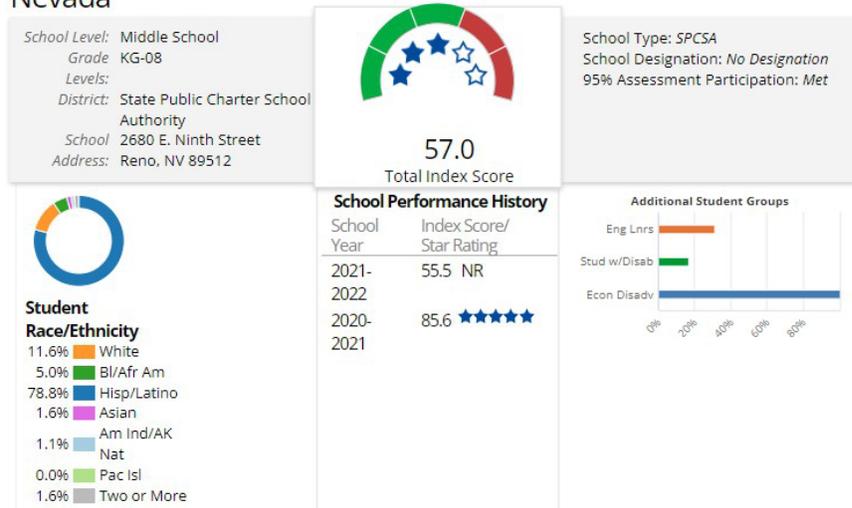
School Year 2022-2023 Nevada School  
Rating



Middle School

Mater Academy of Northern  
Nevada

School Year 2022-2023 Nevada School  
Rating



# Math and ELA Results

## Nevada School Performance Framework

### 2023

#### Proficiency Rates

#### Elementary School

##### Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	34.2	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	-	72.8	70.4			
Black/African American	<5	30.3	35.7			
Hispanic/Latino	38.0	37.9	42.7			
Pacific Islander	-	47.2	50.9			
Two or More Races	-	55.6	57.5			
White/Caucasian	33.3	60.7	61.3			
Special Education	17.6	26.3	32.1			
English Learners Current + Former	34.5	34.9	39			
English Learners Current	29.5	25.5				
Economically Disadvantaged	34.2	35.6	42			

##### ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	25.8	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	-	74.9	76.7			
Black/African American	10.0	39.8	45.4			
Hispanic/Latino	25.0	45.1	50.8			
Pacific Islander	-	53.7	60			
Two or More Races	-	61.5	66.2			
White/Caucasian	38.0	65.5	69			
Special Education	5.8	25.5	33.5			
English Learners Current + Former	21.3	37.4	44.4			
English Learners Current	18.0	24.4				
Economically Disadvantaged	25.8	42.8	49.4			

#### Middle School

##### Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	26.9	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	-	62.7	60.6			
Black/African American	-	18.2	27.3			
Hispanic/Latino	26.8	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	-	41.8	43.6			
White/Caucasian	32.1	48.1	49.8			
Special Education	<5	9.7	22.7			
English Learners Current + Former	11.8	20.1	24.2			
English Learners Current	<5	7.6				
Economically Disadvantaged	26.9	23.9	32.7			

##### ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	32.3	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	-	79.0	77.1			
Black/African American	-	41.1	40.9			
Hispanic/Latino	34.1	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	-	64.6	63.2			
White/Caucasian	39.2	67.2	68			
Special Education	6.6	18.0	25.8			
English Learners Current + Former	14.8	38.8	28.1			
English Learners Current	5.1	16.7				
Economically Disadvantaged	32.3	45.9	47.1			

## SPCSA Academic Performance Framework Geographic Comparison Report

### Elementary School

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

**22/25** 0 automatic points in indicator.  
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

**NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**

**7/10** NSPF score difference of 15.2 between school (64 points) and comparison district (48.8 points).

**NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**

**15/15** NSPF score difference of 40.5 between school (64 points) and comparison school (23.5 points).

### Middle School

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

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

**NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**

**3/10** NSPF score difference of 4.5 between school (55.5 points) and comparison district (51 points).

**NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**

**15/15** NSPF score difference of 39.5 between school (55.5 points) and comparison school (16 points).

## SPCSA Academic Performance Framework Diversity Comparison Results

### Elementary School

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

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

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**5/5** School FRL rate of  $\geq 95\%$  compared to district GrK-5 FRL rate of 54.2%.

**4/5** School IEP rate of  $\geq 10$  to  $< 15\%$  compared to district GrK-5 IEP rate of 13.4%.

**5/5** School EL rate of  $\geq 40$  to  $< 45\%$  compared to district GrK-5 EL rate of 18%.

### Middle School

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

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

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**5/5** School FRL rate of  $\geq 95\%$  compared to district Gr6-8 FRL rate of 46.1%.

**5/5** School IEP rate of  $\geq 15$  to  $< 20\%$  compared to district Gr6-8 IEP rate of 14.4%.

**5/5** School EL rate of  $\geq 30$  to  $< 35\%$  compared to district Gr6-8 EL rate of 11.3%.

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45 minutes
Parents/Families	9	45 minutes
Students	14	45 minutes
School Leadership	5	45 minutes
Staff	10	45 minutes

### Governing Board<sup>1</sup>:

- Three members of the MANN Governing Board participated in the focus group on the day of the site evaluation. Currently, all seven board positions are occupied. Both the board-chair and vice-chair were original members of the committee to form. In all, board members encompass a wide range of expertise. Areas of expertise include those with educational, legal, and financial backgrounds. In addition, at least one member has a child currently attending the school. The MANN website includes biographical information about each board member, their contact information, and the board meeting minutes dating back to the first board meeting. Both Educational Management Organization (EMO) revenue and expenditure reports, as well as board approved policies are included on the MANN website. Members of the board reported they meet at least every other month and often additional meetings take place should events arise which may require additional board meetings.
- Board members spoke about the school's greatest strengths. One board member explained, "Having worked in education for thirty years with many different leaders, I think that being able to analyze student achievement data and take targeted action steps on a continuous and consistent cycle is the strongest strength at MANN. Without this capability, we may not have realized the strong academic progress we are currently celebrating. MANN has been able to modify those action steps in response to what is currently taking place, at a moment's notice. This is an example of continuous improvement at its finest." Another board member shared her appreciation for the family oriented and inclusive environment at the school. She remarked, "The amount of attention and one on one support students receive is incredible. For example, every single day, the school leader and staff are out in the parking lot during student drop-off and pick-up greeting students by name and offering a hug or high five to individual pupils."
- Board members confirmed they evaluate their EMO, Academica, as well as the school leader on an annual basis. One board member provided specific details. "We use the Nevada State School Administrator Rubric. The board requests the MANN school leader to select two or three sections of the rubric for focus during a given school year. Data is gathered throughout the school year such as the school's Site Performance Plan, Parent Survey and a variety of other school data. We write comments about school data as it pertains to the leader rubric. Sometimes we split the overall rating number, so that we are precise and transparent with this evaluation."

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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.

## FOCUS GROUP SUMMARY continued

- Board members shared their thoughts about plans for the near future. One member stated, “When we look at the schools in this zip code, it is striking to see how well this school has done, both academically and in terms of student enrollment. To think that our star rating for the elementary school is just two points from a four-star school is amazing.” Another board member added, “I think we are hopeful and excited about the opportunity to build a high school in the coming years. We know our parents want this for their children. The truth is that once you have a child who has come to MANN, you want to continue with that magical environment and incredible mindset.”

## Parents/Families

- A group of nine family members participated in the focus group on the day of the evaluation at MANN. Families reported several reasons they selected MANN and why they believed their decision to enroll was a good one. One parent shared, “I picked MANN because two of my children were on IEPs (Individual Education Plans) and not getting what we needed from the previous school. Now they are thriving.” Another family member added, “For me, the neighborhood school had low academic scores and MANN immediately supported me in getting my child an IEP. The growth I’ve seen in the last six months makes me confident about my decision. Here the IEP is a positive way of finding out what works for the child. I’ve been astonished that school leaders and staff call me to say my child is ‘on task’ or is doing so well today. To pass this message from the school leader on to my child is a very powerful positive reinforcement and I love it!” Other family members reported, “I like having the middle and elementary students all together in one building and the school collaborates closely with the Boys and Girls Club.” One parent explained, “I choose Mater because I saw the sign at Boys and Girls Club. I have six kids here from kindergarten to eighth grade all in one remarkable school.”
- When it came to academics and communication, family members were unanimously pleased. Family members said they receive emails, paper copies of tests, phone calls, and messages via Class DoJo<sup>2</sup>. One family member was impressed and said, “My son is an only child and had never been to preschool, so he had an issue with friends and sharing at first. The teacher communicated with me, and the teacher and other adults taught my son how to get along with others, at a very young age. I appreciate this attention and proactive communication with our family.” One parent particularly appreciated getting pictures of her student when he lost his first tooth during the school day.
- Family members commented on relationships formed at the school between their children and adults. One person said, “All four of my children attend MANN and know the kindergarten teacher. She sees them at school and says hello to them. I believe this helps my children feel as if they have a special place at school.” Another family member explained, “Every staff member strives to know each student by name. Mater feels like a family. Every student gets a high five or a hug, each morning. The principal is outside in the parking lot everyday dancing to the music and greeting each student.” One parent commented, “My children have beautiful relationships with teachers and love the care and passion the school leader takes to open car door and welcome them. Teachers will take the time and energy to get to know you and attend your children’s events such as a football game.”

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<sup>2</sup> Class Dojo is an online tool which helps with classroom management and a positive classroom community. It assists in connecting primary school teachers, students, and families through communication features.

## FOCUS GROUP SUMMARY continued

- Family members were very pleased with the school and were asked if they had any suggestions for improvement. Suggestions included the opening of a high school, and some additional practical events such as a physical education walk, which is a time students and educators meet to walk around and learn about a specific area within the community. Some parents suggested the school provide a list of places to take children to further their knowledge about the content they are engaged with at the time. For example, if children are learning about butterflies, the school would provide the name of a place parents can take their children to learn more about the topic.

### Students:

- Twelve students in grades third through eighth took part in the focus group at MANN. Students were asked to describe what they would tell a friend about MANN. One student said, “ I would say it (the school) could help you with your learning and it is a good school.” Another student commented, “There are many kind people and they will help you if you need it. Teachers don’t talk at students they talk to students.” Some of the students said that they have several family members and friends attending MANN. A middle school student said, “ I’ve been here since kindergarten and my brother came here ahead of me which allowed me to know the school and the teachers. I think this was helpful to my family because the trust and relationships were already established.”
- Several students spoke about the relationships they have with adults at MANN. A middle school student said, “My science teacher is always making sure students are not afraid to share their thoughts.” Another student explained, “I have a few teachers here who understand me and know when I get mad; this is very important to me.” An elementary student added, “I like my current teacher and go talk with her at the end of the day and help her clean up our classroom.”
- In terms of school-wide and classroom behavior expectations, students said that respect is emphasized at MANN. “We are expected to show respect to our teachers and to each other.” A few middle school students reported, “Some classes have different rules and priorities as well as punishments. For example, in one class we only get one bathroom pass.” Another middle schooler said, “On the third floor some of the teachers let us slack this year.” Elementary students were excited to share that if a student or classroom has no “strikes”, they earn a pizza party. Students were highly complimentary of the teachers, school leaders, and each other. Students mentioned they would like longer lunch and recess, improvements to the food, and to change the color of the uniforms.

### School Leadership:

- Five members of the MANN leadership team took part in presenting academic and operational information pertaining to the school. School leaders shared details and updates about MANN during the leadership focus group. The school is structured to operate the kindergarten through second grade classrooms as stand-alone groups of students. Students in these grades have one homeroom teacher. The third through fifth grades are departmentalized with one teacher per grade level specializing in teaching English language arts and the other teaching math. Students in these grade levels transition between two classes each day. The middle school is designed to have students attend a variety of classes on a daily basis, all with different teachers depending on the subject.

## FOCUS GROUP SUMMARY continued

- Regardless of the grade level, teachers participated in 16 hours of paid professional development time in June to map out their curriculum for the upcoming school year. Then, using their curriculum map, teachers loosely calendared out their first nine weeks of school to align with the year-long curriculum map. School leaders explained that curriculum alignment both across grade levels and to grade levels coming before and after a grade level is an important part of the instructional decision making at MANN. One leader explained that every quarter, teachers are paid for eight hours of extra duty to review their curriculum map, update where they are, and look forward to the next nine weeks to realign with their curriculum map.
- In terms of implementing material terms of the educational program, a school leader commented, “Last year we moved to Ready Math<sup>3</sup> for our kindergarten through second grade classrooms. This year, we had our third through fifth grades move.” School leaders said they wanted a math program which provided more rigor and met the needs of their diverse learners. One leader said, “By doing this change in two steps, we were already familiar with the curriculum, scope, sequence and Nevada Academic Content Standards alignment of the lessons in the earlier grades, so the change to the new curriculum this school year was not as difficult.” Another change taking place during this school year is the structure of having an Instruction Coach/Dean combined position in each of the three floors of the school. This provides both instructional and behavioral supports to grades kindergarten through second on the first floor, third through fifth on the second floor and sixth through eighth on the third floor. One school leader said, “Each Instructional Coach/Dean has a binder with the previously mapped curriculum for those grade levels.”
- MANN emphasizes the physical and emotional health of students and staff. A school-wide Positive Behavioral Intervention System (PBIS) has been implemented. Morning meetings are held in classrooms each day and weekly Social Emotional Learning (SEL) lessons are implemented. The school continues to learn about and operate several restorative justice practices. School leaders shared information about the school’s Power Hour, which has been designed to provide intense help to all learners through small group instruction which meets the needs of each individual student. Other forms of academic support include science simulations through Amplify<sup>4</sup> and having instructional assistants in every elementary classroom to support academic learning. The school shares a long-term substitute teacher at the middle school level to support continuous learning.
- School leaders were excited to share that MANN elementary has an index score of 65, and the middle school has an index score of 55. Both equate to a three-star school on the NSPF; however, the elementary school is very close to a four-star level, as a four-star school begins with a 67-index score. The school has a very diverse student body that continues to grow. School leaders said this school year, staff is noticing many students from other countries without knowledge of the English Language joining the student body. Within the SPCSA Academic Diversity Comparison Framework, located on page six of this report, the Diversity Indicator is a perfect 15 of 15 points for the MANN Middle School and 14 of 15 for the Elementary School.

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<sup>3</sup> Ready Mathematics is a math curriculum for grades K-5 and received a near perfect rating by EdReports.org. EdReports is an independent non-profit that delivers evidenced based reviews of instructional materials.

<sup>4</sup> Amplify is a K-12 curriculum company that collaborates with educators to provide high quality learning experiences.

Staff:

- Ten staff members participated in the focus group on the day of the site evaluation. They provided background about their experiences in coming to work at MANN. Several staff members have children attending the school. One of the participants shared “I sent my kids here first and worked as a substitute teacher in the local school district. When I came to MANN, I worked to obtain my teaching license through an alternate route to licensure program, which is a faster process at this school.” Another staff member said, “I worked here full time for two years and was a long-term substitute teacher. I felt so welcomed and loved. Then one day the school leader chased me down in the parking lot and convinced me to go to the University of Nevada, Reno and become a licensed special education teacher.” A third person recalled, “ I joined Mater when I found out about an opportunity to student teach here. I was a Teacher Assistant at the time, and it was easy to jump into student teaching. Now I co- teach with a more experienced kindergarten teacher and love it!” Participants indicated that they like working at MANN and enjoy the community and family feel of the school. One staff member said, “It is amazing to be a part of this. We work all work well together and have fun.”
- Members of the teaching staff spoke about working as a team to promote academic interventions to students. Staff explained that middle school students achieving well below grade level are placed into intensive math or English language arts classes, in addition to their core content classes. Elementary level teachers said they use a strong Multi-Tiered System of Support (MTSS). Teachers described meeting on a regular basis to review data and determine if a student needs to move to a different Tier within MTSS. Teachers said they track students throughout the year to alter the type of intervention needed. The school team reported that the elementary school has a scheduled time of day called, “Power Hour”. During this time, teachers, instructional assistants, interventionists, special education and English Language Learners (EL) teachers work with groups of students on academic content, which may be below grade level, in order to help students grasp concepts and skills to support their grade level learning that takes place throughout the rest of the day. One teacher said, “We also offer tutoring after school and have about ten students per grade level attending. In addition, we provide students tutoring during specials to provide small group instruction.” Staff explained that academic growth is also tracked by individual students in all grades. Teachers conduct data chats with students and review information within data binders in order to provide clear feedback to each student. All teacher parent conferences are led by the student, even in kindergarten.
- Several challenges are present at MANN, according to the staff; however, staff reported feeling supported and exuded confidence in overcoming obstacles. One of the challenges spoken about was student behavior. As one participant pointed out, “Behavior is challenging, but we have supports. We have instructional assistant in each classroom and our administrative staff provides help whenever we need another adult or expert.” A new member to the staff reported, “As a new teacher, I am thankful for the extra adults within the classroom, ready to help out should a more difficult behavior take place.” Staff commented that the school has an influx of second language learners and the English Language Learning Specialist provides professional development to the staff to help incorporate language development into the classroom. A middle school teacher said, “Being a charter school, we get students who have been kicked out from other middle schools and come to us credit deficient. We have witnessed restorative justice take place as well as emotional support and lessons from our school counselor. Many of us staff have seen students change from being angry individuals to amazing people, and this is really heartwarming and encouraging.”

# CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 22 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.  Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.  Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 8	Total: 14	Total: 0	Total: 0	Total: 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 7	Total: 15	Total: 0	Total: 0	Total: 0

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 8	Total: 12	Total: 1	Total: 0	Total: 1
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 5	Total: 16	Total: 1	Total: 0	Total: 0
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 2	Total: 16	Total: 2	Total: 0	Total: 2
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 4	Total: 16	Total: 1	Total: 0	Total: 1

**Classroom Instruction (continued)**

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Intellectual Engagement in Learning</b>	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: <b>8</b>	Total: <b>14</b>	Total: <b>0</b>	Total: <b>0</b>	Total: <b>0</b>
<b>Using Formative Assessment in Instruction</b>	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: <b>9</b>	Total: <b>10</b>	Total: <b>1</b>	Total: <b>0</b>	Total: <b>2</b>

Additional information about the classroom observations shared here when applicable

1. This was an early elementary classroom in which students discussed text. One student responded to a teacher question using academic vocabulary with the word chronological.
2. This was an early elementary classroom with two adults and one younger student helper. The student helper was supporting students in selecting a book to read later.
3. This was an upper elementary classroom and students were working on words and sounds. The teacher used white boards to have students write out the word and check for accuracy.
4. This was an early elementary classroom. The teacher had students act out the word "hibernate." Students pretended to be sleeping.
5. Several opportunities for students to express their thoughts were observed in this middle level classroom.
6. This was a middle school classroom with well established procedures.
7. There were several forms of feedback to students and clear expectations in this upper elementary classroom.
8. This was an early elementary classroom with positive reinforcement of expected behavior provided on multiple occasions.
9. Overall Patterns observed at this school included:
  - Several times students were heard speaking about academics.
  - High levels of student engagement were present.
  - Teachers used timers and pacing of lessons was very appropriate for the age of the student.
  - There were usually two adults in the classroom at the elementary level.
  - Sometimes an older student was helping in early elementary classrooms.
  - Students appeared to be happy.

# ORGANIZATIONAL PERFORMANCE

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

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

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups.</p>	<p>Evidence gathered during focus groups indicated MANN is implementing the material terms of their educational program as stated in the charter. Students with an IEP received individualized instruction. Members of the school leadership team reported that teachers, parents, the case manager, SPED teacher meet to review IEP goals and to create new goals to best support each learner. MANN provides parents with a copy of IEP and monthly progress monitoring reports. Students learning the English language are evaluated and students were observed participating in small group instruction. The EL teacher provided training for strategies to implement within classrooms to advance the use of the English language.</p>
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>Members of the MANN board comply with government requirements and spoke to the evaluation of Academica as well as the school leader. Board members are comprised of people with a vast range of experience in the fields of education, legal matters, accounting, and business.</p>
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately</p> <p>Measure 4d: Personnel files are under lock and key/stored appropriately</p>	<p>Student records were observed to be housed electronically, in a safe and secure setting. Personnel files are secured in the same manner.</p>
Indicator 5: School Environment	<p>Measure 5b:</p> <ul style="list-style-type: none"> <li>Evacuation plans for classrooms are posted</li> <li>The school has fire extinguishers on all floors which are tagged</li> <li>Active permit for food service (if applicable)</li> <li>Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration</li> </ul>	<p>Classrooms were observed to have evacuation plans posted near the doors and include a map. Fire extinguishers on all floors were tagged with appropriate dates. The active food permit for food service was noted. The nursing station contained at least one cot, a refrigerator, and a container for sharp objects.</p>

Measures of Progress from Previous Site Evaluations

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

<p>Prior recommendations by SPCSA staff</p>	<p>Continue to collaborate and analyze data to inform curricular and instructional decisions. 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.</p> <p>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 support. 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.</p> <p>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.</p>
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations</p>	<p>The MANN leadership team believes all recommendations listed above have been addressed. Chronic absenteeism has not yet reached a seven percent level; however, the MANN leadership team has worked diligently to reduce this number. More time will be needed to fully address this recommendation.</p>
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>The MANN leadership team believes the recommendations from the previous site evaluation have been addressed by leadership, the governing board, and staff.</p> <p>SPCSA staff agrees with this assessment, and concluded the board, leadership team, and staff continue to address the academic and social-emotional needs of students. The SPCSA staff noted multiple examples of leadership, staff, students, board, and family members using data to inform curricular decisions. In most cases, students were highly engaged in classroom instruction and learning activities throughout the day. MTSS methods are present at the school and the school team continues to work to strengthen and build upon initial MTSS operational activities.</p>

# SITE EVALUATION FINDINGS

## STRENGTHS

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

- One important strength at MANN is that families, students, and staff feel welcome. The family, staff, and student focus groups conducted on the day of the site evaluation had a common theme of participants saying the school has a “family feel.” Parents commented that communication is clear and consistent. Family members said they appreciate knowing about upcoming school events such as conferences, school dances, or testing sessions ahead of time. Families emphasized the importance of phone calls, and email messages letting parents know if an unusual event such as a verbal disagreement between students or a fire alarm had occurred at school and stated that they like being kept informed about these unusual events prior to their students returning home from the school day. In addition, students, families, and staff greatly appreciate the knowledgeable and welcoming front office staff who know everyone by name and pay close attention to details and to greeting each individual. Stakeholders agreed that the school leader is warm, kind, and energetic. Site evaluators observed the school leader as she greeted pupils by name in the school drop off area while upbeat music played for all to hear.
- MANN is clearly committed to providing equitable access to a diverse and innovative education for all. 100% of the students attending MANN qualify for free and reduced lunch. Other diverse learning groups include the school’s EL students, consisting of 212 students or 43% of the population, and students with Special Needs, 80 students or 16.3% of the students, in attendance at MANN. See the chart provided below for comparison to the state of Nevada and to the SPCSA.

State of Nevada	SPCSA	MANN
FRL 79.2%	FRL 43.5%	FRL (490 students) 100%
IEP 2.26%	IEP 9.83%	IEP ( 80 students) 16.3%
EL 13.77%	EL 8.82%	EL (212 students) 43%

- Another strength to be noted at MANN is the school’s innate ability to maintain flexibility and make quick changes to plans for academic interventions such as tutoring, and scheduling/ responding to student data outcomes. As noted in the board focus group section of this report, one board member commented, “Having worked in education for thirty years with many different leaders, I think that being able to analyze student achievement data and take targeted action steps quickly and on a continuous and consistent cycle is the strongest strength at MANN. Without this capability, we may not have realized the strong academic progress we are currently celebrating.” MANN staff members noted that MANN’s intervention groups are fluid and change often.
- MANN not only displayed the ability to pivot quickly to best meet student academic needs, but leaders and instructional staff shared several examples of strategic and planned systems changes to benefit students as well. One example included plans to make a change to the math curriculum so that it would be more rigorous and challenging for all students. Another example included detailed scheduling of the English Language (EL) teacher, Special Education Teachers, support staff, and interventionists to provide skill based, leveled instructional remediation

during a Power Hour for the elementary grades. Power Hour is a designated time within the school day when a set of grade level students receive highly differentiated instruction in small groups to meet the needs of above, at, and below grade level students.

- Another strength at MANN is the adult to student ratios within the elementary grade classrooms. Site Evaluators noted that most elementary classrooms had at least two, and sometimes three, adults in each classroom. This clearly provided additional levels of individual attention to students. Teachers at MANN were seen to have support with small group instruction, answering student questions, modeling behavior expectations, and providing students with clarification regarding directions. Within classrooms, daily activities were well planned and fully supported which allowed the majority of the time to be spent on highly valuable instructional content and meaningful learning.

## 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.

- Members of the leadership staff communicated that they strive for much higher levels of parent engagement and involvement at the school. School leaders would like to have more family members involved with volunteering, attending school functions, and participating in regularly scheduled meetings with the school leader.
- School leaders said they were disappointed in not reaching their school goal of 7 percent chronic absenteeism rate at MANN. This challenge continues as MANN 21-22 school year posted at the beginning of the 22-23 school year data reflect a chronic absenteeism rate of 14.2 percent which is an increase from the previous school year data which was 10.4%.
- It was noted that some behavior expectations between the elementary and the middle school are not necessarily consistent. For example, middle school students spoke about middle school teachers having different sets of expectations and consequences.
- The math curriculum at the middle school level is sunseting. The school will need to research and vet a new math program which will be comprehensive, engaging, and rigorous to continue to set high academic expectations and outcomes at MANN.

## 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.

- School leaders spoke about wanting to improve the levels of family involvement at MANN. Although families reported high levels of satisfaction with communication and relationships, one of the greatest challenges in education today is actively engaging families in schools as partners in the educational process. The SPCSA encourages MANN to continue to build upon strong levels of communication and relationship building while considering adding new best practices and strategies to strengthen home-school partnerships. As leadership teams search for meaningful ways to engage families, volunteer opportunities are usually found at the top of the list. The challenge is recruiting families as school volunteers. One way to market volunteer opportunities is through parent leaders who serve as volunteer recruiters for their child’s school. Another idea is to determine, through a survey, if families would be interested in receiving free legal advice and if so, what type would be preferred. For example, immigration, trust planning, rental disputes and so on. Based upon responses, the school may find it beneficial to offer a legal support night during the school year.
- With a chronic absenteeism rate of 14.2 percent school wide for reports posted at the beginning of the 2023-2024 school year, which reflect the previous 2022-2023 data for elementary and middle school combined, chronic absenteeism rate levels are an important opportunity for improvement. The SPCSA recommends the school continue its current work to improve the overall number of students attending school on a daily basis. The absenteeism rate has a direct effect on the index score for a school. A 14.2 percent absenteeism rate results in a school’s inability to earn full points toward the overall index score under the NSPF. The PAT, Point Attribution Table for chronic absenteeism rates has been provided below. The school index ratings (displayed on page 4 of this report) could have been up to 5 points higher if absenteeism rates were improved.

*ES Chronic Absenteeism Point Attribution Table*

Rate	Points	Rate	Points	Rate	Points
<5	10	≥11 and <12	6.5	≥18 and <19	3
≥5 and <6	9.5	≥12 and <13	6	≥19 and <20	2.5
≥6 and <7	9	≥13 and <14	5.5	≥20 and <21	2
≥7 and <8	8.5	≥14 and <15	5	≥21 and <22	1.5
≥8 and <9	8	≥15 and <16	4.5	≥22 and <23	1
≥9 and <10	7.5	≥16 and <17	4	≥23 and <24	0.5
≥10 and <11	7	≥17 and <18	3.5	≥24	

- SPCSA staff recommend MANN continue to implement Multi-Tiered System of Support (MTSS) opportunities through the SPCSA. MTSS opportunities through the SPCSA have the potential to provide staff access to Tier 1, 2, and 3 training and resources to address challenges. Members of the leadership team would like to continue to work with the SPCSA and fine-tune certain aspects of the system, especially within the area of consistent behavioral expectations within all grade levels. Because some learning gaps remain, either due to the loss of learning time during previous years and the pandemic or due to newer and less experienced teachers, continued work toward school-wide consistent set of policies and procedures with regard to behavior management, rules, and expectations has the potential to provide staff resources and training to address these challenges.

- It is anticipated that the middle school math curriculum is sunsetting, creating a need for MANN to research and purchase a new middle school math program. It is recommended that the school team collaborate with other high achieving middle schools to vet and select a program which will be rigorous and meet the high standards already in place at MANN.

## STRONG RECOMMENDATIONS

There were no strong recommendations identified during this site evaluation for MANN

## DEFICIENCIES

There were no deficiencies identified for MANN during this site evaluation.