Nevada State Public Charter School Authority

MATER ACADEMY OF NEVADA -BONANZA
Site Evaluation Report: September 25, 2024

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Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to NRS 388A.223, 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 years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the Charlotte Danielson Framework for Teaching. All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is 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 to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

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.

Consistency in Leadership
Mater Academy of Nevada - Bonanza has maintained consistency in leadership since the school's inception, with only one change in an assistant principal. The staff retention rate is stable, with an 84% return this academic year, demonstrating consistent stability for the school's students and families. This strong foundation provides the school with a foundational understanding of the student populations' needs, allowing leadership to quickly create and initiate effective procedures and initiatives. For example, during the 2024–2025-year, Mater Bonanza has begun using AI Coach, a software program that records teachers as they teach. They gave the teacher critical feedback on the lesson and rigorous questioning regarding their practice and classroom resource support. Leadership has also strategically and intentionally isolated discrete sets of student data, most notably, the SBAC[1] and WIDA[2]. Mater Bonanza analyzed student data for targeted classroom instruction. Twenty-three aides were explicitly hired to support Tier-2 and Double Dose instruction. Student Data analysis frames i-Ready[3] students' academic growth, progress monitoring, and a multilingual enrichment class for new English language learners (ELLs) in Middle School.

School Culture and Climate
Effective social-emotional learning implementation of MTSS[4], PBIS[5], and Navigate360[6] are strong indicators of students feeling comfortable and safe at Mater Academy of Nevada-Bonanza. Students feel comfortable asking for academic support from their peers and teachers. SPCSA staff observed the positive interactions established in the classroom. Mater Bonanza is an environment where students feel supported and motivated to learn. Students thrive academically at Mater Bonanza.

Comprehensive Attendance Team
The low levels of chronic absenteeism at Mater Academy of Nevada-Bonanza is an impressive 1.6 percent in K-5 and 1 in percent 6th- 8th grades. The leadership team created a comprehensive attendance team. Teachers are asked to telephone five families every week to build support and rapport with families. There is an on-site licensed nurse who can complete assessments on students and/or code students for absences appropriately with the state coding system. Leadership stated this has assisted in reducing chronic absenteeism. Leadership also noted that transportation should be added, with two vans and two small busses that fit nine students and shuttles between the other Mater schools. Classrooms with perfect attendance for the week are celebrated with treats, which has also assisted with attendance incentivizing.

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[1] The Smarter Balanced assessments (SBAC) measure student progress in grades three through eight towards college and career success and are aligned with the Nevada Academic Content Standards in English language arts and mathematics. Results from the SBAC are included on the Nevada Report Card.
[2] WIDA is a comprehensive assessment measuring English language proficiency in four categories: identification, placement, progress, and achievement. The WIDA screener is used to determine ELL support services as well as determining when a student has developed proficiency to exit ELL school services.
[3] *i-Ready Learning* is a digital instructional resource assessing students with grade-level materials in reading and math.
[4] Multi-Tiered System of Support (MTSS) is a proactive academic and behavioral framework. The MTSS framework provides schools and teachers onboarding and ongoing training and resources of tiered interventions and supports.
[5] Positive Behavior Interventions Supports (PBIS) is an evidence-based classroom management approach containing four practices: (a) teaching school-wide expectations, (b) acknowledging expected behavior, (c) correcting errors, and (d) requesting assistance.
[6] Navigate 360 is a comprehensive character development software program designed for positive mental health, social and emotional wellness, behavior intervention and restorative practices for schools.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Proficiency
The science student proficiency is a challenge for Mater Bonanza. According to the 2023 - 2024 NSPF, Mater Bonanza's student science proficiency at the elementary level was 8.5 percent and 15.3 percent for middle grades.

Students behind grade level
Members of the leadership team indicated that some students at Mater Academy of Nevada—Bonanza are two or more grade levels behind in content areas such as English language arts. Faculty are challenged with remediating students and bringing them up to grade level with targeted instruction. This requires faculty professional development, targeted differentiation for the students and highly effective differentiated instruction for Tier-2 instruction.

Attracting Highly Qualified Teachers
According to leadership, hiring licensed, qualified teachers is a consistent challenge. The competition with the local school district and the $30,000 pay discrepancy offered by the local school district are difficult to overcome.

Tiered Instruction
Mater Academy of Nevada - Bonanza is challenged implement Tier 1, 2 3, instruction as effectively as leadership would like. There is a gap between the leadership team's expectations of what is occurring in the classroom and what the SPCSA team observed in the classroom.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Student proficiency rates.
SPCSA staff recommend that Mater Academy of Nevada - Bonanza creates a robust plan to increase student proficiency rates. Mater Bonanza's ELA, math, and science proficiency rates are low. As a result, Mater Bonanza's NSPF index score has been negatively impacted at the elementary school level and does not meet the standard. Mater Bonanza earned an index score of 39 at the elementary level and 56 at the middle school level for the 2023 – 2024 school year, equivalent to a two-star rating at the elementary level and a three-star rating at the middle school level.

Improving instructional levels
According to the Classroom Observation Data on page 18 of this report, it is recommended that the Mater Bonanza campus focus efforts on improving instructional levels from proficient to distinguished. Focus may include ensuring all students can explain the purpose of a lesson and are aware of the learning goals during each learning activity. In addition, students may be more intellectually stimulated by engaging in a greater number of high-level questions daily. It may be helpful to provide students with additional opportunities for discourse and create more rigor in the classroom to bolster student intellectual engagement in learning. In efforts to move staff to distinguished from proficient, it is recommended by SPCSA staff that Mater Bonanza continues to provide PD on improving classroom instruction in the areas listed above.

Timely Classroom Observations
SPCSA staff recommend that members of the leadership team plan to observe classrooms more routinely and consider rotating the administrator assigned. Some teachers said that their observational data depends on the administrator in which they are assigned. Staff also shared that they "try" to have conversations with leadership after an observation. Planning for timely communication after a classroom observation benefits both parties in that the freshness of the information is readily available.

Tiered Instruction
SPCSA staff recommend Mater Bonanza continue to develop a plan to improve Tier-1 instructional methods to include lesson objectives, formative feedback to students, and closing routines uniformly. For T-2 instruction, ensure that when students are expected to be learning on their computers using i-ready or any other program, that students are engaged in this activity. On several occasions during classroom observations 20 to 50 percent of the students on computers were not actively learning. They were off-task and not intellectually engaged. At the same time, there was some Tier-2 instruction that was not effectively implemented. Please continue to build teacher capacity to plan and implement standards-based instruction with frequent opportunities for student discourse. The Tier -3 instruction that was observed by the SPCSA site evaluation team was not clearly evident during classroom observations. Consider prioritizing classroom instructional goals into fewer but deeper, more meaningful, effective instructional initiatives.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

There were no strong recommendations identified for Mater Academy of Nevada - Bonanza during this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

There were no deficiencies identified for Mater Academy of Nevada – Bonanza during this site evaluation.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board[7]	2
Family Members, Parents, and Guardians	13
Faculty and Staff	11
School Leadership	7
Students	13

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[7] Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two of the seven Mater Academies governing board members participated in the board focus group. They reported having five board members and are close to filling the last two seats. The applicants are currently going through the vetting process. The board meets once a month and as needed. No special committees exist, and all principals from the three Mater schools in the Las Vegas Valley attend the board meetings and provide fiscal and academic reports. Board members' expertise includes backgrounds in education, finance, accounting, the legal field, and the public service sector. Parent volunteers also serve on the board, providing the board with a lens from a parental perspective.

When asked what initiatives the governing board was working toward during the 2024-2025 academic year, board members stated transportation and coordination with central Mater Academies in Florida. Members of the governing board shared that transportation is an area for improvement and opportunity for the Mater schools. "Transportation is key. The board supports the four buses added and now provides transportation from one Mater campus to another," said one board member. Transportation monies became available to charters within the state of Nevada in the 2023-2024 school year, with Assembly Bill 400 allocating seven million dollars. Charter schools desiring transportation funding had to submit a transportation plan with an accompanying budget workbook of financing. Funds were limited, and applicants exceeded available monies; therefore, the requests were highly vetted. Board members participating in the focus group emphasized the priority of coordinating with the Central Mater Academies in Florida. One member commented, "Providing funding for folks to go to Florida and then bring back training has been very helpful and will continue to be funded."

The board members participating in the focus group reported that they evaluate their Educational Management Organization (EMO) Academica yearly through surveys. One board member said, "We have a survey sent out to the administration, the board, and faculty/staff to complete each section," which goes back to Academica. The board members shared that they see the EMO as an asset in terms of financial and legal expertise. When asked how the board assesses school leaders, The two board members commented, "We evaluate all three principals yearly. We have a meeting with each of the Mater principals and use the Florida Mater assessment tool provided. We are working toward the board setting the objectives and the expectations."

The board members participating in the focus group shared that the school's greatest strength from a board perspective emphasized that the school has grown so much, and its ratings have improved to 4-star. One board member shared, "Our schools outscore the neighborhood schools, and we are proud of that. We have a great administrative on top of data and creating actionable practices and solutions. The schools interact with each other and collaborate for best practices." Additionally, when asked what they attributed to the rise in the NSPF star rating, one board member highlighted the total focus on student achievement by admin, who relied heavily on data. "Mater utilizes a third-party service to examine the data and uses that awareness to create support systems and interventions. The culture of community and community services assists with building rapport between the school and families. The sports program provides an incentive for students to keep their grades up for them to be eligible to play".

Focus Group Summary: Family Members, Parents, and Guardians

The communication from faculty, staff, and administration to families was the first thing family members mentioned when asked what they considered to be some strengths of Mater Academy Bonanza. One parent elaborated, "The school speaks to parents directly through Colegia1[8], Class Dojo, social media, email, and Infinite Campus. The school set up a session to show parents how to use the platforms." Parents reported that emails are sent frequently and that they can check how their students are doing academically anytime and it's up to date. Parents also said that teachers reach out personally if students are achieving a "C" grade or lower by telephoning and telling parents what students need to do to improve grades. Teachers ask parents to respond to let teachers know they received the message.

Parents reported that Mater Academy of Nevada - Bonanza is like a small town because it is a stable, close, secure community. The students begin and stay at the school for their K-12 education. If there is a disagreement amongst students or policies or procedures, the community works together to resolve the concern and moves forward together. Several parents indicated the school knows the families well and supports them through personal issues. One parent reported, "After some concerns over childcare were voiced, the school began supporting us with it." Family members in the focus group expressed confidence in their children feeling safe and cared for at Mater Academy of Nevada – Bonanza. They stated they felt no hesitation in speaking with leadership or adults at the school.

Parents indicated that they were treated with dignity if their child needed to be disciplined by the school administration. One parent said, "The administration talked about all of the positives my child brings first. Then, they begin on a plan for discipline. The administration, staff and teacher supported my student."

Parents reported that the Bronco Writer Award helps students improve their writing skills. The award is given once per quarter, highlighting the best writing for each grade level. One parent reported, "I have a struggling writer who is excited to write and wants to show me her writing because the teachers make it a high-interest topic. My child is feeling praised and supported."

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[8] Colegia is a scalable secure software application platform that hubs educational applications, content, and communications.

Focus Group Summary: Faculty and Staff

Teachers were asked to describe some of the speaking or presenting activities that students do in their classes. One teacher said, "I have students present work to their classmates every day in class. Students use peer feedback to improve their presenting strategies and content. They also use turn and talk strategies where students convince each other of the validity of their answers." One teacher reported that in her class on film studies, students compared and contrasted versions of the movie *Back to the Future* and then debated with one another. Teachers also reported that student discourse is built into i-Ready math lessons, "so all they need to do is facilitate it." Several faculty indicated they use the Think-Pair-Share strategy in elementary classrooms.

Teaching staff provided details how they differentiated Tier-2 and Tier-3 instruction during "Double Dose" instruction for math and English language arts (ELA) through the i-Ready curriculum. Teachers assess i-Ready lessons and data to inform the next week's instruction. One teacher said, "We plan with our Instructional Aides each week and discuss lessons. In addition, we spend weekly time unwrapping ELA and Math standards." They stated that students are grouped by what they are ready to learn from the i-ready data. Teachers work together to group students instructionally. They regroup students twice per unit, so the data is constantly being evaluated. They use an i-Ready Growth Check once per month and the Diagnostic Assessment three times per year. Teachers also use the claims in SBAC data to drive instruction. One teacher specifically stated, "We see the rules of math, the formulas, the processes, concepts and procedures, reasoning – we have data chats monthly with students and talk about their growth." Teachers said the students set lesson path goals and growth goals during the data chats.

Teachers spoke about how often leadership visits their classrooms and how critical observation feedback is delivered. One teacher stated, "Sometimes we are observed, and we aren't even aware of it. The instructional coaches and administration just pop in throughout the day. We are so used to having visitors." Other staff members reported, "Administration comes in with a checklist. They try to come in monthly, while instructional coaches come in once per week." The instructional coaches give feedback that says, "Here are some trends we see…" Leadership then elicits feedback about those trends, seeking information and ideas about what can be changed or improved, and we work toward those goals.

Due to the large numbers of ELs at Mater Academy of Nevada -Bonanza, the EL team's effectiveness is particularly significant. When asked how this team supports classroom instruction, teachers reported, "The EL team sits with the students in both push-in and pull–out services. These team members provide intensive vocabulary instruction, often using vocabulary cards. Teachers said there have been sessions on how to apply supports for EL students in the Wonders[9] curriculum, SIOP[10] strategies, and how to unpack WIDA data."

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[9] Wonders is a reading and writing curriculum for grades K-5.

[10] SIOP - The *Sheltered Instruction Observation Protocol® (SIOP®)* is a framework for planning and delivering instruction in content areas such as science, history, and mathematics to English language learners. The goal of *SIOP®* is to help teachers integrate academic language development into their lessons, allowing students to learn and practice English as it is used in the context of academic textbooks, discussions, and lectures.

Focus Group Summary: School Leadership

Leadership shared some new initiatives that have been implemented to address the NSPF scores from the 2022-2023 ranking. Leadership continued to create a robust EL effort by increasing proficiency in WIDA scores by creating a multilingual enrichment class for new middle school students and families and having the EL team support EL learners daily in classrooms and parent meetings. Additionally, four people are on the EL team to acclimate and assist students with limited to no English proficiency. The multilingual enrichment class in middle school and these students participate in a block schedule structured on the Double Dose model, in which the students receive a concentrated emphasis on phonics, pronunciation, and speaking in English. All the teachers and assistants in the class were prior EL students.

Leadership reported intentionality during the 2024-2025 academic year, with teachers digging deeper into differentiating lessons for students and their individual learning needs. Leadership specifically reviewed student data in grades three through eight to see the highest academic needs of those students. Then, targeted ELA, math, and Double Dose teams pulled the most at needs student data and dispersed it to the instructors. Students were also given their data to create data folders so both the teacher and the student could track and monitor progress and growth. Individual conferences were held on how to unpack and read the data with the teachers and the students. PD was also provided, and teachers were taught how to create optimal interventions in the classroom. Ongoing Professional Development throughout the year assists teachers in continuing accountability and assessment of student growth.

Leadership reported several successes with special education oversight at the campus. One leader stated, "There is a facilitator that oversees all three campuses, as well as two psychologists, a physical therapist, and an occupational therapist." In addition, the speech therapist is bi-lingual and on staff full-time at Mater Bonanza. The occupational therapist comes twice a month to service students, and the physical therapist comes to the school as needed. The administration meets with new students' families to get to know them, set expectations, be proactive about their behavior, and meet with parents immediately.

Focus Group Summary: Students

Students said they were motivated to attend school at Mater Bonanza, citing the safety and feeling comfortable with leadership and their teachers. Students in the focus group reported that the adults strive to make students feel welcome while building teamwork, beginning with the first days of school. One student said, "The school helped us feel like we are part of a family." One student said, "I am motivated to be on time and be a role-model for other students with a positive mind-set, have a positive view of school, and help out when needed." Another student said, "Mater is my second home. I enjoy being here and learning new things. Everyone is kind, and I know I can go to an adult if I have a concern. I can get help, and they will help and provide an ear." A third student added, "If you want to talk about something, or if you are struggling with something, the teachers will give us pep talks. Teachers are very astute at noticing if we are having a rough day or don't feel our best. We have teachers who push us to be our best, so I learned I could do things I never would have thought possible. Teachers build our confidence."

When asked about opportunities to work with peers, lead a discussion, or explain their thoughts to others in class, students in middle grades said it varied depending on the content area. An English language arts example was provided in which the assignments students were currently completing didn't allow for peer activities. "In other subjects, we get to work with partners daily," a student said. Elementary students reported they do work in small groups, occasionally exchanging their thoughts, reasoning, and sharing their work with their peers.

Students were asked to describe how they knew if they were successful when writing and in what ways teachers informed the students on how to complete a task properly. Students indicated teachers walk around their classrooms, provide guided feedback individually as needed and often regroup and reteach if they see multiple students having similar confusion or problems. With writing tasks, students edit drafts in class and sometimes conduct peer edits. One student said, "We get rubrics on Google Classroom as well as examples; we follow those as we write. If I am not feeling confident, I can always talk to the teacher about a specific writing area." Students reported turning in drafts and receiving feedback prior to completing the final paper for a grade. Students said teachers provide feedback on graded papers in the form of check marks or notes with suggestions on how they can improve in the future. One students said, "Sometimes, depending on the assignment, we can correct the assignment and turn it in for the teacher to regrade it." Students also reported the teachers use one-to-one conferencing, small table groups, or notes to suggest improvement.

Classroom Environment and Instruction Observation Rubric

A total of 40 elementary and 22 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation. 62 classrooms total.

Classroom Environment					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 9	TOTAL: 46	TOTAL: 6	TOTAL: 0	TOTAL: 1
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 7	TOTAL: 37	TOTAL: 15	TOTAL: 0	TOTAL: 3

Classroom Environment and Instruction Observation Rubric

A total of 40 elementary and 22 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation. 62 classrooms total.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively. The teacher invites students to explain the content to their classmates. Students use academic language correctly.	The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. Students engage with the learning task, indicating that they understand what they are to do.	The teacher provides little elaboration or explanation about what students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher may make minor content errors. The teacher must clarify the learning task.	At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. Students indicate through their questions that they are confused about the learning task.	This criterion was not observed or rated.
	TOTAL: 4	TOTAL: 31	TOTAL: 24	TOTAL: 0	TOTAL: 3
Using Questioning and Discussion Strategies	Students initiate higher-order questions. The teacher builds on and uses student responses to questions to deepen student understanding. Students extend the discussion, enriching it. Virtually all students are engaged.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. Discussions enable students to talk to one another without ongoing mediation by the teacher. Many students actively engage in the discussion.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer. The teacher invites students to respond directly to one another's ideas, but few students respond. The teacher calls on many students, but only a small number participate.	Questions are rapid-fire and convergent with a single correct answer. The teacher does not ask students to explain their thinking. Only a few students dominate the discussion.	This criterion was not observed or rated.
	TOTAL: 2	TOTAL: 24	TOTAL: 23	TOTAL: 5	TOTAL: 8

Classroom Environment and Instruction Observation Rubric

A total of 40 elementary and 22 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation. 62 classrooms total.

Classroom Instruction					
	Distinguished	**Highly Proficient**	**Approaching Proficient**	**Unsatisfactory**	**Not Observed**
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 5	TOTAL: 32	TOTAL: 23	TOTAL: 2	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 3	TOTAL: 31	TOTAL: 21	TOTAL: 1	TOTAL: 6

Classroom Observations and Additional Comments

Students in a lower elementary classroom used bricks and sticks to create structures that would resist the wolf from the story The Three Little Pigs blowing them down in a science, technology, engineering, and mathematics (STEM) lesson.

One lower elementary classroom had 22 students and two adults. A small group of three students was with the teacher learning and getting help with the workbook. The rest of the class was supposed to be on laptops, but about half of the students were off task. There was a rug in the corner rolled up on the corner and a tripping hazard.

Students built a robot in table teams in one elementary specials classroom. The instructor utilized a video to demonstrate the task students were to undertake as a team as they continued to add to their robot build during the class. Students were excited to participate. Table groups could be heard explaining their thinking to their peers, problem-solving with a group, and reasoning how to accomplish the task.

Students completed a writing skills check inventory in one elementary class by writing complete sentences on a handout. They were asked to unpack writing prompts by circling keywords, identifying the purpose of the writing, and examining specific tasks within the prompt. For example, if the prompt asked students to cite textual evidence, write a particular type of essay, or write about a specific topic, they needed to identify these. The instructor walked the room, monitoring for understanding, encouraging students with words of affirmation, and using academic language.

In one pull-out English language arts elementary session, the instructor worked with five students at a lunch table. Students were engaged in the learning, eager to respond to the prompts, and shared their work with the instructor. The instructor provided immediate feedback to students as they worked.

In one lower elementary classroom, two groups worked with the teacher and aide. One group focused on long/ short o encoding and one on an informational text about opossums.

In one middle school classroom, students utilized a sound template to create a two-minute song. The students worked individually or in pairs on their laptops to complete the assignment. The instructor walked the room, checking in with students, providing feedback, answering questions, and giving encouraging comments.

In one middle school math class, there were three adults. Each adult sat at a table with a small group of three to four students working on mathematical concepts and mathematical procedures. The adults used small white boards to write out academic vocabulary words as they spoke with the students. Students were engaged and participated in each group with enthusiasm.

During a middle school ELA lesson students were writing their three body paragraphs. Students were working independently while the teacher moved throughout the classroom the monitor student progress and offered assistance when needed.

Measures of Progress from Previous Site Evaluation

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 Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
SPCSA staff recommends that at least one board position be filled by an individual with no affiliation to Academica Nevada. This will increase the board's capacity to effectively evaluate this service provider.	*Mater governing board* Board member is not affiliated with Academica Nevada and serves as a valued member of our Board.	SPCSA staff agrees that the governing board, school leadership team, and staff continue to address the needs of students and uphold the mission and vision of the Mater charter.

SPCSA staff recommend Mater Bonanza develop a plan to improve chronic absenteeism at the elementary and middle school levels.	*Chronic Absenteeism:*
	Mater Academy Bonanza Las Vegas created a comprehensive attendance team.
	    Calling families on a daily basis
	    Transportation of students to school
	    Incentivized student attendance
		SPCSA staff agrees that the governing board, school leadership team, and staff continue to address the needs of students and uphold the mission and vision of the Mater charter.

SPCSA staff recommends that Mater Bonanza create a robust plan to increase student proficiency rates.	*Robust Plan to increase student engagement and proficiency:* • Provide teachers with data to target/focus students. • Continue data chats with students. • Provide continuous feedback to teachers on student progress and classroom environment. • Ensure rigorous instruction is occurring. • Provide KAGAN professional development.	SPCSA staff agrees that the governing board, school leadership team, and staff continue to address the needs of students and uphold the mission and vision of the Mater charter.
It is recommended that the Mater Bonanza campus focus efforts on improving instructional levels from proficient to distinguished,	*Instructional Level movement from proficient to distinguished:* • Implemented walkthrough schedule focusing on multiple administrators providing teacher feedback. • Incorporated professional development on Explicit Instruction, student engagement, DOK3, promotion of student discourse engagement, DOK3, and the promotion of student discourse.	SPCSA staff agrees that the governing board, school leadership team, and staff continue to address the needs of students and uphold the mission and vision of the Mater charter.

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse's Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☒ YES	☐ NO	☐ N/A
Elevator Permit	☒ YES	☐ NO	☐ N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.