



Nevada State Public Charter School Authority

MATER ACADEMY OF NEVADA -EAST

Site Evaluation Report: September 24, 2024

State Public Charter School Authority
775-687-9174
PO Box 19983
Carson City, Nevada 89721
2080 East Flamingo Road, Suite 230
Las Vegas, Nevada 89119

Table of Contents

Executive Summary 3

Site Evaluation Findings: Strengths 4

Site Evaluation Findings: Recommendations 6

Site Evaluation Findings: Strong Recommendations 7

Site Evaluation Findings: Deficiencies 8

Focus Group Participation Data 9

 Focus Group Summary: Governing Board 10

 Focus Group Summary: Family Members, Parents, and Guardians 11

 Focus Group Summary: Faculty and Staff 12

 Focus Group Summary: School Leadership 13

 Focus Group Summary: Students 14

Classroom Environment and Instruction Observation Rubric 15

Classroom Observations and Additional Comments 18

Measures of Progress from Previous Site Evaluation 19

Operational Compliance Checks 20

Appendix A 21

Links to Resources:

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

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.

Positive school climate and culture

Leadership has created strategic efforts to embed social-emotional learning for students. Leadership, front office staff, and teachers are visibly present in the hallways before and after school as well as when students are transitioning from one class to another. School personnel are visible, attentive, and provided positive feedback to students during lunch times as well as on the playground. The adults at the school model behavior and electronic platforms are used to communicate expectations with families.

Leadership consistent over the years

The leadership team has remained consistent in team members since the inception of the school, developing strong routines and systems that allow the processes and procedures to operate smoothly schoolwide. The site evaluation team observed the leadership team's ability to be well attuned to the needs of the faculty, staff, families, and students, as evidenced by commentary from each of the focus groups.

Data-driven decision-making

Mater East's use of data to make instructional and curricular decisions is a strength observed by SPCSA staff. Mater East's attention to student academic growth is evident with the interventions observed throughout the site evaluation classroom observation process. The site evaluation team observed push-in and push-out activities and small group instruction throughout classroom observations. The Double Dose¹ class focused engaged students with their learning. Leadership has made significant progress in assisting teachers with reading and disaggregating student academic data to make informed curricular decisions within the classroom. Teachers have focused professional development (PD) on reading data and use this information weekly during Planned Learning Community (PLC) time and with the curriculum specialist. Many examples of data-driven decision-making exist from students managing their own academic growth data, to faculty pacing guides, distinguished and highly proficient classroom observations, clarity in PLC time, Double-Dose, and true differentiation for English language learners (ELLs).

Family engagement and outreach

Mater East has robust family engagement and numerous family volunteers for all school events. To ensure continued success with family engagement, Mater leadership hired a Parent Engagement and Community Parent /Involvement specialist utilizing Title 1 dollars. Leadership also hired a support person to assist the Community Engagement.

¹ Mater East implemented 'double dose' in which students who were not proficient received a double dose of the class in which they needed remediation. The first class was to remediate skills, and the second class was at grade level. For example, if a student was deficient in math, they enrolled in two math classes. If the student was not proficient in English language arts (ELA), they took two classes in ELA.

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.

Resource support historically underserved community

The leadership team reported resource constraints in serving a 100% free and reduced lunch (FRL) population as well as a student population in a historically underserved community.

Attracting high-quality teachers

Hiring licensed qualified teachers is a consistent challenge according to leadership. The competition with the local school district and the \$30,000 pay discrepancy offered by the local school district are difficult to overcome.

Increasing average growth percentiles-

It will be a challenge to increase or exceed student average growth percentiles after receiving such high rates this academic year.

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.

Create a Pool of Potential Board Members

SPCSA staff recommends that Mater Academy of Nevada-East determine a method to create a pool of potential governing board members. Moving forward, having a repository of personnel who can replace governing board members who term out or resign is essential. Proper board training, including the role of a board member and open meeting law, should be provided. Please reach out to SPCSA for additional assistance in this area. For board training, contact the SPCSA for onboarding new members at will.

Continue to set high academic expectations

SPCSA staff recommend that Mater Academy of Nevada - East create a plan to improve their Middle School's Adequate Growth Percentile of ELLs. According to the 2023-2024 Nevada Report Card, Mater Academy's Middle School rate of 14.8 percent is below the Charter School Average of 27.2 percent. Students meeting their growth targets are more on track to become proficient in English and exit ELL status within five years.

Continue to monitor the ELL curriculum

SPCSA staff recommend teachers and leaders monitor the effectiveness of the new ELL curriculum as they become more familiar with the curriculum and as the year progresses. A new ELL curriculum was implemented during the 23-24 academic year.

Continue to monitor the SPED policies and procedures

SPCSA staff recommend leadership closely monitor the policies and procedures of the Mater special education program. Mater Academy of Nevada - East implemented new policies and procedures for students with special needs during the 2023-2024 academic year, providing in-house oversight and partnering with the SPCSA regarding Medicaid billing. Continued monitoring of day-to day operations will provide quick adjustment as needed, given these tasks are now in-house.

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 - East 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 - East 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 ²	2
Family Members, Parents, and Guardians	10
Faculty and Staff	15
School Leadership	8
Students	10

² 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 for funding. 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 also coordinating professional development for faculty and leadership 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

Parents within the focus group indicated numerous ways Mater East communicated with families. Email, direct texts to cell phones, and utilization of software platforms such as Infinite Campus were readily given as examples. One parent said, “We don’t receive just bad news from the school. The school reaches out when the students are doing well, or maturing, or growing and they share that with the families.” Many parents indicated leadership and faculty are aware of the social-emotional state of students and check-in with the students frequently.

Family members mentioned several strengths of Mater East. One parent said the school size is a strength, “Administration knows what students are doing at all times. They know each student by name, who the students are, and whose families they belong to. The students all know each other and have matured together, grown up together. Students feel comfortable speaking to all of the adults at the school because they have grown up with them. Everyone gets along.”

Parents appreciated the after-school activities and how they have assisted in keeping students away from social media and/or opportunities for getting into trouble. Many parents stated they appreciate the structured school day, which extends to after-school services. “Homework is completed and turned in; we used to worry about where the homework is; now I know where it is, and it is completed on time and turned in.” Several parents said their students use after-school tutoring and services. One parent stated her child has special needs and is on an individualized education plan (IEP), and her child has progressed above and beyond what she thought possible. Parents stated their children enjoy coming to school and enjoy staying after school.

Families indicated they saw an increase in their child’s ability to write or speak with greater ability or more rigor. One parent said, “My child is always writing. She can tell me what part of speech a word is, and her writing has improved, not only in sentence structure, but in reasoning and in details.” Another parent shared how her child was excited to create a writing assignment that assisted younger grades prepare for the next grade. Several other family members said their children participated in doing this as well for students who were testing for the SBAC³. The students were not only excited to complete the assignment but felt empowered at being able to help younger students. One parent shared her child has progressed exponentially after one year of speech therapy. “I had one child who was non-verbal, and now he is very verbal.” A second parent said the writing and vocabulary improvement has empowered students in expressing themselves more maturely. “Students have been able to use the rise in academic vocabulary and expression and utilize that with their peer groups. Students will hug each other and encourage each other. They are in tune with the needs of their classmates, and that kind of encouragement is why I like bringing my child to Mater.”

³ 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.

Focus Group Summary: Faculty and Staff

Faculty described some of the activities designed to engage students with high-order questions. One teacher said he used a reading activity in which students created multiple Depth of Knowledge (DOK) level questions based on their reading. Then, students shared their responses, answering each other's questions. A math teacher said she "underscored the question of real-world scenarios as to why students apply or use math particular mathematical formulas or processes." A third teacher shared that students read multiple documents to support and create a claim in the social studies classroom, emphasizing the importance of examining reliable primary and secondary sources to support a claim, create a claim, and create and support thesis statements. Multiple faculty members indicated employing sentence stems and targeted vocabulary to bring students to grade-level readiness.

Faculty were mindful of serving a population in which many students have needs. As one faculty member said, "Mater views the school as a family and a part of the community. We take social-emotional (SEL) concerns seriously. It is okay to not be okay; but what are we going to do about it and how are we going to take care of each other?" Teachers indicated the school provides breakfast and an after-school program until 6:00 p.m. with accompanying snacks.

Members of the faculty and staff shared with the site evaluation team classroom activities that allow students to speak and present to their peers in classrooms. One teacher mentioned activities that included giving students choices to showcase their presentations, such as student slide deck presentations. A math teacher employed the use of math vocabulary and speaking math language using a game show activity. Teachers reported relying on MAP data heavily weekly, monthly, and yearly and the students are very aware of the real-world implications. One elementary teacher spoke about creating a writing assignment that helped prepare fourth graders for the rigor of fifth grade. A math teacher said, "I use games to ensure academic vocabulary is reinforced and used in the classroom."

Staff indicated leadership visits their classrooms approximately weekly and teachers receive feedback instantaneously through "glows and grows" messages. One teacher said, "Administration is open to a dialogue based on that feedback." In terms of professional development supporting teaching and professional goals, a staff member shared that teachers complete a survey where they can provide written input. The administration follows those suggestions by offering workshops, seminars, or other resources. Another staff member mentioned, "We also get collaboration time within grade levels, which is greatly helpful." Teachers appreciated having the same scheduled preparation and PLC time. Teachers reported returning to school a week and a half before students in the summer. That timeframe was beneficial for organization and planning before the start of the school year.

Faculty and staff were asked what they were most proud of implementing this year. Several faculty responses centered around SEL classroom additions. For example, one teacher developed an SEL Wall that allowed students to fill out an anonymized form, indicating the concern and why they are taking a break. Then the student selects an activity to complete that is listed on the wall. A second teacher said she changed the theme of her room to a math café, so students can come to class early and sit where they want and get the seat they want. A third teacher said he created a time before class in which students could come to class beforehand and talk to him about anything.

Focus Group Summary: School Leadership

During the leadership focus group, members of the leadership team shared new initiatives implemented to address NSPF scores, including SEL curricular supports for K-12 based on the CASEL⁴ competencies and Nevada state standards. Students complete a beginning-of-the-year, middle-of-the-year, and end-of-the-year assessment. Administration ensures teachers walk through rubrics to assess classroom rigor for the highest leverage practices. Members of the leadership confirmed Mater East continues to use springboard strategies within the SAVVAS⁵ curricula as well as employing Kagan⁶ strategies schoolwide; "It's part of the walkthrough tool we use," and it's part of the intensive curriculum rollout. Leadership implements a feedback instrument and pacing guides that measure rigor and alignment with state standards. Teachers utilize prior SBAC examples as exemplars for student classroom practice.

The Mater Academy East leadership team emphasized that students need to know their personal student data. One member shared, "We believe in letting students know their data and charting their own data." Focusing on the student population and specific goal lines targeted for interventions aimed at student academic gains is foundational to the school's improved NSPF rating. Additionally, a leadership team member emphasized the importance of pacing guides, adding that "once we knew we were off on the pacing guides, we corrected that." Mater East implemented 'double dose' in which students who were not proficient received a double dose of the class in which they needed remediation. The first class was to remediate skills, and the second class was at grade level. Students were identified upon enrollment as to whether they would need 'double dose.' Leadership attributes this intentionality of focusing on student proficiency and student achievement with the rise in NSPF scores. As one member of the leadership team said, "We have a total focus on student achievement and rely heavily on data, and we utilize that awareness to create support systems and interventions. The culture of community and community services assists with building rapport between the school and families."

One member of the leadership team reported goal monitoring special education services for students with Individual Education Programs (IEPs) through Infinite Campus and Google Sheets. Additionally, the Mater Academy East has a Pace Lab, which is a comprehensive life skills lab fully funded by the State of Nevada. It is the only one in the state and is designed to assist students in selecting a career and technical education (CTE) pathway or an understanding of options. The Pace Lab provides hands-on training with middle schoolers.

⁴ CASEL is an evidenced based social-emotional learning framework that stands for Collaborative for Academic, Social and Emotional Learning.

⁵ Savvas provides comprehensive curriculum and related professional learning for k-12 students and educators.

⁶ Kagan instructional strategies are designed to promote cooperation and communication in the classroom, boost students' confidence, and retain their interest in classroom interaction.

Focus Group Summary: Students

Students said they are motivated to attend school because they feel safe at Mater East and do not feel judged. One student said, "I enjoy learning new things and spending time with my friends." Another student said, "I don't dread it. I came from CCSD where I missed several days and didn't want to go; now I like to attend school and haven't had an absence." Many other students in the focus group said they appreciated talking to their peers about the learning in their classes every day.

Students in the focus group shared ways teachers make them feel a part of the classroom and school. One student said his teacher has activities encouraging students to share their moods, talk to each other, and participate in class daily. The activities are created so students can interact with partners and classmates daily. Several students said the teachers make students feel comfortable with sharing, and even if they prefer to share something in writing, they will participate and interact with their peers.

When the group was asked how they knew if they were doing well in their schoolwork or how their teachers informed them how to complete an assignment, a student commented the teachers corrected them as the class progressed through an assignment. "They let us know of our mistakes before we turn something in." Another student said they felt the teachers thoroughly explained the assignment before students began the task. Teachers also provide feedback to the class as a whole regarding trends on the assignments. Another student said, "We aren't just given the assignment; we are given strategies, exemplars, and examples." On exams, students said the teacher thoroughly goes over previous exams and errors that might have been made. Students routinely review test-taking skills with their teachers and provide details on how exams should be completed.

When the students were asked how they know when they are successful in writing tasks, several students commented that the teachers teach follow the "I do, you do, we do model." As one student said, "The teacher teaches us first. We complete the assignment, and then we go back over it or can rewrite it." Some students said they receive notes from their instructors on their assignments with corrections. Some students said teachers leave notes for them in Infinite Campus specific to their grades and assignments. One student stated that one-to-one conferences were helpful and emphasized that students can always speak with the teachers.

Classroom Environment and Instruction Observation Rubric

A total of 14 elementary, 11 middle, and 13 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	This criterion was not observed or rated.
	TOTAL: 5	TOTAL: 31	TOTAL: 2	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>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.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	This criterion was not observed or rated.
	TOTAL: 8	TOTAL: 28	TOTAL: 2	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 14 elementary, 11 middle, and 13 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	<p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p>	<p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Students indicate through their questions that they are confused about the learning task.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 6	TOTAL: 27	TOTAL: 5	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	<p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Virtually all students are engaged.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>Many students actively engage in the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number participate.</p>	<p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 3	TOTAL: 30	TOTAL: 4	TOTAL: 0	TOTAL: 1

Classroom Environment and Instruction Observation Rubric

A total of 14 elementary, 11 middle, and 13 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 9	TOTAL: 25	TOTAL: 4	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	
	TOTAL: 5	TOTAL: 28	TOTAL: 4	TOTAL: 0	TOTAL: 1

Classroom Observations and Additional Comments

Students completed an initiating activity with a partner in one high school science class, asking students to define a science vocabulary term, provide a picture, use the word in a sentence, and provide an antonym. The instructor explained the daily objective and asked students to vote on whether they wanted to complete the assignment as a class, work in partners, or individually. There were several missed opportunities for students to lead the learning in which the teacher spoke instead.

The teacher and student reviewed a quiz in one high school math class. The instructor projected the quiz and reviewed each question in detail on the projector. Then, the instructor asked the whole class questions regarding math processes and properties.

A primary-grade classroom had three adults and 25 students. One group was with an adult learning whole group with workbooks, listening, writing, speaking, and speaking. In another group, there were four students with an adult going over the same material but getting a higher level of support and high levels of feedback. In a third group, an adult with two students worked on the lesson with support and feedback at very high levels.

The lesson began with a student reading the objective. The teacher asked several students to talk about the prefix and provide examples. Five students out of 25 were able to successfully provide examples, and the teacher always connected it to the objective—prefixes. Next, a student read the essential question, which related back to the objective but to a bigger idea as well. The teacher called students by first names, asked open-ended questions, and provided ample feedback.

A fourth-grade social-emotional lesson focused on boundaries. The students watched a short video independently while the teacher took attendance. After the video, the teacher led a brief class discussion on boundaries.

One high school ACT prep class created an hourly study schedule as guided by the teacher. The teacher helped this class of juniors know how long they should study every night, and as students worked on the study schedule, for themselves, one they would use and apply in their lives. The teacher emphasized the need to be specific and realistic. The example was color coded and included breaks to optimize study time.

This second-grade ELA lesson (Wonders) introduced similarities and differences. The teacher-reviewed vocabulary, and the students seemed very engaged. The teacher provided ample thinking time for students to generate responses to share with their partners.

Students completed an initiating activity with a partner in one high school science class, asking students to define a science vocabulary term, provide a picture, use the word in a sentence, and provide an antonym. The instructor explained the daily objective and asked students to vote on whether they wanted to complete the assignment as a class, work in partners, or individually. There were several missed opportunities for students to lead the learning in which the teacher spoke instead.

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.	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 East develop a plan to improve chronic absenteeism at the elementary and middle school levels.	Mater Academy East Las Vegas created a comprehensive attendance team. Part of their plan is calling families on a daily basis, transporting students to school, and incentivizing student attendance.	SPCSA staff agrees that Mater East has addressed this recommendation. They have reduced chronic absenteeism to 2% in ES, 4% in MS, and 6% in HS.
SPCSA staff recommends that Mater East create a robust plan to increase student proficiency rates.	Mater East has included the following in their plan: Providing teachers data and target/focus students, continuing data chats with students, providing continuous feedback to teachers on student progress and classroom environment, ensuring rigorous instruction is happening, and providing KAGAN professional development to teachers.	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 East campus focus efforts on improving instructional levels from proficient to distinguished.	Mater East leaders have Implemented a walkthrough schedule focusing on multiple administrators providing teacher feedback, incorporated professional development on explicit instruction, student 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.