



Nevada State Public Charter School
Authority

MATER ACADEMY OF NEVADA -MOUNTAIN VISTA

Site Evaluation Report: September 26, 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 Summary3

Site Evaluation Findings: Strengths4

Site Evaluation Findings: Challenges6

Site Evaluation Findings: Recommendations7

Site Evaluation Findings: Strong Recommendations8

Site Evaluation Findings: Deficiencies9

Focus Group Participation Data10

 Focus Group Summary: Governing Board11

 Focus Group Summary: Family Members, Parents, and Guardians12

 Focus Group Summary: Faculty and Staff13

 Focus Group Summary: School Leadership14

 Focus Group Summary: Students15

Classroom Environment and Instruction Observation Rubric16

Classroom Observations and Additional Comments19

Measures of Progress from Previous Site Evaluation19

Operational Compliance Checks22

Appendix A23

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.

Student Centered Focus

Each of the focus groups interviewed by the site evaluation teams consistently reported placing students first. Language heard throughout the day by site evaluation team members was student-centered and placed students' interests first. The SPCSA site evaluation team observed teachers and staff building rapport and modeling civil speech throughout the day in classrooms and in common areas. Students responded in kind. The SPCSA site evaluation team observed many classrooms in which relationships between classroom teachers have cultivated trust with their students. Students felt comfortable asking peers and teachers for academic support. Students were engaged and interested in their learning and clearly wanted to know the why and how. The site evaluation team observed several examples of teacher responses to student questions, learning engagement, and teacher dedication to student learning. This positive learning environment fostered optimism about the effectiveness of the educational practices.

Students' Social-Emotional Needs

Leadership is keenly aware of students' academic and social-emotional needs (SEL) and teachers' professional development needs. Front office personnel are highly visible, available, and personable. Families and visitors arriving at the school are greeted by someone at the front office and assist in a quick and timely manner. Parents in the family focus group were complimentary at the accessibility and ease of at which they receive information and assistance from school personnel. Parents were also complimentary to faculty at receiving timely information from teachers regarding their students' academic efforts and emotional events throughout the day over electronic notifications or during pick-up and drop-off. The site evaluation team observed leadership, staff, and teachers visibly present and attentive in the common areas before and after school, as students transitioned from one class to another, during lunch, and on the playground. School personnel provided positive feedback to students displaying expected behaviors. Teachers created a safe and positive learning environment where students felt safe expressing themselves with the adults at the school and their peers. The adults at the school model respectful behavior and speech and the students respond in kind.

Academic Success

Mater Academy of Nevada – Mountain Vista has demonstrated high academic performance on the Nevada Academic Performance Framework, earning a high-ranking 4-Star for the 2023-2024 NSPF rating cycle in elementary and middle grades. SPCSA staff highly commend Mater Academy of Nevada – Mountain Vista's leadership and personnel for their academic commitment to students.

MTSS Implementation

Mater - Mountain Vista joined the SPCSA's MTSS Cohort in the 2021 - 2022 school year and immediately began growing its MTSS with fidelity. MTSS implementation at Mater Academy – Mountain Vista has showcased remarkable advancement, attaining Platinum Level recognition in August 2024. MTSS award-tiered levels advance from Silver to Gold to Platinum to Diamond. This is a major accomplishment to achieve the second highest award level, especially within only three years of their MTSS implementation journey.

Consistent and Stable Leadership Team

The leadership team has developed strong routines and systems that have allowed the processes and procedures to operate smoothly. 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 the commentary in each of the focus groups.

Building Human Capacity

The school leader is a human capacity builder, and the SPCSA site evaluation team recognizes this as a tremendous strength. Strategically knowing how to leverage teacher strengths and placing them in positions where they can perform best is an innate leadership skill. Horizontally and vertically aligning curricula through human capital illustrates creative governance. Human capital is needed to train, coach, and support personnel along with time and effort to coach and support personnel. Building a talent pool from within provides the organization the opportunity to invest in personnel who value the same mission and vision and choose to grow with that organization professionally. Mater - Mountain Vista should be commended for developing consistent 'grow your own' practices.

Instructional coaches

Instructional coaches are experts in their content area and coach within that content area at Mater – Mountain Vista. Internal faculty support systems have enabled on-site consistent and as-needed instructional and planning support for teachers requiring training in each area such as classroom management, student engagement, or inquiry-based learning. Leadership has built an infrastructure in which teachers have access to mentors, interventionists, peer models, and leadership to meet regularly, exchange ideas, create lesson plans, or write exams together. Teachers may observe peer teachers model a lesson. Similarly, a mentor may observe the mentee lead a lesson and provide feedback. In-house substitutes or members of the leadership team cover classes for these observations. The commitment to supporting and strengthening teachers and their professional development is admirable.

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.

Attracting high quality 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. Leadership explained the difficulty of finding teachers who also fit the Mater mindset.

School Funding

Leadership reported feeling challenged in finding ways to fund program support. School funding has sunset this year, so it has been a challenge to find ways to fund program support. This is challenging for families that depend on the program and utilize the tutoring support services that the after-school program provides.

Science Growth Gains

Faculty reported challenges in developing strategies to assist students in science growth gains as there is no claim data to use as a foundational base. As one teacher stated, “we are such a data driven school, and use data to drive temperature checks to develop and differentiate lessons. We just don’t have that with our science classes.”

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.

Increased Levels of Student Voice

SPCSA recommends that the Mater Academy of Nevada - Mountain Vista consider ways to increase student voice during classroom instruction. While effective questioning, good pacing, and collaborative learning practices were observed in some classroom observations that contributed to vibrant and active learning environments, it's important to note that these positive aspects exist. However, there is a need for more student engagement, as observed in some classrooms where teachers were doing more talking, and students were simply supplying one-word answers.

Floor safety in some classrooms

A few classrooms have small rugs that are not securely affixed to the floor and students could potentially trip and fall. SPCSA recommends that Mater Academy of Nevada - Mountain Vista consider securing these to ensure student safety.

Science Proficiency

SPCSA recommends Mater Academy of Nevada - Mountain Vista continue to increase student proficiency in science at the elementary school level. Currently student science proficiency at the elementary level is 19.6 percent.

Strategic Toolkits

SPCSA recommends Mater Academy of Nevada - Mountain Vista consider professional development in which teachers can build toolkits strategically designed for their individuated teaching needs to enrich their teaching. The toolkits should be developed intentionally, with deep reflection and a deep dive into student achievement. Mater - Mountain Vista strives to excel in instruction. The school has built a strong foundation for student-centered learning. Mater - Mountain Vista is at that juncture, where it can now begin to nuance PD, providing differentiated and targeted skills to develop teachers' professional toolkits. One resource that may be of help is *Interactions: Collaboration Skills for School Professionals*, 9th ed (Friend, 2020).

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 - Mountain Vista 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 - Mountain Vista 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 ¹	2
Family Members, Parents, and Guardians	13
Faculty and Staff	14
School Leadership	8
Students	12

¹ 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. 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) Academics 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 Academics. 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

Family members were unanimously pleased with the communication. They said they receive emails, paper copies of tests, phone calls, and messages. Several family members indicated that parents readily volunteer for school activities such as field trips, fundraisers, PIC² meetings, and any other events and day-to-day activities in which parental volunteers are needed.

Parents were very complimentary regarding the academic rigor and the quality of teaching their students received at Mater Academy of Nevada- Mountain Vista. One parent said, “The educational opportunities and the quality of the education offerings are excellent, and the students rise to the challenge.” A second parent shared, “The teachers encourage the students and motivate them, and believe in them and the students buy into that. Students are learning good habits such as how to be on time and being responsible. I appreciate that a great deal as a parent.” Several parents in the focus group said their children look forward to coming to school. Family members related a few anecdotes regarding students being ill and disliking missing even when they are sick and cannot attend school functions. One parent said, “If the students are sick, they are sad if they miss presenting their project or miss a school event.”

Parents appreciate accessing each software application the students use for their schoolwork. They enjoy knowing the due dates, seeing the grading rubrics, and the teachers' feedback, as well as communicating with the teachers as parents. Several family members indicated they enjoyed the after-school program, Motivated, which offers several academic opportunities. One parent explained the after-school program places academics first. Students complete their homework before they can participate in the other after-school activities, "and that's great, because not only does my child get extra academic assistance, but the homework is complete when he gets home, and we get to spend time together as a family.”

² PIC – Parent Involvement Committee

Focus Group Summary: Faculty and Staff

Faculty described the writing program used across the curriculum at Mater - Mountain Vista with summer professional development orienting faculty to the Top Score writing program before classes began. One teacher explained, “It is important we have buy-in from all of the teachers during PD before school starts.” The teachers in the focus group then explained how they collectively make students feel comfortable and confident in their writing. One teacher said, “We change student’s perspective on writing by encouraging them. We say things like, ‘You can do this; you are good at this.’ We model for them. We show them the start process. We show them how to activate their imagination. We take it step-by-step.” Each of the teachers in the focus group said they appreciated the work from the teachers in the prior grades and the work they put in to prepare the students for the following grade. Teachers also shared they are utilizing prior SBAC prompts in the classroom to assist students in feeling comfortable with unpacking standardized test questions and responding to essay prompts.

Mater Academy of Nevada – Mountain Vista had the highest growth in math within the state of Nevada last year. They have accomplished this twice since they have opened their doors. Mater - Mountain Vista also rose to a 4-star school on the Nevada NSPF ratings. Teachers attributed the rise to their teaching colleagues and their willingness to collaborate. One teacher said, “We all have the mindset that all students matter; all students can grow.” Science teachers in the focus group indicated they have been taking strategies from the math teachers and those growth gains and implementing those in the science classroom.

Teachers offered several examples of activities they implement to engage students in higher-order thinking. One teacher said he utilizes bell ringers, which he leads the students for a week at the beginning of the year, and then after that first week, he has the students lead. A wheel selects students with students' names, and a marker lands randomly to choose the student who will lead the class. Another teacher described a turn-and-talk activity that encourages students to brainstorm as many different ways to arrive at an answer as they can and then share those ways with a partner and then share with the class how many the two of them arrived at. Other activities described included explaining a student's reasoning and depth of knowledge, tiered questioning, asking students to create the questions, asking peers to answer the questions posed, and asking students where the class found the answers

Students participate in presenting to their peers often, according to the teachers at Mater - Mountain Vista. Teachers shared that they usually rely on peer table groups, using efficient and proficient students to help struggling learners. One teacher provided an example of a student who activates “presenter voice” to present to the whole class. Another teacher said she likes to hear the students speak to each other; it assists her, as the teacher understands and hears the students’ understanding of the material in their own words. A third teacher said she models a great deal in her classroom so students can run the entire classroom by the end of the year. “This gives them accountability, and they rise to the occasion. They feel comfortable coming to the front of the room and presenting.”

Focus Group Summary: School Leadership

The leadership team described how Mater - Mountain Vista added transportation opportunities to the families for the 2024-2025 school year. Two minibuses and two vans, along with contracts with American Transportation, provide transportation services between the Mater schools and services family needs. This has alleviated some of the previously challenging car loop congestion. One leadership team member said, “Families can now drop off all of their children at Mater-Mountain Vista, and siblings who attend Mater-East or Mater-Bonanza will pick up transportation at Mater - Mountain Vista and commute in the morning and the evening.” Mater - Mountain Vista has one entrance and exit and a parking lot half the size of the other Mater campuses. Leadership reported improving communication with families on car loop procedures with families through social media, which has assisted in creating a smoother and less congested process.

The leadership team said they were most proud of developing leaders this year. As the principal explained, “We are very proud of being able to grow from within and develop our leaders from our talent on campus. We have a former student who is now an interventionist and is now working on her teaching degree. These people make me proud. They want to do their best and watching them grow makes me proud.” Leadership explained there has been no change in leadership since the school opened. There have been positions added, but leadership personnel have remained consistent.

The leadership team discussed the systems they have in place for their Response to Intervention (RTI) processes with members of the site evaluation team. The leadership team indicated that the exceptional education facilitator received and reviewed the students' reports with the teachers. The student then gets the support needs, and data is gathered within a specific timeframe, and the teacher goes over the data with the student; they then gather more data and determine how many more weeks of data are needed to monitor for growth continuously and where assistance is needed, or plans need modification. Pull-out services, push-in services, interventionists, and consistency of intervention services are frequently addressed in team meetings to determine what is best.

Focus Group Summary: Students

Students explained that the teachers motivated the students to attend school daily. One said, “The teachers are nice. They are always smiling and in a good mood. They make us comfortable.” Another student said, “My teachers ‘get me.’ They make us want to learn.” Several students reported that there is no bullying at Mater Academy of Nevada -Mountain Vista.

Students described the writing process and activities in which they have participated. Students said they don’t necessarily write in every subject. Students described receiving a rubric and going over it in class, completing multiple drafts, receiving feedback from their peers and adults, and editing after each draft and round of feedback. The majority of students in the focus expressed their joy for writing, singing the praises of the teachers, saying the “teachers are amazing,” when it came to encouraging them with their writing and assisting them. Students also described the Mustang writer program on campus and how each grade nominates a student award writer every month. The teachers vote on the award recipient. The teachers read the winning submission to the classes. Recipients receive a pizza party and get to eat pizza with the teachers.

When asked what students would suggest that could be improved at Mater - Mountain Vista, students quickly pivoted the question to suggest the students take advantage of the school’s offerings. One student said, “Don’t ruin your opportunity here.” Several students nodded and one interjected, “I want to piggy-back off that and say, it’s really easy to make friends here. Everyone is respectful, from the adults on down. It’s a really good school. If someone comes here, they should appreciate it and not take advantage of the good thing.”

When students were asked if there was something they enjoyed learning, they were all quick to say writing and math were their most favorite subjects. These were quickly followed by reading, STEM and music.

Classroom Environment and Instruction Observation Rubric

A total of 36 elementary and 13 middle 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>	<p>This criterion was not observed or rated.</p>
	TOTAL: 9	TOTAL: 37	TOTAL: 3	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>	<p>This criterion was not observed or rated.</p>
	TOTAL: 6	TOTAL: 37	TOTAL: 6	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 36 elementary and 13 middle 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: 5	TOTAL: 37	TOTAL: 6	TOTAL: 0	TOTAL: 1
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: 4	TOTAL: 33	TOTAL: 8	TOTAL: 2	TOTAL: 2

Classroom Environment and Instruction Observation Rubric

A total of 36 elementary, 13 middle, and 0 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: 8	TOTAL: 33	TOTAL: 5	TOTAL: 3	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: 3	TOTAL: 30	TOTAL: 6	TOTAL: 2	TOTAL: 8

Classroom Observations and Additional Comments

The teacher read sentences from the whiteboard aloud to students, and students wrote the sentence's appropriate end punctuation on their whiteboard. The instructor asked students to hold up their whiteboards to assess consensus and correctness in selecting whether the sentence is a statement, question, command, or exclamation. The teacher then called on an individual student to explain why they selected their response. The teacher then affirmed or corrected the student's thinking. Students were engaged and eager to participate. The teacher provided words of affirmation such as, "you are all on fire, today" and "my goodness, you are all thinking well today." This activity could have further bolstered student voice by allowing students to confirm or correct the student who offered the original response, providing another opportunity for students to illustrate their learned knowledge. Students could also take turns reading the sentences on the board to the class.

Students independently read a passage and responded to a writing prompt using textual evidence in one upper elementary classroom. The instructor walked the room monitoring students. Once students had completed their writing, the instructor asked them to read it aloud. Then, the instructor asked the whole class quick recall questions such as 'Is there factual evidence?' 'Is there a topic sentence?' Students answered unison, and the instructor moved on to the next activity. There was a missed opportunity for students to explain their reasoning or validate their peer's thinking.

A learning strategist co-taught a primary grade power hour class consisting of four groups: interventionist group, independent work, meet with me, and i-Ready lesson. The strategists modeled the intervention group for the teacher, which consisted of seven students. The mini-lesson started by providing students with an opportunity to discuss with their shoulder partner what the story might be about. The small group then engaged in choral reading. In the independent work small group, the students worked on completing a worksheet with questions requiring short written responses. For all groups, most students were intellectually engaged in the learning tasks.

Students completed mathematical word problems on individual whiteboards. Students chose how to solve the problem. The instructor asked volunteers to demonstrate how they solved the problem on the large board in the front of the room. When a student duplicated their written equation and solution, the instructor asked the student to explain what type of equation they chose to use and their reasoning for solving the problem. The instructor then asked the class if they solved the equation the same way or a different way and to explain. The instructor also asked the class to determine if the student volunteer's work was correct and to explain why/why not. Students were engaged and excited to share and volunteer their work in this early elementary classroom.

A primary-grade teacher led a small group of nine students on the carpet area of the classroom, focused on writing sentences. Sentence frames were displayed, and students actively referred to the visual support to complete their sentences. Additionally, the teacher monitored the group,

providing immediate feedback. The second adult in the classroom worked with another group while the other students worked on their devices.

Students sat in a large circle, and the teacher sat on the edge of the circle, directing students in one middle-grade class. Pacing was slow. Some students fidgeted, some appeared bored, and some yawned, waiting for the teacher to direct students individually from his/her seat as the whole class waited to begin the activity. Several minutes passed, and students were still not completing any learning as the teacher continued to sit and direct.

One primary-grade classroom participated in morning routines and procedures. Twenty-five students displayed self-directed behaviors as they settled into their desk areas and prepared for the day. The teacher welcomed each student by making eye contact and asking how they were doing. The teacher reviewed expectations and introduced the class to their expository writing tasks.

During Power Hour, students were fully engaged in rigorous independent work on computers. The teacher and the aide explicitly taught about finding out a character's motivations and feelings in the text and how that impacts the meaning. Students were asked to carry the heavy workload by reading the text independently and sharing their text evidence.

One primary-grade teacher prompted students to take their Wonders textbooks out and introduced the lesson using the whiteboard. The teacher provided little elaboration or explanation about what the students would be learning. Also, the teacher had minimal checks for understanding before transitioning to the independent portion of the lesson.

Six students sat at a back table in an elementary class of 25 with one teacher and practiced writing sentences on the whiteboard while the teacher provided individual feedback and suggestions for improvement. A second adult was in the room and checked to see that students at tables were engaged in the lesson on devices. She offered feedback and support to students at the tables who seemed to require it, thus adding to the success rate and learning of students engaged on the devices.

Students read a passage with a partner and together made predictions on which textual information assisted in answering the essential question. The instructor walked the room, ensuring students were on-task, assisted in pronunciation, and/or responded to student questions.

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 without affiliation to Academica Nevada. This will increase the board's capacity to evaluate this service provider effectively.	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 recommends that Mater Mt. Vista continue to take a proactive approach to finding solutions to improve the car line	Car line-We've improved communication with families regarding the car loop and procedures. Additionally, we've added transportation support to assist families who may be struggling.	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 Mt. Vista create a robust plan to increase student proficiency rates.	Proficiency Rates- We have continued with our Tune-Up Tuesdays, increased collaboration, and added instructional coaches across all grade levels to boost student proficiency.	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 Mt. Vista campus focus efforts on improving instructional levels from proficient to distinguished.	Improve instructional levels - We continue to maintain consistency in classroom walkthroughs, observations, and instructional coach support to increase rigor in the classroom.	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	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Nurse's Station	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Evacuation Plan in Classrooms	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	
Food Permit	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> N/A
Elevator Permit	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> 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.