



Nevada State Public Charter School Authority

# Mater Academy Mountain Vista Site Evaluation Report: November 18, 2025

State Public Charter School Authority

775-687-9174

3427 Goni Rd, suite 103

Carson City, Nevada 89706

702-486-8895

500 E. Warm Springs Rd, suite 116

Las Vegas, Nevada 89119

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**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.

## High academic achievement in elementary and middle school

One major strength of the Mater Academy Mountain Vista is the high levels of student achievement. The high academic achievement rates support the school's vision statement, which emphasizes that it provides exemplary educational choices by offering an innovative curriculum and empowering the confident leaders of tomorrow. According to the 2024-25 Nevada School Performance Framework<sup>1</sup> (NSPF) data, the elementary school (82.5 index points out of 100) was rated as a four-star school for the second consecutive year, and the middle school (88.5 index points out of 100) was rated as a five-star school, increasing from four stars in the 2023-24 school year. Notably, Mater Academy Mountain Vista earned 10 out of 10 points for both elementary and middle school on the English Language Proficiency Indicator<sup>2</sup>, showing that students meeting their growth targets will be on track to become English proficient and exit EL<sup>3</sup> status within five years or sooner.

## Low chronic absenteeism rates

Another notable strength of Mater Academy Mountain Vista is the school's low chronic absenteeism<sup>4</sup> rates. In both elementary and middle school, the rates are less than 5%, indicating a strong commitment to student attendance and academic success. This achievement reflects the school's proactive approach to attendance monitoring and its emphasis on building strong relationships with students and families. School staff were observed as consistently communicating the importance of daily attendance, recognizing students with excellent attendance, and collaborating with families to address barriers that may prevent students from coming to school.

## Teacher clarity and rigor

Teachers at Mater Academy Mountain Vista demonstrated a high level of teacher clarity<sup>5</sup> ensuring that students can effectively engage with and understand the material, as observed by SPCSA staff members. "Organizing and presenting lessons in a structured and intentional manner helps manage cognitive load, allowing students to absorb information more efficiently" (Paas, 2020). Lesson tasks were academically demanding and reflected a high level of rigor, requiring students to think critically, apply prior knowledge in new contexts, and explain their reasoning both verbally and in writing. Other examples include:

- Anchor charts were co-created with students and were frequently referenced by both students and teachers.
- Teachers facilitated the learning, while students did the heavy lifting of the tasks.
- Instruction was delivered explicitly with a strong focus on procedural accuracy.
- Teachers used high-level questioning strategies.

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<sup>1</sup> NSPF is Nevada's public school rating system designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA) per NRS 385A.600 and classifies schools within a five-star performance rating system.

<sup>2</sup> English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA.

<sup>3</sup> English language (EL) learners, or EL learners, are students learning to communicate fluently or effectively in English.

<sup>4</sup> Students are considered chronically absent when they miss 10% or more days in a school year.

<sup>5</sup> Teacher clarity is a strategy that focuses on creating explicit learning intentions and success criteria. According to research, it has an effect size of 0.75, making it a highly effective teacher practice.

### **Communication with students and families**

Mater Academy Mountain Vista demonstrates strong communication with students and families by using multiple channels to share timely information, celebrate successes, and provide regular updates about academic progress and school events. This consistent, two-way communication helps build trust, strengthen relationships, and ensure that families feel informed, welcomed, and engaged in the school community, as evidenced in both family and student focus groups.

### **High-level teacher coaching model**

One of the key strengths of Mater Academy Mountain Vista is its strong, collaborative coaching cycle structure. According to reports from school leadership and staff, instructional coaches and administrators conduct weekly coaching cycles, ensuring that every teacher is observed regularly. These observations are framed as supportive rather than evaluative, focusing on enhancing teacher skills. This process has allowed the leadership team to design and deliver targeted, differentiated professional development tailored to each teacher and interventionist based on their individual needs and strengths. Teachers have various options for adjusting their practices, including having coaches model lessons, co-planning with a coach, or observing a colleague. Partners are intentionally rotated so they can provide informed feedback from diverse perspectives. This approach has been particularly beneficial for the new second-grade team. Moreover, the leadership team uses data and coaching observations to make strategic, team-based decisions regarding teacher assignments, including mid-year adjustments to better align teacher strengths with student needs.

### **Strong leadership team**

A notable strength of Mater Academy Mountain Vista is its experienced and cohesive leadership team. Beginning over 11 years ago at the first Mater Academy campus, the team has a proven record of growing its own talent and building leadership capacity from within. Leaders collaborate effectively, are highly knowledgeable, and each brings distinct expertise to the table, resulting in thoughtful, well-informed decision-making that supports the school's continued growth and success.

# 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.

## **Teacher shortage and recruitment**

A challenge for Mater Academy Mountain Vista is the ongoing teacher shortage and associated difficulties with recruitment. School leadership reported that attracting and hiring experienced, highly qualified teachers has become increasingly competitive. This challenge underscores the need for continued focus on strategic recruitment efforts, competitive compensation, and to continue to build grow-your-own pipelines to sustain a stable, high-quality instructional staff.

## **Funding**

A significant challenge for Mater Academy Mountain Vista is the loss of some funding, which has directly impacted student support services. As a result, the after-school program now provides academic assistance to only about half as many students as in previous years.

## **Adequate space for small group instruction**

Mater Academy Mountain Vista faces a challenge in providing adequate space for small group instruction. As enrollment has grown and classrooms have become more fully utilized, it has become increasingly difficult for teachers and interventionists to find designated areas for targeted small group work, interventions, and one-on-one support.

# 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.

## **Continue to close opportunity gaps for students in elementary school**

It is recommended that Mater Academy Mountain Vista continue to close opportunity gaps for students to increase pooled proficiency in the elementary grades. While the school earned 15 out of 20 points on the Closing Opportunity Gaps<sup>6</sup> indicator for elementary, the current pooled proficiency rate of 50.9% remains slightly below the SPCSA rate of 53.2%, indicating room for continued growth in this area. To support this work, the school can continue to strengthen Tier 1<sup>7</sup> instruction, ensure targeted interventions for students who are below grade level, and closely monitor progress for specific student groups. Ongoing data analysis in Professional Learning Communities<sup>8</sup> (PLCs), coupled with differentiated supports and extended learning opportunities, will help accelerate learning and move a greater percentage of students to proficiency.

## **Continue to seek increased funding, grant opportunities, and community partners**

It is recommended that the Mater Academy Mountain Vista continue its efforts to seek funding opportunities and consider adding prospective community partners. The school's leadership team and its board are also encouraged to work with Opportunity 180<sup>9</sup> to explore resources that may assist the school and its programs. Additionally, the leadership team may find it useful to review the weekly SPCSA update for available grant opportunities.

## **Continue high levels of social-emotional learning support**

It is recommended that Mater Academy Mountain Vista continue to provide high levels of social-emotional learning<sup>10</sup> (SEL) support for students, with a particular focus on refining and consistently implementing individualized behavior plans. Strengthening collaboration among all stakeholders in a child's life, including teachers, support staff, administrators, and families, will help ensure that SEL strategies and behavior interventions are aligned, proactive, and responsive to student needs across both home and school settings.

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<sup>6</sup> The Closing Opportunity Gaps Indicator determines the percentage of students meeting their annual growth percentile who did not achieve proficiency in the prior year's state-administered criterion-referenced tests in English language arts and mathematics assessments.

<sup>7</sup> Tier 1 instruction is the anchor of all tiered instruction. It is provided to all students every day. During Tier 1 instruction, teachers use scientifically researched programs and evidence-based practices, curricula, and strategies that have been proven effective for most students.

<sup>8</sup> A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. PLCs can be organized by grade level, content area or an entire teaching staff.

<sup>9</sup> Opportunity 180 works in communities throughout Nevada and partners with schools to launch, strengthen, and expand access to high-quality public schools for every student in our state.

<sup>10</sup> SEL stands for social and emotional learning, an integral part of human development in which students learn to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

# Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations for Mater Academy 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 for Mater Academy 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 <sup>11</sup>	2
Family Members, Parents, and Guardians	11
Faculty and Staff	13
School Leadership	7
Students	13

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<sup>11</sup> Quorum was not met, and Open Meeting Law was not violated.

# Focus Group Summary: Governing Board

The Board Focus Group, with two members of the governing board, shared their insights, highlighting strong pride and confidence in Mater Academy's school leadership on all campuses. Board members emphasized that the executive leadership and lead principals have cultivated a family-oriented culture where students, staff, and families feel valued and connected to a shared mission. They commended the leadership's philosophy, centered on developing their own talent and supporting paraprofessionals, substitutes, and even former students in earning teaching credentials, thereby strengthening staff loyalty and ensuring long-term investment in the Mater community.

The board praised the executive director/lead principal's commitment to positioning the Las Vegas Mater Academy Schools as a central resource hub for the community. They noted that these schools go beyond academics by providing wraparound support and access to critical services for families in need. Board members highlighted the school's safe, inclusive environment and celebrated its sustained positive climate and consistent leadership. Specific to Mater Academy East Las Vegas, they expressed pride in the school's ongoing success in college and career readiness, specifically the growth of the dual enrollment program that enables students to graduate with associate degrees while still in high school. This achievement, they stated, reflects both high academic expectations and the supportive systems that make such accomplishments possible. The board members also highlighted the success of the other campuses (Mountain Vista, Bonanza) and recognized the team approach to support the newest Mater Campus, Cactus Park.

Board members discussed the organization's data-driven decision-making culture and the alignment between executive leadership and school sites. They praised the school's focus on continuous improvement through professional development, instructional coaching, and formative assessments. The board expressed confidence that these systems, combined with Mater Academy's strong multi-tiered systems of support<sup>12</sup> (MTSS) framework, will sustain the high performance of the Mater network of schools and ensure that students at all academic and social-emotional levels are supported. They highlighted proactive efforts to address challenges in attracting highly qualified teachers, including developing internal pipelines and offering career growth pathways within the Mater network.

In acknowledging challenges such as serving a historically underserved community and limited funding, the board emphasized its role in strategic governance and advocacy. They expressed appreciation for the leadership's transparency in addressing these issues and for maintaining a focus on student outcomes for all campuses. The members also shared that the board is expanding from five to seven or eight members to enhance oversight, representation, and expertise, further strengthening the organization's governance capacity. Ultimately, the board members affirmed their belief that success stems from an unwavering commitment to people, students, families, and staff alike. They described the Mater Academy schools as a model of combining high expectations with high care.

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<sup>12</sup> 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.

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

During the family focus group at Mater Academy Mountain Vista, 11 parents shared that they appreciated the school's strong communication and supportive teachers. They reported that teachers were easy to reach, explained academic standards in ways families could understand, and regularly shared what students were working on each week in multiple languages. One family member shared, "Teachers are patient, and never seem bothered by questions, and they consistently offer help." They also highlighted the strong relationships teachers build with students, describing these connections as lasting well beyond a single school year. Several families expressed that they value the smaller school setting, where students do not "get lost," teachers know children as they move through grade levels, and the overall environment feels like a small town and family.

Families shared that they feel well-informed about their children's progress at Mater Academy Mountain Vista through consistent communication tools such as Class Dojo<sup>13</sup>, Infinite Campus<sup>14</sup>, and regular conferences with teachers. Parents noted that teachers proactively reach out when students are struggling and provide updates in a timely manner. When concerns or questions arise, families reported that they feel comfortable expressing them to school staff and believe that solutions can be reached. They also mentioned that students feel safe talking to the principal and other adults on campus about their concerns, which contributes to a supportive and responsive school environment.

Parents shared that Mater Academy Mountain Vista maintains high yet realistic expectations for students and consistently emphasizes a focus on the future, including college, as seen in classroom displays of college graduation dates. They appreciated that the school frequently recognizes and rewards student achievement through A/B honor roll, progress reports, and incentives such as Fun Fridays and ST Math<sup>15</sup> parties. A family member said, "Students do not go unnoticed at Mater Academy Mountain Vista, and staff regularly remind us to celebrate our children's successes." They also mentioned that the school makes important events, such as testing, feel significant so that students are motivated to attend and do their best.

During the focus group, parents shared a few suggestions for improvement. They expressed a desire for more cultural events and opportunities to celebrate the diverse backgrounds of students and families. In addition, they requested clearer, more specific communication about dress code requirements so families can better support their children in meeting expectations. Some parents also noted that limited funding can be a barrier to offering additional activities and resources.

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<sup>13</sup> ClassDojo is an online classroom management platform where teachers can record and track student behavior, facilitate classroom activities, curate student portfolios, and engage in school-to-home communication in over 35 languages through photos and videos, and direct messaging directly to parents and students.

<sup>14</sup> Infinite Campus is a web-based program providing families the ability to view academic information for their children.

<sup>15</sup> ST Math is an online supplemental math program designed for students in grades kindergarten through eight that reinforces important math skills.

# Focus Group Summary: Faculty and Staff

During the staff focus group at Mater Academy Mountain Vista, teachers shared several powerful student success stories that highlight the impact of targeted support and a nurturing environment. Staff described a student who initially disliked reading but, by the end of the year, was reading at a second-grade level and eagerly came to read to the teacher each day. Another example involved a kindergarten newcomer who spoke only Spanish at the beginning of the year and was later communicating exclusively in English. Teachers also noted that with push-in special education support and tools such as text-to-speech, more students were beginning to advocate for themselves. One teacher shared, “We had a previously nonverbal student who was hesitant to participate but, over time, she began sounding out words, grasping key concepts, and showing significantly increased motivation.” Together, these stories reflect strong academic and social-emotional growth among students.

Staff at Mater Academy Mountain Vista reported that data is central to all aspects of instruction. Grade-level teams and individual teachers regularly analyze assessment results, including breaking down middle school science tests to ensure instruction is fully aligned to standards and adjusting lessons when gaps are identified. Students are actively involved in understanding their own data and setting goals, and teachers noted visible growth, such as improved writing in the primary grades. Teachers reported that there is a strong culture of accountability and purpose around data, with expectations that it is displayed in classrooms and used to inform instructional decisions. One staff member shared, “Interventionists are trained to interpret data in the same way as classroom teachers so they can take initiative and provide targeted support aligned with classroom needs.”

Staff described using a variety of strategies to increase student engagement in learning. They shared that incorporating movement and dancing helps keep students energized and focused during lessons. The schoolwide PBIS<sup>16</sup> system also motivates students, as they earn “Mater Money” they can use to purchase items, providing a consistent positive reinforcement structure across classrooms. Teachers reported starting engagement immediately by having students line up in the hallway and begin bell-ringer activities as soon as they enter, even timing classes to see which group gets engaged the fastest. In addition, some teachers use the idea that “you are only as strong as your weakest link,” having students’ self-reported grades contribute to a class average, so that students are motivated not to let their classmates down.

During the staff focus group at Mater Academy Mountain Vista, participants shared some recommendations for improvement. They noted that parking continues to be a challenge and suggested exploring ways to alleviate congestion. Staff also expressed a strong desire for a full-time school psychologist to better support the existing RTI<sup>17</sup> systems and address students’ academic and social-emotional needs. In addition, they recommended designating a staff member who could focus specifically on students with extreme behaviors by providing professional development, coaching, and hands-on support with behavior management.

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<sup>16</sup> 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.

<sup>17</sup> RTI stands for Response to Intervention, which is an educational framework that uses a multi-tiered system to identify students who are struggling academically or behaviorally, and provides them with increasingly intensive interventions based on their needs.

# Focus Group Summary: School Leadership

During the leadership focus group at Mater Academy Mountain Vista, leaders highlighted several positive, upward trends at the school. They emphasized that high expectations for teachers are a clear priority, and staff members also acknowledged and affirmed this standard. Leaders described well-established systems and procedures as a core strength and underscored the stability and cohesion of the leadership team. They also noted the school's intentional efforts to build its own teacher pipeline, including recruiting future educators from Mater High School campuses. Leaders expressed pride in the successful increase in the elementary school's star rating, as well as in the rising index scores in both the elementary and middle schools. Another positive example they shared was the increase in science proficiency from 19% to 30%.

Leaders at Mater Academy Mountain Vista described several professional development strategies designed to be responsive and differentiated. They shared that “student voice” strategies and “Tune Up Tuesday” sessions are used to address needs observed by instructional coaches, with teachers sometimes coming in during their prep periods for targeted support. A recent staff development day was structured so that teachers were assigned to specific professional development sessions based on areas of focus identified by administration, including differentiated instruction in fourth and fifth grade. Leaders also highlighted significant shifts in writing instruction over the past few years, moving from Wonders<sup>18</sup> to the Top Score<sup>19</sup> writing curriculum after seeing positive results in a grade level where the program was piloted. They noted stronger vertical alignment, the implementation of Mustang Writer<sup>20</sup> benchmark writing assessments, and clear expectations for writing at each grade.

During the leadership focus group, Mater Academy Mountain Vista staff described a comprehensive set of strategies to support English Learners<sup>21</sup> (ELs), beginning with analyzing WIDA<sup>22</sup> domain data to identify areas where students struggle and target instruction accordingly. Teachers focus on cultivating strong relationships and creating supportive classroom environments while teaching language and content simultaneously, rather than in isolation. This is accomplished through the use of scaffolds, explicit instruction of content vocabulary, and providing sufficient wait time and peer discussion opportunities. EL coordinators and teachers collaborate to deliver differentiated instruction, incorporating tools such as bilingual word walls, dictionaries, and technology that allows students to translate text-heavy assignments into their native language. Students are given ample opportunities to practice new skills, receive explicit and simplified instructions, and engage with learning objectives and standards through modified assignments as needed. Together, these practices are designed to ensure that EL students can access grade-level content while developing their English proficiency.

School leaders reported that maintaining chronic absenteeism rates below 5% in both elementary and middle school is the result of consistent, proactive efforts. The team regularly reviews attendance

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<sup>18</sup> Wonders is a comprehensive Kindergarten through fifth-grade literacy curriculum designed to enhance reading, writing, and critical thinking skills through evidence-based practices and a variety of engaging resources.

<sup>19</sup> Top Score Writing is a writing curriculum for second to twelfth graders designed to enhance students' writing skills and improve performance on standardized tests.

<sup>20</sup> Mustang Writer is a schoolwide quarterly writing task designed to promote consistent, unified writing skills among students at Mater Academy.

<sup>21</sup> English language (EL) learners, or EL learners, are students learning to communicate fluently or effectively in English.

<sup>22</sup> 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.

reports, makes frequent phone calls to families, and quickly addresses tardies. They work together to problem-solve barriers, including helping with transportation and, when needed, using a school van to pick students up. A chronic absenteeism list is sent out every two weeks, and administrators meet with families to discuss concerns and create plans for improvement. Teachers intentionally build a classroom culture where students want to be at school, and students are held accountable by monitoring their own attendance. Incentives such as class trips and “Mighty Mustang” awards are used to recognize improved attendance and reinforce the importance of being at school every day.

# Focus Group Summary: Students

During the student focus group at Mater Academy Mountain Vista, students expressed their appreciation for feeling safe, welcomed, and respected at school. They described their teachers as kind, supportive, and dedicated to ensuring that every student understands the material and succeeds in their tests. One student shared, “Teachers help students study and encourage classmates to assist each other.” Students reported that they felt their voices were heard and they knew who to approach when they were feeling sad. They believed that the school supported both friends and families. A student noted, “New students get assistance in making friends, and bullying is not tolerated.”

Students shared that the most important thing a teacher can do is make them feel welcome, respected, and supported in their learning, and that their teachers at Mater Academy Mountain Vista do these things. They also explained that their teachers motivated them, clearly explained concepts without simply giving answers, and created a safe environment where students felt comfortable saying they did not understand and asking for help.

Students reported that the school offered a variety of extracurricular opportunities, including flag football, track, cross country, basketball, cheer, volleyball, tech team, robotics, and student council. They also noted programs such as Champions, which provided both homework assistance before and after school, and fun activities.

In addition, students described a wide range of learning experiences, noting that they were studying pre-algebra, poetry, coding and app development, the impact of advertising on children, atoms and molecules, dividing decimals, and how the human body works. They also reported frequent opportunities to support one another’s learning. Students explained that they were often paired in small groups so that peers who were doing well could help those who were struggling by sharing strategies and working through problems together. As one student explained, “We get paired up to help each other and share strategies we can use.

Students shared that if they could change one thing about the school, they would like a larger playground, bigger fields and courts, more free dress days, and an earlier start and end time to allow for more time for sports. One student stated, “I wish the playground and fields were bigger, and we had more time for sports.”



# Classroom Environment and Instruction Observation Rubric

A total of 20 elementary and 9 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
<b>Classroom Learning Environment is Conducive to Learning</b>	<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.
	<b>TOTAL: 7</b>	<b>TOTAL: 21</b>	<b>TOTAL: 1</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Establishing a Culture for Learning</b>	<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.
	<b>TOTAL: 8</b>	<b>TOTAL: 20</b>	<b>TOTAL: 1</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>

# Classroom Environment and Instruction Observation Rubric

A total of 20 elementary and 9 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
<b>Communicating with Students</b>	<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>	This criterion was not observed or rated.
	<b>TOTAL: 4</b>	<b>TOTAL: 24</b>	<b>TOTAL: 1</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Using Questioning and Discussion Strategies</b>	<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>	This criterion was not observed or rated.
	<b>TOTAL: 2</b>	<b>TOTAL: 24</b>	<b>TOTAL: 1</b>	<b>TOTAL: 0</b>	<b>TOTAL: 2</b>

# Classroom Environment and Instruction

## Observation Rubric

A total of 20 elementary and 9 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
<b>Engaging Students in Learning</b>	<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>
	<b>TOTAL: 5</b>	<b>TOTAL: 21</b>	<b>TOTAL: 3</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
<b>Using Assessment in Instruction</b>	<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>	
	<b>TOTAL: 3</b>	<b>TOTAL: 23</b>	<b>TOTAL: 2</b>	<b>TOTAL: 0</b>	<b>TOTAL: 1</b>

# Classroom Observations and Additional Comments

Middle school students were engaged in learning how to solve inequalities using multiplication and division. The lesson began with the teacher modeling the steps to solve an equation on the Smart Board, during which students listened attentively. Following the demonstration, students practiced solving an equation on their whiteboards while the teacher reinforced the importance of showing each step in the process. The instruction was explicit and consistently emphasized procedural accuracy. The teacher then transitioned to a “solve and discuss” activity in which students evaluated sample student work displayed on the screen. Working in table groups, they identified the correct solution and explained their reasoning. Students remained actively engaged throughout the lesson, as demonstrated by their use of whiteboards, participation in peer discussions, and thoughtful analysis of the sample problems.

In a first-grade classroom, learning targets and essential questions for each lesson were clearly posted, and the teacher reviewed the essential question with students. Several students eagerly responded with specific information. Students then used CHAMPS<sup>23</sup> to discuss expectations for the lesson, with students leading the discussion. The lesson transitioned into a phonics activity focused on the “soft g” sound, during which students watched a video and then encoded words containing the sound on individual whiteboards.

In a middle school English Language Arts classroom, the teacher presented a Springboard lesson introducing key components of paragraph writing, including the thesis statement, body, evidence, commentary, and concluding statement. Students were actively engaged in completing the assignment on their devices while the teacher circulated throughout the room, monitoring progress and asking clarifying questions to support understanding. The learning environment was highly conducive to academic focus, with students demonstrating strong independence and responsibility as they worked through the task. The overall level of engagement was consistently high.

Three students in a small pull-out group were working with one instructor. Students were given several minutes to choose a word that correctly completed a sentence and circle it with their markers. The pacing of the lesson was well executed, and students were expected to remain engaged and on task throughout the activity.

In a third-grade classroom, students were reading a text titled *Moving America Forward*. The reading was structured to balance teacher read-aloud, individual students reading aloud, and students reading small chunks independently. The teacher asked how the Model T car was made affordable and guided students to identify transition words, helping them recognize that the text was organized in chronological order. While the questioning and lesson design were intentional, the teacher typically called on only one student at a time, resulting in some students being only passively engaged.

In an upper-elementary math classroom, the teacher introduced the “Apply Your Thinking” portion of the lesson, guiding students through a new problem focused on finding the perimeter of a geometric figure. The teacher provided a clear model for approaching the problem and prompted students to think

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<sup>23</sup> CHAMPS stands for Conversation, Help, Activity, Movement, Participation, Success. CHAMPS is a classroom management system that is evidence-based, positive, and procedural, geared for students in grades pre-kindergarten through eighth grade.

critically about the steps involved. As students worked through the task, the teacher strategically paused to probe for understanding, asking students not only what strategy they used but also why it was appropriate for determining the perimeter. This emphasis on conceptual reasoning helped students connect the mathematical procedure to its purpose. The teacher encouraged multiple students to share their thinking, fostering mathematical discourse and helping the class compare strategies. Students were invited to justify their reasoning, explain how they identified and added side lengths, and consider how different approaches could lead to the same solution.

In a fourth-grade classroom, the teacher encouraged high-level thinking by guiding students to closely analyze a short haiku. Students partnered up to answer questions such as, “What is the metaphor in the poem?” and “Who is the speaker?” The teacher offered clear guidance on how to unpack the poem and find the answers. Rather than providing the correct responses, the teacher facilitated their reasoning and discussions, prompting students to think critically.

# 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 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.	Mater Mountain Vista reports implementing strategies to increase opportunities for students to think critically, explain their reasoning, and engage in academic discourse during instruction. Teachers have received professional development that has focused on questioning techniques and collaborative learning structures that promote student participation. Instructional coaches have supported teachers through modeling and observation feedback to ensure consistent implementation."	During classroom observations, the site evaluation team observed high levels of student voice and student engagement in lessons. On the Classroom Observation Rubric under "engaging students in learning" on page 20 of this report, 26 out of 29 classrooms were rated as either Distinguished or Highly Proficient. Mater Academy Mountain Vista has met this recommendation with satisfactory progress.
A few classrooms have small rugs that are not securely affixed to the floor, which could cause students to trip and fall. SPCSA recommends that Mater Academy of Nevada Mountain Vista consider securing these to ensure student safety.	According to school leadership, all classrooms with area rugs have been looked at, and any rugs not secured have been either removed or secured using non-slip backing and carpet tape to prevent tripping hazards. They report that the administration will continue to monitor classrooms regularly to ensure compliance with safety standards and maintain a secure learning environment for all students.	During classroom observations, the site evaluation team observed that all rugs were securely attached. SPCSA staff find that Mater Academy Mountain Vista has met this recommendation with satisfactory progress.
SPCSA recommends Mater Academy of Nevada - Mountain Vista continue to increase student proficiency in science at the elementary school level. Currently	Leadership reported that the improvement reflects their continued focus on strengthening science instruction and student engagement. They report that a key factor in this progress was a	According to the 2024-25 NSPF, Mater Academy Mountain Vista increased science proficiency by 10.9%, to a proficiency rate of 30.5%. SPCSA staff find that Mater Academy Mountain Vista

student science proficiency at the elementary level is 19.6%.	change in staffing at the fifth-grade level, ensuring a stronger alignment with standards-based instruction and hands-on learning opportunities.	has met this recommendation with satisfactory progress.
SPCSA recommends that the Mater Academy of Nevada Mountain Vista consider professional development in which teachers can build toolkits strategically designed for their individual teaching needs to enrich their teaching. The toolkits should be developed intentionally, with deep reflection and a deep dive into student achievement. Mater Academy Mountain Vista strives to excel in instruction. The school has built a strong foundation for student-centered learning. Mater - Mountain Vista is at a juncture where it can begin to nuance professional development, providing differentiated and targeted skills to enhance teachers' professional toolkits. One resource that may be of help is <i>Interactions: Collaboration Skills for School Professionals</i> , 9th ed (Friend, 2020)	According to school leadership, Mater Academy of Nevada Mountain Vista is providing professional development by creating strategic teacher toolkits focused on data-driven instruction, collaboration, and reflective practice to strengthen instructional effectiveness. Additionally, the school has implemented differentiated professional development sessions based on classroom walkthroughs and observations. This professional development is tailored to meet the specific needs of each individual teacher, ensuring targeted growth and continued instructional improvement.	SPCSA staff find that Mater Academy Mountain Vista has met this recommendation with satisfactory progress.

# 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.