



# Nevada State Public Charter School Authority

## Mater Academy Bonanza

Site Evaluation Report: November 6, 2025

State Public Charter School Authority

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# Table of Contents

Executive Summary .....	3
Site Evaluation Findings: Strengths.....	4
Site Evaluation Findings: Challenges .....	6
Site Evaluation Findings: Recommendations .....	7
Site Evaluation Findings: Strong Recommendations .....	8
Site Evaluation Findings: Deficiencies.....	9
Focus Group Participation Data.....	10
Focus Group Summary: Governing Board .....	11
Focus Group Summary: Family Members, Parents, and Guardians.....	12
Focus Group Summary: Faculty and Staff.....	13
Focus Group Summary: School Leadership .....	14
Focus Group Summary: Students .....	15
Classroom Environment and Instruction Observation Rubric .....	16
Classroom Observations and Additional Comments .....	19
Measures of Progress from Previous Site Evaluation.....	20
Operational Compliance Checks.....	22
Appendix A .....	23

## **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 star ratings in elementary and middle school**

A key strength of Mater Academy Bonanza is the school's academic performance, reflected in the star ratings for both its elementary and middle schools. According to the 2024–25 Nevada School Performance Framework<sup>1</sup> (NSPF), the elementary school achieved a five-star rating with an index score of 85 out of 100 points, demonstrating consistently high levels of student achievement and growth across all indicators. This was an increase of 46 points from the 2023-24 school year. The middle school also reached the five-star level, earning an index score of 80 out of 100 points, an increase of 24 index points from the 2023-24 school year. The elementary school received 19 out of 20 points on the Closing Opportunity Gaps Indicator<sup>2</sup>, with 59.3% of their students who were previously non-proficient in English Language Arts (ELA) meeting their growth goals towards proficiency, above the district average of 51.8%. These results highlight the school's strong instructional systems, high expectations for student learning, and effective use of data to drive continuous improvement.

## **High levels of personalized learning and teacher feedback**

During classroom observations, SPCSA staff noted consistent and purposeful individualized feedback provided to students. Teachers used tailored guidance to help students understand their specific strengths and areas for growth, reinforcing clarity around learning objectives and performance expectations. High-quality feedback is shown to have a significant impact on student achievement, according to John Hattie<sup>3</sup>, who identifies an effect size<sup>4</sup> of 1.13 for the strategy, indicating a strong influence on learning outcomes.

## **Sense of urgency and lesson pacing**

Another strength for Mater Academy Bonanza is that teachers' practices in classrooms demonstrated a clear and consistent sense of urgency in instruction. Teachers maintained a purposeful pace that maximized instructional time and ensured students remained engaged in meaningful learning tasks. Expectations for lesson progress were transparent, and in many classrooms, routines were consistently implemented to support students in meeting academic goals. This structured approach helped maintain momentum in lessons and reinforced high expectations for student learning and performance. Examples of practices that supported strong pacing included:

- Structured note-taking frameworks in i-Ready<sup>5</sup>: Teachers expected students to use clear note-taking formats to support reading comprehension and task organization, including:
  - Main Idea / Theme / Key Details
  - Vocabulary / Academic Terms
  - Question / Answer T-Chart

<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> 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>3</sup> John Hattie is a New Zealand education academic known for his deep research on performance indicators and evaluation in education.

<sup>4</sup> The effect size in John Hattie's research has a hinge point of .40. Interventions with effect sizes above .40 are seen as having a greater than average impact on student learning.

<sup>5</sup> i-Ready Learning is a digital instructional resource that assesses students with grade-level materials in reading and math.

- Consistent monitoring routines: Teachers circulated the classroom, checked student work in real time, and provided timely feedback to ensure students stayed on track and understood expectations.

### **Positive school culture**

Staff and student focus groups consistently described Mater Academy Bonanza as a welcoming and supportive school community, which is another strength. Participants in the groups noted strong relationships among students, teachers, and school leaders, and expressed pride in the school's environment. Both groups reported that they found it challenging to identify areas for improvement, which further reflects the positive culture and sense of belonging experienced on campus. This strong school climate can contribute to student engagement, staff cohesion, and a shared commitment to academic success and personal growth.

### **Strong social-emotional learning programs and support**

Mater Academy Bonanza has developed a comprehensive approach to social-emotional learning that supports both students and families. The *Heart to Mind* program, developed by a counselor-in-training at the school, provides parents with practical strategies to support their children in areas such as managing anger, building healthy coping skills, developing a growth mindset, and navigating social media influences, along with other related social-emotional topics. In addition to this family-centered initiative, the school offers student leadership and character-building groups. For example, a girls' leadership cohort is offered to support students who may be struggling with decision-making, providing structured opportunities to build confidence, strengthen leadership skills, and help students get back on track socially. The school also facilitates *Girls with Pearls* and *Guys with Ties*, which are etiquette-focused groups aimed at reinforcing self-respect and responsible behavior.

### **Effective and sustained attendance practices**

Mater Academy Bonanza has demonstrated success in maintaining low chronic absenteeism<sup>6</sup> rates, with fewer than 5% of students chronically absent for the past two consecutive school years. The school has established a dedicated attendance team that closely monitors attendance trends, calls families daily when concerns arise, and works to remove barriers that prevent students from attending consistently. In some cases, the school provides transportation to ensure students can arrive on time. The school also incorporates positive incentives that reinforce the value of regular attendance and recognize students who meet attendance goals.

### **Community and parent engagement**

Mater Academy Bonanza demonstrates a high level of partnership with families and the broader school community. Parent education sessions are offered to equip families with strategies to support learning at home, including specific strategies for parents to teach their children in both math and English language arts (ELA). As reported by school leadership, family events are well attended. During the parent focus group, families highlighted frequent communication from the school, noting that they feel informed, supported, and involved.

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<sup>6</sup>Students are considered chronically absent when they miss 10% or more days in a school year.

# 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.

## **A need for highly effective differentiated instruction in math**

School leaders reported a need to further strengthen Tier 2<sup>7</sup> math instruction to better support students performing two or more grade levels below expectations. Targeted professional development focused on differentiated instruction for new and developing teachers can help address these gaps. Increasing the effectiveness of Tier 2 supports can result in higher numbers of students reaching proficiency in math. Currently, 54.8% of elementary students and 28.3% of middle school students are proficient, both of which are below SPCSA district averages of 55.7% and 43.6%, respectively.

## **Attracting highly qualified teachers**

School leadership indicated ongoing challenges in attracting and retaining highly qualified teachers. Some substitute teachers at Mater Academy Bonanza are not yet fully licensed and will need to enroll in teacher preparation programs to continue their development and meet licensure requirements. Strengthening recruitment pipelines and supporting substitutes in obtaining full licensure is important for ensuring consistent, high-quality instruction across classrooms.

## **Sustaining five-star ratings in elementary and middle school**

Mater Academy Bonanza demonstrated notable gains in index scores on the NSPF during the 2024–25 school year, resulting in five-star ratings in both elementary and middle school. The school now faces the challenge of maintaining this level of performance and ensuring that the structures, practices, and supports that contributed to these gains remain consistent and effective over time.

## **Supporting an increasing number of newcomer English learners**

Mater Academy Bonanza is experiencing a growing population of students who have newly arrived from other countries and are entering with limited English proficiency. This increase requires expanded language supports, targeted instructional strategies, and additional resources to ensure these students can successfully access grade-level content and integrate into the school community.

## **Limited funding**

Mater Academy Bonanza is experiencing ongoing challenges related to funding. Constraints in funding may limit the school's ability to expand academic supports, enhance instructional programs, and attract or retain qualified staff. Addressing these resource challenges will be important to sustain strong student outcomes and school operations.

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<sup>7</sup> Tier 2 is the first level of intervention for students who do not show progress in Tier 1. Students are provided with Tier 2 interventions when they need support to meet academic or behavior goals.

# 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.

## **Increase pooled proficiency**

To help maintain the school's high star ratings, it is recommended that Mater Academy Bonanza continue to focus on increasing overall pooled proficiency<sup>8</sup> in both elementary and middle school. Currently, elementary students are earning 14 out of 25 points (48.3%), compared to the SPCSA average of 53.2%, and middle school students are earning 15 out of 25 points (40%), compared to the SPCSA average of 52%. Continued emphasis on high-quality Tier 1<sup>9</sup> instruction, targeted intervention, and progress monitoring can support higher levels of student proficiency and contribute to sustaining strong performance outcomes.

## **Improve classroom management and classroom routines in primary grades**

It is recommended that the school enhance classroom management practices and establish consistent routines, particularly in the primary grades. Providing targeted professional development and ongoing coaching in this area can support teachers in creating structured, predictable learning environments that promote student engagement and minimize disruptions.

## **Continue to seek increased funding and grant opportunities**

The SPCSA recommends that the Mater Academy Bonanza continue its efforts to seek funding opportunities. The school's leadership team and its board are also encouraged to work with Opportunity 180<sup>10</sup> to explore resources that may assist the school and its programs. The leadership team may find it useful to review the weekly SPCSA update for available grant opportunities.

## **Continue to sustain low chronic absenteeism rates**

It is recommended that Mater Academy Bonanza continue implementing and refining the systems and practices that have resulted in consistently low chronic absenteeism. Maintaining these proactive strategies can support ongoing student engagement, academic success, and overall school performance.

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<sup>8</sup> Pooled proficiency is a measure of students' performance based on a single administration of the State assessment.

<sup>9</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>10</sup> Opportunity 180 is a non-profit organization that works throughout Nevada's communities to ensure students have access to quality schools in their neighborhood. Opportunity 180 provides resources and data to community stakeholders and decision makers.

# Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.  
There are no strong recommendations for Mater Academy Bonanza during this site visit.

# Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.  
There are no deficiencies for Mater Academy Bonanza during this site visit.

# 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.

<b>Name of Focus Group</b>	<b>Number of Participants</b>
Governing Board <sup>11</sup>	2
Family Members, Parents, and Guardians	6
Faculty and Staff	11
School Leadership	9
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

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 Academy 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 Academy schools.

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 with onboarding and ongoing training and resources for tiered interventions and supports.

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

There were six parents in attendance during the parent focus group on the day of the site evaluation at Mater Academy Bonanza. Parents shared that they value the strong, positive relationships their children have developed with staff at Mater Academy Bonanza. They also reported that students feel comfortable approaching teachers and support staff when challenges arise, which contributes to a welcoming and caring school climate. They highlighted the school's communication practices and noted that teachers provide clear expectations and guidance, helping families support learning at home. One parent noted, "Teachers consistently go above and beyond for students, often investing additional time to ensure students are successful."

Parents shared that their children are engaged in a variety of academic and social-emotional learning experiences. One parent of a first-grade student explained that the school has been supportive in helping her child build social skills, noting, "They really take the time to help him. The counselor works with him in groups and one-on-one, and they help him with his behavior." Parents appreciated that teachers communicated clearly about learning goals and how families can support at home. As one parent shared, "The teachers are very specific about what they want us to work on. I get messages every day." Parents shared that their children participate in a range of extracurricular activities that support confidence, social development, and self-expression

Parents at Mater Academy Bonanza reported that platforms such as ClassDojo<sup>13</sup>, email, and the PBIS<sup>14</sup> application are commonly used to share information and announcements. Families also shared that staff actively check to ensure parents are connected to the communication apps, demonstrating a proactive approach to engagement. Parents emphasized that all staff members are approachable and willing to help. As one parent described, "You can ask anyone anything." Families also appreciated the availability of Spanish-speaking staff, which supports clear and inclusive communication for bilingual households.

Parents expressed pride in the school's five-star performance and highlighted the importance of continuing strong support for teachers to sustain high-quality instruction. Families also emphasized the need to ensure that students receiving special education services continue to receive consistent, individualized support. Parents shared that they are willing to partner with the school by maintaining communication, monitoring student progress, and staying actively engaged to help uphold the school's strong performance.

Parents noted that while the car line was initially a challenge, recent improvements have made the process significantly smoother. The implementation of silent dismissal has reduced wait times, and families acknowledged that staff manage traffic efficiently and effectively.

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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> 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.

# Focus Group Summary: Faculty and Staff

Eleven staff members at Mater Academy Bonanza celebrated the school's five-star rating, attributing the achievement to strong collaboration, consistent routines, and a shared commitment to student growth. They noted that students are showing progress academically and socially, with some who struggle in core subjects finding success and confidence in enrichment classes. One staff member shared, "I have seen strong teacher/student relationships, especially within special education, and regular growth checks that help students see their own progress, which has contributed to our success."

Staff reported that they appreciate the strong sense of community and teamwork at Mater Academy Bonanza. They described a supportive environment where teachers, staff, and students work together and where administrators actively listen, seek feedback, and demonstrate that they care about the well-being of the team.

Teachers shared that they meet weekly in their Professional Learning Communities (PLCs)<sup>15</sup> to collaboratively plan instruction. This dedicated planning time allows teams to align on learning goals, identify priority standards, and determine key concepts to reinforce across subjects. Staff noted that the process supports effective front-loading and ensures a cohesive, consistent instructional experience for students across classrooms. Staff emphasized that data is central to instructional decision-making, with one staff member saying, "Data is everything!" Teachers regularly review assessment results to determine what students have mastered and where additional support is needed. According to staff, data is used to form and frequently adjust small instructional groups, particularly during intervention time, ensuring that support remains flexible and targeted to students' current learning needs.

Staff described the administration as supportive, approachable, and consistent in their communication. Leaders are direct about expectations and typically respond within 24 hours, often choosing face-to-face conversations to maintain clarity and build trust. Administrators are also highly visible throughout the campus, which ensures staff are not left waiting for answers or guidance. Teachers shared that they feel trusted to do their work and valued as professionals. One staff member explained, "They support us, but they also trust us to make the right decisions." The team also noted that administrators foster a welcoming environment, are open to questions, and are attentive to personal needs, including accommodating food allergies when providing meals.

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<sup>15</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.

# Focus Group Summary: School Leadership

Nine school leaders at Mater Academy Bonanza described several instructional practices and programs that were in place to support student achievement and alignment across grade levels. The Bronco Writing initiative, implemented within grade levels in grades kindergarten through grade eight, used a state assessment-aligned rubric for quarterly writing tasks. Teachers scored student work and recognized top performance. Leaders also highlighted updates to i-Ready this year and noted that the new platform features are being used to more closely monitor progress and adjust instruction. The continued use of Power Hour<sup>16</sup> in grades Kindergarten through third provides targeted literacy and math instruction is provided, while upper grades participate in intensive “Double Dose” classes to reinforce essential skills and address individual student needs.

To strengthen home/school partnerships, leaders described a structured approach to parent involvement that unfolded across multiple communication channels and touchpoints. First, the school holds regular meetings for families of students in kindergarten through third grade to introduce practical math and reading strategies that could be reinforced at home. Before each meeting, information is shared through coordinated outreach, including posts on social media, updates on the school website, translated flyers distributed during arrival and dismissal, and reminders in communication apps. After the meetings, the school continues the support by sending weekly video updates that demonstrate the strategies in practice. All communication and materials are translated into Spanish to ensure families can fully access and apply the information.

School leaders at Mater Academy Bonanza described multiple trauma-informed and social-emotional learning supports in place to meet student needs. They shared that students who require additional support participate in small-group sessions facilitated by the counseling team, typically over a six-week cycle, with a focus on building specific skills based on teacher observations. In middle school, SEL instruction occurred once per week during homeroom, and at times, students were pulled during specials or elective classes to receive targeted support. Leaders noted that these structures helped ensure students received consistent guidance and opportunities to practice and master SEL strategies.

Leaders explained that maintaining chronic absenteeism below five percent for two consecutive years is the result of consistent, proactive practices. They described a schoolwide culture that emphasizes the importance of daily attendance, supported through incentives and recognition when classes achieve full attendance. Grade-level teams meet twice per week to review attendance patterns and identify students who might need outreach or support. In middle school, staff hold conferences with students to discuss attendance concerns and problem-solve barriers. Leaders also highlighted the importance of strong, direct communication with families, noting that the principal regularly shared their phone number to ensure parents could easily reach out when challenges arose.

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<sup>16</sup> Power Hour is a designated time within the school day to provide focused interventions and small group instruction.

# Focus Group Summary: Students

Students described engaging in a variety of hands-on and content-rich learning activities across subjects at Mater Academy Bonanza. In history, students recently completed Nevada Day projects focused on state history and the meaning of “Battle Born.” Students also wrote opinion essays debating whether homework should be assigned on weekends. One student said, “In health, we created a prosthetic arm model using cardboard.” Students also reported working on creating an ankle brace intended to support children with mobility challenges, illustrating opportunities for real-world application of engineering concepts. Science classes included poster projects explaining different forms of energy used in Nevada. Students also shared recent academic successes. Many reported growing confidence in math, including understanding percentages, using benchmark fractions, identifying slope and y-intercept, and recognizing functions. One student celebrated being recognized with the “Brilliant Bronco” award, which acknowledges positive effort and achievement.

Students shared that they enjoyed attending Mater Academy Bonanza because it felt like a family, where teachers were kind, peers were welcoming, and a positive school culture supported friendships. They appreciated opportunities such as advanced classes, soccer, and the career fair. Students explained that teachers provided clear and supportive feedback, particularly in math, where teachers asked students to explain their thinking step-by-step and offered additional help before or after school to ensure they could catch up and fully understand the material.

Students reported feeling both physically and emotionally safe at Mater Academy Bonanza. They noted that regular SEL discussions in homeroom, visible support resources, and routine emergency drills contributed to a sense of preparedness and care. Students shared that they could go to any staff member for help, with one student stating, “I talk to my teacher because she knows me and my family. She understands what I’m going through and won’t judge me.” Overall, students expressed confidence that the adults at the school would listen, support, and guide them when needed.

If a new student were coming to Mater Academy Bonanza, students said they would tell them it is an excellent choice because the school offers many sports, advanced classes, and strong preparation for high school, and that the teachers and staff are supportive. Students mentioned that the school could be improved by bringing back soccer at recess, expanding or upgrading to a regulation-sized field, enhancing the playground, and providing more consistent coaches for extracurricular activities.

# Classroom Environment and Instruction Observation Rubric

A total of 19 elementary and 12 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>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 5</b>	<b>TOTAL: 21</b>	<b>TOTAL: 4</b>	<b>TOTAL: 1</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>	<p>This criterion was not observed or rated.</p>
	<b>TOTAL: 6</b>	<b>TOTAL: 19</b>	<b>TOTAL: 5</b>	<b>TOTAL: 1</b>	<b>TOTAL: 0</b>

# Classroom Environment and Instruction Observation Rubric

A total of 19 elementary and 12 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	If asked, students can explain what they are learning and where it fits into the larger curriculum context.	The teacher states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage with the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	<b>TOTAL: 9</b>	<b>TOTAL: 17</b>	<b>TOTAL: 5</b>	<b>TOTAL: 0</b>	<b>TOTAL: 0</b>
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	<b>TOTAL: 3</b>	<b>TOTAL: 20</b>	<b>TOTAL: 5</b>	<b>TOTAL: 0</b>	<b>TOTAL: 3</b>

# Classroom Environment and Instruction Observation Rubric

A total of 19 elementary and 12 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: 6</b>	<b>TOTAL: 16</b>	<b>TOTAL: 9</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: 4</b>	<b>TOTAL: 22</b>	<b>TOTAL: 4</b>	<b>TOTAL: 0</b>	<b>TOTAL: 1</b>

# Classroom Observations and Additional Comments

In an upper elementary classroom, the teacher read an informational text aloud while students followed along with their fingers. Students were prompted to discuss key details with a partner, and one student shared out to the group and received positive feedback. A different student then read the next paragraph aloud. The teacher paused periodically to ask questions about vocabulary and visual features in the text.

A middle school History teacher demonstrated several behaviors that did not align with expectations for fostering a respectful learning environment. Specifically, the teacher was observed negatively singling out students for mistakes without offering clear, constructive guidance to support improvement.

Students in an upper elementary classroom were working on their i-Ready reading lessons. Rather than engaging passively with the program, students were writing about their learning and explaining their thinking. The teacher circulated throughout the room, asking questions such as, “Show me exactly where you found the evidence in the text,” holding students to high expectations and ensuring accountability for their independent work.

Students were engaged in small-group math lessons with two instructors working separately in the classroom. All students were actively applying various strategies to multiply two-digit numbers on individual whiteboards. Each instructor provided specific, timely feedback to students, who discussed their strategies with one another. Other students in the room were working on i-Ready math lessons.

Twenty-five second-grade students were learning math. Several students were learning on individual devices. One group of six students worked with an adult to read and solve story problems. Another group of six students worked on calculations with another teacher. Most of the students working independently had earphones and were not bothered by the two sets of instruction taking place. Both teachers elicited answers and actions from the small groups of students, such as “Let’s count by fives.”

Students in a middle school science classroom were working in partnerships and small groups to solve a cube puzzle with several interlocking pieces. They demonstrated strong problem-solving and critical-thinking skills as they collaborated and discussed different strategies with their peers.

Students in a middle school English class were directed to begin working promptly on a writing prompt; however, the prompt did not reflect the level of rigor expected for the grade. When sharing responses, students took turns, but in one instance, a student verbally summarized her response rather than reading what she had written.

During station work, two teachers were leading small-group math instruction in the same classroom. Meanwhile, other students were assigned to work on i-Ready math lessons; however, many were loud and off task, which made it difficult for the small-group instruction to remain focused and productive.

Students in a middle school science classroom were creating cut-and-paste diagrams to illustrate what occurs at different plate boundaries. As the teacher circulated around the room, she asked one student, “Which boundary type, convergent or divergent, matches each picture?”, prompting students to explain their reasoning and deepen their understanding.

# 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 recommend that Mater Academy Bonanza create a robust plan to increase student proficiency rates.	NSPF numbers indicate a five-star school for both elementary and middle school at Mater Academy Bonanza.	According to the 2024-25 NSPF ratings, Mater Academy Bonanza earned five-star ratings in both elementary and middle school, increasing index scores by 46 points in elementary school and 24 points in middle school.
SPCSA staff recommended that the Mater Academy Bonanza campus focus efforts on improving instructional levels from proficient to distinguished.	According to school leaders, professional development on improving classroom instruction through student discourse and increased rigor has been a focus for staff.	According to classroom observations conducted on the day of the site evaluation, under the category "Using Questioning and Discussion Techniques," three out of 31 classrooms were rated as distinguished. Additionally, under the category "Engaging Students in Learning," six out of 31 classrooms were rated as distinguished. SPCSA staff recommend that Mater Academy Bonanza continue working on this recommendation.
SPCSA staff recommend that members of the leadership team plan to observe classrooms more routinely and consider rotating the administrator assigned. Some teachers said that their observational data depends on the administrator to whom they are assigned.	As reported by school leaders, Mater Academy Bonanza has created and implemented a rotating schedule to ensure instructional leaders observe classrooms on a weekly basis.	During the staff focus group, teachers reported that all administrators are fair and consistent. This recommendation has been met with satisfactory progress.
SPCSA staff recommend that Mater Academy Bonanza continue to develop a plan to improve Tier 1 <sup>17</sup> instructional methods to	According to school leadership, staff at Mater Academy Bonanza have participated in multiple professional development sessions	According to classroom observations on the day of the site evaluation, SPCSA staff observed that Tier 1 instruction consistently

<sup>17</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.

<p>include lesson objectives, formative feedback to students, and closing routines uniformly. For Tier 2 instruction, ensure that when students are expected to be learning on their computers using i-Ready or any other program, that students are engaged in this activity.</p>	<p>focused on strengthening Tier two and Tier three instructional practices in the classroom.</p>	<p>included lesson objectives, formative feedback to students, and closing routines. Also, students were highly engaged with notetaking structures during i-Ready instructional time. This recommendation has been met with satisfactory progress.</p>
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# 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.