



Nevada State Public Charter School Authority

Mater Academy of Northern Nevada Site Evaluation Report: April 8, 2026

State Public Charter School Authority

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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)¹, 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 conduct 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.

¹ 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.

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.

Significant increase in index scores and star ratings

Mater Academy of Northern Nevada (MANN) has significantly improved index scores and star ratings. The elementary index score increased from 41, a two-star during the 2023-24 school year, to 76 index points, a four-star level during the 2024-25 school year. This equates to a 35.5-point increase in the elementary index score and is a massive improvement. Within MANN's middle school, the 2023-24 index score was 47, a two-star during the 2023-24 school year. The following year, 2024-25, the school realized an increase to 67.5 index score, and a three-star rating. This was a large 20.5 increase in the index score within MANN's middle school. These accomplishments are not only a noteworthy strength, but an example of a Title I school, located in Reno, Nevada, where socioeconomic data indicate high numbers of students as low-income, making large gains in overall academic achievement. MANN has effectively been successful in bridging the achievement gap and greatly improving academic outcomes for students. MANN is demonstrating SPCSA's Vision as stated in the 2025-30 Strategic Plan: "Equitable access to diverse, innovative, and high-quality public schools for every Nevada student."

Highly dedicated staff

The staff at MANN demonstrate strong levels of commitment to student success. For example, each member of the leadership team engaged in teaching a small group of students to make an extra effort to support the school community and boost overall academic achievement levels. In addition, despite cuts to primary instructional aides, teachers concentrated on teamwork and continued to put students first to maintain high levels of classroom environmental conditions best suited for learning. In another instance, the instructional coach and the teaching staff have collaborated to implement an Internalization Protocol. The protocol is a process where teachers deeply study upcoming lesson plans to understand lesson goals, anticipate student misconceptions, and map out instructional moves prior to teaching the lesson. Another instance of staff dedication is reflected in the school's data, which shows several students successfully exiting Special Education services and English Language Learners achieving proficiency on the WIDA² assessment.

Positive school culture driven by leadership

MANN demonstrates a strong positive culture that begins with the school leader. Students shared that they enjoy coming to school because they find that teachers and school leaders make learning fun. Families echoed this sentiment, noting that their children look forward to attending school and are reluctant to be absent. Board members highlighted the principal's consistently positive attitude and genuine care for students and staff, emphasizing that this leadership approach cascades throughout the school community. A positive school culture is intentionally cultivated in multiple ways, with a clear emphasis on celebrating both student and staff successes. At MANN, achievements are recognized in meaningful and highly visible ways. For example, when a teacher earns a degree or when students achieve English proficiency as measured by the WIDA assessment, they participate in a cap and gown

² WIDA is a comprehensive assessment measuring English language proficiency in four categories: identification, placement, progress, and achievement. The WIDA screener is used to determine ELL support services as well as determining when a student has developed proficiency to exit ELL school services.

celebration and walk through the school hallways while peers and staff cheer in recognition of their accomplishments. These practices foster a nurturing, inclusive, and motivating school environment where individual achievements are valued and celebrated.

More rigorous Tier-1 instruction

MANN meticulously evaluated instructional competencies and educational operations between spring of 2025 and the spring of 2026. School-wide goals were set to make improvements and adjustments in areas selected within Tier-1 instruction. Goals were set to increase rigor, student engagement, and create deeper levels of learning. Action steps focused on strengthening instruction in both mathematics and literacy. In literacy, efforts included increasing students' exposure to reading with text-dependent questions, expanding writing opportunities that required students to cite evidence from the text, strengthening core lessons, and piloting the CKLA³ curriculum. In kindergarten through second grade, teachers implemented Magnetic Foundations⁴ with fidelity for the second consecutive year. To support targeted professional development for teachers in grades five through eight, the learning focused on deepening teachers' conceptual understanding of the math standards, enabling more effective curriculum implementation and stronger instructional practices. Vertical professional development was also designed to enhance Power Hour⁵ structures, with an emphasis on improved instructional groupings and student engagement strategies. Additionally, the middle school math intensive classes were restructured. An advanced problem-solving class was created and implemented in small group settings for proficient students.

³ CKLA-Core Knowledge Language Arts is a comprehensive Pre-K-5 curriculum grounded in the Science of Reading. It blends explicit, systematic phonics with knowledge-building read-alouds covering history, science, and literature to build literacy.

⁴ Magnetic Foundations is a Tier 1 foundational skills program offering explicit systematic instruction across all early literacy domains. It integrates the Science of Reading and acts as a supplemental curriculum in grades K-2.

⁵ Power Hour- is a term used to define a time within the school day where T-2, and T-3 instruction takes place.

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.

Budget Cuts

One challenge at MANN, as reported by school leaders, was a reduction in staff during this school year. MANN had to make a difficult decision to make budgetary cuts, and many of the elementary aide positions were eliminated, which took away adult support in the classrooms. This resulted in the classrooms having a solitary teacher rather than a teacher and an aide. This was reported as very difficult for teachers, students, and families.

Onboarding new teachers

Another challenge at MANN is the onboarding of teachers new to the school. Because MANN has high expectations, according to stakeholders, it is critical that new staff learn the ways of the school. Providing feedback and training for new-to-the-school teachers was a challenge.

Chronic Absenteeism

Daily attendance continues to be a challenge, as noted by school leaders. Although chronic absenteeism improved, the struggle to maintain and to make improvements in this area is a challenge.

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.

Align points of curricula intersection

With the implementation of the Core Knowledge Language Arts (CKLA) curriculum alongside the continued use of Amplify Science⁶ it is recommended that MANN Charter School intentionally examine and align points of intersection between these curricula. A strategic analysis of how CKLA's content-rich literacy instruction can reinforce and complement Amplify's science components may have the positive outcome of supporting greater coherence in instruction. Purposeful integration of these programs has the potential to strengthen students' overall content knowledge, deepen conceptual understanding, and contribute to improved performance on science assessments.

Monitor chronic absenteeism

MANN has low levels of chronic absenteeism at the elementary level, with an impressive 5.4%, and at the middle school level, at 10.7%. Due to school leaders reporting that continuation of strong attendance is a challenge, it is recommended that the school continue to monitor daily attendance and work to maintain or improve the level, especially within the middle school.

Continue to create new ways to engage families

It is recommended MANN continue to brainstorm and determine new ways to increase levels of family involvement. Since the school had a highly successful "Family Valentine's Day Dance," consider trying out other family events and increase family involvement while at the same time offering information and educational supports to families.

Continue to be flexible and willing to pivot

The leadership team, as well as the staff at MANN, are to be commended for being flexible and willing to pivot quickly. MANN operates in a dynamic, complex environment and makes students and their needs a top priority. Continue to respond to student needs in real time, offering changes to interventions and support based on student assessment data. Continue to drive school improvement. Monitor assessment results and climate data and, should mid-course corrections be needed, ensure they take place. As a leadership team, continue to empower your staff, as it is clear they benefit from leaders who listen and build trust. Finally, continue to sustain momentum during challenging times by supplying quick and thoughtful responses. These actions allow the leadership team to continue to guide and model sustained academic growth and a positive school culture.

⁶ Amplify Science is a science- based curriculum that blends hands-on investigations, literacy-rich activities and interactive digital tools.

Site Evaluation Findings: Strong Recommendations

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

There were no strong recommendations issued for MANN during this site evaluation.

Site Evaluation Findings: Deficiencies

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

There were no deficiencies issued for MANN during this site evaluation.

Focus Group Participation Data

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

Name of Focus Group	Number of Participants
Governing Board ⁷	3
Family Members, Parents, and Guardians	8
Faculty and Staff	10
School Leadership	5
Students	12

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

Focus Group Summary: Governing Board

Board members were asked to describe their perspectives about the notable gains in index scores and star ratings within both the elementary and middle school levels. Board members attributed the exceptional improvement in academic achievement to staff having targeted professional development, consistent analysis of student data, and a culture of continuous improvement. Board members said that these practices have been reinforced schoolwide under strong leadership. One board member commented, “Despite challenges associated such as the absence of school transportation, students impacted by foster care or incarcerated family members, and a high number of English Language Learners (ELL), MANN has achieved substantial academic growth.” Another board member added, “Families appreciate the school’s close-knit, family-oriented environment and individualized attention to students.”

Board members were congratulated on MANN’s significant improvement in chronic absenteeism, which stands for elementary level at 5.4%, (below the SPCSA district average of 16.4%), and middle school at 10.7%, (below the district average of 13.7%). One board member stated, “Students want to come to school each day, they enjoy learning here.” Board members said the staff at MANN regularly monitor attendance levels and take proactive measures to keep the rates low. The board shared that there is one open board seat, and it is currently under discussion. The board expects it to be filled without difficulty or delay. A member of the board stated, “We have high levels of interest for people wanting to serve. Interest levels in serving have increased and led us to expand the number of seats on the board and require two family members to hold positions.” Board members reported that the board demonstrates strong attendance, high levels of engagement, and alignment around school priorities.

Financially, the board acknowledged the impact of anticipated federal budget cuts. Members stated that staffing reductions were implemented strategically and resulted in unfortunate cuts to several elementary instructional aide positions. The board expressed confidence in the school’s financial management, noting detailed recordkeeping, regular budget updates, and careful review of expenditures down to the dollar. Looking ahead, the board discussed plans for the MANN expansion over the next two to three years and cited strong demand for more open seats as evidenced by a substantial waitlist across multiple grade levels.

Board members reported frequent attendance at school events such as the book fair, Harvest Literacy Night, Christmas Around the World, and back-to-school activities. They expressed pride in the strong relationships among teachers, administrators, and families; the school’s clear, goal-driven improvement process; the resilience demonstrated during budget reductions; and the school’s welcoming, well-maintained environment. Board members emphasized their admiration for the school leaders or that this leadership presence permeates classrooms, fosters staff commitment, and ensures individualized education that might be overlooked in larger settings.

Focus Group Summary: Family Members, Parents, and Guardians

Families consistently described MANN as having a strong, welcoming community characterized by kind, dedicated, and long-tenured staff. Parents expressed appreciation for the positive culture, strong relationships, and consistent communication between home and school. Families reported very positive experiences with student-led conferences, noting that students confidently shared their strengths, challenges, and learning progress. The use of student data binders was highlighted as an effective practice, allowing students to present their work, track growth over time, and demonstrate ownership of their learning. Parents valued opportunities to engage through family learning events, such as STEM⁸ nights, which promote collaboration and communication among students and families. Communication was described as timely and effective through multiple channels, including ClassDojo⁹, email, and written notices sent home. Families indicated that conflicts are addressed promptly and effectively, with teachers providing clear follow-up and ensuring parents understand how issues are resolved. Overall communication was viewed as a significant strength, including proactive and positive phone calls from staff, which families found reassuring and meaningful.

Many families shared that they chose the charter school due to its smaller class sizes, strong organization, inclusivity, and personalized support. Parents noted that, compared to prior school experiences, students receive more individualized attention and feel better supported academically and emotionally. Families emphasized that students enjoy coming to school, feel happy and engaged, and demonstrate noticeable academic growth, particularly in reading. Parents also highlighted strong support for students with additional needs, noting staff flexibility, responsiveness, and collaboration. Families expressed appreciation for consistent follow-through, effective speech services, and accommodations that resulted in measurable student progress, including successful exits from IEPs.¹⁰

Areas identified for improvement included staffing transitions that had an impact on instructional quality, were limited extracurricular opportunities (such as sports, library access, arts, and theater), and the loss of tutoring services due to budget constraints. Families expressed concern about the cost and accessibility of outside academic support, such as private tutoring. Families expressed high satisfaction with the school's instructional practices, communication, and student-centered approach. Parents valued the consistency of teachers, strong relationships built over time, and the visible academic and social growth of their children. Families overwhelmingly reported that students feel challenged, supported, and motivated, and that the school environment fosters confidence, independence, and a love of learning.

⁸ STEM-stands for Science, Technology, Engineering, and Mathematics, representing an integrated approach to education and workforce training focused on innovation, problem solving, and critical thinking.

⁹ClassDojo 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.

¹⁰ IEP- Individual Education Plan is a legal document under US law that outlines the special education instructional supports and services, a student with a disability needs to thrive in school.

Focus Group Summary: Faculty and Staff

Staff described MANN as fostering a strong culture of relationship-building. Several positive structures contribute to a welcoming environment where students feel connected, supported, and motivated to engage in learning. Significant gains in both elementary and middle school index scores and star ratings were attributed to strong student attendance and family engagement. Curriculum revisions, supported by prior leadership, allowed staff to adapt to instruction and implement new approaches. The transition to more cohesive, knowledge-building curricula (CKLA) helped establish a strong academic foundation, with students increasingly able to articulate what they are learning.

“Power Hour” was highlighted as an effective strategy for addressing student needs. Teachers use diagnostic data to form targeted instructional groups, provide intervention or enrichment through tools such as i-Ready¹¹. At the middle school level, intensive classes are structured to challenge advanced learners with higher-level problem-solving, while other classes provide focused intervention. Science instruction has been enhanced using Amplify Science simulations, particularly at the elementary level. Teachers reported that these simulations are highly engaging and help students visualize abstract concepts, such as sound waves, leading to deeper understanding. Teams set priority essential learning targets collaboratively within grade levels and departments. Learning targets are clearly introduced to students and revisited regularly.

Special education service logs track student growth toward IEP goals. Teachers participate in IEP meetings, provide targeted support, and monitor progress. Classroom discourse is supported through the intentional use of discussion stems and sentence starters. Teachers scaffold academic language development, particularly for English learners, through partner talk, structured responses, and repeated practice. Over time, students become more confident in restating questions, justifying their thinking, and transferring these skills to writing. Writing growth is monitored through grade-level assessments, with teachers intentionally highlighting progress to students and families. Examples include comparing day-one writing samples to current work, which has helped students recognize their own growth and build confidence. Writing instruction emphasizes structure, use of academic language, and responding to texts, with noticeable improvements across grade levels.

Culture was described as highly positive. One participant stated, “Students feel happy, safe, and welcome.” Administration is viewed as responsive, supportive, and proactive in addressing discipline and behavioral needs, which has strengthened relationships across the school community. Staff expressed appreciation for the balance between having clear curriculum guidance and maintaining professional autonomy to adjust instruction based on student needs. Teachers reported feelings of being heard and valued by administration. Areas for growth include further streamlining the MTSS¹² process and expanding one-on-one support for newly arrived English learners. Tutoring programs and targeted support, including after-school tutoring and specialized interventions, have already shown success in improving outcomes and exiting students from intervention programs.

¹¹ i-Ready is an adaptive diagnostic system providing individualized instruction as well as a framework for assessments.

¹² MTSS 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: School Leadership

MANN continues to demonstrate strong instructional growth through the implementation of research-based curricula and purposeful planning practices. In grades K–2, the use of Magnetic Foundations has been a significant strength, with evidence that second-grade students are entering third grade as proficient readers. This progress reflects the school’s sustained focus on the science of reading and the effectiveness of increasingly rigorous interventions over multiple years.

At the middle school level, mathematics has been identified as an area to improve. In response, the school is providing targeted professional development for grades 5–8 math teachers to deepen conceptual understanding of standards. Additionally, MANN is re-evaluating the structure of the middle school “Power Hour” and adding i-Ready to support differentiated instruction and intervention. Purposeful planning and strong instructional alignment remain key strengths, supported by a consistent unit internalization protocol in which teachers analyze standards, learning objectives, assessments, and instructional outcomes prior to instruction. The school has made strategic curriculum shifts to increase rigor and coherence. English language arts is transitioning away from Wonders¹³. A soft launch of CKLA, the new curriculum, is underway. The school team looked closely at PBIS¹⁴ data and determined that some student behaviors stem from academic frustration. The change in ELA¹⁵ curriculum is expected to better support student engagement and access. Instructional coaching is differentiated, with coaches meeting teachers at varying levels of readiness and using data to guide instructional adjustments. Student-led conferences with parents are held twice per year to reinforce student ownership of learning. Targeted support for diverse learners remains a strength. The school has seen an increase in students exiting special education services. English learner supports include explicit instruction, discussion stems, grade-level writing expectations, and access to audiobooks aligned to texts. Students who exit WIDA proficiency are formally recognized through a schoolwide celebration. Middle school offers intensive math and ELA courses, with differentiated pathways for students requiring additional support or acceleration. Science instruction has been enhanced using Amplify, which integrates hands-on learning with digital simulations across grade levels. Students engage in grade-appropriate, inquiry-based experiences that deepen conceptual understanding.

The school continues to prioritize family engagement through events such as family dances and monthly walks when weather permits. These activities strengthen school-community connections. The school has faced significant budgetary challenges, including reduced staffing. Classroom assistants were reduced by approximately one-third, requiring higher expectations for teachers. Administrators regularly teach classes to ensure instructional continuity. While staffing reductions were challenging, student proficiency continued to improve, suggesting strong instructional systems are in place. Additional challenges include hiring and onboarding new staff, the loss of after-school tutoring due to the expiration of the Boys & Girls Club’s 21st Century grant, and limited extracurricular opportunities.

¹³ Wonders is a evidence-based K-5 ELA curriculum designed to build reading, writing, and critical thinking skills through research-proven instruction.

¹⁴ 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.

¹⁵ ELA-English Language Arts

Focus Group Summary: Students

The student group participants shared very positive perceptions of the school. Students conveyed a strong sense of belonging, academic pride, and confidence, noting personal success and high academic performance at MANN. They reported enjoying tutoring because it allows them to learn new things, spend time with friends, and interact with supportive teachers. Several students described past and present teachers as kind, approachable, and engaging. Students noted that the teachers at MANN make learning enjoyable through humor and fun activities. In referencing the school, students said they are helped to maintain motivation to learn by the entire school community, including the school leaders, teachers, friends, and family members. One student remarked, “I love coming to school because my teacher makes us laugh and we have fun while we learn.”

Students expressed feelings of emotional safety at school and indicated that they can be open about their feelings. When asked, all students indicated they had at least one adult on campus they felt comfortable talking with, should home or school problems arise. An elementary-aged student said, “I have many more than just one teacher I can talk to if I’m having a tough day or a problem.” Students said the school is friendly and welcoming. A newly enrolled student said, “I did not have any trouble making friends, and everyone talked to me on my first day here.” Several students emphasized that teachers respond when students are hurt, promote respect, and ensure that all students are safe. One middle school student compared their experience at MANN to a previous school, and the student feels more supported and stated that teachers and staff actively help rather than expecting students to handle challenges on their own.

Data binders were described by students as helpful for organization, goal setting, tracking learning, and managing homework. Students also referenced incentives the school has implemented, which are specifically tied to positive academic outcomes and consistent academic efforts. Students spoke about their experiences as they recently participated in student-led conferences. Students said they used their data binders to provide a visual of individual academic goals, progress, and work samples. One younger student said that at first, they were a bit intimidated to share the information with their family. But they said that they realized how much they had learned and improved over the school year.

In terms of areas for improvement, the students suggested expanding extracurricular opportunities, including music, sports, and clubs. They also expressed a desire for increased independence for middle school students, noting that they would like to be treated in a more age-appropriate manner with greater freedom and responsibility. Additionally, students identified challenges with i-Ready, recommending clearer teacher explanations and modeling before assignments are given.

Classroom Environment and Instruction Observation Rubric

A total of 11 elementary, and 4 middle classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	<p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p>	<p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p>	<p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p>	This criterion was not observed or rated.
	TOTAL: 3	TOTAL: 12	TOTAL: 0	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	<p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p>	<p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p>	This criterion was not observed or rated.
	TOTAL: 4	TOTAL: 11	TOTAL: 0	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction

Observation Rubric

A total of 11 elementary and 4 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	<p>If asked, students can explain what they are learning and where it fits into the larger curriculum context.</p> <p>The teacher explains content clearly and imaginatively.</p> <p>The teacher invites students to explain the content to their classmates.</p> <p>Students use academic language correctly.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher makes no content errors.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p>	<p>The teacher provides little elaboration or explanation about what students will be learning.</p> <p>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</p> <p>The teacher may make minor content errors.</p> <p>The teacher must clarify the learning task.</p>	<p>At no time during the lesson does the teacher convey to students what they will be learning.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Students indicate through their questions that they are confused about the learning task.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 2	TOTAL: 13	TOTAL: 0	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	<p>Students initiate higher-order questions.</p> <p>The teacher builds on and uses student responses to questions to deepen student understanding.</p> <p>Students extend the discussion, enriching it.</p> <p>Virtually all students are engaged.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>Many students actively engage in the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a small number participate.</p>	<p>Questions are rapid-fire and convergent with a single correct answer.</p> <p>The teacher does not ask students to explain their thinking.</p> <p>Only a few students dominate the discussion.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 1	TOTAL: 11	TOTAL: 1	TOTAL: 0	TOTAL: 2

Classroom Environment and Instruction

Observation Rubric

A total of 11 elementary and 4 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
Engaging Students in Learning	<p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 3	TOTAL: 11	TOTAL: 0	TOTAL: 0	TOTAL: 1
Using Assessment in Instruction	<p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p>	<p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p>	<p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p>	<p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p>	<p>This criterion was not observed or rated.</p>
	TOTAL: 1	TOTAL: 12	TOTAL: 0	TOTAL: 0	TOTAL: 2

Classroom Observations and Additional Comments

Students practiced sight words by looking at the word wall. As a group, the students shouted out the name of the word. As they did so, the teacher asked questions about differences between the sight words such as the difference between for and four. This was a nice example of rigor in questioning.

Students worked on test preparation in the classroom.

In an early grade classroom, the teacher practiced words and sentences. The students were very attentive and enjoyed the process. The teacher was very clear with expectations. This teacher demonstrated high levels of mastery with classroom environment and proactively met students' needs if a student had an issue finding a page number, question, or an issue getting going on the seatwork assignment. Students were directed to go to desks at a level zero (which means total silence). The teacher had everyone stand up, wait for complete silence and then reminded students of the expectation of moving to individual seats quietly, and immediately working on an assignment. Students quietly walked to their seats, and the teacher put on quiet, calm music, and students worked on assignments with no wasted time.

Students worked on a complex math activity/experiment (mass/distance) and related problems.

Students watched videos analyzing population distribution related to fur traits and temperature.

In an elementary middle-grade classroom, several students worked on devices, had earphones, and used whiteboards to practice or solve problems. The teacher worked with a small group and reviewed concepts with a small group of three students.

In an intensive math intervention class for middle school students, one grade level put on earphones and worked on i-Ready while the other grade level reviewed math concepts with the teacher.

The teacher showed upper elementary students an example of the SBAC ¹⁶writing performance task. Students practiced and then put notes into their data binders. Next, the teacher asked students to log on to devices and look at an SBAC example of a narrative. The teacher guided students to know how to begin with step-by-step directions.

Students worked on tracing and adding their own creations.

¹⁶ SBAC is Nevada's standardized test which measure student progress toward college and career readiness.

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
Address the two-star ratings at the elementary and middle school levels.	2025-Elementary School 4 Star 2025-Middle School 3 Star	SPCSA finds the recommendation has been met.
Review approaches to closing the achievement gaps.	MANN has closed the achievement gap significantly. MANN went from a 41-index score in the elementary school to a 76.5- index score and from a two-star to a 4 -star. In the middle school, MANN went from a 47-point index score to a 67.5 index score. The school went from a two-star to a three-star school.	SPCSA finds this recommendation has been met.
Evaluate daily Tier-1 instruction and increase rigor, student engagement, and levels of deeper learning	Increased reading exposure for students with questions grounded in text. Increased writing in response to text, using evidence from the text to support answers. Strong lessons to support the Wonders program. CKLA in elementary school to support ELA content standards and deepen learning. Magnetic Foundations being used with integrity K-2 for the second school year.	SPCSA finds the recommendation has been met.

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	
McKinney-Vento Poster	<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.