

Somerset Academy North Las Vegas

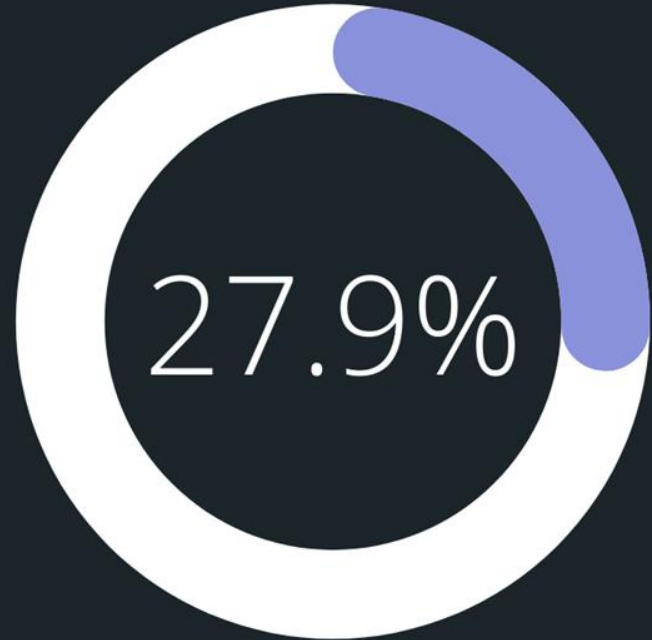
SPCSA Board Update
10.1.21



E L A



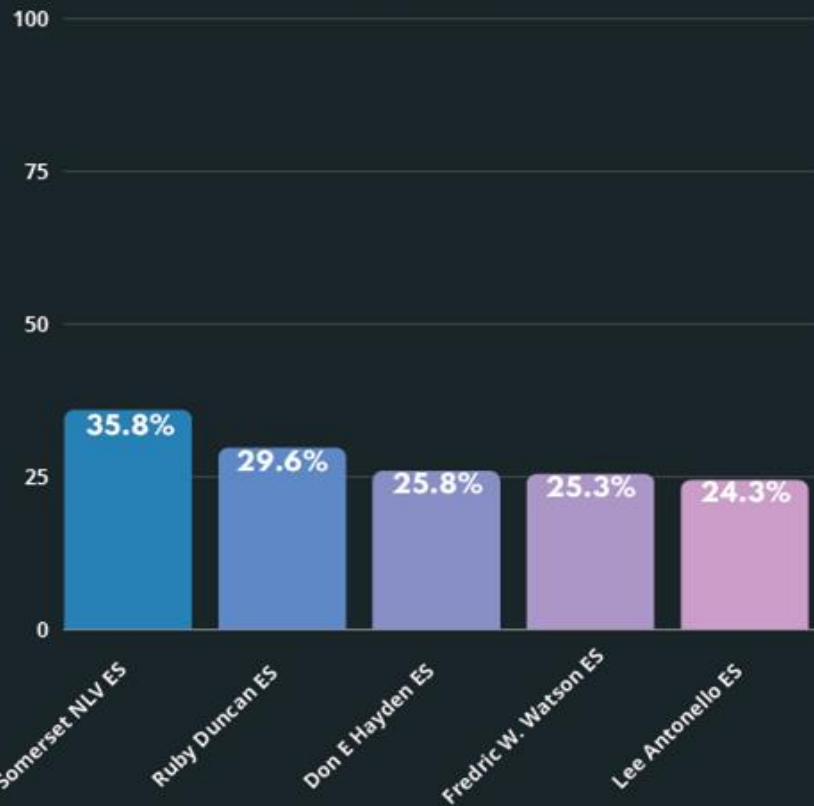
M A T H



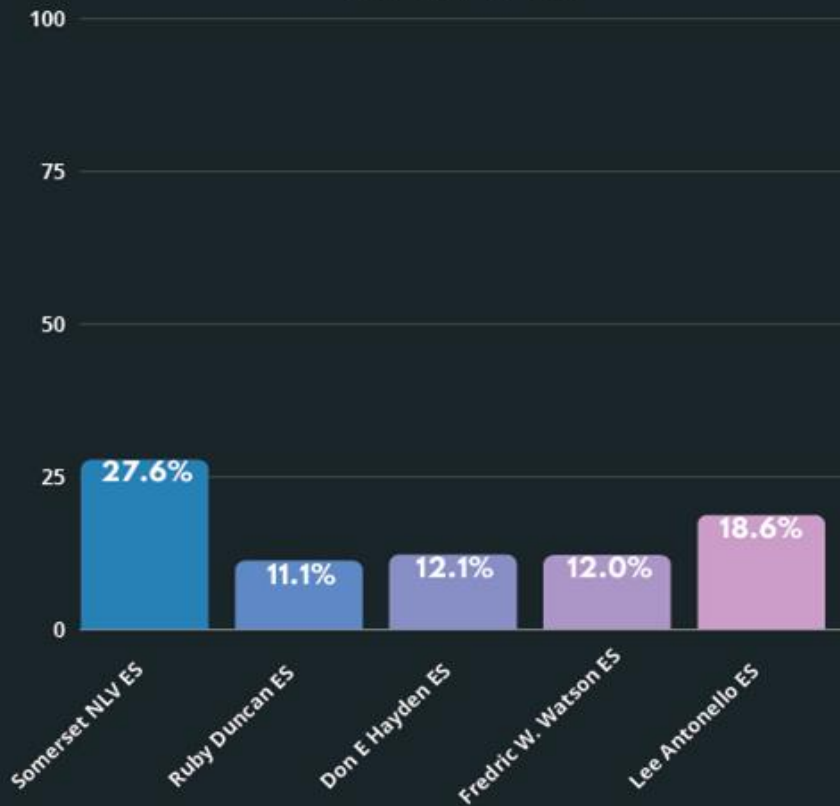
POOLED PROFICIENCY (INCLUDING SCIENCE & NAA) = 29.3%

SOMERSET ACADEMY - NORTH LAS VEGAS ELEMENTARY ACADEMIC ACHIEVEMENT SURROUNDING SCHOOLS COMPARISON

ELA

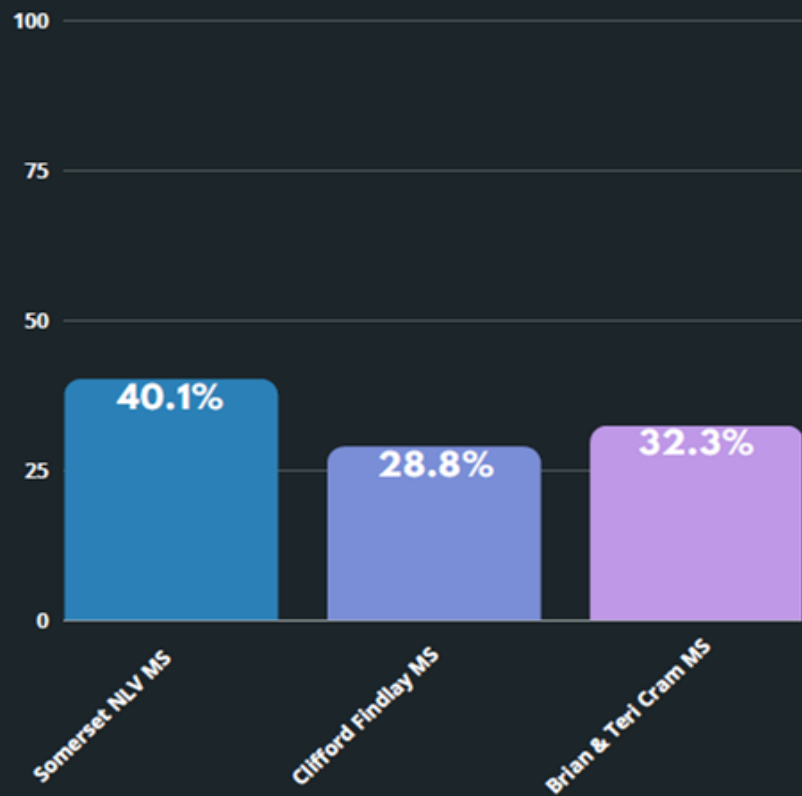


MATH

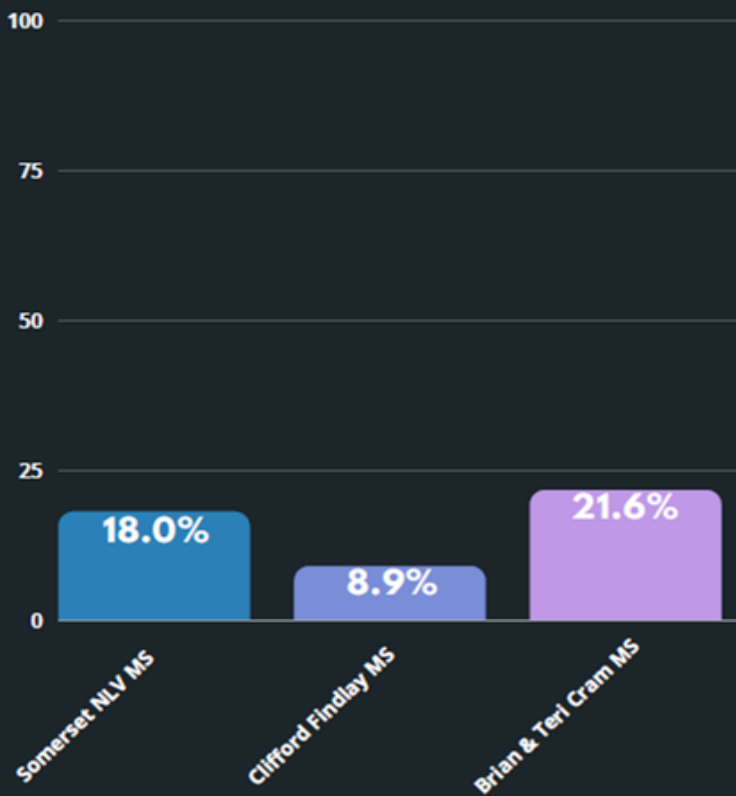


SOMERSET ACADEMY - NORTH LAS VEGAS MIDDLE SCHOOL ACADEMIC ACHIEVEMENT SURROUNDING SCHOOL COMPARISON

EL A



MATH



SOMERSET ACADEMY - OVERALL NORTH LAS VEGAS ELEMENTARY GROWTH TRENDS

PROGRESSION OF GROWTH

ELA

2017 - 2018 **42.5**

2018 - 2019 **50.0**

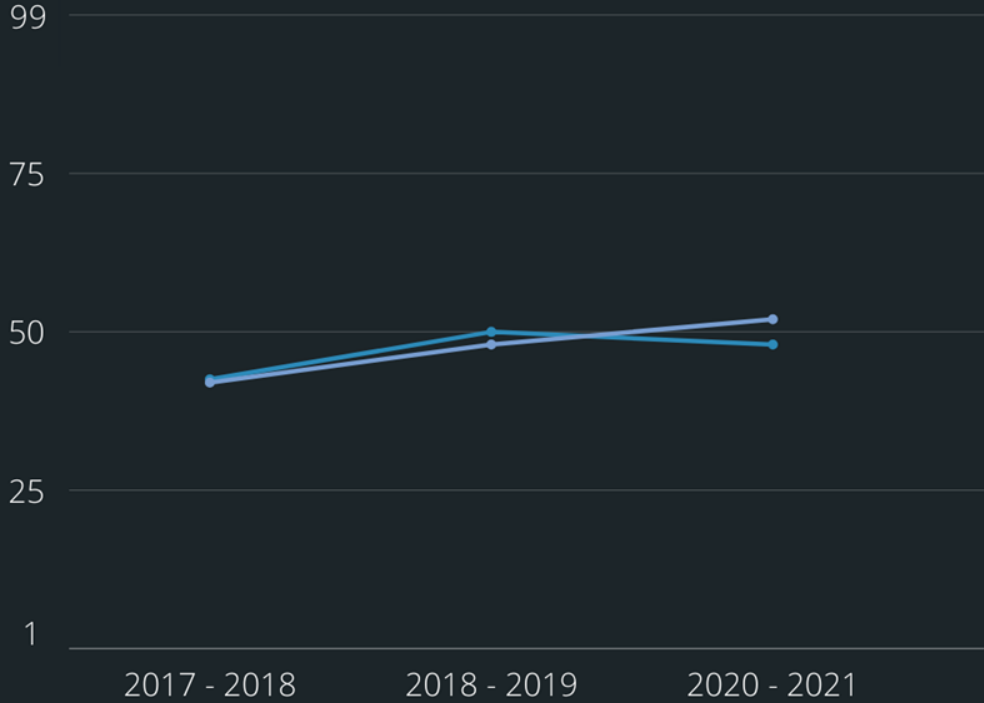
2020 - 2021 **48.0**

MATH

2017 - 2018 **42.0**

2018 - 2019 **48.0**

2020 - 2021 **52.0**



SBAC ASSESSMENT YEAR

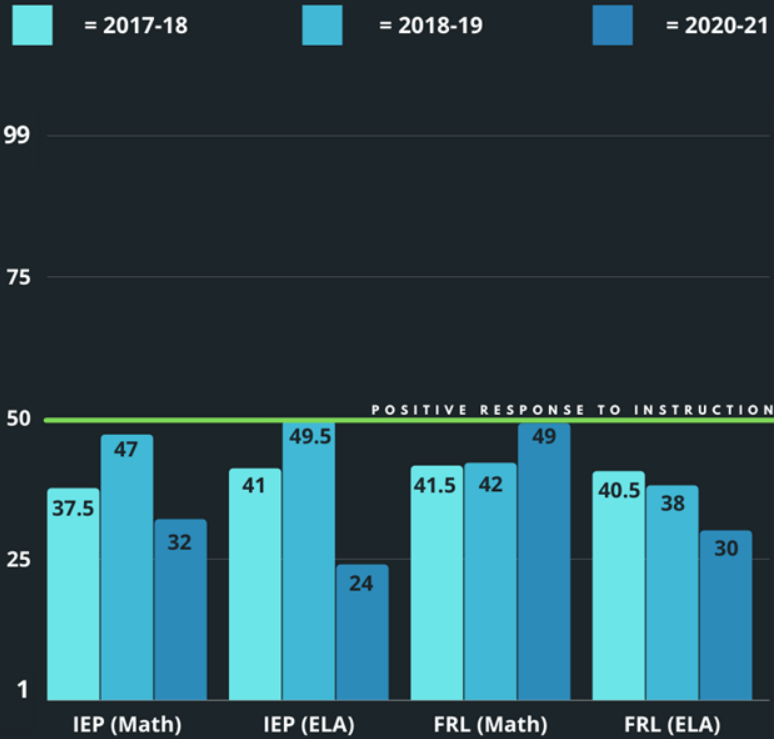
OVERALL MGP



SUBGROUP HIGHLIGHTS



SUBGROUP AREAS OF FOCUS



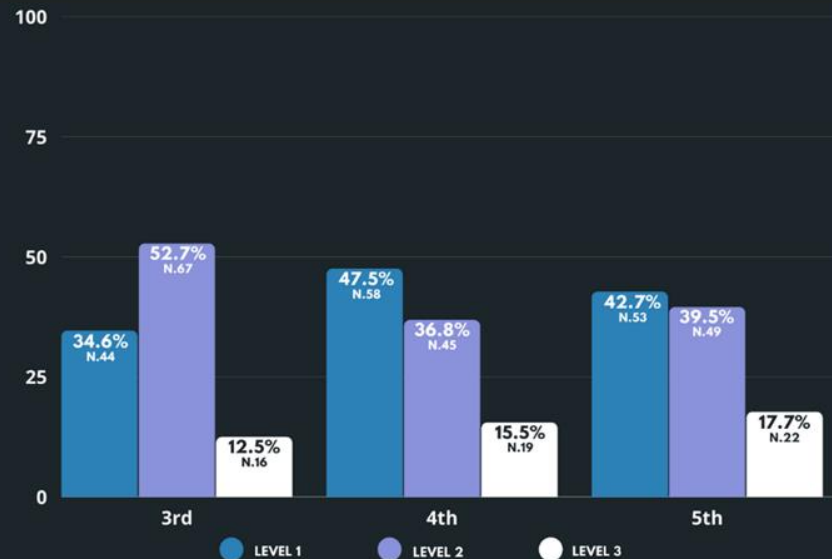
SOMERSET NLV - ELA CONTENT-SPECIFIC AREAS OF FOCUS

SOMERSET ACADEMY - NORTH LAS VEGAS ELEMENTARY ELA PERFORMANCE LEVELS CLAIM 1 : READING



READING COMPREHENSION

SOMERSET ACADEMY - NORTH LAS VEGAS ELEMENTARY ELA PERFORMANCE LEVELS CLAIM 2 : WRITING



WRITING

SOMERSET NLV - ELA CONTENT-SPECIFIC AREAS OF SUCCESS

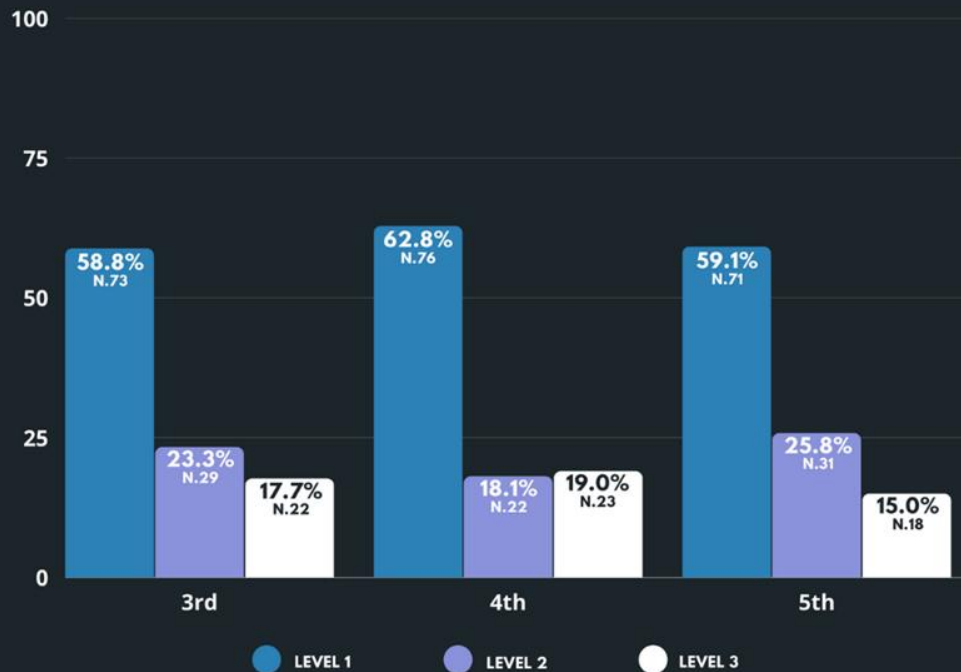
SOMERSET ACADEMY - NORTH LAS VEGAS ELEMENTARY ELA PERFORMANCE LEVELS CLAIM 3 : SPEAKING & LISTENING



LISTENING

SOMERSET NLV - MATH CONTENT-SPECIFIC AREAS OF FOCUS

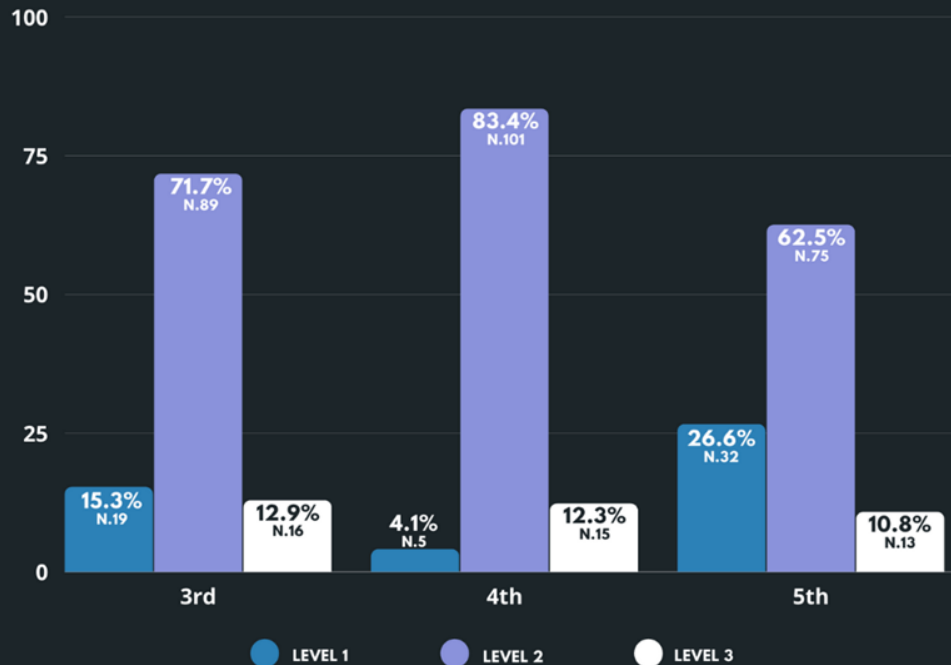
SOMERSET ACADEMY - NORTH LAS VEGAS ELEMENTARY MATH PERFORMANCE LEVELS CLAIM 1 : CONCEPTS & PROCEDURES



CONCEPTS & PROCEDURES

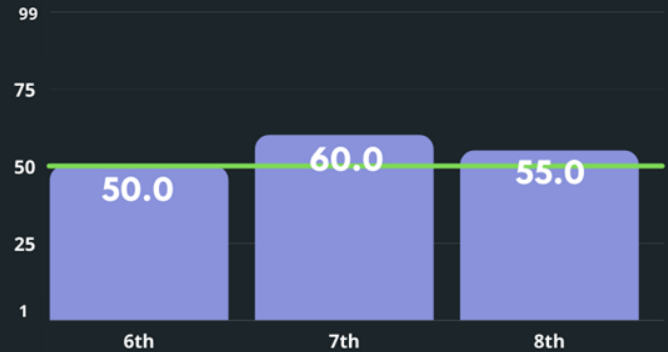
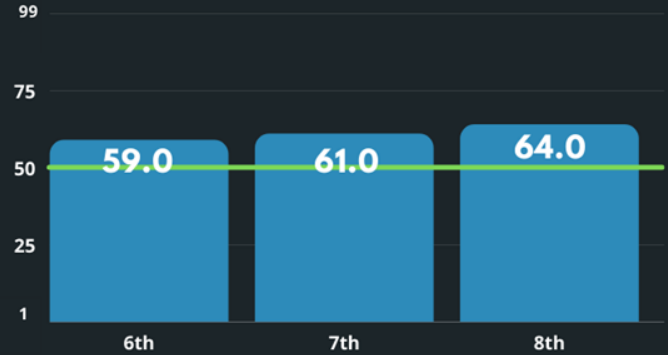
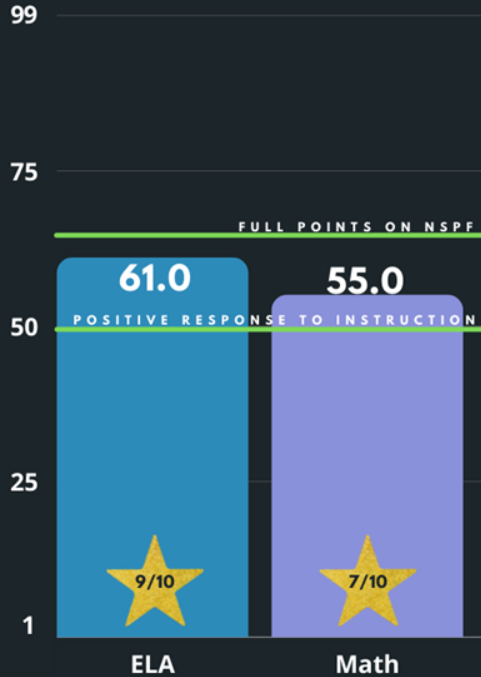
SOMERSET NLV - MATH CONTENT-SPECIFIC AREAS OF SUCCESS

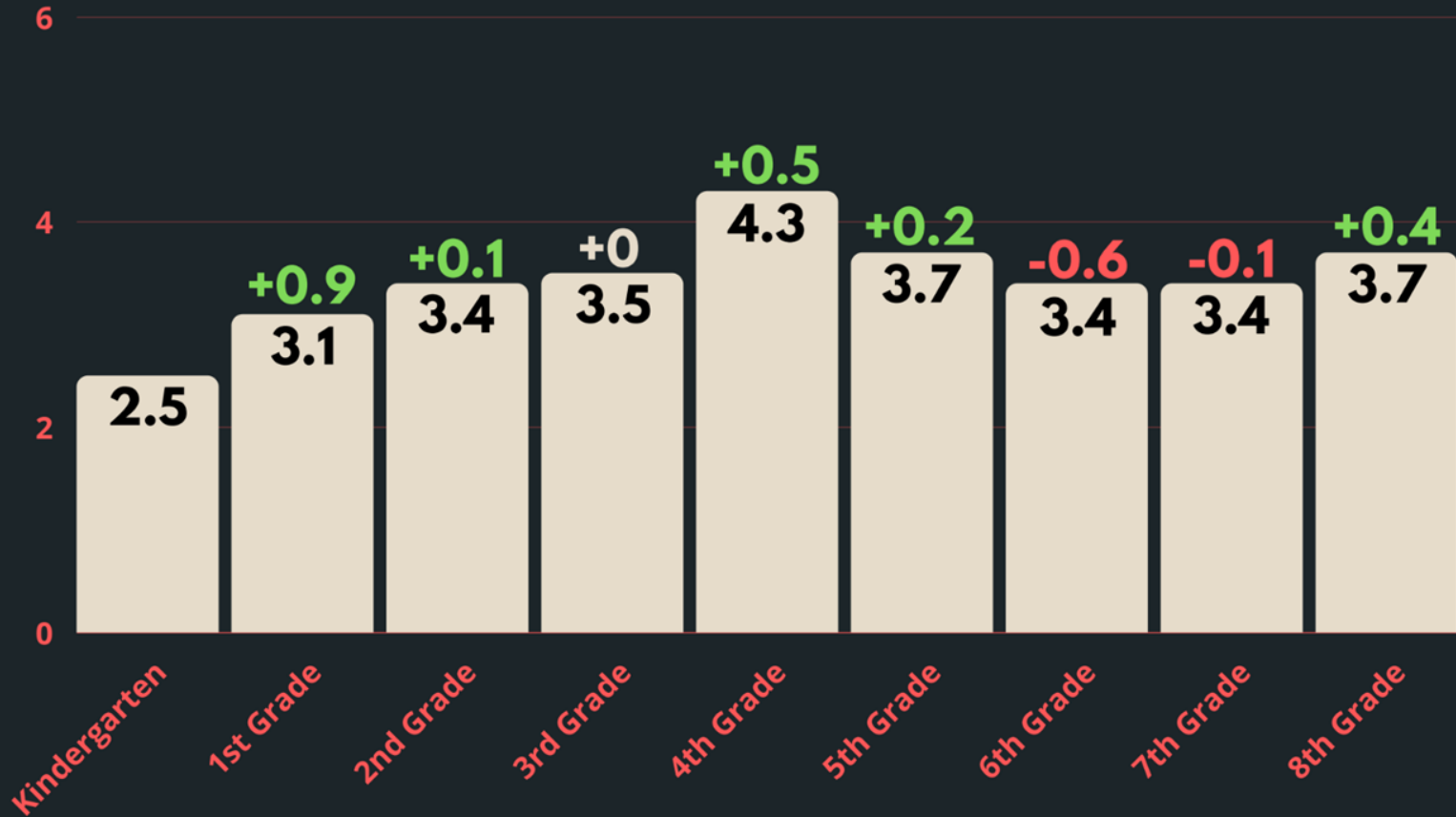
SOMERSET ACADEMY - NORTH LAS VEGAS ELEMENTARY MATH PERFORMANCE LEVELS CLAIM 3 : CONSTRUCTING REASONING



CONSTRUCTING REASONING

MGP





Academic Performance Focus

Claim 1-Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Claim 2-Writing: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Claim 1-Concepts and Procedures: Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

High Quality Instruction: Continued Professional Development on Tier I Explicit Instruction and observations/walkthrough “look fors”.

Continuing the PLC process: Analyze and reflect on student data and instruction.

Intervention/Double Dose: Professional Development and Implementation on Kathy Richardson Workstations and MClass/Amplify

Academic Performance Focus

Increase Family Engagement: Student Family Teacher Team meetings 3x a year, Academic Family Nights, Monthly Family University and Family Engagement meetings

Implement Tutoring: Students identified for needing additional support to meet their academic growth targets.

Implement Saturday School: Semester 2 for students in grades 3-8.

Continued Professional Development: Mathematics and ELA programs and implementation.

Reduce Chronic Absenteeism: PBIS incentives through our MTSS.

Goal Setting: The Leader in Me Data Binders and Grade Level Schoolwide Scoreboards to monitor and share goals and progress.

Growth Monitoring: Monthly Progress Monitoring and Goal Setting with students and teacher throughout the year.

Learning Walks: Teachers observe teachers and share best practices.

The Office of Civil Rights

OBSERVATION 1 (K-12): Emerging evidence shows that the pandemic has negatively affected academic growth, widening pre-existing disparities. In core subjects like math and reading, there are worrisome signs that in some grades students might be falling even further behind pre-pandemic expectations.

OBSERVATION 2 (K-12): COVID-19 appears to have deepened the impact of disparities in access and opportunity facing many students of color in public schools, including technological and other barriers that make it harder to stay engaged in virtual classrooms.

OBSERVATION 3 (K-12): Even before the pandemic, many students learning English struggled to participate on equal terms in the classroom as they confronted the dual challenge of mastering grade-level content while continuing to learn English. For many English learners, the abrupt shift to learning from home amid the challenges of the pandemic has made that struggle even harder.

OBSERVATION 4 (K-12): For many elementary and secondary school students with disabilities, COVID-19 has significantly disrupted the education and related aids and services needed to support their academic progress and prevent regression. And there are signs that those disruptions may be exacerbating longstanding disability-based disparities in academic achievement.

*Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students