



Nevada State Public Charter School Authority

Site Evaluation Report

Somerset Academy - Losee Campus

Evaluation Date: 03/18/2021

Report Date: 05/05/2021

State Public Charter School Authority
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Appendices

A: Nevada State Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

B: SPCSA Academic Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_2_8-Academic-Performance-Framework-Guidance-Document.pdf

C: SPCSA Organizational Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-OPF-Att-1-Ratings-Scorecard.pdf

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on Somerset Academy – Losee Campus. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1st, 3rd, and 5th year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school’s academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track “best practices”, using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school’s board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school’s operational components as outlined in the SPCSA operational framework.

This evaluation has been 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 on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

Somerset Academy – Losee Campus is located in North Las Vegas, Nevada in a facility at 4650 Losee Road. The school serves 2,120 students (as of the most recent Validation Day) in Kindergarten through 12th grade. The mission of Somerset Academy – Losee Campus is: “Somerset Academy Inc., promotes a culture that maximizes student achievement and fosters the development of accountable, 21st century learners in a safe and enriching environment.”

ACADEMIC PERFORMANCE

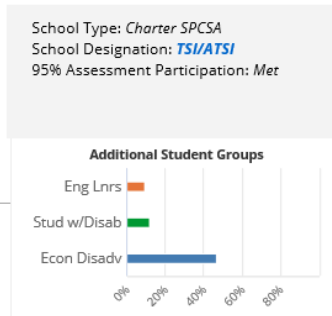
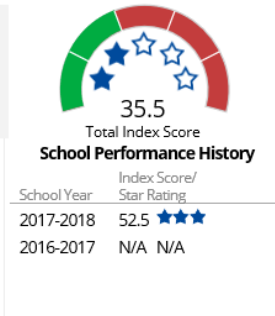
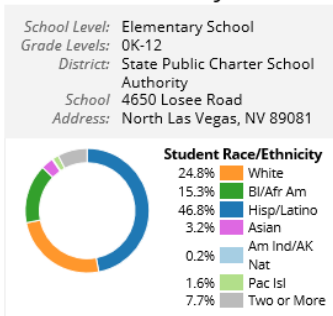
Somerset Academy – Losee Campus Nevada School Performance Framework 2019

Somerset Academy Stephanie Campus serves 2,120 students in Kindergarten through 12th grade

Elementary School

Somerset Academy Losee

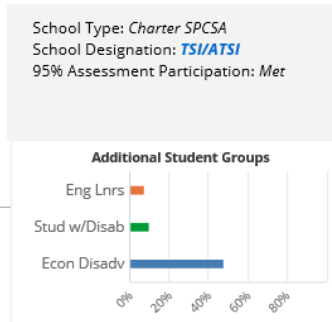
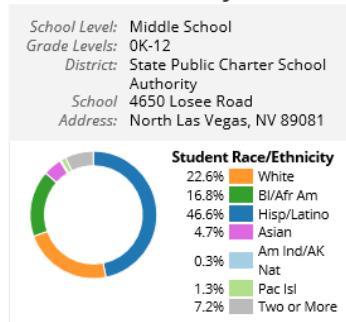
School Year 2018-2019 Nevada School Rating



Middle School

Somerset Academy Losee

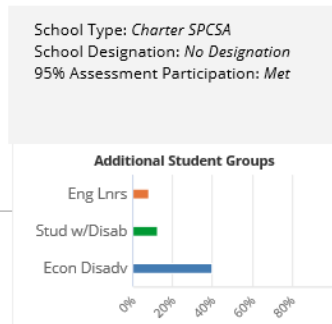
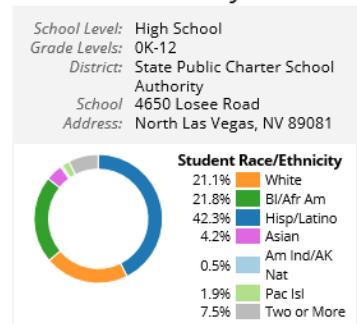
School Year 2018-2019 Nevada School Rating



High School

Somerset Academy Losee

School Year 2018-2019 Nevada School Rating



Somerset Academy - Losee Campus Math and ELA Results Nevada School Performance Framework 2019

Elementary School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	39.6	54.5	48.5	46.2	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	71.4	75.5	68.8	73.6	75.2	67.2
Black/African American	25	31.3	32.3	28.8	30.6	28.8
Hispanic/Latino	30.5	44.6	39.6	41.8	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	52	58.2	55.3	62	59	52.9
White/Caucasian	56	62.2	59.3	50	61.1	57.2
Special Education	28.3	27.3	28.6	26.6	29.2	24.8
English Learners Current + Former	23.3	42.2	35.8	30	37.4	32.4
English Learners Current	16.6	32.3	-	8.6	25.5	-
Economically Disadvantaged	28	39.7	39	33.9	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	48.2	60.1	57	49.7	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	71.4	78.5	75.4	78.9	76.2	74.1
Black/African American	40.2	40.8	42.6	40	40.5	39.6
Hispanic/Latino	39.3	51.1	48.2	47.2	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	68	63.7	64.4	62.1	67.1	62.6
White/Caucasian	60.3	66.7	67.4	50	65	65.7
Special Education	32	26.6	30	24	29.3	26.3
English Learners Current + Former	28	42.2	41.4	45	38.9	38.4
English Learners Current	13.8	29.3	-	21.7	22.8	-
Economically Disadvantaged	41.3	45.3	46.8	40.3	40.4	44

Middle School

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	23.1	42.6	36.5	24.8	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	43.2	66.2	58.6	38.1	64.1	56.4
Black/African American	13	24.1	23.5	14.7	17.7	19.5
Hispanic/Latino	15.5	31.8	29.3	15.2	26.1	25.5
Pacific Islander	-	44.8	36.9	40	34.9	33.6
Two or More Races	27.1	47.2	40.6	28.2	41.5	37.5
White/Caucasian	39.6	51.2	47.1	42.5	44.4	44.4
Special Education	3.3	12	18.6	11.2	11.5	14.3
English Learners Current + Former	11	26.8	20.2	18.1	22.2	16
English Learners Current	4	12.5	-	3.3	8.5	-
Economically Disadvantaged	16.8	29	29.2	20	21.7	25.5

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	43.7	59.6	54.1	47	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	66.5	78.4	75.9	61.8	77.3	74.6
Black/African American	28.3	40.1	37.8	34.4	38.4	34.5
Hispanic/Latino	36.1	50.2	45.1	38.7	46.3	42.2
Pacific Islander	-	61.1	53.2	50	53.2	50.7
Two or More Races	50	66.7	61.3	61.5	61	59.2
White/Caucasian	63.2	67.7	66.3	62.1	63.5	64.6
Special Education	8.4	19.8	21.9	20	20.7	17.8
English Learners Current + Former	29.6	42.7	24.3	38.1	34.8	20.3
English Learners Current	12.5	22	-	16.6	15.8	-
Economically Disadvantaged	30.8	46.3	44.4	40.5	41.5	41.4

High School

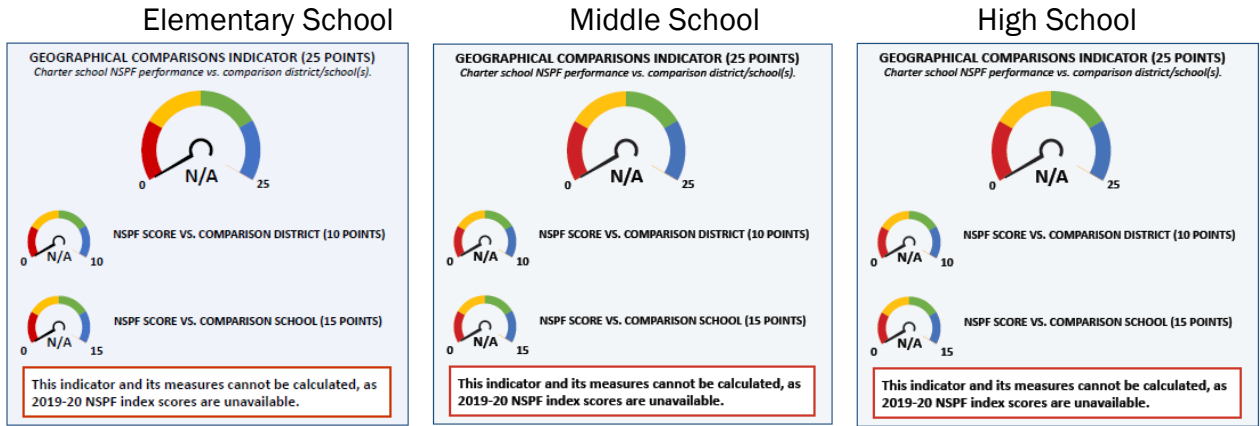
Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	18.5	25.8	32.83	16.4	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50	50.27	-	54.7	47.65
Black/African American	13.3	7.5	18.42	0	6.2	14.12
Hispanic/Latino	13.3	18.5	22.93	23.3	17.5	18.87
Pacific Islander	-	16	29.26	-	6.2	25.54
Two or More Races	30.6	26	36.96	-	26.1	33.64
White/Caucasian	20	32	44.25	23.5	28.4	41.31
Special Education	0	6	12.38	0	2.2	7.77
English Learners Current + Former	7.5	5	14.52	-	10.9	10.02
English Learners Current	0	0	-	-	2.4	6.96
Economically Disadvantaged	11	14.5	24	0	13.3	20.01

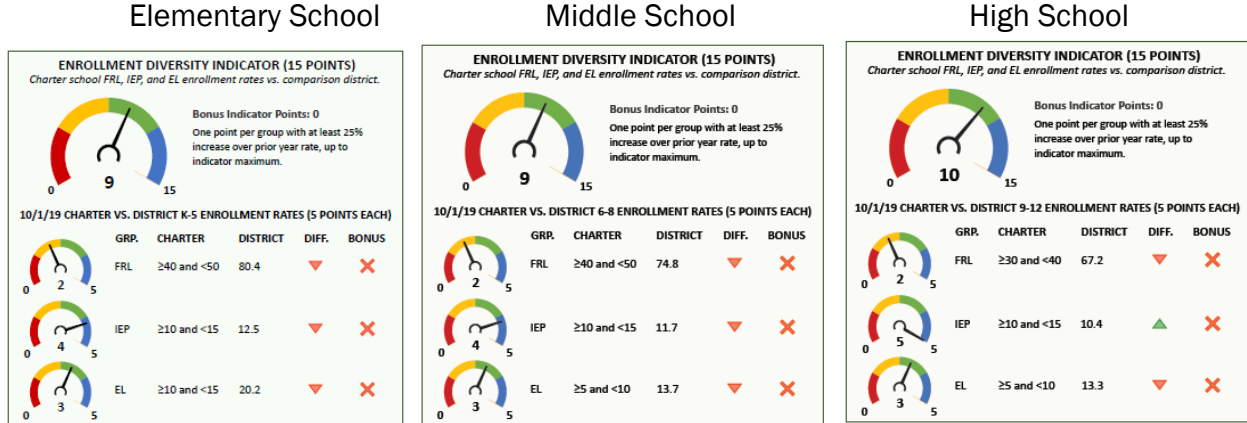
ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	31.6	53.8	48.54	26	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71	65.11	-	68.4	63.27
Black/African American	26.6	32.7	31.39	12.5	21.6	27.78
Hispanic/Latino	28.8	47.2	36.5	36.6	39.5	33.15
Pacific Islander	-	52	48.75	-	37.5	46.05
Two or More Races	46.1	62.5	58.07	-	46.9	55.86
White/Caucasian	30.5	59.7	62.25	17.6	50	60.26
Special Education	0	18.8	15.71	10	9	11.27
English Learners Current + Former	7.5	18.1	17.52	-	21.8	13.18
English Learners Current	9	10.5	-	-	9.7	6.9
Economically Disadvantaged	25.6	41.8	37.66	4.7	31.2	34.37

SPCSA Academic Performance Framework Geographic Comparison Report



SPCSA Academic Performance Framework Diversity Comparison Results



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	2	30 minutes
Parents/Families	4	30 minutes
Students	10	30 minutes
School Leadership	8	30 minutes
Staff	13	30 minutes

Governing Board¹:

- Board members were asked what the schools' key design elements were and how they related to the mission and vision of the schools. Board members responded by sharing that the Somerset schools are college preparatory-focused and, through the leaders at each campus, the culture is promoted to reflect this. The *Leader in Me* is used across the network of campuses. Additionally, board members shared that the Lone Mountain campus has the Wildcat Angels that focus on giving back to the community.
- The board was asked to describe the information they receive regarding academic outcomes at the campuses. The board said they receive updates from Academica at board meetings for all of the schools in the Somerset network. The board has been pushing to have more data at the meetings so they can be better informed about each campus. At board meetings, board members stated that they receive updates campus-by-campus so they can understand the unique issues at individual campuses across the network. Each campus principal is also involved in the presentations of data by Academica according to board members. Finally, board members indicated that they also receive weekly updates from each campus. Each board member is assigned a specific school to act as a liaison to the full board.
- Next, the board was asked how they onboard new members and to describe the training that the new members receive. According to focus group participants, each new member participates in training and the board does retreats biannually. Board members shared that Academica also coordinates new board member orientation to assist them in getting comfortable as a board member of the Somerset charter network. Another board member added that when board seats are vacated, they identify what expertise is needed on the board and strategically identify people to serve on the board to fill those gaps. The board members said they have a diverse board that bring a wide variety of expertise as the board is made up of people with business backgrounds, attorneys, financial experts, educators, and insurance experts. Overall, the board indicated that the full board is made up of three educators and four non-educators who each bring their expertise to help serve the school.

¹ Two members of the seven-member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARY continued

Governing Board

- The board was asked about the policy and procedures in place to comply with Open Meeting Law. The board members said they are very aware of Open Meeting Law and respecting quorum. If they are unable to obtain a quorum, they will not hold the board meeting. The board said they do not communicate about business offline, and only discuss Somerset related issues in open forums.
- The board was asked how they evaluate principals at each campus. The board changed their evaluation last year to make it more beneficial for leaders at each school. Now, they use data to see where each school is at through a committee that are experts in education data. Committee members are made up of both Nevadans and Floridians from the sister network.
- When asked how the board evaluates Academica as the EMO, members said Academica sends a survey to board members to provide feedback. The board members emphasized that this survey truly is done to allow members to give honest feedback regarding the relationship of the EMO with the schools. Academica is very open to the feedback from those surveys.
- The board was asked how they solicit feedback from parents. Board members responded by sharing that they have times set aside at the beginning and end of the meetings so parents can have time to come up and discuss issues they may be having at campuses. The board also tries to have members be present at each campus during the beginning of the year to solicit feedback and to encourage parents to become involved with the school. Members indicated that the board has also sent out surveys to parents at the beginning of the school year to get feedback on how the campuses were doing in addressing the COVID-19 pandemic. The board continues to encourage each school leader to customize the educational delivery based on the needs of their specific campuses. When board members receive a parent complaint, the process the board follows is to first understand if the parent has first spoken to leaders at the campus. The board also includes Academica in parental complaint matters. According to the board, once the parent has been able to talk with the campus leader, the issue ends there. In the event it doesn't end at the campus, the board chair will take the lead to discuss the issue further with the parent.

FOCUS GROUP SUMMARY continued

Parents/Families:

- Families were asked about communication at the campus, to which they responded by saying that the communication has been very good, and family members often receive e-mail messages from the school. One parent added that the families receive personal phone calls as well and there have been good lines of communication between the school and parents. Focus group participants noted that at times a foster family or split family may have more difficulty. Family members reported that there has been some up and down regarding communication but over the most recent years it has been much better.
- When asked how well a teacher knows their children, one parent said that her daughter has had such a great year, and having gone through a recent divorce, the teacher noticed a change in her daughter and addressed it. The parent commented, "I know the teacher knows my child because she noticed it." Another parent said that the teacher knows her children very well because she knew them from the previous school year. One family member shared that one of the teachers at the school spotted that her daughter was not talking as much and reached out to see if something was going on with her daughter in middle school. The parent commented, "I really commend this teacher for noticing this and having this connection."
- When family members were asked about behavior expectations in the classes, they said that teachers expect students to try their best and be ready to learn. Parents and families members reported that if a student is really having trouble the teacher will reach out to that student and that parent. Another parent thought that the accelerated classes have a higher expectation than the others. For example, this parent observed that it appears that students must have good time management skills and be organized, and this seems to be expected, even for the 5th and 6th grade students.
- Regarding learning and academic progress, parents said that they are kept informed regarding student progress and achievement. Two different parents explained that this is especially true when their child/children fall behind, noting that the teachers provide even more feedback and allow struggling students to return to school in person and get help. The school provides math and reading interventions which the parents described as being very helpful. One family member explained that she and her child are bilingual and so the challenge is really tough. However, this parent went on to say that the school and teacher have been highly supportive, giving her daughter extra time and providing site words to practice. In order to keep her daughter from feeling uncertain about asking questions, the teacher encourages her daughter to write a question in her notebook and the teacher will respond. Another parent explained that they have 11 people living in their home at this time and during the distance learning, it was a big challenge to find a place to learn. Also, having the band-width was challenging and at times her children would lose connection and have to log in again. Family members said they like to attend many different school activities including sports, student council, harvest festival, kids' corner, teacher, and grade level events. Focus group participants went on to say that they feel this adds so much to the educational experience and makes it not just academic but also social.

FOCUS GROUP SUMMARY continued

Students:

- Students shared that what they liked about the distance learning was the way it was organized, but also noted that they missed learning in-person. Others agreed that online was not comfortable and there were times when some students did not turn on their camera or participate. Students went on to say that they are motivated to come to school because they like to see friends. Students said that they felt they go to do more types of activities in the classroom when attending school in-person.
- Academic progress is monitored using Infinite Campus and Google Classroom. When asked if students felt respected in their classes, they explained that the whole school community is aware of the pandemic and it seems like everyone, in general, has more patience than before the pandemic started in 2020. Students added that teachers share behavior expectations by going through the rules at the beginning of the year.
- Regarding classroom participation and discussion, students were asked if they are participating in classroom discussions. One person said in high school, the topic is open and that most students participate in the discussion. When asked about how they are challenged, students said that now that they are back to attending school in-person, it is easier to understand the variety of math problems. Additionally, students added that there are some hard multiplication and division problems that seem easier to learn in-person.
- Students commented that they feel connected to their peers when they get to talk and discuss their learning. Students went on to say that with Zoom, many students do not want to talk, but now this has improved with in-person. Students said they have enjoyed getting to know each other's personalities. Students said that some of their favorite things about the campus are learning, new things, making friends, and connecting with others. Students shared that they would like to suggest better food options, and more hands-on learning.

FOCUS GROUP SUMMARY continued

Leadership:

- School leaders shared information about ways that the teaching staff provides feedback to students. They said that teachers use i-Ready and have found that the system provides clear and individualized data to help students understand their progress in learning. The leaders explained that Google Classroom is another way that communication and collaboration can take place. With regard to engagement, school leaders explained that it begins with knowing where students are in relation to their achievement. Leaders commented that this is important because the students are performing academically within a wide range of levels within in grade. Leaders added that another focus of the teaching staff is to have students take pictures to show their work and demonstrate that they are following along with virtual instruction. Leaders also shared that teachers also use Pear Deck (a program which makes PowerPoint slides more interactive), presentations, and embedded quizzes that provide both teachers and students with immediate feedback.
- The school leaders said that when they visit classrooms, they have the ability to make sure that the curriculum is aligned to the standards because they are listed within the lesson plans. One leader commented, “When we go into observe a classroom, we look to see if the planning is being implemented and everyone is on the same page.” Leaders said that at the Losee campus, they have regularly scheduled grade level meetings. In addition, leaders shared that the school is departmentalized in grades 3-5, which means that instead of 3rd, 4th, and 5th grade teachers being expected to teach all subjects and their corresponding standards for each grade, they specialize in one area such as English Language Arts or Math instead. Leaders explained that by departmentalizing, teachers are able to be more focused on standards alignment. If the plans or instruction are not in alignment, they conduct pre-observation and post observation conferences. Concerns are addressed and teachers are supported to improve alignment.
- The school leadership team shared that the Losee campus also has Learning Strategists to help provide feedback regarding teaching strategies and offer support in explaining and modeling instruction to teachers. Leaders went on to say that the Learning Strategists write thoughts, feedback, concerns, questions, assistance, back and forth between themselves and the teachers. From these notes, teachers can make changes to their teaching based on the feedback. Regarding professional development, school leaders noted that this is one of the biggest changes at this school. The professional development is happening all the time, according to school leaders, because the Learning Strategists bring in different types of resources such as Regional Professional Development Program (RPDP). These outside experts provide quality professional learning and are helpful because they are based on need. One leader said that by giving staff little pieces of valuable insight and learning throughout the year, the staff does not appear to get overwhelmed. One leader put it this way, “We work to provide constant support and we are really passionate about that.”
- Members of the leadership team shared that staff and students are retained year to year, and that they work really hard on this so that there are very few vacancies. Leaders added that some teachers are leaving but they are mostly long term subs or those who are not a great fit for the school permanently. As far as student retention is concerned, the leaders said they provide a strong learning environment with continuity in order to retain students. The leaders noted that they looking to add new elements and programs to the high school marching band, football, and are making plans to add some CTE courses.

FOCUS GROUP SUMMARY continued

Staff:

- The staff shared that they have adapted their teaching for virtual learning by modifying the previous hands-on activities to more independent reading and learning time at home. According to staff, this change has helped with the scaffolding and now they rely on videos and hands-on ways to access technology when possible. Teachers said that transitioning to online forms to track student progress accurately has been a big change in their daily work. Some of the math teachers said that they have worked really hard to improve math class engagement. Teachers went on to share that they have included Pear Deck and Google Classroom into their routines. Staff said that a great deal of thought has been put into creating classrooms so that students will engage.
- In terms of data based decision making to drive instruction, all teachers, even those teaching specials, understand the importance of continuity in curriculum. Focus group participants shared that they feel this is a strength at the campus. In one example, the dance teacher shared that she provides close reading on the topic of dance and uses informational texts. In this way she explained that she is providing instruction in dance while also supporting the core English Language Arts class. Staff members said that the NWEA-MAP data indicated that students needed more informational text and the ability to close read. The staff noted that there was a meeting between the middle school math teachers, and they started by looking at the i-Ready data.
- Regarding the monitoring of student learning, teachers shared that in their opinion, high quality instruction would need to include a clear objective with clear model of what success looks like. Teachers went on to stress the importance of understanding how much each student learned toward the learning objective on a regular and frequent basis. One educator shared that there can be very little fluff in the distance learning format, and that she has to be clear and concise with the questions she is asking because this is the only way to make sure students have learned and are mastering the objective. Due to virtual learning, the idea of quality instruction has changed, according to teachers, and that they have to think about the effectiveness of each lesson.
- Staff reported that the leadership at the school has solicited feedback from the staff through surveys, which gives staff a voice in the operations of the school. One teacher said that there is an open door policy and she feels very supported by the school leaders. Regarding IEP, English Language learners, and those having difficulty keeping up with the curriculum, the staff shared that they support these students through a responsive Special Education team. According to the staff, the Special Education team helps by looking at lesson plans and determining how it will best fit those in special populations. One teacher put it this way, "If a student is having a difficult time, I can direct the student to the Special Education teacher for one to one assistance with the lesson." Finally, teachers shared that each lesson has some discussion time allocated, and in their opinion, students like the break out rooms so they can speak to one another about the lesson materials and concepts.

CLASSROOM OBSERVATION TOTALS

A total of 12 classrooms were observed for approximately 25 minutes on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 2	Total: 10	Total:	Total:	Total:
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 1	Total: 11	Total:	Total:	Total:
Areas 3 & 4 Managing Classroom Procedures Managing Student Behavior	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 3	Total: 9	Total:	Total:	Total:
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 5	Total: 7	Total:	Total:	Total:

II. CLASSROOM INSTRUCTION

Area 5					Not	
	Distinguished	Proficient	Basic	Unsatisfactory	Observed	
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real- life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.	
	Total: 4	Total: 8	Total:	Total:	Total:	
Area 6	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed	
Using Questioning and Discussion Techniques	A	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
		Total: 2	Total: 9	Total:	Total:	Total: 1
	B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total:	Total: 11	Total:	Total:	Total: 1	

II. CLASSROOM INSTRUCTION (continued)

II. CLASSROOM INSTRUCTION (continued)					
Area 7 A Engaging Students in Learning	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 6	Total: 5	Total:	Total:	Total: 1
	Students make contributions to the representation of content.	There are appropriate activities and materials and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content or lack of lesson structure/pacing.	This criterion was not observed or rated.
Total: 6	Total: 5	Total:	Total:	Total: 1	
Area 8 A Using Formative Assessment in Instruction	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 4	Total: 7	Total:	Total:	Total: 1
	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
Total: 3	Total: 8	Total:	Total:	Total: 1	

The purpose of this portion of the report is to provide a numerical value to the total number of best practices seen during the classroom observational portion as a whole. This number is indicated at the end of each best practice descriptor/line.

Evidence of adapted materials/assessments: Area #5

- Lessons are designed to encourage student curiosity and learning beyond classroom time: 4
- The explanation of the content is imaginative: 8

Evidence of questioning and discussion techniques: Area #6

- Questions are planned ahead of time and tied to learning target(s): 9
- Teacher questions are open ended: 9
- Teacher allows time for students to answer – 3 seconds or more: 8
- Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 8
- Teacher purposefully signals to entire group of students to wait/think before volunteering a response:
- Teacher provides the opportunity for all students to answer the question (think, pair, share, written response):7

Evidence of engaging students in learning area: Area #7

- Active learning is taking place (rather than just listening or viewing): 8
- Students are using reasoning and critical thinking: 7
- The lesson is rigorous and includes cognitively complex tasks: 9
- Students engage in several types of activities during the lesson including:
 - Speaking
 - Writing
 - Reading
 - Listening
 - Discussing
 - Creating
 - Problem Solving
- Cooperative groups:
- Student-led classroom:
- Technology is integrated into learning/outcomes: 9
- Project-based learning:

Evidence of Formative Assessment During Instruction: Area #8

- Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 7
- Students incorporate the feedback by revising their work: 6
- Students receive frequent and meaningful feedback regarding their work: 6
- A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson: 7

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation Classroom Observations	Student achievement drives decision making at all levels of Somerset Academy. By implementation of programs such as <i>Leader in Me</i> , Somerset focuses on growing students that are engaged and accountable for their learning. Somerset maintains close communication with the SPCSA to ensure alignment with the Frameworks put in place to create accountability for charter schools.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	The curriculum is aligned to the NVACS. ELA-Core Knowledge, Investigations, Ready ELA, Ready Math.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	Elementary resource room focus on teaching reading using Wilson Reading. Middle school and high school resource room focus on Academic Development training implementing Executive Functioning skills as a focus for student learning

			<p>and success accessing the General Education Curriculum. IEPs - 100% compliance maintained during the COVID-19 school closure and hybrid schedule.</p> <p>Special Education Alternative Learning Plans (SEALP) implemented with 90% parent participation and approval.</p>
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	<p>100% of students that needed the WIDA screener this year, were able to have it administered to them in a safe and timely manner.</p> <p>All identified K-5 ELL students are offered a small group of intensive intervention at least twice a week via zoom.</p> <p>All 6th-8th grade students are offered a class to provide intensive intervention and language instruction in a small class setting via Zoom.</p> <p>Interventions are driven i-Ready tools for instruction and the Achieve3000 (Smarty Ants K-2nd and Achieve Literacy 3rd-8th) programs for students in grades K-8. The ELL coordinator has zoom office hours twice a week for 6th-12th Grade to tutor and support students with their classwork.</p>

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	The following are all examples of how Somerset complies with governance requirements, attendance, graduation rates, student assessments and data, as well as fiscal management. The Somerset Board of Directors conducts meetings no less than once every other month and as often as needed to execute its role of the governing board of Somerset.
3b	The school holds management accountable.	School Presentation	All Somerset staff and teachers are evaluated annually by a school administrator. Teacher evaluations are completed using the Danielson Framework. Assistant principals are evaluated by the Principal. Principals are evaluated by the Somerset Board of Directors. As Somerset's EMO, Academica is evaluated by an annual survey of stakeholders from each campus and the Somerset Board of Directors.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	Practices include: Restorative Practices Restorative Circles Celebration of Multicultural Months and Holidays Leader in Me Translation of all parent communications and surveys Monthly Principal Advisory Council

			<p>Meetings</p> <p>Title I outreach / Partnership with Olive Crest</p> <p>Teacher Recruitment</p> <p>Professional Development</p> <p>Leadership Team</p> <p>Teacher Support.</p>
5b	The school complies with health and safety requirements.	School Presentation Classroom observations	<p>School Safety</p> <p>Procedures are revised and Reviewed with staff annually.</p> <p>Crisis Plan team meets to review and revise procedures as needed per guidelines set forth in the Emergency Operations Plan.</p> <p>SafeVoice - to encourage student reporting</p> <p>SOS training for teachers, curriculum presented in Health classes (8th and 10th grade)</p> <p>Climate and Culture surveys are conducted annually</p> <p>School Safe Professionals are available in both the Elementary and Secondary Schools</p> <p>Updated COVID guidance, safety protocol (masks and distancing)</p> <p>Symptom Reporting, symptom checks each day as students arrive.</p>

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 Evidence are found within the body of the report and summarized here.

1. There is evidence of improved interim checks for student achievement, and available results indicate a positive upward trend for academic growth:
 - According to the school's most recent data, in the area of math, 45% of 4th and 5th grade student will meet their Adequate Growth Percentile (AGP) this school year. In the area of ELA, 51% of 4th and 5th grade students will meet their AGP.
 - The high school has utilized the College Equipped Readiness Tool (CERT) program and will be on track to boost average composite scores 2-3 points on the ACT.
 - The AP course implementation has been expanded with an addition of two AP courses (Biology and Comparative Government).
2. The school culture is strong as evidenced by:
 - Lower levels of staff turnover as compared to the previous two years. Leaders report they are currently advertising 8 vacancies in all grades K-12 for the upcoming 21-22 school year.
 - The school has the highest percentage of fully credentialed teachers in Somerset system.
 - Stronger levels of parent/stakeholder communication than in the past.
 - A weekly parent newsletter is distributed.
 - A Principal Advisory Committee has been formed and consists of a group of parents.
 - Programs and extracurriculars have been added to the school to retain and involve students at greater levels than in prior years (AP, athletics, accelerated courses, CTE courses).
3. The emphasis at Somerset – Losee has been on creating change over the last two years which, according to recent school interim testing data, will result in a 3-star or higher NSPF rating. Evidence gathered from this evaluation indicates that several changes have been implemented which seem strategic and productive. These include:
 - A new school leader and leadership team are highly dedicated to improving the educational experiences at the school for all staff, families, and students. A new leader for the Special Education department has shifted the focus at the school to quality learning for students with special needs. Leaders at all levels are focused on supporting teachers and their development. The leadership team is focused on professional development, communication, and unwrapping the state standards. There is an emphasis on improving both engagement and formative assessment in the classrooms. The classroom observational data reflect this improvement.
 - A set of four full-time and two part-time Learning Strategists assist school leaders in observing classroom instruction, providing feedback, and developing resources to better align the NVACS to the curriculum currently used at the school. One example of this is a newly created alignment of the 8 Math Practices created by one of the school's Learning Strategists.
 - The instruction observed at the school was strong and contained consistent references to the lesson objective. Students were observed actively participating, teachers used technology platforms such as videos, surveys, Pear Deck, and leveraged higher levels questions.

4. According to the 2019-20 school year SPCSA enrollment diversity indicator within the academic framework, the elementary, middle and high schools have an overall “Meets Standard” rating. The breakdown between the three areas of special populations were rated identical for the 2019-2020 school year. The FRL, IEP, and EL enrollment rates at Somerset – Losee compared to the local school district reflect that the IEP was rated as Exceeds Standard, the EL category was rated as “Meets Standard” and the FRL data were rated as “Does Not Meet Standard”. The school received one bonus point within the IEP category because they increased that subset of their population over the prior year by at least 25%.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

1. The Losee campus is operating under an SPCSA issued Notice of Concern in the elementary, middle, and high school levels. The academic data reflects a large gap within student achievement in the school year between 2017-2018 and 2018-2019, as indicated on page 4 of this report. This is the most recent data under the Nevada School Performance Framework as scores were not calculated for the 2019-2020 school year. The challenge to improve overall academic success for K-12 students remains at this time.
2. Student attendance rates at the Somerset-Losee campus are above average at 12%, according to the NSPF, from the 2018-2019 school year. This is the most recent data available. It is important to note that leaders staff at the school are working to improve attendance rates.
3. Somerset – Losee, like schools across the country, has been called upon to persevere during the COVID-19 pandemic since March of 2020. The entire school community including staff, school leaders, teachers, specialists, families, and students have watched as education as it was once known has changed. The staff at Somerset – Losee has needed to adapt so as to offer a safe and clean facility to students. Along the way, the school leaders, teachers, and staff have maintained an open line of communication with all members of the school community. In the past few months, the school leaders have made several decisions regarding scheduling and the maximum number of students allowed within the building. At the same time, they have planned for and provided prevention strategies to safely open for in-person instruction. All of this work has presented several challenges including the ability to be flexible, respond calmly to unexpected changes and continue to put student achievement in the front of all priorities.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. SPCSA School Support Team members will follow up on each listed recommendation.

1. In order to improve overall academic achievement at the school, develop a plan to improve current levels of student engagement, relevancy, and student voices in instructional settings. Improve the consistency of interesting, relevant, and diverse learning activities for students at all grade levels and within all classrooms. It is important that students contribute to the lessons by explaining concepts to their peers as opposed to teachers doing the majority of the talking in the classrooms. Possibilities include using group projects, individual projects, Socratic Seminar, and student reflection of learning within learning logs. The evidence gathered from the observational portion of the site evaluation indicate no instances of student-led classrooms or lessons that focused on project-based learning.
2. Instruction at the school was found by observers to be strong and contained consistent references to the lesson objectives. In order to build upon this strength, it is recommended that the school formally implement a research based Formative Assessment Process. Doing so may result in significantly improving student achievement and may raise the consistency of teacher quality. One resource to assist the school community in accomplishing this: “Advancing Formative Assessment in Every Classroom A Guide for Instructional Leaders” 2nd Edition by Connie M. Moss and Susan M. Brookhart (2019).
3. Continue to focus school efforts to improve overall chronic absenteeism at the school. Chronic absenteeism is defined as students missing 10 percent or more of school days. Those students who are absent are more likely to lack reading skills, have lower test scores, and receive exclusionary school discipline. They are in higher jeopardy of not graduating.
4. It is recommended that the Somerset Board examine their current method of evaluating the EMO, Academica. Although the survey method provides information regarding the perception of effectiveness, a more comprehensive and objective evaluation tool has the potential to guide the board in assessing achievements, improving upon effectiveness, and ensuring that the EMO functions as effectively as possible. SPCSA staff would be happy to work with the Somerset Board regarding this recommendation to ensure that the current evaluative method is enhanced.

DEFICIENCIES

There were no deficiencies identified for Somerset Academy – Losee Campus during this site evaluation.