



Nevada State Public Charter School Authority

Site Evaluation Report
Somerset Academy – Stephanie
Evaluation Date: 03/11/2021
Report Date: 4/29/2021

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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_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 Stephanie 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 – Stephanie is located in Henderson, Nevada in a facility at 50 N. Stephanie Ave. The school serves 1,092 (as of the most recent Validation Day) in Kindergarten through 8th grade. The mission of Somerset Academy – Stephanie is: "We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to provide equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment."

ACADEMIC PERFORMANCE

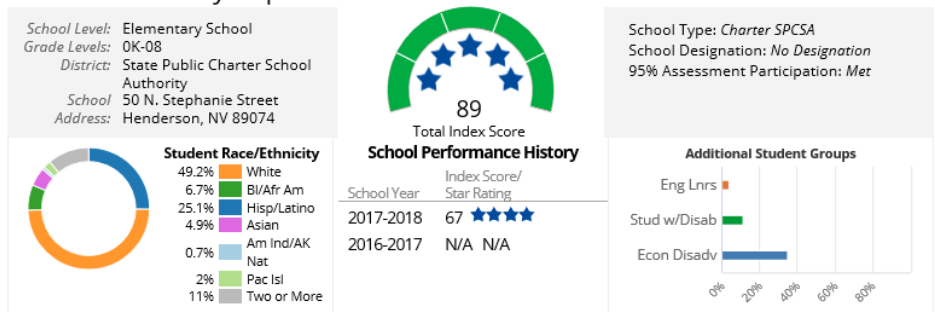
Somerset - Academy Stephanie Campus Nevada School Performance Framework 2019

Somerset - Academy Stephanie Campus serves 1,092 students in Kindergarten through 8th grade

Elementary School

Somerset Academy Stephanie

School Year 2018-2019 Nevada School Rating



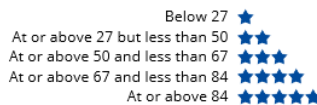
What does my school rating mean?

Five-Star school: Recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

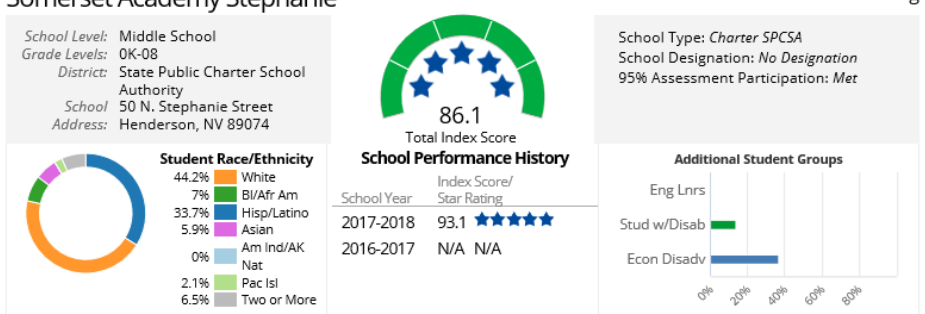
How are star ratings determined based on total index score?



Middle School

Somerset Academy Stephanie

School Year 2018-2019 Nevada School Rating



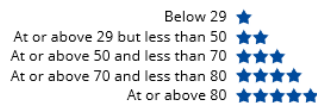
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How are star ratings determined based on total index score?



Somerset - Academy Stephanie 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	57	54.5	48.5	61.1	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	78.5	75.5	68.8	81.8	75.2	67.2
Black/African American	38	31.3	32.3	41.6	30.6	28.8
Hispanic/Latino	49.3	44.6	39.6	48.8	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	48.7	58.2	55.3	50	59	52.9
White/Caucasian	64	62.2	59.3	70.8	61.1	57.2
Special Education	19.1	27.3	28.6	21.7	29.2	24.8
English Learners Current + Former	47.2	42.2	35.8	47.8	37.4	32.4
English Learners Current	-	32.3	-	30.7	25.5	-
Economically Disadvantaged	48.2	39.7	39	50.6	33.1	35.7

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	63.7	60.1	57	64.4	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	78.5	78.5	75.4	81.8	76.2	74.1
Black/African American	52.2	40.8	42.6	50	40.5	39.6
Hispanic/Latino	45.2	51.1	48.2	55.5	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	61.5	63.7	64.4	52.7	67.1	62.6
White/Caucasian	75	66.7	67.4	73.2	65	65.7
Special Education	29.6	26.6	30	23.9	29.3	26.3
English Learners Current + Former	36.7	42.2	41.4	39.1	38.9	38.4
English Learners Current	-	29.3	-	15.3	22.8	-
Economically Disadvantaged	58	45.3	46.8	54.3	40.4	44

Middle School

Math Proficient

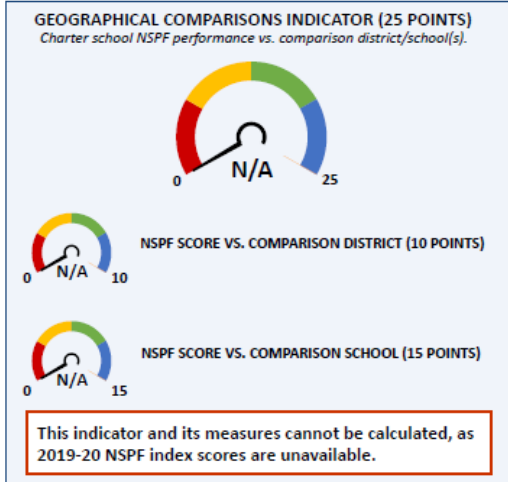
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	46.5	42.6	36.5	50.6	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	63.1	66.2	58.6	73.3	64.1	56.4
Black/African American	15.6	24.1	23.5	16.6	17.7	19.5
Hispanic/Latino	29.8	31.8	29.3	34.6	26.1	25.5
Pacific Islander	-	44.8	36.9	-	34.9	33.6
Two or More Races	61.8	47.2	40.6	71.4	41.5	37.5
White/Caucasian	57.5	51.2	47.1	59	44.4	44.4
Special Education	4.7	12	18.6	12.1	11.5	14.3
English Learners Current + Former	28	26.8	20.2	26.6	22.2	16
English Learners Current	-	12.5	-	-	8.5	-
Economically Disadvantaged	32.7	29	29.2	40	21.7	25.5

ELA Proficient

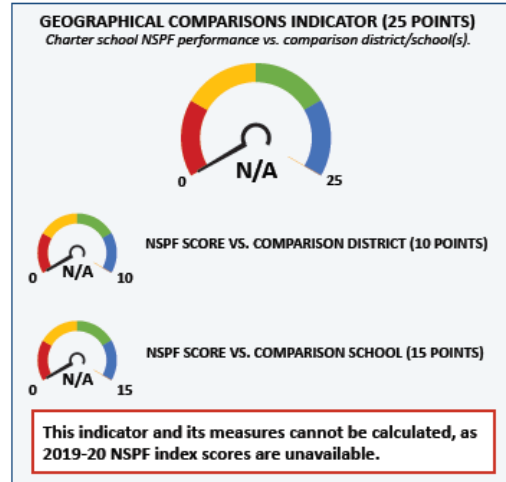
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	66.2	59.6	54.1	61.6	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	73.5	78.4	75.9	73.3	77.3	74.6
Black/African American	31.5	40.1	37.8	66.6	38.4	34.5
Hispanic/Latino	57.6	50.2	45.1	41.3	46.3	42.2
Pacific Islander	-	61.1	53.2	-	53.2	50.7
Two or More Races	71.4	66.7	61.3	78.5	61	59.2
White/Caucasian	75.2	67.7	66.3	71.9	63.5	64.6
Special Education	17	19.8	21.9	15.6	20.7	17.8
English Learners Current + Former	52.6	42.7	24.3	20	34.8	20.3
English Learners Current	-	22	-	-	15.8	-
Economically Disadvantaged	56.5	46.3	44.4	49.1	41.5	41.4

SPCSA Academic Performance Framework Geographic Comparison Report

Elementary School

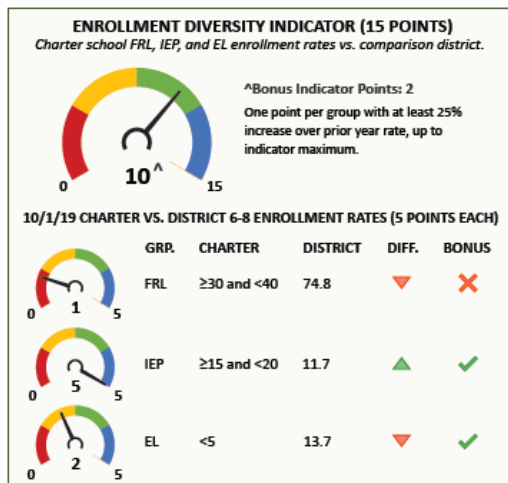


Middle School

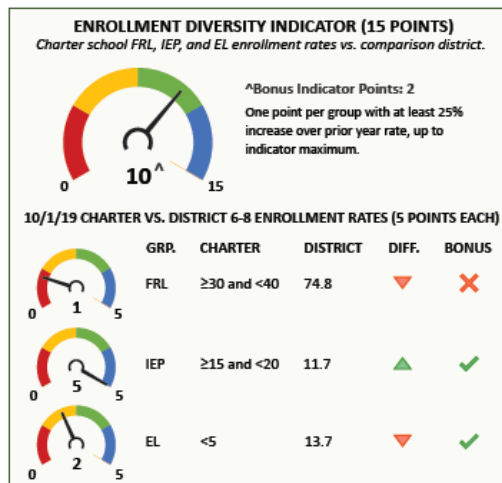


SPCSA Academic Performance Framework Diversity Comparison Results

Elementary School



Middle School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	2	30 minutes
Parents/Families	6	30 minutes
Students	10	30 minutes
School Leadership	4	30 minutes
Staff	11	40 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.

Parents/Families:

- Family members stated several reasons for sending their children to Somerset Stephanie. One parent shared that she wanted her child to be able to gain some confidence and learn how to self-advocate. Another parent heard about Somerset and likes the community feel and the class sizes offered at the school. One parent indicated that they were concerned about the level of learning taking place at the previous school and decided to switch to this one. She commented, "At Somerset the level of learning has been fostered by engaging learning activities such as projects." Families said they are unbelievably surprised with communication levels and quality between the teacher, and the special ed teachers and themselves. They said the school communicates using a variety of methods including e-mails. One parent said that they have been impressed with the communication that take (s place between the Speech Therapist, the Occupational Therapist, and the parents. She commented, "These are true professionals and they send pictures and videos so that parents can see the child participating." Family members commented that the communication during this pandemic has been amazing and they appreciate this because they understand the value of staying informed.

FOCUS GROUP SUMMARY continued

Parents/Families:

- Parents were asked about the relationships between the teachers and students. One parent explained that in middle school her students have several teachers and she is aware that there are solid relationships because each teacher has contacted her and is able to communicate information. Other parents participating in the focus group said that it is nice that students considered above grade level have goals and are expected to keep improving. One parent said that the teachers noticed that her child needs to come out of her shell and speak up and they encouraged her to do so.
- Families were impressed with the student behavior expectations at the school and described them as remarkable. One parent said that even at the kindergarten level, the teacher explains to students what is expected. For example, according to this parent, the students know they need to pay attention, sit down, and put toys aside. As far as learning, the middle school grade levels have grade level newsletters so that parents know what is being learned. One parent said that there have been a few times that her children have not received feedback with regard to what they did wrong on a test. The parent went on to express their disappointed by this because she knows her child can learn from mistakes or misconceptions. Parents reported that they love the school events and really like seeing teachers and staff in a non-learning environment. Parents reported that during this school year, a drive-through Halloween event and a Holiday event were held. Parents commented that they can tell that the teachers want to be at event nights. One parent summed it up, "Teachers, leaders and staff have a genuine love and appreciation for their students and their families."
- Family members shared that one thing that is important about education is preparing each child for the next grade level and for the future. Parents said that individualization and staff getting to know how students are learning is essential and takes place at the Somerset Academy – Stephanie campus. Family members commented that the Stephanie teachers know how to tap into each student's strengths to propel them toward success. It is important to families to realize that their children know that their teachers really care about them. Families also shared that it is also important for them to know their children feel safe, valued, and are learning new things about the world. One parent said that there are so many people at the school who know her daughter. For example, the crossing guard, the car lane attendant, as well as the teachers, leaders, and supporting staff. The parents agreed that it makes them happy to see all of the staff getting to know all of the children as they walk through the hallways year after year at the school.

FOCUS GROUP SUMMARY continued

Students:

- Students were asked about how online learning has been going since the COVID-19 pandemic began. Students shared that the online learning has been difficult, especially at first, noting that they felt very distracted learning at home, although they were quick to point out that there were some benefits. One benefit was that students felt they could work at their own pace at home in the distance learning format. All of the students in the focus group agreed that teachers pay more attention to the students in-person than those learning from home; this was a unanimous perspective. According to students, when they are at home it is very difficult to unmute and then disturb the class and speak up with questions given the virtual setting.
- When students were asked what motivates them to come to school, they said that they are motivated to come to school because they want to do well in life. One student identified themselves during the focus group conversation as a Cuban immigrant and said he is thankful for the opportunity to learn and succeed. Several students expressed that interacting with their peers is a big motivation for coming to school. One student said that she wants to come to school to see her teacher and her friends, many of whom she has known through the school for years. This student went on to say that her teacher makes all of the students laugh. A third grader said there are many distractions at home while going to virtual school with six siblings and a dog. She explained that she is able to concentrate, think and learn much better in-person at the school. One student described Somerset Stephanie as a safe haven, where students can depend on friends and teachers to make sure they have been supported and excel academically.
- Students were asked about how they monitor their own learning and achievement. They said that they keep track of academic growth using an i-Ready learning monitoring system. After the test, they use either a red, yellow, or green color-coding system to track their progress toward the completing of goals. Another student said he uses Infinite Campus to track his grades and if he isn't happy with a grade, he can ask to re-take some assessments or redo assignments. Other students said they use Google Classroom which shows them how they performed on a given assignment. The students explained that this helps them know if they need to improve. Another student said she chooses not to look at the grades but at the topics and then thinks about what she has learned because she doesn't want to define herself by a grade.
- Students said they feel respected and that they are never invalidated if an answer is incorrect. One student said she feels welcome every time she attends class, explaining that she knows that students don't have to get everything right. Students shared during the focus group that their teachers ask open ended questions and usually ask the students if they want the teacher to repeat any of the content. Students shared that teaching staff has high expectations but that they seem to understand that each student is different and learns at a different pace. Students were asked what they have learned recently and some said that they have learned to add fractions, measurements, and the ability to convert standard units of measure. Another student said their class found out about crystals by looking inside a plastic cup using some chocolate, wax, and pebble. One student said he is learning to be a responsible student and how to manage time, plan, and to work ahead on assignments when possible.

FOCUS GROUP SUMMARY continued

Leadership:

- School leaders were asked about professional development at the school. In response, teachers explained that there has been some professional development this year, based on upgrading and using technology to teach and engage students in a virtual setting. Some of the programs used are Jamboard and Nearpod (software learning platforms). In addition, teachers shared that there has been a focus on looking at standards and creating performance skills. The school has been working to include students in goal setting and in helping to create rubrics to self-evaluate performance. School leaders explained that this has opened the students' eyes in regard to accountability. One leader said, "This year has been different than most and we have provided professional development on conducting virtual conferences. We discovered that once we kicked in Nearpod, Jamboard, and the breakout rooms, students were much more engaged in the content. The students have become much more active and take part in discussions with their peers." Another leader added, "In order to challenge students, we use i-Ready, which is individualized and so a student in third grade could work ahead and be working on 4th or 5th grade learning." Leaders said that choice boards in the classrooms allows students to make choices with regard to their own learning. Conducting small group instruction is another way to challenge students and teachers can differentiate instruction in greater detail. Leaders shared that the 8th grade teachers are currently working to create a cross-curricular project for students. According to school leaders, this will combine standards and learning from several subjects and at the same time engage students in challenging expectations.
- School leaders explained that teachers provide feedback to students about their learning in several ways, going on to say that one big focus has been to move teachers and students toward the conferencing model. For example, when teachers sit down and meet with students, they are able to highlight a student's strengths and talk about other areas where a student has room to grow. The re-do re-take policy at the school is emphasized and students can learn about the importance of learning and improving. According to school leaders, the i-Ready goal setting may help guide students as well. School Leaders explained that the *Leader In Me* program has student tracking forms and teachers decide what will work best for each student conference. An important aspect of this work according to school leaders has been having the instructional coach meet with teachers and model student conferencing and goal setting with teachers. The coach can role play and show what questions work best depending on the situation. School leaders added that they have created an advisory time to have time in the day for this to take place.
- When asked about retaining staff and students from year to year, the group responded that they have very high levels of success in this area due to the family-like environment at Somerset – Stephanie. One leader said, "The staff and students know that they matter and each person is cared about. Leaders said that the school culture is very important to everyone and when they conduct employment interviews, they look for collaborative individuals who want to be part of a team. Additionally, school leaders added that they look for people who want to work with students, to support them, and candidates who will care about students as you would a family. During these interviews, the hiring committee encourages interviewees to ask questions because this helps determine a good fit for the position at the school.
- The leadership team was asked to explain how they have taken steps to provide social emotional supports to students. One leader commented, "As a Student Success Advocate, I can tell you that if one teacher expresses concern about a student, all the staff including the teachers help to support in a collaborative manner." School leaders also shared that the school counselor has created a virtual counselor page on the school's website where students are invited to go and check out what is offered there. In addition, students can request to see a counselor. When they do so, a form pops up on the screen and asks if the user wants a phone call or e-mail. One school leader said that they get

5 to 10 requests per day from this. He went on to explain sometimes students just need to talk with an adult as some students get lonely and isolated at home, so the counselor will call and talk to the student. Leaders expressed that the counselors offer support groups and provide lessons within classrooms designed to provide social emotional support.

Staff:

- The teaching staff explained that they have made several adjustments to teaching this year given the virtual setting required by the COVID-19 pandemic. For instance, teachers explained that they had to transition to teaching priority standards. With less face-to-face teaching time, (from about 6 hours a day to about 3), teachers shared that they adjusted the time spent on each standard and have focused on the priority, “must have” standards. In addition, the teaching staff reported that they have to focus on keeping consistency regardless of the learning setting. Staff said that communication has become key to making sure that all students and parents know what is going on each day and with each change. One teacher commented, “I have to be a postal carrier to make sure that all students and parents know what is going on. I’ve had to coordinate with other teachers and the student success advocate has been required to keep things going. I don’t mind doing this because I see the benefit of it.”
- The members of the staff said they have been focused on teaching students self-advocacy skills. For example, students have been taught how to change a setting on Zoom or use Chromebooks. Teachers have talked to students about how to use e-mail and to communicate in writing or in-person with teachers and how to self-advocate. Teachers noted that they have had to show students how to use the technology and connect with their instructors. Students have been taught to have more self-reliance and independence as well as becoming self-starters according to the Stephanie staff, and the students with special needs have been assisted to skillfully navigate their classes online. Lastly, staff explained that they help students learn how to log into each class and how to use each learning platform.
- Teachers were asked about high-quality instruction, and they responded that it has been tricky during hybrid instructional settings. More specifically, teachers commented that timing the delivery of lessons has been a learning process so as to ensure that students participating virtually and those in-person have the opportunity to finish assignments. Staff said they still hold students accountable, but technology is used and teachers do everything they can to make an assignment work for both those students learning from a distance and those sitting in the classroom. Teachers added that they have to find activities that are engaging and meet student’s interests in order to spark learning for the day. With regard to formative assessments, teachers said they check for understanding using a poll, quiz, Nearpod, and other technology related learning programs.
- Staff was asked about using data to drive instruction, and teachers shared that they have data days to look at data with students. Teachers show students where they are at with regard to their data using i-Ready, MAP, and other classroom data. Teachers explained that they create small groups and focus on instruction which has been designed for the group. Teachers said that having students look at their own data is powerful, explaining that when students look at their own data and set goals, students really start to realize what they can do if they focus and self-regulate their efforts. One teacher said, “Formative assessments have helped me to learn where I am with my teaching and this really helps me. I ask myself, where can I build in 5 minutes to help students understand a needed concept and fill in learning gaps right there and then. When it comes to planning instruction and using growth data, if I see a group is struggling, I ask myself how I will teach this lesson today and focus on a task that will help students to overcome the confusion.” The teachers explained that being transparent with students by describing a given learning task in detail helps the students understand that they are working on a certain target because this is where the group needs to grow. A counselor in the group shared, “In counseling, we track to see how tracking of data helps students.

The data has shown that goal setting definitely makes a difference.” Members of this focus group said that with regard to goal setting, many students have a Leadership Binder, which is a digital notebook with goal setting tabs. Teachers review goals before another assessment or on a quarterly basis. Students decide how they want to track goals.

CLASSROOM OBSERVATION TOTALS

A total of 18 classrooms were observed for approximately 20 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: 5	Total: 13	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: 3	Total: 15	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: 1	Total: 17	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: 2	Total: 16	Total:	Total:	Total:

II. CLASSROOM INSTRUCTION

Area 5					Not Observed
	Distinguished	Proficient	Basic	Unsatisfactory	
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:	Total: 8	Total: 2	Total:	Total: 8
Area 6					Not Observed
A	Distinguished	Proficient	Basic	Unsatisfactory	
Using Questioning and Discussion Techniques	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:	Total: 6	Total: 3	Total:	Total: 9
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: 5	Total: 5	Total:	Total: 8

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:	Total: 8	Total: 2	Total:	Total: 8
	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: 1	Total: 9	Total: 3	Total:	Total: 5	
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:	Total: 8	Total: 2	Total:	Total: 8
	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:	Total: 7	Total: 3	Total:	Total: 8	

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: 5

Evidence of questioning and discussion techniques: Area #6

- Questions are planned ahead of time and tied to learning target(s): 7
- Teacher questions are open ended: 6
- Teacher allows time for students to answer – 3 seconds or more: 4
- Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 2
- Teacher purposefully signals to entire group of students to wait/think before volunteering a response: 3
- Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 5

Evidence of engaging students in learning area: Area #7

- Active learning is taking place (rather than just listening or viewing): 9
- Students are using reasoning and critical thinking: 8
- The lesson is rigorous and includes cognitively complex tasks: 7
- Students engage in several types of activities during the lesson including:
 - Speaking
 - Writing
 - Reading
 - Listening
 - Discussing
 - Creating
 - Problem Solving
- Cooperative groups: 3
- Student-led classroom: 1
- Technology is integrated into learning/outcomes: 14
- Project-based learning: 1

Evidence of Formative Assessment During Instruction: Area #8

- Teachers provide the students feedback about their learning referring to examples taking anecdotal notes: 8
- 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: 5

Other:

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. School board of directors meets no less than once every other month and as often as needed to execute its role of the Governing Board. The Stephanie campus administers NWEA-MAP K-5 to diagnose and monitor student growth and achievement.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations	The curriculum at the school is aligned to the NVACS.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	Students with special needs receive additional supports in their regular education classroom as needed. These students have access to additional adult support, accommodations, modifications, and other remediation strategies.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	The school maintains an English Language Learner Policy Manual, tracks growth using i-Ready and is providing ELL students differentiated instruction in small groups.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Classroom Observations	Operations at the school are aligned to the mission statement. The school tracks attendance, student assessment and reviews them on a regular basis with the Somerset Board.
3b	The school holds management accountable.	School Presentation	All staff and teachers are evaluated on an annual basis using the Danielson framework. Assistant Principals are evaluated by the school principal and the Principal is evaluated by the Somerset Board.
4a	The school protects the rights of all students.	School Presentation Classroom Observations	Counseling services are provided for all students/staff by a full -time licensed and Safe School Professional. The school has taken initial steps in implementing Restorative Justice practices. Safe Voice is utilized to encourage reporting of student/parent concerns.
5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	There is an Emergency Operation Plan to ensure the physical safety of all student and staff. All K-6 attend a PE class and 8 th graders attend a Health class

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. The Somerset Academy – Stephanie campus has been rated a 5-star in both the Elementary and Middle School. The school community prides themselves as having high levels of student achievement and 5-star schools in Nevada are considered “exemplary”. The Stephanie campus school challenges students by instituting several academically and engaging units of study.
2. A strong positive culture exists at the Somerset – Stephanie campus. This is reflected in low levels of staff turnover from year to year. According to the Site Evaluation Data Collection form, the Stephanie campus had 38 of 49 teachers return from the previous 2019-2020 School Year to the 2020-2021 School Year. Of these numbers, one teacher was promoted, and four left during the school year. SPCSA staff also noted consistent ratings within the classroom observational portion of the site evaluation. Within Areas 1-4, which encompass the level of skill in establishing a positive Classroom Environment, SPCSA staff consistently observed “Distinguished” to “Proficient” levels as described by the rubric, and there were no ratings at the “Basic” or “Unsatisfactory” levels. During the staff focus group, the notion of staff commitment to the school and to the students was a common theme. In addition, there were several comments made during the family focus group which point to a theme of strong relationships between students and teachers as well as a continuous theme of high expectations. The students spoke about this as well and said they feel respected. One student shared that she never feels invalidated if an answer is incorrect at this school. The students commented that they feel welcome every time they attend class and said the teaching staff has high expectations but understand that everyone is different. Another factor observed within the realm of a positive culture is the school’s ability to promote from within. There is evidence of recent upward mobility and an understanding of possible career paths.
3. The school uses data to drive key instructional decisions and to help drive increasing levels of student achievement. The i-Ready system has been a newer addition this year and the leaders and staff have commented that this system offers them an additional way to track and use data to improve student achievement. In addition, the school has students take the NWEA-MAP test three times per school year and engages so as to have accurate and timely data regarding student growth. School staff and leaders have Professional Learning Communities and grade level meetings which provide a time and reflective process to view student data, collaborate on best practices, and plan for individual student interventions to take place. The staff have recently incorporated student goal setting and self-evaluation into the learning cycle. The goal setting at this campus is a major strength and although it ties into data based decision making. The Special Education instruction was observed to be strong as evidenced by classroom observations, staff focus group, and the family focus group. All of this signals a robust, data-driven culture that permeates at the Stephanie campus.

STRENGTHS continued

4. The Stephanie campus provides high levels of social emotional support to students and maintains high levels of culturally responsive practices. Counseling services are provided for all students/staff by one full-time licensed Counselor/Marriage and Family Therapist and a Safe School Professional as well as a full-time Marriage and Family Therapist and a Safe School Professional Intern. During the leadership focus group at the school, one leader commented, "As a student success advocate, I can tell you that if one teacher expresses concern about a student, all the staff including the teachers help to support in a collaborative manner. The counselor has created a virtual counselor page on the school's website. Students are invited to go to this resource and check out what is offered there. In addition, they can request to see a counselor. When they do so, a form pops up on the screen and asks if the user wants a phone call or e-mail." School leaders reported that they get 5 to 10 requests per day from the virtual counselor page on the website. The leader went on to explain that sometimes students just need to talk. Some students get lonely and isolated at home and the counselor will call and talk to the student. The counselors offer support groups and provide lessons within classrooms designed to provide social emotional support. All of this signals that the school has admirable systems in place to address the needs of Stephanie students.

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 COVID pandemic and subsequent distance learning environment has been a challenge. Teachers and leaders have been called upon to make changes to daily operations with very little notice on multiple occasions. Schedules have been re-worked several times and the staff has worked to create a plan so that every possible scenario has a positive path forward for students and their families.
2. The demand for meeting the Social Emotional needs of staff and students as the year has progressed is a challenge. With the pandemic taking a toll on all people in a variety of ways, the school has worked hard to become a resource for all during the pandemic/crisis.

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. According to the observational rubric, section II, (Classroom Instruction on pages 14 and 15), there were few “Distinguished” ratings recorded on the day of the evaluation. This may be due to the transition to full in-person learning from the distance learning format. Regardless of the learning format, there is an opportunity to focus on the following classroom instructional strategies which are considered “Distinguished”.

- It is important that students generate higher order questions. This allows students to make meaningful contributions to discussions as required by the Nevada Academic Standards. In addition, researchers have found question creation to have positive effects on students’ reading comprehension (Berkley, Scruggs, & Mastropieri, 2010; Joseph, Alber-Morgan, Cullen & Rouse, 2016) and critical thinking skills (Abrami et al., 2015). In order for students to generate higher-order questions, educators must explicitly model and provide planned opportunities to practice and apply this skill. Consider modeling a think aloud, a checklist of criteria for higher-order question , and provide teacher feedback to improve student’s ability to generate these questions.

https://iowareadingresearch.org/sites/iowareadingresearch.org/files/010918_good_questions_anchor_chart.pdf

https://iowareadingresearch.org/sites/iowareadingresearch.org/files/120817_zimmerman_classification_questions_checklist.pdf

- Increase the instances of students contributing to lessons and representing the content. When students are in control of their own learning, they feel a sense of belonging and the classroom becomes a space defined by them. By providing greater autonomy for students, teachers are more important than ever because only a skilled teacher can set up the scaffolding this kind of learning experience and thoughtfully guide students through the process. By designing activities that foster learner independence, students are invited to engage more thoughtfully with the content. Giving students some say over what happens in the class can promote engagement and a strong sense of community. Elevating student voice is critical because the amount of talk that students do is correlated with their achievement. There are strategies teachers can use to elevate student voice in order to strengthen relationships, foster a sense of belonging, increase engagement, and inform instruction. Opportunities to increase levels of student voice can be planned, by considering collaborative problem solving, opportunities to speak at the front of the room, write on the board, conduct demonstrations.

2. It is recommended that classroom teachers focus on making academic learning targets and success criteria clearer to students. There were some instances during the observational portion of the evaluation when the objective was not restated at the end of the learning session. Additionally, students did not appear to have time to think about their own learning in relation to the learning goal for the day. In the Distance Learning Playbook, (Fisher, Frey, and Hattie, 2021) an entire chapter is dedicated to this topic. It is titled, "*Teacher Clarity at a Distance*". According to John Hattie, whose meta-research has found teacher clarity to be one of the most important learning interventions available to educators with an effect size of 0.75. In terms of each lesson, students should know what they are expected to learn, have appropriate tasks to accomplish the learning target, and finally know what it means to have learned something.

<https://aplusala.org/best-practices-center/2019/10/31/hattie-says-teacher-clarity-is-one-of-top-learning-interventions-heres-how-it-works/>

<https://www.gadoe.org/School-Improvement/School-Improvement->

<https://us.corwin.com/en-us/nam/the-distance-learning-playbook-grades-k-12/book275865>

https://www.google.com/books/edition/Advancing_Formative_Assessment_in_Every/H4CYDwAAQBAJ?hl=en&gbpv=1&printsec=frontcover

3. 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.
4. Prioritize improving the special population of students within the Free and Reduced Lunch category to be more representative of the local district and the SPCSA. With regard to particular demographics, the school should pay particular attention to targeted marketing efforts so as to increase the likelihood of enrolling more students within the Free and Reduced Lunch category. In both the Elementary and the Middle School, this campus has a zero of a possible five points in this category as indicated on page six of this report under the SPCSA Academic framework.

DEFICIENCIES

There were no deficiencies identified for Somerset Academy – Stephanie campus during this evaluation.