



# **Nevada State Public Charter School Authority**

## **Site Evaluation Report: Somerset Academy Losee**

Evaluation Date: 1/18/2023

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State Public Charter School Authority  
775-687-9174  
1749 North Stewart Street Suite 40  
Carson City, Nevada 89706  
2080 East Flamingo Road, Suite 230  
Las Vegas, NV 89119

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# Appendices

## A: Nevada School Performance Framework

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

## B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

## C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

# INTRODUCTION AND SCHOOL BACKGROUND

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## INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 1/18/2023 at Somerset Academy Losee. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization. This evaluation occurred as part of year one of the new term and previously issued Site Evaluation strong recommendation. The strong recommendation was issued during the previous school year. The Authorizing team is required to conduct a follow-up site evaluation. This evaluation is designed to review targeted areas of concern. An analysis that addresses the academic success of the school and the effectiveness and viability of the school organization has taken place.

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.

Members of the SPCSA evaluation team will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately after the final classroom rubric ratings. Using information obtained from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will summarize results for schools within the report. Observations and take-aways regarding some of the Organizational Framework components will be summarized and outlined in this site evaluation report.

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 is located in North Las Vegas, Nevada in a facility at 4650 Losee Rd. The school serves 2,451 students (as of the most recent Validation Day) in kindergarten through 12th grade. The mission of Somerset Losee is: "We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21<sup>st</sup> Century learners in a safe and enriching environment."

# ACADEMIC PERFORMANCE

## Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

### Elementary School

#### Somerset Academy Losee



### Middle School

#### Somerset Academy Losee



### High School

#### Somerset Academy Losee



## Math and ELA Results Nevada School Performance Framework 2022

*This information is provided to assist in understanding the data sets impacted by the pandemic.*

### Proficiency Rates

#### Elementary School

##### Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	26.1	49.2	51.1			
American Indian/Alaska Native	-	28.5	37.6			
Asian	42.1	72.8	70.4			
Black/African American	19.2	30.3	35.7			
Hispanic/Latino	28.2	37.9	42.7			
Pacific Islander	16.6	47.2	50.9			
Two or More Races	23.8	55.6	57.5			
White/Caucasian	26.5	60.7	61.3			
Special Education	6.0	26.3	32.1			
English Learners Current + Former	25.4	34.9	39			
English Learners Current	14.5	25.5				
Economically Disadvantaged	25.4	35.6	42			

##### ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	39.5	55.4	59.2			
American Indian/Alaska Native	-	40.8	45.4			
Asian	42.1	74.9	76.7			
Black/African American	28.0	39.8	45.4			
Hispanic/Latino	42.0	45.1	50.8			
Pacific Islander	50.0	53.7	60			
Two or More Races	40.4	61.5	66.2			
White/Caucasian	42.8	65.5	69			
Special Education	18.3	25.5	33.5			
English Learners Current + Former	41.6	37.4	44.4			
English Learners Current	26.2	24.4				
Economically Disadvantaged	38.0	42.8	49.4			

#### Middle School

##### Math Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	21.9	36.5	39.7			
American Indian/Alaska Native	-	36.3	31.9			
Asian	64.2	62.7	60.6			
Black/African American	6.3	18.2	27.3			
Hispanic/Latino	21.3	26.4	32.8			
Pacific Islander	-	28.3	40.1			
Two or More Races	23.3	41.8	43.6			
White/Caucasian	33.8	48.1	49.8			
Special Education	<5	9.7	22.7			
English Learners Current + Former	15.2	20.1	24.2			
English Learners Current	<5	7.6				
Economically Disadvantaged	15.2	23.9	32.7			

##### ELA Proficient

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	43.5	57.3	56.4			
American Indian/Alaska Native	-	53.7	46.3			
Asian	64.2	79.0	77.1			
Black/African American	32.2	41.1	40.9			
Hispanic/Latino	41.2	48.2	47.9			
Pacific Islander	-	53.3	55.5			
Two or More Races	44.1	64.6	63.2			
White/Caucasian	62.6	67.2	68			
Special Education	10.2	18.0	25.8			
English Learners Current + Former	30.4	38.8	28.1			
English Learners Current	6.9	16.7				
Economically Disadvantaged	35.8	45.9	47.1			

## High School

### Math Proficient

Math Proficient Points Earned: 2/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	11.7	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	-	55.1	52.76			
Black/African American	<5	10.2	22.5			
Hispanic/Latino	10.6	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	-	31.9	40.11			
White/Caucasian	15.7	33.8	47.04			
Special Education	<5	6.6	16.76			
English Learners Current + Former	<5	<5	18.8			
English Learners Current	<5	<5	16.04			
Economically Disadvantaged	<5	14.6	27.8			

### ELA Proficient

ELA Proficient Points Earned: 3/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	31.8	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	-	78.7	66.85			
Black/African American	29.1	40.6	34.82			
Hispanic/Latino	24.3	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	-	60.5	60.16			
White/Caucasian	42.1	65.7	64.14			
Special Education	<5	16.5	19.92			
English Learners Current + Former	<5	12.5	21.64			
English Learners Current	<5	9.2	15.98			
Economically Disadvantaged	19.6	43.4	40.77			

# SPCSA Academic Performance Framework Geographic Comparison Report

## Elementary School

**GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)**  
SPCSA school NSPF performance vs. comparison district/school(s).

**18/25** 0 automatic points in indicator.  
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

**NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**

**3/10** NSPF score difference of 1.9 between school (51 points) and comparison district (49.1 points).

**NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**

**15/15** NSPF score difference of 29 between school (51 points) and comparison school (12 points).

## Middle School

**GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)**  
SPCSA school NSPF performance vs. comparison district/school(s).

**19/25** 0 automatic points in indicator.  
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

**NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**

**4/10** NSPF score difference of 7.3 between school (52 points) and comparison district (44.7 points).

**NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**

**15/15** NSPF score difference of 43 between school (52 points) and comparison school (9 points).

## High School

**GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)**  
SPCSA school NSPF performance vs. comparison district/school(s).

**7/25** 0 automatic points in indicator.  
A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

**NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**

**0/10** NSPF score difference of -13.8 between school (49 points) and comparison district (62.8 points).

**NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**

**7/15** NSPF score difference of 8.3 between school (49 points) and comparison school (40.5 points).

# SPCSA Academic Performance Framework Diversity Comparison Results

## Elementary School

**ENROLLMENT DIVERSITY INDICATOR (15 POINTS)**  
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

**10/15** 0 bonus points in indicator.  
One bonus point per group with 25%+ increase over prior year.

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**3/5** School FRL rate of  $\geq 40$  to  $< 50\%$  compared to district GrK-5 FRL rate of  $> 55\%$ .

**4/5** School IEP rate of  $\geq 5$  to  $< 10\%$  compared to district GrK-5 IEP rate of 11.9%.

**3/5** School EL rate of  $\geq 10$  to  $< 15\%$  compared to district GrK-5 EL rate of 19.3%.

## Middle School

**ENROLLMENT DIVERSITY INDICATOR (15 POINTS)**  
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

**10/15** 0 bonus points in indicator.  
One bonus point per group with 25%+ increase over prior year.

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**3/5** School FRL rate of  $\geq 40$  to  $< 50\%$  compared to district Gr6-8 FRL rate of  $> 55\%$ .

**4/5** School IEP rate of  $\geq 10$  to  $< 15\%$  compared to district Gr6-8 IEP rate of 11.9%.

**3/5** School EL rate of  $\geq 5$  to  $< 10\%$  compared to district Gr6-8 EL rate of 13.6%.

## High School

**ENROLLMENT DIVERSITY INDICATOR (15 POINTS)**  
SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

**11/15** 0 bonus points in indicator.  
One bonus point per group with 25%+ increase over prior year.

**ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**

**3/5** School FRL rate of  $\geq 40$  to  $< 50\%$  compared to district Gr9-12 FRL rate of  $> 55\%$ .

**5/5** School IEP rate of  $\geq 10$  to  $< 15\%$  compared to district Gr9-12 IEP rate of 10.3%.

**3/5** School EL rate of  $\geq 5$  to  $< 10\%$  compared to district Gr9-12 EL rate of 13.2%.

# FOCUS GROUP SUMMARIES

## FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	8	30 minutes
Students	12	30 minutes
School Leadership	15	45 minutes
Staff	11	30 minutes

### Governing Board<sup>1</sup>:

- The board of directors for Somerset Charter schools “meet once every other month and as often as needed to execute” their role<sup>2</sup>. Board members reported their responsibilities include:
  - Setting the strategic direction for Somerset Charter Schools
  - Ensuring compliance with applicable laws, bylaws, and the charter,
  - Approving and overseeing the annual budget,
  - Approving management, operational, and service contracts,
  - Ensuring the financial health of the school through careful monitoring and proactive action,
  - Hiring an independent auditor,
  - Hiring, setting compensation for, and evaluating the principal of each Somerset Charter school,
  - Evaluating the support and services of any educational service providers through regular correspondence and annual review of their performance.
- According to governing board focus group participants, addressing chronic absenteeism is a topic at each board meeting. The board and school leadership continually discuss ways in which to manage attendance challenges along with each school’s ability to self-govern. The board is current on each school’s initiatives. One board member said, “some schools have designated personnel who contact parents, some schools have personnel that will email home, and others have created incentives at school.” Another board member indicated one approach the board has taken, “We have strategically moved certain dates, like instead of a data day being on a Thursday, we moved it to Friday.”
- Governing board members said there are no open seats on their seven-member board. Governing board focus group participants explained they have a finance sub-committee. The finance sub-committee meets a week prior to the general board meeting. The governing board receives an income statement, overall balance sheets, the projected and day-to-day data, as well as the daily attendance of each Somerset school. The board also reviews cash on hand.
- Board members reported how their Educational Management Organization (EMO), Academica, is evaluated yearly. “The lead principal for Somerset Charter Schools develops survey questions alongside his team. The survey is then distributed to all Somerset schools.” The lead principal and his team obtain

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

<sup>2</sup> The Somerset Governing Board of Directors oversees seven schools within the Somerset Nevada charter; Somerset Academy of Las Vegas- Aliante, Somerset Academy of Las Vegas – Lone Mountain, Somerset Academy of Las Vegas – Losee, ; Somerset Academy of Las Vegas- Lone Mountain, ; Somerset Academy of Las Vegas – North Las Vegas, ; Somerset Academy of Las Vegas – Skye Canyon, Somerset Academy of Las Vegas Sky Pointe, and Somerset Academy of Las Vegas - Stephanie



# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

the results, compile the results, and present the results in a report. “The governing board receives the report, and we examine the data. We then inform the EMO of our evaluation.”

### **Parents/Families:**

- The parent/family focus group at Somerset Losee was comprised of participants with children and young people in a range of grade levels between kindergarten through seniors in high school. Family members spoke about their children bringing home information about the learning taking place at school. Families said this was a common occurrence. One parent laughed and said, “My son tries to stump me and bring something home at least once or twice a week to try to tell me something I need to know. For example, he is taking Human Geography and asks me questions to see if I know about it. Of course, I don’t, and he tells me the answer and all about the topic.”
- Families with students enrolled in elementary grades reported they are in constant contact with their child’s teacher. Communication takes place by email, phone, and other online platforms. Families with students at the middle and high school said their updates and communication do not take place as often. One parent commented, “I can understand why the elementary communication would be more often and it is better than the middle and high school communication as students become more independent and take on some of their own responsibility for grades and teacher communication.”
- All of the members of the focus group commented about the quality of the teacher-to-student relationships. One parent shared, “The teachers and faculty here truly care about the well-being of the child. There is such a momentous team at this school.” Another parent added, “A teacher-aide at the school personally worked with my son every day on both academics and as a man. I can’t express how much this has meant to our family.” Another parent said, “I’m a basketball mom and I’m here at the school for practices and games. The teachers are always there for the students and so supportive.” One parent was impressed with the close-knit community at the school. He stated, “It honestly feels like a family here. I don’t worry about sending my kids to this school. I feel like whatever might happen, the school will handle it.”
- Family members spoke about the school leader as well. One parent said that the school principal helps her second-grade daughter practice her spelling words for a few minutes on some mornings before school. Another parent added, “The school leader somehow knows each student by name. If something is going on at the school, the school leader will send a mass email message to let us know what is happening and how it will be handled. She holds monthly virtual meetings for parents too and is by far the best of all the principals we have ever had.”
- Families brought up their appreciation for the administration at the school for having the first ever home football game. One family member shared, “The first game was a bit rough because there were so many attendees that the line to get through the gate wrapped around the school. But by the time the second home game took place, the school leaders listened to suggestions and streamlined the process for getting through the larger gate and to seats.”

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

Another parent said, “What is amazing is the ability of the school leaders to adapt and change operations quickly to make things better for the next game.” A third parent added, “It is the human side that people get here. I see students hugging their teachers at both football and basketball games. Students thank teachers for coming.” One more parent remarked, “There were so many parents and faculty at the first home game, it made me cry. Everyone was wearing the t-shirts, and they knew how much it meant to the boys.”

### Students

- Students shared that they feel connected to the activities in the classroom when the teacher tries to have all the students involved in a given activity. One high school student explained, “Everybody comes together and figures it out and most the time no one gets left behind.” Students also spoke to the levels of respect between students and teachers. One person said, “I feel respected when I’m talking, and everyone listens. I like when we can teach and learn from each other.” Students said they feel safe sharing ideas with each other when students can share answers, and everyone is capable of understanding and listening to the viewpoints of each other. I like talking to my history teacher because we talk about sports and football.” Another student said, “My teacher knows my facial expression and body language and knows when something is up. I know they care because [the teachers] pull me aside and tell me they are concerned that I am distracted. I know I can express my emotions to the teacher like I would a family or friend.”
- Some of the high school students spoke about the importance of being a good role model to others. One student said, “As someone who does sports, I know that others look at you and watch. I feel it important to do my part in setting examples for others and to show how to be good to others and be better people. Sometimes my teacher wants us to talk to a neighbor or a group and this is a good way to hear others’ ideas about a subject and to get a point of view others have to share.” Another high school student added, “I’m trying to improve the overall school environment. I make a point of speaking with people I don’t know, and my friends do this too.”
- Students shared information about grades and levels of learning. One younger student shared, “I know how I’m doing because the teacher will come to talk to me, tell me my grade, and tell me how to improve.” Another middle school student said, “I know I’m doing good because teachers know me and what I want in life. They tell me I’m doing well.” A high school student shared, “I have to keep my grades up to participate in sports. I like that the teachers don’t yell at me but will talk to me privately after class if I don’t get the work done. I know the teacher is trying to help me.” One other student mentioned, “My English teacher will call my home and tell my family what I’m doing well.”
- Students had suggestions for improvements at the school. One student said, “There are certain things that could be fixed. “My friends and I try hard not to let one group be against another and to make sure people feel welcome here. We hold people accountable for their words. I think we can bring people together, but we have a ways to go.” One of the high school students said, “We’ve got to change the logo on the gym floor. It looks like a lion from a Disney movie instead of a fierce-looking animal with fangs. Other basketball teams come and see the logo and tease us about it.” Another student remarked, “It is on us students to make everyone feel welcome and comfortable here. I’m proud to be here and part of this school!”

# FOCUS GROUP SUMMARIES

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## FOCUS GROUP SUMMARY continued

### Leadership

- The leadership team at the Somerset Losee campus is large as the school has an elementary, middle, and high school on site. Leadership reported that there are different groups meeting together across several Somerset campuses. One person explained, “The principals meet monthly and Assistant Principals come together as well as the school counselors. The coaches collaborate every six weeks. All of this is an important factor in working at a Somerset campus and it provides a sense of community.”
- Several school leaders at the Losee campus said student expectations were rolled out at the beginning of the school year. Visual slides were presented to show students how to behave in different parts of the school building including the hallways, bathrooms, and lunchroom.
- One member of the leadership team said, “We had some challenges at the beginning of the year and our dean made positive phone calls to parents. We have worked to create strong relationships with our students and families and don’t want to focus on what has been done wrong, but what is going well.” Another school leader said, “We have cultural expectations and some of our high school role models come into the assembly and give a speech about what this looks like in terms of how students treat teachers and each other.”
- School leaders said professional development at the school has been robust. One member of the leadership team said, “We have new learning all the time. We had some people from Florida come in and present information about direct instruction for our teachers. We feel our teachers have the capacity to improve instruction and we are excited about our growth in this area.”
- The school leaders said some of the new families to the middle school from the North Las Vegas campus were a bit uncertain about attending the Losee campus. Now, the families know they can expect to hear from school leaders about school activities and how things are going with their students. The school leader commented, “Although some families were uncertain about attending Losee, most now like the change. Some of this is in part to students coming home and telling parents they like the school and the positive culture. We have invited parents to school assemblies and the families participate in meaningful school events such as the holiday food drive.”

### Staff

- Staff shared ways in which they engage students and promote student voice through group discussions and questioning during class time. Several staff shared they use the system to randomize student selections to participate in lessons. One staff member said, “Using a randomizer allows us to hold students accountable in their learning. They know there is a chance that their name will be called so they are more engaged.” Another staff member said, “We ask questions and ask students to share their thinking.”
- Staff described multiple methods used to determine if a student understands the lesson. One staff said, “I summarize the lessons at the end of instruction.” Another staff member said, “I give reflections after each lesson.” One more staff explained, “The curriculum includes quick

# FOCUS GROUP SUMMARIES

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FOCUS GROUP SUMMARY continued

checks and assessments throughout the lessons.”

- Staff shared factors that attribute to the high staff morale at Somerset Losee. A staff member said, “We encourage each other! We are like a big family.” Several teachers shared leadership is very supportive in helping us strengthen our skills. Staff members explained they collaborate weekly and receive coaching and support whenever they need it.

# CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 31 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Classroom Learning Environment is Conducive to Learning</b>	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.  Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.  Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.  Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	<b>Total: 15</b>	<b>Total: 16</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Establishing a Culture for Learning</b>	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	<b>Total: 13</b>	<b>Total: 17</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Purpose and Explanation of Content, Lesson, Unit or Classroom Activity</b>	The purpose of the lesson or unit is clear and connects with student's 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 is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	<b>Total: 16</b>	<b>Total: 15</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Students' Cognitive Awareness of Learning Goals/Targets</b>	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	<b>Total: 13</b>	<b>Total: 17</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 1</b>
<b>Quality and purpose of questions</b>	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.
	<b>Total: 8</b>	<b>Total: 19</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 4</b>
<b>Opportunities for student discourse and student use of academic language</b>	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	<b>Total: 10</b>	<b>Total: 17</b>	<b>Total: 0</b>	<b>Total: 0</b>	<b>Total: 4</b>

Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
<b>Intellectual Engagement in Learning</b>	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and 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 differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	<b>Total: 10</b>	<b>Total: 20</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 0</b>
<b>Using Formative Assessment in Instruction</b>	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	<b>Total: 7</b>	<b>Total: 22</b>	<b>Total: 1</b>	<b>Total: 0</b>	<b>Total: 1</b>

Additional information about the classroom observations shared here when applicable

1. In one high school resource classroom, students worked on highlighting key details in a text and answering questions.
2. In one art classroom, students drew art for black history month from their perspectives.
3. In one middle school science classroom, the teacher called students to the board to highlight important scientific facts need to answer proposed questions.
4. In one classroom ELA class, students were engaged in reading text-dependent questions and the teacher facilitated and kept things moving quickly. She provided feedback to students each step of the way.
5. In one middle school classroom, students took a quiz independently. The teacher sat at his desk and did not circulate the classroom. The teacher encouraged students to complete the quiz and to work on an online learning path. Students talked even though the quiz was going on. Students were observed to be distracted and off-task.
6. In a high school science classroom, students took notes, used academic language, and answered high-level questions while the teacher provided immediate feedback. Students were highly engaged.
7. In an elementary classroom, students read independently. The teacher circulated around the room providing feedback and helping students sound out words.
8. In one elementary classroom, students used tools to measure the area of plane figures. Students were observed to be engaged in the activity.
9. In an elementary classroom, students participated in group discussions facilitated by the classroom teacher.



# 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, visual inspection 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.

Indicator	Measure Description	Evidence Collected
<b>Indicator 1:</b> Education Program	<p><b>Measures 1a and 1b:</b> The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p><b>Measures 1c and 1d:</b> The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>Somerset Losee implements the material terms of their educational program. Curricular materials align to Nevada Academic Content Standards (NVACS). Somerset Losee protects the rights of students by ensuring student files are kept in a secure location. Classroom observations confirmed that the educational program conforms with the charter and that curriculum aligns to NVACS.</p>
<b>Indicator 3:</b> Governance and Reporting	<p><b>Measure 3a:</b> The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>Per the governing board and leadership focus group sessions, the Somerset Charter School Governing Board is following governing board policies.</p>
<b>Indicator 4:</b> Students and Employees	<p><b>Measure 4a:</b> Student records under lock and key/stored appropriately</p> <p><b>Measure 4d:</b> Personnel files are under lock and key/stored appropriately</p>	<p>Student files are digitized in infinite campus. Hard files have been sent to Academica for storage. Special education files are kept under lock and key in the special education facilitator's office.</p>
<b>Indicator 5:</b> School Environment	<p><b>Measure 5b:</b></p> <ul style="list-style-type: none"> <li>• Evacuation plans for classrooms are posted</li> <li>• The school has fire extinguishers on all floors which are tagged</li> <li>• Active permit for food service (if applicable)</li> <li>• Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration</li> </ul>	<p>The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas, as well as an active food service permit. The site evaluation team visually</p>

		checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.
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## Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

<p>Self-Assessment of the implementation of prior recommendations by school staff</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> <li>• It is recommended that Somerset Board partner with an external organization such as Charter Board Partners or National Charter School Institute to provide in-depth board training to ensure that board members understand their roles and are not reliant on a paid service provider to do so.</li> <li>• Consider implementing additional methods to identify students who may be confused or struggling during class instructional timeframes.</li> <li>• SPCSA staff recommend Somerset Losee pursue Multi-Tiered System of Supports (MTSS) opportunities through the SPCSA.</li> <li>• It is recommended that Somerset Losee improves communication with families.</li> </ul> <p>Strong Recommendation:</p> <ul style="list-style-type: none"> <li>• Evaluate Academica Nevada to ensure the EMO is effective and functioning to support the school.</li> </ul>
<p>School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations.</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> <li>• Somerset board members receive ongoing training.</li> <li>• Somerset Losee has provided staff with professional development opportunities and coaching from Instructional Strategists.</li> <li>• Somerset Losee has positions to support behavioral, academic, and SEL needs of students.</li> <li>• Somerset Losee has bolstered communication with families through infinite campus, email, etc.</li> </ul> <p>Strong Recommendations:</p> <ul style="list-style-type: none"> <li>• A new evaluation system for Somerset's management company, Academica Nevada, has been developed and put into practice. Yearly, the Somerset lead principal and staff develop a questionnaire, distribute it to Somerset schools, collect the results, and compile the responses. This data is then coordinated and presented to the governing board.</li> </ul>
<p>SPCSA staff assessment based upon findings during site evaluation</p>	<p>Somerset Losee leadership believes that recommendations from the 2021- 2022 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address specialized populations are ongoing.</p> <p>SPCSA staff agrees with this assessment, and concluded that the board, leadership team, and staff continue to diligently address growing the specialized needs population to align with the following goals of the SPCSA's Strategic Plan:</p> <ul style="list-style-type: none"> <li>• Provide Families with Access to High-Quality Schools</li> <li>• Ensure that every SPCSA student succeeds - including those from historically underserved student groups.</li> <li>• Increase the diversity of students served by SPCSA schools</li> </ul>

# SITE EVALUATION FINDINGS

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## STRENGTHS

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

- Somerset Losee was observed by SPCSA staff to have a strong school culture. Staff were observed to have positive relationships with students. Student focus group participants shared that the teachers are very supportive and take the time to get to know them. Several family focus group participants shared that the staff knows their child's name, attends sporting events and games, and makes positive phone calls home. One family member said, "The staff at this school really care about the student's well-being. They put on a fundraiser for the winter holidays. They provided gifts to students in need. I can't thank the school enough for everything they have done for my child."
- SPCSA site evaluators observed Somerset Losee to have a strong leadership team. Leadership members reported several ways they provide support to staff, such as PD, coaching, training, targeted feedback, etcetera. The leadership team demonstrated flexibility in accommodating families. Leadership reported that they changed the schedule to allow arrival times to overlap because secondary students bring younger siblings to school. Leadership reported that tardiness has decreased in the upper-grade levels since changing the arrival times. Leadership reported, "The older students now have ample time to drop off their younger siblings and walk to class."
- SPCSA staff observed Somerset Losee display patterns of continuous improvement. For example, Leadership reported several data points that affirm their test scores moving in an upward trajectory. Leadership shared bolstered coaching, increased master teachers, upgraded technology, improved SPED and EL supports and services, and improved staff turnover. Leadership reported various ways they are working to close opportunity gaps. SPCSA staff observed strong interventions and supports to meet the needs of all students, such as Power hour, pull out and push in SPED and EL services, and small group instruction.

## 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.

- Chronic absenteeism continues to be a challenge for Somerset Losee. According to the 2021 - 22 NSPF, Somerset Losee's chronic absenteeism is 26.6 percent at the elementary level, 23.8 percent at the middle school level, and 23.1 percent at the high school level. Leadership recalled several instances they have worked to improve chronic absenteeism at Somerset Losee. One leadership member explained, "A parent emailed me and said that if I can't figure out transportation, I'm going to have to pull her out of this school. I found a way to get her a bus pass and her child's attendance has improved." Another member of the leadership added, "We changed the start time for secondary students to accommodate elementary drop-off. We also communicated the changes to families."
- The math, science, and English language arts (ELA) student proficiency is a challenge for Somerset Losee. According to the 2021 - 22 NSPF, Somerset Losee's student proficiency at the elementary level is 26.1 percent in math, 39.5 percent in ELA, and 11.4 percent in science. Somerset Losee's index score at the elementary level is 51 and meets the standard as the school would have been rated as a three-star school had ratings been issued. Somerset Losee's student proficiency at the middle school level is 21.8 percent in math, 43.5 percent in ELA, and 18.6 percent in science. Somerset Losee's index score at the middle school level is 52 and meets the standard as the school would have been rated as a three-star school had ratings been issued. Somerset Losee's student proficiency at the high school level is 11.6 percent in math, 31.8 percent in ELA, and 19.8 percent in science. Somerset Losee's index score at the middle school level is 49 and does not meet the standard as the school would have been rated as a two-star school had ratings been issued. Although each level displays challenges with low student proficiency rates, the high school level poses a greater concern as the index score of 49 does not meet the standard.

## RECOMMENDATIONS

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

- SPCSA staff recommends Somerset Losee develops a plan to improve chronic absenteeism at the elementary, middle, and high school levels. The plan may include calling families and providing family workshops to explain chronic absenteeism and the importance of attending school. As noted in the challenges section on page 21 of this report, chronic absenteeism is high at all three grade levels at the school – elementary, middle, and high. In 2021, the Nevada Legislature passed [Senate Bill 249](#) which requires absences due to physical/mental health (when a professionally written excuse is provided) to be excluded from chronic absenteeism calculations in the NSPF. Appropriate use of MDP<sup>3</sup> codes may lower a school's chronic absenteeism rate and result in more points in the NSPF. It is recommended that Somerset Losee make sure to mark student absences with the MDP code when the student/family provides a professional note excusing attendance (i.e., from a doctor, mental health professional, etc.). This includes keeping accurate records and only marking MDP when you have a note as the SPCSA and/or NDE may request documentation. SPCSA staff recommends school personnel attend weekly assessment and accountability technical assistance (TA) calls with the SPCSA. Additionally, the SPCSA offers resources, updated information on Nevada state attendance laws, and recordings of the assessment and accountability TA calls in the SPCSA's Canvas repository. The following websites below may be of support in the planning process.
  - <https://www.attendanceworks.org/chronic-absence/the-problem/>
  - <https://www2.ed.gov/datastory/chronicabsenteeism.html>
  - [https://doe.nv.gov/SafeRespectfulLearning/Chronic\\_Absenteeism/](https://doe.nv.gov/SafeRespectfulLearning/Chronic_Absenteeism/)
- SPCSA staff recommends that Somerset Losee create a robust plan to increase student proficiency rates. As mentioned in the challenges section on page 19 of the report, Somerset Losee's ELA, math, and science proficiency rates are low in math, ELA, and science. As a result, Somerset Losee's NSPF index score has been negatively impacted at the high school level and does not meet the standard. Somerset Losee earned an index score of 49 at the high school level for the 2021 – 2022 school year, which is the equivalent of a two-star rating. Without improvement during the 2022 – 23 school year, this puts the school at an increased risk for SPCSA intervention.
- SPCSA staff observed high-quality direct instruction. According to the Classroom Observation Rubric beginning on page 12 of this report, most classrooms were rated as distinguished and proficient. In efforts to move more classrooms from proficient to distinguish, SPCSA staff recommends that Somerset Losee develop a plan to increase student voice in the classroom. This may include increasing professional development on strategies for student-led activities, effective pacing of lessons, and purposeful planning.

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<sup>3</sup> The MDP code is a Nevada attendance code and is an indication of the contribution to the calculation of chronic absenteeism. Attendance codes are used in tracking attendance in Nevada.

## **STRONG RECOMMENDATIONS**

There were no strong recommendations identified for Somerset Losee during this site evaluation. The SPCSA evaluation team noted progress in several areas compared to the previous site evaluation, and the previous strong recommendation has been addressed.

## **DEFICIENCIES**

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