

Somerset Academy - Aliante Campus

Elementary School

Report of Academic Status

September 2021

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Somerset Academy, Aliante Elementary School is in receipt of a notice of concern from the SPCSA, which continues from the 2018-19 school year - the last time that star ratings were assigned for the state of Nevada. The purpose of this report is to address the academic performance and improvement strategies necessary to obtain at least a three star rating (to be in compliance with the SPCSA's aim for schools). The data included in this report is from the 2020-2021 SBAC results, MAP results, and internal iReady data. If there are any questions regarding this report, please contact Shannon Manning at shannon.manning@somersetnv.org.

Somerset Academy, Aliante Elementary School was significantly impacted by the Covid pandemic - as all schools were - during the 2020-2021 school year. Assistant Secretary of Civil Rights in the Department of Education Suzanne Goldberg discussed the disparate impacts of Covid 19 in her report as part of President Biden's Executive Order 14000. Observation 1 indicated that the pandemic widened pre-existing disparities in academic growth. This is of particular concern for Somerset Academy, Aliante Elementary School because we serve a high number of special populations. In particular, our IEP subgroup is 14% of our school population. Observation 4 in the same report stated that the Covid 19 pandemic seriously "disrupted the education and related aids and services needed to support their [the students'] academic progress and

prevent regression” (Goldberg, OCR). Our Special Education department worked diligently to provide services, but our largest percentage of students who remained virtual throughout the school year, included our IEP students.

Throughout 2020-2021, we made several instructional changes. Initially, school began entirely with the virtual model. Our primary grades (K-2) returned to in-person instruction in October 2020. Grades 3-5 returned to in-person instruction in January 2021. During the year, there were multiple pivots based on Covid related protocols, from virtual instruction to in-person instruction. Our in-person instruction was divided into two cohorts of three hours each. Teachers focused on instruction in core subjects during these cohorts. We were able to offer a full-day instructional model for our elementary students for the last quarter of the school year. This instructional model allowed students to continue to participate in their three hour cohort, and spend the remainder of the day with Specialists and Instructional Aides who focused on student deficits. The full day instructional extension happened concurrently with our SBAC testing.

The results of the 2020-2021 SBAC tests were received and reviewed by the administrative team, along with our external data analyst. Some of our celebrations include a completion testing rate of 96.35% for grades 3-8 for SBAC, a 96.99% completion testing rate for Science CRT for grades 5 and 8, and 100% of our WIDA students were tested. As we are working towards an increased points value on our NSPF report card, ensuring that all students tested is incredibly important. Our ELA IEP Growth Median was also a 54, indicating that our students responded positively to our interventions (even in a pandemic year!). The overall elementary proficiency for ELA was 43.5%. The overall elementary math proficiency was 31.5%.

These same results were shared by the administrative team and data analyst with the elementary teachers. The data was disseminated by grade strands, with the following results for ELA: 50% proficient in third grade, 36% proficient in fourth grade, and 44.7% proficient in fifth grade. The data was also disseminated by grade strands for math proficiency, with the following results: 46.2% proficient in third grade, 28.4% proficient in fourth grade, and 20.1% proficient in fifth grade. While these scores indicated some of the expected learning loss from the 2019-20 and 2020-2021 pandemic school years, it helped us to establish a baseline on which we could determine our improvement strategies for the 2021-22 school year.

Because we serve high numbers of vulnerable students, we also focused on the SBAC results of some of our subgroups. Our ELA IEP Growth Median was also a 54, indicating that our students responded positively to our interventions (even in a pandemic year!). However, our data for math for IEP students and FRL students was below the 30% median mark, indicating that we need to enact interventions to support these student groups.

As the 2020-21 school year came to a close, we began to implement several improvement strategies, particularly because we had several new additions to the administrative team. This included a change in principals and a change in assistant principals. Utilizing our iReady data, in conjunction with our SBAC scores, we began the task of analyzing the data for our elementary school and developing academic interventions.

In looking at the iReady data, which we use to progress monitor our students and determine likelihood of proficiency, and our fledgling math scores on the SBAC, we

realized a need for several math strategies in order to increase our math proficiency in our elementary school. This included choosing a more rigorous math curriculum; we chose to replace Go Math with Ready Classroom Math. EdReports scored Ready Classroom Math as a much more comprehensive math program that will likely prepare our students better for math proficiency. In addition to the change in math curriculum, we hired a part time math strategist who has worked with our math teachers in grades 4-8 in the delivery of Math 360. This preparation included buying whiteboards for all math classrooms in grades 4-8. The math teachers were also included in frequent collaboration amongst themselves, and also with other math teachers from other Somerset Academy campuses. We also hired a Special Education teacher, who is also Highly Qualified to teach math, and scheduled her to work closely with the elementary math teachers in delivery of math instruction for our special education populations.

Our ELA iReady data, and SBAC ELA scores, also indicated areas in need of improvement. We hired a part time ELA strategist to work with teachers to ensure focus on priority standards, particularly when utilizing the curriculum that we purchased (Wonders). Our ELA strategist has utilized common preparatory times to work with grade strands to enhance the ELA instruction, including a focus on rigorous, Tier 1 instruction.

When analyzing our iReady Math Diagnostic data from this school year, 2021-2022, we found the domains with greatest need are K-7 Numbers and Operations & Algebra and Algebraic Thinking. To improve student understanding and growth in those domains, we have created a plan for all K-8 students to work towards their growth goals by completing the recommended 45 minutes of math lessons on iReady each

week. In addition, teachers have identified specific groups of students that will receive additional Tier 2 support utilizing the pre-requisite reports and teacher-led lessons provided by iReady. Students in Tier 2 will work with teachers or instructional aides on the targeted skills at least twice per week for 20 minutes, students in Tier 3 will work on the targeted skills at least three times per week for 20-30 minutes.

When analyzing our iReady Reading Diagnostic data from this school year, 2021-2022, we found the domains with greatest need. Our Kindergarten, first and second grades will focus on Phonological Awareness, Phonics, and High-Frequency words. Grades 3-5 will focus on Vocabulary and Comprehension in both literature and informational text. As with math, students will work towards their growth goals and receive additional support for Tier 2 and Tier 3.

Progress monitoring dates using iReady and future diagnostics through iReady and MAP have been calendared. Teachers will be supported in analyzing data, data driven instruction, and improving the rigor in their Tier 1 instruction through ongoing Professional Learning Communities that take place once per month. Utilizing our ESSR grants, we were able to offer weekly tutoring in all grade strands. Based on our test results, we were able to specialize these tutoring sessions including focus on our special populations.

As an administrative team, we have worked on ensuring a safe and respectful learning environment - for both teachers and students. We have integrated lessons from our School Safe Professional and counselor into the classrooms, as students transition to the full-time, in-person instructional model that we are offering this year. In addition to the Professional Development Communities that take place monthly, we have been

purposeful in our communication with teachers. This has enabled us to ensure that learning is prioritized. As we work through teacher development, we are encouraged by the teacher retention we have experienced - particularly with the stresses of the last few years.